

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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Unit

Factflix videos



Reading to learn

Language in use

- 1** What connects us? **page 4**
Why do we want to fit in?
 Discover vocabulary *Fitting in*
 Key phrases *Talking about similarities and differences*

How can we develop empathy?
 Reading strategy *Identifying the author's purpose*
 Discover vocabulary *Forming nouns from verbs*

How do people adapt and change?
 Discover grammar *Talking about past states and habits; Talking about adapting to change*

- 2** What do places mean to us? **page 14**
How do places get their names?
 Discover vocabulary *Settlements*
 Key phrases *Talking about places and origins*

Why do places disappear?
 Reading strategy *Scanning for specific information*
 Discover vocabulary *Synonyms*

What do we notice about places?
 Discover grammar *Talking about past events; Talking about past actions connected to the present*

Project What makes a place interesting to visit? Designing a travel guide **page 24**

- 3** How do we choose our food? **page 26**
What is the environmental impact of our food?
 Discover vocabulary *The life cycle of food*
 Key phrases *Talking about food choices*

What influences our diet?
 Reading strategy *Figuring out meaning from context*
 Discover vocabulary *Collocations*

How do we feed our cities?
 Discover grammar *Using the passive*

- 4** What makes a hero? **page 36**
What qualities do heroes have?
 Discover vocabulary *Describing heroes*
 Key phrases *Talking about personal qualities*

How can someone be both hero and villain?
 Reading strategy *Identifying facts and opinions*
 Discover vocabulary *Negative prefixes*

What is a hero's journey?
 Discover grammar *Using relative clauses*

Project How does someone become a hero? Designing a digital timeline **page 46**

- 5** How do we use numbers? **page 48**
Which numbers are in our everyday lives?
 Discover vocabulary *Numbers and measurements*
 Key phrases *Asking about numbers*

Which numbers can we find in nature?
 Reading strategy *Topic sentences*
 Discover vocabulary *Verb + preposition*

Who thinks in numbers?
 Discover grammar *Talking about ability and possibility; Talking about deduction*

- 6** Why are we fascinated by movies? **page 58**
What makes a movie enjoyable?
 Discover vocabulary *Movies*
 Key phrases *Talking about movies*

How have movies changed with the times?
 Reading strategy *Understanding pronouns and references*
 Discover vocabulary *Compound adjectives*

Why do we like happy endings?
 Discover grammar *Talking about likely and unlikely consequences; Talking about hypothetical consequences in the past*

Project How can we film a movie scene? Making a movie scene **page 68**

- 7** What is the world of work like? **page 70**
What is the right job for you?
 Discover vocabulary *Career skills and qualities*
 Key phrases *Talking about future careers*

Should we follow our dreams?
 Reading strategy *How to deal with difficult texts*
 Discover vocabulary *Multi-word verbs (1)*

Is there a right age to start work?
 Discover grammar *Talking about obligation, prohibition, and permission*

- 8** What impact do sports have on our world? **page 80**
What are the benefits of sports?
 Discover vocabulary *Sports values*
 Key phrases *Talking about benefits*

What is the real cost of sports?
 Reading strategy *Reading fluently*
 Discover vocabulary *Other prefixes*

How can sports change people's lives?
 Discover grammar *Using reported speech*

Project How difficult would it be to live without plastic? Taking part in a class debate **page 90**

- 9** Why are the seas and oceans so important? **page 92**
What threats do our seas and oceans face?
 Discover vocabulary *Seas and oceans*
 Key phrases *Talking about problems and solutions*

How much do we know about the deep sea?
 Reading strategy *Answering multiple-choice questions*
 Discover vocabulary *Noun + preposition*

How will coastlines change in the future?
 Discover grammar *Talking about the future: predictions, completed actions, and actions in progress*

- 10** How does age change us? **page 102**
Is there an ideal age for everything?
 Discover vocabulary *Ages and stages*
 Key phrases *Talking about age*

What are the challenges of adolescence?
 Reading strategy *Summarizing a text*
 Discover vocabulary *Multi-word verbs (2)*

What can we learn from different generations?
 Discover grammar *Gerunds and infinitives*

Life skills

How can we influence people positively?

Life skills strategy *Being a positive influence*

Listening strategy *Answering multiple-choice questions*

Discover vocabulary *Influencing*

Key phrases *Influencing people*

How do we read maps?

Life skills strategy *Understanding maps*

Listening strategy *Identifying advantages and disadvantages*

Discover vocabulary *Maps*

Key phrases *Reading a map*

What's in your food?

Life skills strategy *Understanding food labels*

Listening strategy *Listening for numbers*

Discover vocabulary *Food and nutrition*

Key phrases *Analyzing information*

How can you deal with an emergency?

Life skills strategy *Dealing with difficult situations*

Speaking strategy *Asking for clarification*

Discover vocabulary *Emergencies*

Key phrases *Making decisions under pressure*

How can math help with money?

Life skills strategy *How to manage your money*

Listening strategy *Recognizing context*

Discover vocabulary *Money and budgeting*

Key phrases *Talking about money*

How do you engage an audience?

Life skills strategy *Creating interesting content*

Speaking strategy *Speaking with an audience*

Discover vocabulary *Documentaries*

Key phrases *Choosing the right questions*

How can you make a good first impression?

Life skills strategy *Making a good impression*

Speaking strategy *Answering interview questions*

Discover vocabulary *First impressions*

Key phrases *Doing an interview*

How can we deal with failure?

Life skills strategy *Thinking positively*

Speaking strategy *Being a good listener*

Discover vocabulary *Success and failure*

Key phrases *Talking about failure*

How can we deal with plastic?

Life skills strategy *Encouraging action*

Speaking strategy *Disagreeing*

Discover vocabulary *Campaigns*

Key phrases *Evaluating ideas*

How can we manage disagreements?

Life skills strategy *Managing disagreements*

Listening strategy *Listening for specific points*

Discover vocabulary *Disagreement*

Key phrases *Managing disagreements*

Writing

Reflect videos



Who do we care about most?

TASK *An opinion essay*

Writing strategy *Deciding on a topic*

Language point *Introducing opinions*

Reflect

What makes a place special?

TASK *A description of a place*

Writing strategy *Developing your ideas*

Language point *Adjective order*

Reflect

What's the connection between food and culture?

TASK *A description of a popular food*

Writing strategy *Researching information online*

Language point *Reporting what sources say*

Reflect

Who is your role model?

TASK *A description of a person you admire*

Writing strategy *Supporting your opinion*

Language point *Attitude adverbs*

Reflect

How can we learn about each other through numbers?

TASK *A report on a survey*

Writing strategy *Writing an introduction*

Language point *Using approximate language*

Reflect

What movies do you recommend?

TASK *A review*

Writing strategy *Writing a conclusion*

Language point *Gradable and non-gradable adjectives*

Reflect

What are employers looking for?

TASK *A cover email*

Writing strategy *Presenting your good points*

Language point *Words and phrases for extra information*

Reflect

Why is winning so important?

TASK *An article*

Writing strategy *Engaging your reader*

Language point *Using present tenses*

Reflect

How can we help protect our seas and oceans?

TASK *A proposal*

Writing strategy *Using bullet points*

Language point *Words for giving results*

Reflect

At what age do you become an adult?

TASK *A for and against essay*

Writing strategy *Giving a balanced argument*

Language point *Introducing contrasting ideas*

Reflect



Introduction

Welcome to *Oxford Discover Futures*

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

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

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

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

Lifelong Learning with the *Oxford Discover Family*

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



The *Oxford Discover Futures* Team

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

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

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

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

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

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

The Key Principles of *Oxford Discover Futures*

I. Inquiry-based Learning

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

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

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

1 Facilitate student-centered learning

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

2 Wonder out loud

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

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

3 Let student inquiry lead the lesson

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

4 Explore global values

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

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

5 Focus on thinking, not memorizing

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

6 Build strong student–teacher relationships

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

7 Take time to reflect

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

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

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

8 Make connections

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

- *We learned about why empathy is important.*
- *Can you think of a time when you empathized with someone in a difficult situation?*
- *Why do some people find it difficult to empathize?*
- *How can we improve our empathy?*

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.

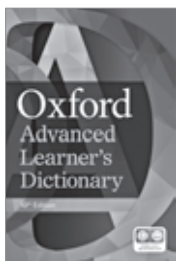
www.oup.com/elt/gradedreading



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

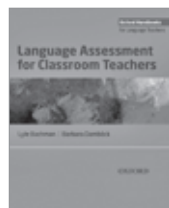
Referencing classroom-based research and classroom vignettes, *Focus on Assessment* helps you to understand research evidence in language assessment for students aged 6–16. It develops your ability to design, implement, and critically evaluate language assessment.



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.

Unit summary (Page 26): A large photo of a field with tractors. The unit question is "How do we choose OUR FOOD?". Below the photo, it says: "There are more than 7.5 billion people in the world. How can everyone have enough to eat?"

Unit question (Page 27): "What is the environmental impact of our food?"

Lesson question (Page 27): "1. Look at the picture and the question. What are the challenges of feeding the world?"

Factflix video (Page 27): A video thumbnail showing two hosts. The video title is "What is the environmental impact of our food?".

Opening photo and caption

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



Discover more

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

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.

Before reading

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

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 What influences our diet?

1. Look at the pictures on page 29. Discuss the questions.
a. Where do you think the young people are from?
b. What type of food can you see? Why do you think they eat this food?
2. Read and listen to the article and check your ideas. Did anything surprise you?

Reading strategy Figuring out meaning from context

When you read a text, you may come across key words which you don't know. Ask yourself:

- What type of word is it: noun, verb, etc.?
- Does it have a prefix or suffix that can help you?
- Is there a synonym or an antonym of the word in the sentence or the surrounding sentences?
- Is it paraphrased, or followed by an example?

3. Study the reading strategy. Then find the words below in the article on page 29. Can you figure out their meanings?

1. intriguing (line 18)	4. chronic (line 40)
2. malnutrition (line 26)	5. obese (line 48)
3. shock (line 30)	

4. Read the article again and answer the questions.

1. Why did Greg Segal decide to photograph food?
2. What were the main similarities and differences in people's diets?
3. What's unusual about pizzas in India?
4. According to the writer, why do a lot of people in the U.S. eat fast food?
5. What does Segal want to achieve with Daily Bread?

Discover vocabulary Collocations

Student Book page 124 Workbook page 28

5. Match the words in A with the words in B to make collocations. Check your answers in the article.

A. school-aged status carbonated developing advertising fast	B. country food drink symbol campaign child
--	---

6. Make new collocations finishing with the nouns in B in exercise 5. Use the words below and your own ideas.

1. organic	4. developed
2. chemical	5. only
3. soft	6. political

7. TALKING POINTS: Make a list of what you usually eat for breakfast / lunch / dinner. Then discuss the questions.

1. Why do you think you or your family choose this food? Think about advertising, price, convenience, culture, nutritional value.
2. Do you think the typical diet in your country is healthy?

Discover more SEARCH ONLINE and find out about school lunches in a different country. What are the similarities and differences compared to your school lunches?

28 Unit 3: How do we choose our food?

DAILY BREAD

What would a weekly diet look like in one photo? Let's take a look at Greg Segal's photo series Daily Bread and find out.

Greg Segal is an American photographer. His photos always have something to say about the world, and his pictures of children in Daily Bread are no exception. The children are surrounded by the food that they eat in a week. The pictures make us reflect on what we consume, and what is a healthy diet.

It all started in 2016, after Segal had completed a project photographing people's weekly trash. He noticed how much of our trash came from packaged food. This got him thinking about how much processed food we have in our diets, and how this is different for people in different countries. For Daily Bread, he photographed people from the U.S., Europe, Asia, and Africa.

1. Before Segal took the photos, children were asked to keep a food journal of everything they ate for a week, including the portion size. Some of their meals were recorded by food stylists and cooks. The results are intriguing and thought-provoking – the similarities and differences among countries and cultures are clear to see. There are the same global brands, packaged drinks, and processed snacks. But there are also different homemade meals, vegetables, and fruit.

2. Segal found some of the differences surprising. In developing countries, malnutrition and lack of food can be an issue. However, in Daily Bread, the diets of children from Asia and Africa are generally good. Segal photographed a 10-year-old Indian girl named Anusha Sahni. Anusha lives with her family in a little shack outside Mumbai. She eats traditional homemade meals and lots of vegetables. She has hardly any processed food because her family can't afford it. Her diet costs \$1 a day, and a Westerner's pizza is \$12 – it's almost a status symbol because it's so expensive.

3. Prior influences food choices, and in countries like India, global convenience foods are popular. As a result, these items are also popular – and often eaten together.

4. In contrast, diets in the developed world are sometimes poor. In the U.S., for example, a lot of people eat fast food. Aggressive advertising campaigns, price, and convenience influence choice. Fast food is cheap and easily available. This has led to a chronic overconsumption of processed food – in fact, the average American meal contains up to 50% of ultra-processed food. Supermarket aisles in the U.S. are full of ultra-processed food. Supermarket aisles in the U.S. are full of ultra-processed food.

5. He eats some healthy meals, but he also eats a lot of fast food, which is high in saturated fat and sugar. The consequences are clear: one in three school-aged children in the U.S. are overweight or obese, and the percentage has increased.

6. Daily Bread is a fascinating snapshot of the things that influence children's diets: price, convenience, culture, and the globalization of companies that sell processed food. By putting diets in the spotlight, Segal hopes to start a conversation and raise awareness of the problems that ultra-processed food can cause. He's encouraging people to take the Daily Bread challenge and photograph everything they eat in a week. By the taking pictures of food and posting them on Instagram, maybe Daily Bread will get us talking about it, too – and change our diets for the better.

What does 'processed' mean?

Which words in this article mean 'processed'?

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

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

Unit 3

The life cycle of food

Food and nutrition

1. Complete the text with the words below. Use a dictionary to help you. Write the words in the correct form.

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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.

Language in use

How do we feed our cities?

- Read the extract about the future of our cities. Discuss the questions.
 - How did people in cities produce food in the past?
 - What helped cities to grow and develop?

HUNGRY CITIES

Today, more than 50% of people on our planet live in cities, and they all need food. Magazines like *London* need over 30 million meals a day! Thanks to sophisticated technology, supermarket shelves are packed with everything from Spanish olive oil to Thai rice, but how do we feed our cities?

Hundreds of years ago, food choices in cities were very limited. Rapid transportation such as railways hadn't been invented, and there was no refrigeration. As a result, crops could only be grown inside or near the city. Animals like sheep and cows were also kept inside the city walls. The Industrial Revolution changed this. Railways were built and new methods of food preservation were invented. Food production could be moved away from the cities and into the countryside. As the food industry and transportation networks grew, so did the cities. Nowadays, cities can be located anywhere. Places like Las Vegas in the Nevada desert and Jakarta in Siberia have been built in environments where it is difficult to grow food or keep farm animals. These inhabitants are totally reliant on supermarkets, which have huge amounts of food transported long distances to them every day. Food in our cities is plentiful, sadly, it is also being wasted. Over 20% is thrown away. In fact, 75% of the world's resources are being consumed by our cities. Will our planet be destroyed by hungry cities?

Discover grammar Using the passive

Student Book • page 117 Workbook • page 117

We use the passive when the agent (who or what did the action) is unknown, obvious, or less important than the action.

- Study the examples from the article and answer the questions.
 - Railways hadn't been invented.
 - New methods of food preservation were invented.
 - Crops could only be grown inside or near the city.
 - Will our planet be destroyed by hungry cities?
- Which sentence says who or what does the action?
- Can you guess the agent in these sentences?
- Why is the passive used in these sentences?

- Rewrite examples a-d from exercise 2 in the active. Which do you think sounds better, active or passive?
 -
 -
 -
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30 Unit 3: How do we choose our food?

Language in use

- Read the text about supermarkets and discuss the questions.

King Kullen, the world's first supermarket, was built in New York City in 1930. Until then, people did their shopping at small grocery stores where there was personal service. However, King Kullen had self-service and was much bigger. Prices were often discounted, too. This new type of store was a huge success and supermarkets soon became popular, with many being built outside of cities where land was cheaper and there was space for a parking lot. In the 1950s, more people had cars and refrigerators at home, so these stores became "one-stop shops" where you could buy all your week's groceries. Today supermarkets are everywhere, from mountains to the middle of the desert. But what about the future? More and more groceries will be delivered to people's homes, but the supermarkets will still be king!

- Where are supermarkets usually built and why?
- How were people's shopping habits influenced by supermarkets?
- Why were a lot of small grocery stores replaced by supermarkets?
- How has the way we eat been changed by supermarkets?
- How do you think supermarkets will be affected by technology / climate change / population growth in the future?

- Look at the facts. Use the passive to explain how the origin of food in the U.K. has changed throughout history. Why do you think these changes have happened? Do you find any of the facts surprising?

Where does food in the U.K. come from?

	1950	1990	2018
Imported*	12%	45%	45%
Traditional / Organic farming	99%	55%	5%
Factory farming (chemicals / antibiotics)	0%	50%	

*Origin of imported food in 2018

Region	Percentage
Europe	65%
Asia	1%
South America	8%
Africa	2%
Oceania	2%

- Work with a partner. Think about your city or region. Make questions and answer them.
 - what food and drink / grow or produce / locally?
 - how / food and drink / produce / in the past?
 - what popular food and drink / transport / other parts of your country or / import?
 - people's eating and shopping habits / change / recently? How?
 - a lot of new supermarkets / build / at the moment? Where and why?
 - more food / produce / locally in the future or / bring / from other places? Why?

Discover more [SEARCH ONLINE](#) and find out about **growing food in cities**. What type of food is being grown in cities around the world?

Unit 3: How do we choose our food? 31

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.

Unit 3: Discover grammar

Using the passive

In this unit, the passive is used to describe actions that are done to people or things. The passive is used when the person or thing that does the action is not important or is not known.

FOOD WASTE

Food waste is a big problem in many countries. Every year, millions of tonnes of food are thrown away. This is a waste of money and resources. We need to find ways to reduce food waste. One way is to plan our meals better. Another way is to use up the food we have. We can also donate food to charity. It's important to think about the environment when we throw away food. Food waste can produce greenhouse gases. We need to be careful about how we dispose of food waste.

Unit 3: Discover grammar

Using the passive

In this unit, the passive is used to describe actions that are done to people or things. The passive is used when the person or thing that does the action is not important or is not known.

LOCAL FARMING: CLOUTIER'S DREAM

Cloutier wants to start a local farm. He wants to grow vegetables and fruit. He wants to sell his produce at a local market. He wants to use sustainable farming methods. He wants to be a role model for other farmers. He wants to improve the local economy. He wants to provide fresh food for the community. He wants to reduce the carbon footprint. He wants to be a part of the local food system. He wants to be a successful farmer. He wants to be a role model for other farmers. He wants to improve the local economy. He wants to provide fresh food for the community. He wants to reduce the carbon footprint. He wants to be a part of the local food system. He wants to be a successful farmer.

BAHANAS

Bahanas are a type of banana. They are very sweet and delicious. They are often used in smoothies and desserts. They are also a good source of potassium. They are easy to eat and digest. They are a healthy snack. They are a good source of energy. They are a healthy food. They are a good source of vitamins. They are a healthy food. They are a good source of energy. They are a healthy food. They are a good source of vitamins. They are a healthy food.

Life skills

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



Classroom Presentation Tool

An additional activity provides further support with the key phrases.

Lesson question

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

Key phrases

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

Life skills **What's in your food?**

Life skills strategy **Understanding food labels**
Food items often contain a lot of added ingredients, not just those that we can see and taste. Understanding labels on food products allows us to identify both healthy and unhealthy aspects of our food and maintain a balanced and healthy diet.

1. Think of the food you eat on a typical day. How healthy or unhealthy do you think it is? Add it to the scale below.

very unhealthy ← chocolate → fruit juice → very healthy

2. Study the life skills strategy, then read the text below. Do you eat any of these things? How often?

Discover vocabulary food and nutrition
Student book page 130 Workbook page 28

FOOD FACTS: DON'T BE FOOLED!
What if you found out that your favorite healthy food wasn't healthy at all? Check out our food facts, then take a long, hard look at the food that you buy!

1. BREAKFAST CEREALS
Cereals are advertised as healthy, but are they? In reality, many popular brands are high in calories, "bad" carbohydrates such as sugar, and other unhealthy ingredients. One serving of cereal can contain 400 calories, or a fifth of your daily amount ... and very soon you're hungry again.

2. JUICE
Juice has vitamins and minerals, but it's not as good for you as you think. Why? Because the calories and sugar are concentrated, so your blood sugar level rises quickly and your body gets stressed. It's better to get your vitamins and minerals from fresh fruit and vegetables which contain fiber.

3. PREPARED SALADS
Just because the label says "salad", it doesn't mean it's good for you. Salad dressing can contain up to 600 calories and 40 grams for 10 teaspoons of sugar. That's more than a cheeseburger! The best salad dressing is olive oil and vinegar - there's no need for preservatives or artificial sweeteners.

4. FLAVORED YOGURT
If you want a yogurt, keep it simple, plain, and natural. Avoid ones with "fruity" flavors, because they're more likely to contain sugar and artificial flavorings than real fruit.

5. ENERGY BARS
There's a good chance that your energy bars are as unhealthy as packets of candy. They have a lot of processed ingredients and are often packed with saturated fat. Want some fiber and protein? Have an apple or some cheese instead!

3 Read Food facts again. In pairs, explain why each of the foods isn't as healthy as it seems.

4 Listen to a radio show about food labels. What unhealthy food and drinks are mentioned? Why should we avoid them?

Unit 3 How do we choose our food?

Life skills

Listening strategy **Listening for numbers**
Before you listen, try to identify which answers in a task will be numbers.
• Always write numbers as you listen, not words - it's quicker.
• Be careful not to mix up numbers ending in -teen and -ty. For thirty, forty, etc., we put a strong stress on the first syllable.
• Be ready to hear decimals - we read them using the word point, e.g., 3.14 = three point one four.

5 Study the listening strategy. Then listen again and complete the missing information in the leaflet.

KNOW YOUR DAILY ALLOWANCE

Calories (KJ / Kcal)	2,000 - 2,500	25 g / 1	teaspoons
Fats	60 - 70 g (100-150 Kcal)	6 g / 1	teaspoon
Carbohydrates	500 g (1,200 Kcal)		g
Sodium			g

6 Work in pairs to analyze these food labels. For each food label, follow the instructions.
Use the key phrases to help you.

1 First, look at the food packaging. Does it look healthy? What ingredients do you expect it to have?
2 Now read the label. Analyze the information. Is there a healthy amount of each item?
3 Discuss the food items. How healthy or unhealthy do you think each item is and why? Would you buy it?

FRESH VEGETABLE SOUP
Amount per serving (in 1 cup)
Kcal 400
Total Fat 20 g
Sodium 0.48 g
Total Carbohydrates 21 g
Sugars 4 g

NUTS 'N' FRUIT GRANOLA BAR
Amount per serving (in 1 bar)
Kcal 120
Total Fat 2.5 g
Sodium 0.04 g
Total Carbohydrates 22 g
Sugars 14 g

LOW SODIUM SPORTS DRINK
Amount per serving (in half a bottle)
Kcal 50
Total Fat 0 g
Sodium 0.11 g
Total Carbohydrates 14 g
Sugars 0.01 g

Key phrases Analyzing information
At first glance, this looks ...
According to the packaging, this product is ...
One serving contains ... % of your daily allowance of ...
There's a huge amount of ... in it.
How much ... does it contain?

7 REFLECT Look back at the scale of foods you made in exercise 1. Would you change the position of any of them? Why?

Discover more **RESEARCH** a food item that is sold in a vending machine in your town. Analyze the ingredients and find out if it is healthy or unhealthy.

Unit 3 How do we choose our food?

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 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 What's the connection between food and culture?

Writing task A description of a popular food
As part of a school food festival, your school magazine has asked students for articles about food and culture. Write about a food that is typical of or important in your country or culture. Give information about its origins, what it's made of, and when it is eaten.

Understand the task
1 Read the writing task. Think of some food from your country or culture that you could write about. What information do you need to include in your description?

Think and plan
2 Researching information online
When you write, you can research information online to add to your own ideas.
• Make a note of information you already know on a topic. Decide how much to include in your text.
• Then decide what information you want to research.
• Use a search engine and enter questions, for example, What are the origins of ...?
• Double check the information you want to include. Find it in more than one website.

3 Study the writing strategy. Then read Alessandro's description and answer the questions.
What information do you think he needed to research online?
1 What is the food made of?
2 When was it first eaten in your country?
3 Did people eat it differently in the past? How?
4 Is it associated with a particular city or region? Which one?
5 Do people eat it on special occasions? When?

The importance of pasta
Pasta is a very simple food made from wheat and water. However, it's an important part of Italian culture, and has a long and fascinating history. Some people say that it was introduced by Marco Polo in 1292, after his travels in China. Others claim that the Romans first ate pasta in the 1st century AD. Whatever the story, pasta is a very ancient food.
In the 18th century, pasta took a long time to make and only rich people could afford it. But in the 1790s, machines were used to make pasta, so it became popular with poorer people. People would cut pasta from the same dish in the street. In fact, it was so popular in Naples that the people there were known as "macaroni eaters". City pasta was especially useful because it could be stored for a long time in the warm Mediterranean climate. Historians mention that it was also used by sailors during long ocean voyages.
Today, pasta is one of the most popular foods in the world, but Italians love it the most. It's eaten for everyday meals, when families get together, and on special days. On Christmas Eve, Italian families eat pasta without meat. My grandmother always cooks a traditional seafood pasta called La Pasta del Sesto Piano (the Feast of Seven Fishes). We eat pasta to celebrate our shared culture, and also because it's delicious. In Italy, we eat pasta in the poetry *Bon Appetit!*
Alessandro Mira, Bologna, Italy

34 Unit 3 How do we choose our food?

Writing 3 Choose a food you'd like to write about. Then look at the questions in exercise 2. Answer them as much as you can about your food using your own knowledge.
Information I already know Information I need to research

4 Now research more information online. Add the information to your answers in exercise 3.

Write a first draft
5 **LANGUAGE POINT** Find three examples where Alessandro reports what other people say or think. What verbs does he use? What other verbs could you use?

6 Write the first draft of your description. Use your answers from exercises 3 and 4. Decide what information to include in each paragraph.

Review and edit
7 Read through your first draft. Check it and revise it. Then write your final draft.
• Content Have you included all the information asked for in the task?
• Content Have you used reliable sources for your information?
• Organisation Is your description organised into clear paragraphs?
• Style Have you used verbs to report what people say or think?

Reflect How do we choose our food?
• What is the environmental impact of our food?
• What influences our diet?
• How do we feed our cities?
• What's in your food?
• What's the connection between food and culture?

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

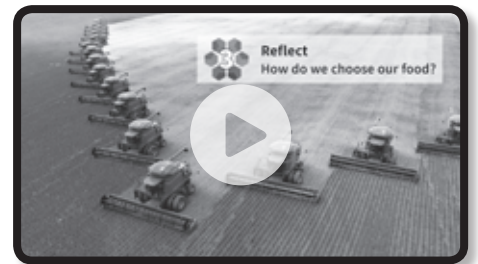
The Reflect panel encourages students to think about all five lesson questions in light of everything they have learned over the course of the unit.

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 choose our food?

What is the environmental impact of our food?

What influences our diet?

How do we feed our cities?

What's in your food?

What's the connection between food and culture?

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

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

3 Work together and compare your ideas.

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

5 Discuss the lesson questions in pairs.

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

I learned that 66 tons of food is wasted globally every second.

Workbook ► Page 33

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Reflect

How do we choose our food?

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

In your own words, how do we choose our food?

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

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

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

What makes a place interesting to visit?

Project task

Designing a travel guide

Work in groups and create a mini travel guide about your town or region. Decide the most interesting areas to write about: history, places of interest, entertainment, etc. Research information about your town and collect pictures and maps. Present your travel guide to the class.

UNDERSTAND

1 Read the instructions for the project task. What is the main aim of the project?

2 Look at these sections from a travel guide. Match sections A-D with the headings 1-6 below. There are two extra headings.

1 The History of Portland

2 Where to Eat and Drink

3 The Great Outdoors

4 Special Events in Portland

5 Travel and Places to Stay

6 A Special Place to Visit

A

Portland is the largest city in Oregon, on the U.S. Pacific coast. It was founded in 1843 and was named after Portland, Maine, the home of one of the city's founders. Its location on the Willamette and Columbia Rivers was ideal for a port for trading timber, and the city grew quickly. In the 20th century, Portland became a major center for book industries, but it's still one of the country's most important ports.

B

Portland is one of the greenest cities in the world. The city's Forest Park is part of an ancient forest, just a short distance from downtown, and contains over 70 miles of walking paths. If you enjoy more extreme activities, you can find mountains, lakes, waterfalls, and white-water rapids just beyond the Portland urban area. And of course, the wild Pacific coast is also a short drive away.

C

If you're into street food, there's no better place in the U.S. than Portland. The city has over 400 food carts where you can try freshly made dishes from all over the globe. From Korean tacos to traditional American hot dogs, head to one of Portland's most food "friendly" and diverse your favorite food cart. Try Fish Market if you're downtown, or Portland State University.

D

Just south of Portland is "The End of the Oregon Trail", a visitor's center where you can learn all about the pioneers who made the long and dangerous journey along the Oregon Trail in the 19th century and founded the great cities of the American West. You can dress up as a pioneer, have a go at making 19th century crafts, and even get a hair for life on the open road. Don't miss it!

Discover more

SEARCH ONLINE for some travel guides to your town. What information do they include? Which do you like most and why?

3 Listen to four students planning a travel guide. Which four categories do they decide to include?

1.00

COLLABORATE AND PLAN

4 Work in groups. Come to a decision about which categories to include in your travel guide. Use the key phrases.

Key phrases (coming to a group decision)

Making requests

Would you like to ... ?

What do you think about ... ?

Can you find out about ... ?

Making a suggestion

What if we ... ?

Maybe we could ... ?

Here's something we could try.

Responding to suggestions

I hadn't thought of that.

I see what you mean.

That sounds about right.

Concluding

Are we all agreed?

That's fine with me.

Is everyone else OK / fine if ... ?

5 Think about the tasks you need to do to create your travel guide and complete the project planner.

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

6 Think about what information you already know and research new information online. Find pictures and other visuals for each category. Then write a first draft.

SHARE

7 Give feedback on each other's first drafts and visuals and make any necessary changes.

8 Work together to write and design your travel guide.

PRESENT

9 Present your travel guide to the class. Which group has chosen the most interesting or most unusual categories?

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 or find difficult? Why?

Which research was the most useful?

Which feedback did you find 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: What makes a place interesting to visit?

	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.

Student Book Guided Tour xv

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

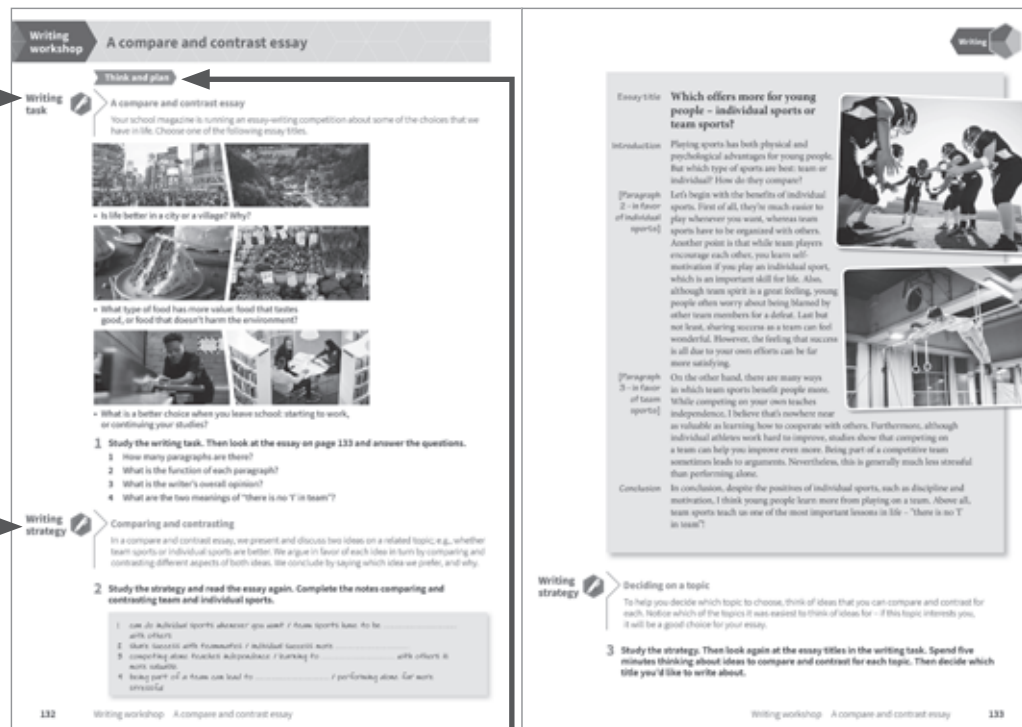
The Writing workshop at the end of each level of *Oxford Discover Futures* focuses on a particular genre of academic text, though many of the skills and strategies learned in each workshop can be transferred to multiple academic genres.

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.



The image shows two pages from a writing workshop. The left page (page 132) is titled 'A compare and contrast essay' and includes a 'Think and plan' section with three writing tasks. Task 1 asks students to choose an essay title from three options: 'Is life better in a city or a village?', 'What type of food has more value: food that tastes good, or food that doesn't harm the environment?', and 'What is a better choice when you leave school: starting to work, or continuing your studies?'. Task 2 asks students to study the writing task on page 133 and answer questions. Task 3 asks students to study the strategy and read the essay again, completing notes comparing and contrasting team and individual sports. The right page (page 133) shows a model essay titled 'Which offers more for young people - individual sports or team sports?'. The essay includes an introduction, three paragraphs (Paragraph 2 in favor of individual sports, Paragraph 3 in favor of team sports), and a conclusion. A 'Writing strategy' section on the right side of the page provides guidance on deciding on a topic and studying the strategy.

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.



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

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

Literature A poem

Literature

Before you read

1 Read About the Author. Then work in pairs and answer the questions.

- Why do you think Wordsworth often wrote about nature in his poems?
- Why was the book of poems by Coleridge and Wordsworth very important?
- What moment influenced Wordsworth's most famous poem?

About the Author

William Wordsworth (1770–1850) was an English poet. He grew up on the edge of the beautiful Lake District in the north of England. He developed a love of the natural world there and this is reflected in his poetry.

In 1798, together with his friend, Samuel Taylor Coleridge, Wordsworth published the poetry collection *Lyrical Ballads* – often thought of as the beginning of the Romantic Movement in English poetry. Followers of the Romantic Movement thought that imagination and emotions were more important than reason and systematic thinking. In 1799, Wordsworth moved back to the Lake District. He wrote the first version of *I Wandered Lonely as a Cloud* there. In 2004, it was inspired by a walk with his sister, when they suddenly came across some daffodils.

I Wandered Lonely as a Cloud

I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils;

10 Beside the lake, beneath the trees,
Plattening and dancing in the breeze.

Continuous in the stars that shine
And twinkle on the milky way,
They stretched in never-ending line
Along the margin of a bay;

15 Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.
The waves beside them danced; but they
Out-did the sparkling waves in 'gleam

'Twas poet could not but be gay,<
In such a 'pleasure company;

20 I gazed – and gazed – but little thought
What wealth the show to me had brought.
For 'sals, when on my couch I lie
In vacant or in pensive mood,

They flash upon that inward eye
Which is the 'soul of sight;
And then my heart with pleasure fills,
And dances with the daffodils.

Glossary

Host – used, a word sometimes used in poems for a group of people

pleasure – a large number of people
pleasure – a large number of people

pleasure – a large number of people

pleasure – a large number of people

pleasure – a large number of people

pleasure – a large number of people

Read

2 Read and listen to the poem on page 142. Find the following descriptions from the poem in the picture.

golden daffodils margin of a bay never-ending line sparkling waves vales and hills

3 Read the poem again. Write the number of the verse next to the description. There is one extra description that you don't need.

- The speaker is amazed by the number of daffodils. They are like endless stars.
- The speaker promises to go back every year to see them.
- The speaker was walking when he came across daffodils moving in the wind.
- Afterwards, when he is at home alone, he sometimes thinks back to the daffodils.
- The speaker compares the moving water of the lake to the daffodils.

Interact

- Discuss the questions in pairs.
What do you think is the overall mood of the poem: loneliness, contentment, regret, or something else?
- Which words or sections in the poem support your idea?

Literary strategy

Analyzing meter

Meter is the pattern of stressed and unstressed syllables within a poem. Some poems have a repeated stress pattern, which makes them sound almost musical when they are read aloud. Sometimes, words that are usually unstressed, such as prepositions, become stressed in order to make the meter consistent.

5 Study the literary strategy. Then listen to the first verse of the poem again and underline the words or syllables that are stressed.

I was (daffodil) low (y) m (a) cloud
That floats (on) high (o'er) vales (and) hills,
When (all) at once (I) saw (a) crowd,
A host (of) gold (daffodils) a gleam
Beside (the) lake (the) waves (the) foam,
How (they) sang (and) danced (in) the (breeze).

6 Look at the stress you marked on the verse in exercise 5. Is there a regular pattern? How would you describe the meter? Which line is slightly different?

Remember

7 Work in groups of six. You are going to learn and perform a verse from *I Wandered Lonely as a Cloud*.

- Choose one verse of the poem. Each group should have a different verse.
- Identify the rhyming words at the end of the lines. Which words rhyme? Which two lines have a different rhyming pattern?
- Practice reading the verse. Make sure that:
 - the poem flows from one line to another smoothly,
 - you express the meter of the poem,
 - you pronounce the words correctly.
- When each group is ready, perform the whole poem as a class.

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Literature A poem

Literature A poem

143

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 to the texts students are used to from the main units, helping to develop their reading stamina.

[illegible]

Reading

3

How do we choose our food?

1 Study the reading strategy. Then read the social media conversation on page 25 and answer the questions about the words in bold (1–5).

Reading strategy

Figuring out meaning from context

When you read a text, you may come across key words which you don't know. Ask yourself:

- What type of word is it: noun, verb, etc? Does it have a prefix or suffix that can help you?
- Is there a synonym or an antonym of the word in the sentence or the surrounding sentences?
- Is it a paraphrase, or followed by an example?

1. signs

a) what type of word is it?

b) what synonym for alcohol is used in the next sentence?

2. unimproving

a) what part of speech is it?

b) what does the prefix tell you?

c) how is unimproving/paraphrased in the next sentence?

3. crickets

a) what part of speech is it?

b) what word in the previous sentence tells you what a cricket is?

4. molecules

a) what part of speech is it?

b) how is it paraphrased?

5. edict

a) what part of speech is it?

b) what apposite is used in the same sentence?

2 Read the conversation again and decide if the sentences are true (T) or false (F). Correct the false sentences.

- 1 The food in the photo is a typical Japanese dish. _____
- 2 Using orange juice makes the bars unimproving. _____
- 3 Cricket flour contains a lot of protein. _____
- 4 Eating insects is good for the environment. _____
- 5 The impossible burger doesn't contain meat. _____
- 6 "Horms" for artificial beef is extracted from real beef. _____
- 7 Answer the questions you or we find. Find the sentence(s) in the conversation that give you this information.
 - 1 Has body person made snack bars with algae in the past? _____
 - 2 Is growing algae better for the environment than traditional farming? _____
 - 3 Can you use insects for baking at home? _____
 - 4 Is it difficult to raise crickets for food? _____
 - 5 Is the bame molecule only found in meat? _____
 - 6 Is there any evidence that The impossible burger tastes like beef? _____
- 8 Answer the questions. Use ideas from the social media conversation.
 - 1 Which of the three foods mentioned would you most like to eat? Why? _____
 - 2 Which would you least like to eat? Why? _____

3 Search online to find other "future foods". Describe one, and say whether or not you would like to try it.

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Unit 3 How do we choose our food?

The food of the future –

today

1 **Foodpioneer:** I've found the food of the future, and it's here today! So anyone else tried making snack bars with **algae**? I love Japanese food (which I love, by the way) and some plants + algae and others, but this is the first time I've used it in a snack bar recipe!

2 **emmy2003:** Haven't tried it. What's the flavor like? It's hard to tell from the picture.

3 **Foodpioneer:** They're made with lots of nuts and seeds in addition to the algae, and the sweetener is orange juice. It's not too nutty, and a bit sweet. To be honest, the flavor is "unspectacular for a snack bar" – you know, nothing special. *Respectability*

4 **shined121:** Why is algae the food of the future?

5 **Foodpioneer:** Traditional farming has a big carbon footprint. Algae doesn't! Also it's very easy to grow, and doesn't use a lot of freshwater. Algae even grows in the ocean and it's a great source of protein.

6 **emmy2003:** Apparently insects are also a great source of protein. And you can buy protein bars made with insects.

7 **Foodpioneer:** I've heard they're "perfect protein." Have you tried one? What are they like?

8 **emmy2003:** They taste and look just like normal energy bars. And don't worry, you can't see the insects! The *Nutella* are made into bars. You can buy the *Bur* online, so you can try baking with it, too, if you want to. *gag*

9 **Foodpioneer:** I'd think about it!

10 **emmy2003:** One reason they're a "food of the future" is that you could easily raise crickets in a city. It's basically *meat protein*. But they don't need a lot of food like traditional farms.

11 **Foodpioneer:** I've heard of another meat that's made from animals. There's a company called The Impossible Burger that creates meat from plant sources.

12 **emmy2003:** Creates meat? I don't get it.

13 **Foodpioneer:** Well, everything in the world is made up of *molecules* – tiny pieces of chemicals – right? So, they're "fused" into which molecules make up meat, and they get those same molecules from non-meat sources and mix them together. Apparently the secret ingredient is a molecule called *heme*. It makes the meat grow and react to color and flavor. But it's found in all living things, including plants. They *steal* heme from plants, and put it into their food product with other proteins and ingredients that make it look, feel, and taste like beef!

14 **shined121:** That's amazing! Have you tried it?

15 **Foodpioneer:** Not yet. But I've seen online videos of people who have tried it, and they say it tastes just like meat! *huh*

UNIT 3 How do we choose our food?

25

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.

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

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.

The life cycle of food

1 Complete the text with the words below. There are two extra words.

biodegradable carbon footprint consumer grow landfill locally sourced reusable non-biodegradable packaging transport

Want to help the **environment** by **reducing** your **carbon footprint**?

Here are seven small things you can do that could make a big difference – if everyone joined in.

1 Try to avoid buying food that comes in a lot of packaging. Creating it and disposing of it uses a lot of energy and causes pollution – and it's often completely unnecessary.

2 If that isn't possible, then at least try to avoid food packaged in **non-biodegradable** materials such as plastic. Plastic pollution is a huge problem we all need to work together to solve.

3 Whenever possible, choose **locally sourced** crops, plants, berries, fruits, and spoons rather than disposable ones. Try to get to the habit of carrying your own with you.

4 If you do use throwaway products, try to find ones made from **recycled** material such as glass. That way, they won't stay around for thousands of years.

5 Try to **reuse** food as much as you can. Transporting food from nearby producers creates CO₂ and buying food from nearby producers helps local businesses.

6 Try to **reuse** your own fruit or vegetables, even if it's just a small amount left over in the end. This gives you a connection to your food, and doesn't cause too much waste or pollution.

7 Put as little garbage as possible in the **landfill**. Remember, reduce, reuse, recycle!

2 Complete the infographic with the correct form of words from exercise 1.

From farm to table AND BEYOND

Food is **grown** on farms.

It's **transported** in trucks to supermarkets.

It's bought, then it's **used** in people's homes.

In the past, a lot of the food was thrown away as garbage, but now metal and plastic is recycled as much as possible.

Collocations

3 Choose the correct words.

1 The **status** is chemical symbol for carbon dioxide is CO₂.

2 Over consumption of food is a problem in the developing / developed world.

3 It's never a really healthy, but it sometimes goes out for organic / fast food with my friends.

4 My favorite carbohydrate / soft drink is orange juice.

5 The environmentalist's / political campaign showed celebrities selling them.

6 Tourism is important / big business in that region. The local economy relies on it.

Write a collocation for each definition. Use words from exercise 1.

1 a soft drink with bubbles
2 an independently owned company that is limited in size and revenue
3 a profession that someone is proud of and thinks shows their high social place
4 countries that are trying to make their industry and economy more advanced
5 the activities someone does to try to win an election
6 things to eat that are created in a way that doesn't harm the environment

Using the passive

5 Read the news story. Then rewrite the underlined phrases in the passive.

LOCAL FLOODING CLOSES DOG'S DINER

"They usually serve breakfast from 7 a.m. on, but not this morning. The diner staff had delivered another supply of locally sourced ingredients. The road into town is flooded, and the water has trapped his truck."

"The owner arrived, a delivery is about 10 minutes away to deliver the boxes of food to E.J.H."

1 _____
2 _____
3 _____
4 _____
5 _____

6 Choose the correct words to complete the text.

TO COOK OR NOT TO COOK?

Just because vegetables "are going to be" as has been cooked doesn't mean an should roast them, according to some nutrition experts. Green vegetables like broccoli, spinach, and kale need to be **blanched** be boiled. Because important vitamins are **removed** if the food is heated. However, some vegetables that always "are to be" are going to be served raw when I eat a lot – tomatoes, for example – should be **consumed** were cooked. Blanching chemicals "are" being released by heating vegetables such as carrots and tomatoes.

1 _____
2 _____
3 _____
4 _____
5 _____

7 Choose the correct words and complete the information with phrases A-E.

A is also food grown in the open states?
B Yes, it is. A vegetable? ... then.
C ... to feed the animals?
D Yes, they aren't. ... only a small amount, as part of a science experiment. A lot more would ... to provide meat.
E ... to be raised?

8 Choose the correct words and complete the information with phrases A-E.

A Yes, it is. Spanish regularly ... food.
B ... are brought / bring
C ... are given / give
D Are they used? / Do they use
E ... food delivered / does food deliver
F be needed / need

9 Complete the text with the correct active or passive form of the verbs in parentheses.

BANANAS: past, present ... future?

Bananas are big business, but unless action is **taken**, they may soon **be in trouble**.

Bananas **are** grown in the tropics and subtropics in over 130 countries. They **are** the most popular fruit in the world. In the past few decades, banana plants all over the world **have been** infected by Panama Disease, which kills them. Unless scientists **find** a different way to grow banana, in ten or 15 years, the world's banana industry **will be** seriously damaged.

10 _____
11 _____
12 _____
13 _____
14 _____
15 _____

26 UNIT 8 How do we choose our food?

27

Life skills

Listening

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

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

Speaking

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

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

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

Listening

1. **Listen** Look at the ingredients for a bottle of chocolate milk. Then listen to the radio show and answer the questions.

INGREDIENTS: low-fat milk, artificial chocolate flavoring, sugar, salt, carrageenan, vitamin A, vitamin D2

1. What is carrageenan?
2. What are some of the products it's used in?
3. What's it made from?

2. **Listen** Study the listening strategy. Then listen again and complete the notes.

Listening strategy
Listening for numbers
Before you listen, try to identify which answers in a task will be numbers.

- Always write numbers as you listen, not words – it's quicker.
- Be careful not to mix up numbers ending in -teen and -ty. For example, forty-six, we put a strong stress on the first syllable.
- Be ready to hear decimals – we read them using the word point, e.g., 3.24 = three point one four.

When China started using carrageenan.
The year carrageenan was first used in Europe.
When food companies started adding carrageenan.
Percentage of chocolate milk that is carrageenan.
Number of types of red seaweed.
Variation of red seaweed used to make carrageenan.
Number of countries that produce carrageenan.
Amount of carrageenan produced each year.
Value of carrageenan produced each year.

Speaking

3. Complete the sentences with the words below.

amount glance much packaging serving

a. At first, ... it looks healthy.
b. According to the ..., it's low-fat.
c. ... sugar in it – 30 grams.
d. ... containing 7 grams of salt.
e. There's a huge ... of fat.

4. Complete the dialogue with the **highlighted** phrases (a-e) from exercise 3.



Sam: Excuse me, you seem like I can't believe it!
Ester: What, that bottle? What is it?
Sam: Look! ... this product is a "sports drink."
Ester: Yes, you can see that. So what?
Sam: ... but it's anything but healthy!
Ester: Really? Let's see. Oh, look at the label. You're right. ... sugar in it – 30 grams.
Sam: Wow, that's a lot. What about salt?
Ester: Does it contain ...
Ester: Let's see ... salt, 30, have it, ... 20% of your daily allowance of salt.
Sam: You definitely shouldn't have more than one of these a day!
Ester: Yeah, you're right!

5. Do an online search to find the nutrition facts and ingredients for one of the products. Then write a dialogue about it. Use the phrases from exercise 3.

a. a breakfast cereal b. a snack bar
c. a fruit drink d. your own idea

Unit 3 How do we choose our food? 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.

Task

A description of a popular food

1. Look at the picture and think about the questions.

- Do you know what food this is?
- What do you think it's made from?
- Where do you think it's eaten?
- Would you like to try it?

2. Read the description of natto. Match each question (a-e) with the paragraph (1-4) that answers it.

- What is natto?
- Who invented natto?
- How is natto made?
- What is natto like?
- Has the writer ever eaten natto?
- How does the writer feel about natto?

LANGUAGE POINT Reporting what sources say

3. Complete the phrases in the text that report what people say. Use the words below.

a. Some experts maintain that
b. People say that
c. Others claim that

4. Write three pieces of information from the text below. Use the expressions from exercise 3.

A lot of my friends and family believe that the best medicine is good food. According to an article in the Japan Times, in a recent medical research report, experts said that natto may help ease Alzheimer's, a serious brain disease. However, not everyone agrees. There are other medical experts who point out that the benefits have only been shown on proteins in the laboratory, not on real people.

1. _____
2. _____
3. _____

Model text

NATTO:
Do you love it or hate it?

1. I've eaten natto since I was a child. It's a very special Japanese food, and for many people, it's both a health food and a comfort food.

2. Natto has a strong smell and an even stronger flavor, and it's very sticky. It is usually eaten with rice. It contains protein, fat, fiber, and a small amount of sugar.

3. Natto is made from fermented soy beans. Fermented foods are foods that are produced or preserved by the action of bacteria and other microorganisms – very small living things that are found everywhere. Many foods ferment naturally if you don't put them in the refrigerator.

4. Small asparagus are chosen to make natto. They are washed, then soaked in water for a day. After that, they are cooked for several hours, then mixed with the bacterium that causes fermentation. It is kept at 42°C for another day, then cooled and stored for a week before it is eaten.

5. Food historians have tried to discover where natto came from. ... we don't really know who first made natto, because it happened such a very long time ago. ... Between the years 1000 and 1008, soldiers traveling with an important ruler named Minamoto no Yoritomo created it by accident, but then found that they liked it.

6. ... you either love or hate natto, and I love it!



Task

A description of a popular food

5. You are going to write a description of a popular food. Choose one of the topics or think of your own idea.

- a popular food that you don't like
- a food in your culture that some people like and some people hate
- a food you have heard about that you never want to try
- (your idea)

Think and plan

6. Study the writing strategy. Then answer the questions (1-3).

Writing strategy
Researching information online
When you write, you can research information online to add to your own ideas.

- Make a note of information you already know on a topic. Decide how much to include in your text. Then decide what information you want to research.
- Use a search engine and enter questions, for example, What are the origins of ...?
- Double-check the information you want to include. Find it on more than one website.

1. What are your own ideas about the topic?
2. What information do you need to research?
3. What questions will you enter in the search engine?

7. Write three or four questions that your essay will answer.
8. Decide the order in which you will present your answers to the questions in exercise 7.
9. Do your online research. Make notes about the important information to include in each section of your essay.

Write a first draft

10. Write a first draft of your description of a popular food. Write about 120 words. Use your answers from exercises 6-9 to help you.

Review and edit

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

Writing checklist

Content

- Have you clearly answered the questions you wanted to answer?
- Have you included all of the important information from your notes?
- Have you used sources to support your ideas?

Language

- Is your spelling correct?
- Is your grammar correct?
- Did you use suitable phrases for reporting what sources say?

12. Now write a final draft of your description of a popular food.

Unit 3 How do we choose our food? 30

Language point

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

Step-by-step approach

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

Self-assessment

Reflect on language and strategies

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

Reflect on the unit question

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

Self-assessment

Reading to learn

1 When you come across a key word that you don't know, what questions do you ask yourself about the word and the context?

2 Questions about the content:

3 Match the phrases below to the correct function.

4 Write the words for the definitions.

5 Write a sentence or two using the three words from exercise 4.

Vocabulary and Grammar

The life cycle of food

6 Write the words for the definitions.

7 Complete the sentences. Refer to Discover grammar on page 117 of the Student Book.

8 Choose the best sentence (a or b) for a news article.

Food and nutrition

9 Answer this question: How do we choose good food? Write three to five sentences, using at least five of the words below.

Listening

10 When you listen, how do you tell the difference between numbers that sound similar, for example 23 and 33?

11 How do you say the numbers? Write the words.

12 Choose the best ending for each sentence. There are two extra endings.

13 Which information is probably from online research (O)? Which is the writer's own idea (M)?

Reflect

How do we choose our food?

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

In your own words, how do we choose our food?

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

Exam preparation

Exam task

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

Exam strategy

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

Exam preparation

Reading

1 Study the exam strategy. Then read the exam task in exercise 2. Cross out any options that are definitely wrong.

Exam strategy

Read the whole text first to understand the main ideas. Then read the text again, and options a–d in each question. Tick out any options which are definitely wrong. Then try all the other options in the blank, which one sounds correct and makes sense?

Exam task multiple choice

2 Choose the correct words to complete the text (a, b, c, or d).

When I went along with the crowd

3 Read the text and think of the word which best completes each gap (1–4). Use only one word in each gap.

Use of English

3 Study the exam strategy. Then look at the text in the exam task in exercise 4. What part of speech is each missing word?

Exam strategy

Pay attention to the words below and after the gap and think about the part of speech that the missing word must be (e.g. a verb, adjective or noun). When you finish, read the completed text closely to make sure that it "sounds right" to you.

Exam task open cloze

4 Read the text and think of the word which best completes each gap (1–4). Use only one word in each gap.

Film review: Me, Earl and the Dying Girl

5 Study the exam strategy. Then read the exam task in exercise 1 and write five words that you might hear in the recording.

Exam strategy

Read the task carefully before you listen and think about the subject. Try to predict words that you will hear in the recording.

Listening

6 Listen to the recording. Choose the correct answer (a, b, c, or d).

Speaking

7 Study the exam strategy. Then think of ways to make the sentences (1–4) more complete.

Exam strategy

In the first part of the speaking paper, the examiner will ask you a few personal questions. Make sure that you answer in longer than the original question by giving extra information and/or reasons for your replies.

Exam task personal questions

8 Answer the questions. Try to give full answers.

Writing

9 Study the exam strategy. Then look at the exam task in exercise 10 and plan your email.

Exam strategy

Make sure that you read the question carefully and answer all the points in it. Remember that you can insert information if anything in the task is difficult to answer from your personal experience.

Exam task email

10 Write an email.

Audio

Each Exam preparation spread contains an audio recording and accompanying activity.

Key phrases bank

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

Wordlist

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

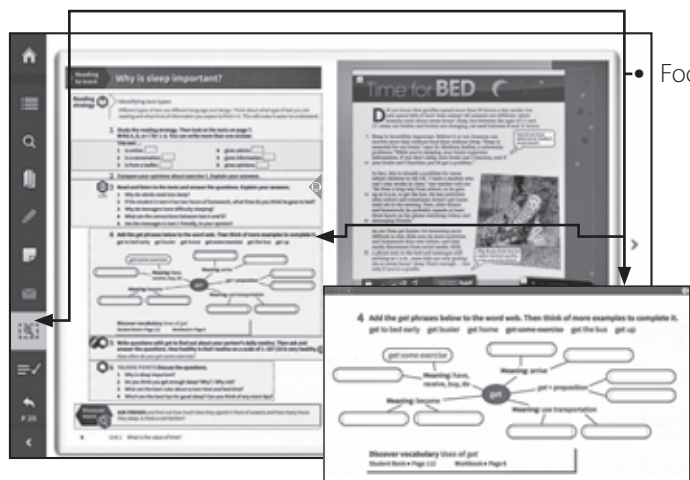
Oxford Discover Futures Classroom Presentation Tool

Deliver heads-up lessons

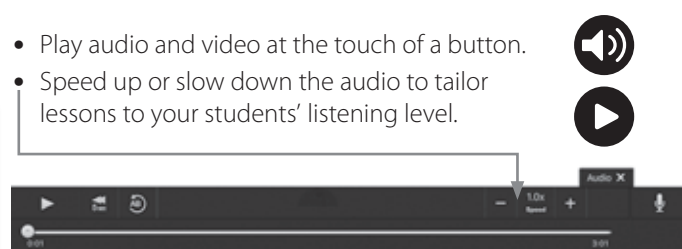
Engage your students in your blended learning classroom with the easy-to-use digital features. Download to your tablet or computer, connect to an interactive whiteboard, projector, or screen, and teach lessons that run smoothly – every time.

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

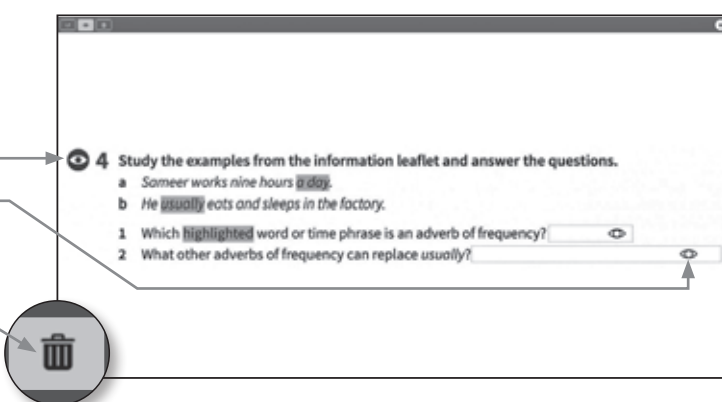
Take your Classroom Presentation Tool with you and plan your lessons online or offline, across your devices. Save your weblinks and make notes directly on the page – all with one account.



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



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



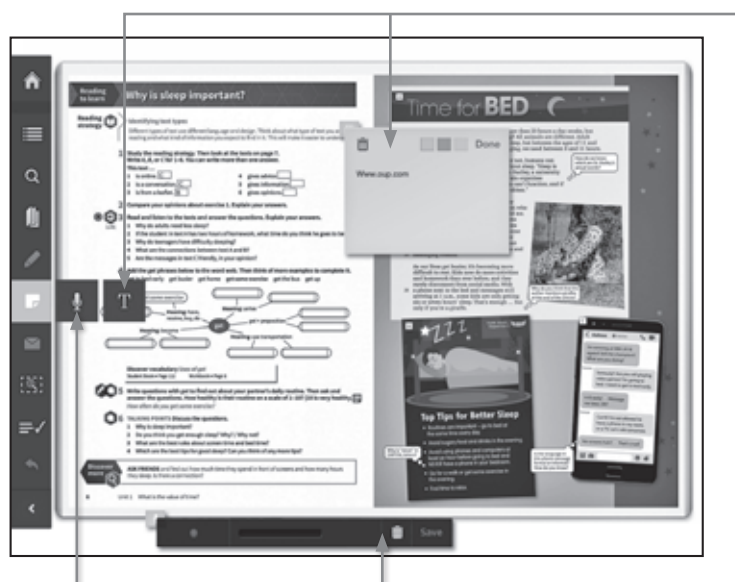
4 Study the examples from the information leaflet and answer the questions.

a Someone works nine hours a day.

b He usually eats and sleeps in the factory.

1 Which highlighted word or time phrase is an adverb of frequency?

2 What other adverbs of frequency can replace usually?



- 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

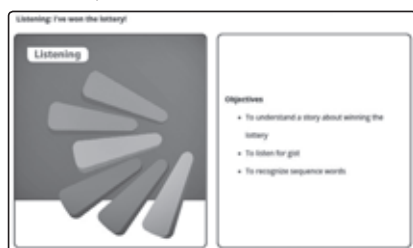
All students with the *Oxford Discover Futures* print Workbook have access to the Online Practice via a code supplied inside the back cover of the book. Students with the Workbook e-Book must purchase the Online Practice separately.

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



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, 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 Learning about fitting in

READING Identifying the author's purpose

LANGUAGE IN USE Talking about past states and habits, talking about adapting to change

LIFE SKILLS Being a positive influence

LISTENING Answering multiple-choice questions

WRITING Deciding on a topic

Why do we want to fit in?

- Look at the picture and the caption. Why do you think only one beach hut looks different?
- Work in pairs. Ask and answer the questions.

Conformist or rebel?

 - What are the advantages of fitting in?
 - Is it human nature to fit in or to be different?
 - What is peer pressure?
 - How can being different benefit us?

Discover vocabulary Fitting in
Student Book • page 132 Workbook • page 6
- Watch the Factfile video. Do Bella and Josh mention your ideas from exercise 2?
- Watch the video again and complete the statements. Do you agree? Why? / Why not?

- People fit in because they want to be
 - When people are in groups, they feel safer and are more
 - If everyone likes something, it's extremely
 - Many extraordinary people don't
 - It would be pretty if we were all the same.


- Work in pairs. Do you prefer to fit in or to be different? Talk about the subjects below. What do you have in common with your partner?

music you listen to clothes you wear TV shows you watch
your hairstyle movies you like books you read
sports you play food you eat

Key phrases Talking about similarities and differences
What sort of ... do you usually ...?
I'd say I'm a ...
In terms of ..., I like stuff that's ...
I have good / normal / unusual taste in ...
We have / don't have the same taste in ...
We have ... in common.

Discover more  **ASK FRIENDS** about a song or poem that they like about being different or fitting in. Is it about fitting in, standing out in a crowd, or both?

Vocabulary

- Fitting in
- Forming nouns from verbs
- Influencing

Further practice

Discover vocabulary Student Book, page 112

Workbook, pages 6 to 8

Vocabulary practice worksheet, Teacher's Resource Center

Reading

- Identifying the author's purpose
- Reading an article about being different

Further practice

Workbook, pages 4 to 5

Reading practice worksheet, Teacher's Resource Center

Grammar

- Talking about past states and habits
- Talking about adapting to change

Further practice

Discover grammar Student Book, page 113

Workbook, pages 6 to 8

Grammar practice worksheet, Teacher's Resource Center

Life skills

- Influencing people

Listening

- Answering multiple-choice questions

Further practice

Workbook, page 9

Speaking

- Talking about similarities and differences
- Persuading people

Further practice

Workbook, page 9

Writing

- An opinion essay
- Deciding on a topic
- Using phrases to introduce opinion

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

Why do we want to fit in?

Learning objectives

FACTFLIX VIDEO Talking about fitting in

VOCABULARY Fitting in

SPEAKING Talking about similarities and differences

Introducing the topic

- With books closed, write these sentences on the board:
My friends and I wear the same kind of clothes.
I find it easy to make friends.
I worry a lot about what other people think.
I don't want to be the same as everyone else.
- Ask: *What do you think the sentences are about?* Elicit the answer (*fitting in*). Ask: *Which sentences are true for you?* *How do people show they are in a group?* *What are the advantages of being different?* *Why do people sometimes not want to fit in?* Students discuss the questions in pairs or small groups. Elicit some answers, and add any additional sentences that students come up with to the board.
- Ask students the *Discover* question *What connects us?* and encourage them 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 ask: *What does it show?* *How do you think the man in the picture is feeling?* *How do people feel when they are part of a group?* Students discuss the questions in pairs or small groups. Refer them to the ideas on the board to help if necessary, or ask more questions to get them thinking, e.g., *Why is the man painting the beach hut?* *Do you think he feels like an outsider?*
- Ask students to read the caption. Ask: *Why does it take courage to stand out in a crowd?* *Do you think it is easy to be different?* Teach or elicit *stand out* (= to be noticeable, look different), *peers* (= people who are the same age or social group), *cool* (= attractive or fashionable). Elicit some ideas, and ask more questions to get students to think about what it means to "fit in," e.g., *In what ways do different people or groups fit in (or not) with their peers, e.g., teenagers, adults?* *What happens if someone tries to be part of a group where they don't fit in, e.g., a parent using teen slang?* *Right now, what is cool or uncool in your group of friends?*

Discover vocabulary Student Book page 112 Workbook page 6

- With weaker classes, do this vocabulary practice in class, before students discuss the questions in exercise 2.
- With stronger classes, students can do it for homework.

2

- Check students understand *conformist* and *rebel*. Ask them to give examples of both (e.g., everyone wears jeans, people who dye their hair blue.)
- Students answer the questions in pairs. Check answers. Students then discuss in their pairs what they feel about being a conformist or a rebel.
- Ask pairs of students with different answers to each question to explain why they agree or disagree. Encourage other students to express their opinions. Ask: *Can you think of famous "rebels"?*

SUGGESTED ANSWERS

- 1 It makes people feel safer and more confident.
- 2 It's human nature to fit in.
- 3 It's pressure from people of your age or social group to behave like them in order to be liked or accepted.
- 4 It can help us to achieve extraordinary things.

3 

- Play the video for students to check their ideas against what Bella and Josh say. Note that if you are unable to play the video in the classroom, an audio-only version is available from the Teacher's Resource Center.

4 

- Ask students to read the statements. Then play the video again for students to complete the task. Check answers.
- Elicit students' reasons for agreeing or disagreeing with the statements. Ask students if any of Josh and Bella's answers surprised them.

ANSWERS

- 1 popular 2 confident 3 uncool 4 follow the crowd
5 boring

DIFFERENTIATION

- With stronger classes, ask students to do exercise 4 first, then play the video so they can check their answers.

5

- Read the key phrases aloud, giving an example of each phrase in use, e.g., *What sort of clothes do you usually wear at the weekend?* *My best friend and I don't have the same taste in music.* Elicit one or two more examples from the class, encouraging students to use their own ideas.

COMMUNICATION

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

Extra activity: Critical thinking

- Ask: *How do you think peer pressure affects people?* *Is peer pressure generally a good thing?* *Can it be negative?* *How?* Students could discuss this now, or do some research for homework and have a brief class discussion in the next lesson.

Discover more

- Explain that students should ask their friends for ideas and then research the necessary information. Ask them to find at least one example to bring to the next class and explain why they chose it.

Further practice

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

Workbook, page 6

Vocabulary practice worksheet, Teacher's Resource Center

3

- Ask students to read the questions. Point out that they need to use their own words for the answers.
- Put students in pairs to compare answers and opinions. Encourage them to explain their answers. Elicit answers.

SUGGESTED ANSWERS

- 1 Auggie is a normal ten-year-old boy who loves doing the same things other ten-year-olds like doing. This is to show he is normal, even though he looks different.
- 2 The story is written from Auggie's perspective. This helps the reader to understand other people and develop empathy for others – in this case, Auggie.
- 3 Teens seem to be less empathetic and more self-centered than they were 30 or 40 years ago. students' own answers
- 4 Parents bring in babies to interact with the students. The students then try to imagine how the babies are feeling by looking at their body language and facial expressions. students' own answers

READING TEXT QUESTIONS

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

SUGGESTED ANSWERS

People want to be part of a group and feel comfortable with people they have something in common with. Maybe he ignores the negative reactions or smiles at people. Maybe he tries to speak to people to make friends. It is alarming because it is important to understand other people's lives and make connections with each other. They might not make eye contact, look away, or blush if someone speaks to them. They might stand back and not join the group. They might cry.

Discover vocabulary

Student Book page 112 Workbook page 6

- 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

- Read aloud the first noun, *reaction*, and ask students to find it in the article (Question 2). Ask students what they think the verb form is (*react*).
- Students then complete the chart. They can refer to the article to find some of the answers. Check answers.
- Ask students to make pairs of sentences using each form, e.g., *Some people react in a way that embarrasses Auggie. People's reactions sometimes embarrass Auggie.* Invite individual students to share their sentences with the class.
- Alternatively, ask students to read aloud their sentences in pairs, but not to say the word. They take turns guessing the correct word and correct form.

ANSWERS

- 1 react 2 appearance 3 treatment 4 understand
5 practice 6 expression

Extra activity

- Ask students to look at the nouns and note the noun endings. Ask them to add at least one more word with the same ending to each group, e.g., *-ion: revision, decision; -ance: acceptance, ignorance; -ment: argument, achievement; -ing: ending, writing; -ice: advice.*
- With stronger groups, ask them to give the verb as well. Point out any spelling changes.

5

- Read aloud the task and the example beginning. Encourage students to imagine being in Auggie's shoes for a day. Ask: *How do you feel? What are you worried about? What would make you feel comfortable?*
- Prompt students to make a list of the things students have to do on their first day at a new school. Then ask them to imagine how Auggie might feel doing these things. Remind them to use the nouns and verbs from exercise 4, e.g., *My teacher didn't seem to notice my appearance. She treated me very kindly and made me feel comfortable.*
- Allow students time to write their journal entry.
- Students can work in pairs and read extracts from their journal to each other. Encourage them to ask each other questions, e.g., *How did you feel when that happened?* Check the words are formed correctly.

6 Talking points

CRITICAL THINKING

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

Extra activity: Critical thinking

- Teach the word *random* (= something that is done with nobody deciding in advance what is going to happen).
- Ask: *What do you think "random acts of kindness" are? Think of two or three examples, e.g., let someone go ahead of you in line at the supermarket, pay for someone's coffee or sandwich, leave books randomly on a park bench.*

Discover more

- Remind students that they should use the exact search term in the task. They can do it in class if they have internet access. Alternatively, they can do it for homework.
- Encourage students to find out as much as possible about World Kindness Day (November 13) in their country, and to find or think of examples of acts of kindness.
- After the research or at the beginning of the next lesson, discuss the students' findings as a class.

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 **How do people adapt and change?**

1 Read the article from a youth magazine. What challenges does Li talk about? How is he adapting to his new life?

REAL LIVES: LI YU

15-year-old Li Yu is from China. He moved to Canada with his family when his dad got a job in Toronto. He had to get used to a new culture, a new language, and make new friends. Real Lives talked to Li about how he has adapted.

So Li, what's the biggest challenge for you?

The language. I'm not used to speaking English, and sometimes it's difficult to understand. I learned English at my old school in China, but we didn't use to speak it very often. Is your new school very different?

Yes, it is. My old school was small – I used to know all of the teachers and we would have lessons in the same classroom all day. But my new school is huge, with a lot of students. I'm used to it now, but sometimes I still get lost!

Are you getting used to your new home?

Yes and no. In China, we used to live in a house in a small town. It was close to the school so I used to walk there every day. Now I live in an apartment in a big city. I'm slowly getting used to it, but I'm not used to the snow!

What do you miss?

I miss my grandparents the most. They lived nearby, and my grandma would always make the best rice noodles for breakfast. I'll get used to my life here eventually, but I'll always miss China.

Discover grammar Talking about past states and habits
Student Book • page 113 Workbook • page 7

We use *used to* or *would* + base form to talk about repeated past actions that no longer happen. We use *used to*, *not used to*, to talk about past states that are no longer true.

2 Study the examples from the article and rewrite them with *would* if possible.

- I used to know all of the teachers.*
- We didn't use to speak English very often.*
- We used to live in a house in a small town.*
- I used to walk to school every day.*

3 Read about the famous actor, Mila Kunis. Then discuss the questions in pairs.

- Where did Mila use to live?
- What do you think Mila and her parents would do every day when she was young?
- What happened in 1991? How did life change for Mila and her parents?
- What do you think she does now that she didn't use to do in the past?

Mila Kunis

- She was born in the Soviet Union in 1983. Her mother taught physics and her father was a mechanical engineer.
- In 1991, her family moved to the U.S. with just \$250. Her father worked as a taxi driver and her mother worked in a store.
- She was very unhappy in elementary school because she didn't speak English.
- She started acting classes when she was 9 years old.
- Today, she is an award-winning actor who has appeared in many TV shows and movies.

4 Look at the list of things that sometimes change in our lives. Were they different in the past for you?

my home friends my appearance (clothes, hairstyle, etc.)

school hobbies and sports TV / music that I like

5 In pairs, talk about how your life is different now. Use *used to* and *would*.

Discover grammar Talking about adapting to change
Student Book • page 113 Workbook • page 8

We use *get used to* and *be used to* + -ing form or noun to talk about new things or situations in our lives that are becoming or already are (or aren't) normal.

6 Study the examples from the article and answer the questions.

- I'm not used to speaking English.*
- I'm used to my new school now.*
- I'm slowly getting used to living in a city.*
- I'm not used to the snow.*
- I'll get used to my life here eventually.*

- Which sentence is about something new that is normal now?
- Which sentences are about something new that is becoming normal?
- Which sentences are about something new that isn't normal yet?

7 Imagine you have just moved to Canada. Discuss the questions in pairs.

- What aspects of life in Canada are you used to? What aren't you used to?
- Which new things will be easy to get used to? Which will be difficult?

8 Look at the situations below. Choose a situation, then talk to your partner about your old life and your new one. Use *used to* / *would*, *be used to*, and *get used to*. Think about:

- what was different in your old life.
- what new things or situations have / haven't become normal for you.
- which situation would be the most difficult to get used to.

You have moved to China.

You have become a world leader.

You have won a lot of money.

You have become a famous movie star.

Discover more **SEARCH ONLINE** and find out about a famous person in your country who was born in a different country. Why did they move? What did they have to get used to?

Unit 1 What connects us?

Unit 1 What connects us?

Language in use

How do people adapt and change?

Learning objectives

GRAMMAR Talking about past states and habits

GRAMMAR Talking about adapting to change

Reporting back

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

Introducing the topic

- With books closed, ask: *How would you feel if you moved to another country? What might be hard to adapt to?*
- Ask students what they would miss most from home. Elicit their answers, and ask: *Imagine you move to the U.K. and go to a new school, what do you think will be different? Do you think it will be easy to make friends?* Elicit a few answers, encouraging students to give reasons for their ideas.

1

- Students open their books. Ask them to look at the picture of Li Yu and read the title of the article. Ask: *What sort of article is it?* (an interview) *What do you know about life in China? How do you think Li's day will be different from yours?* Elicit a few ideas.
- Students then read the article and answer the questions.

- Check answers. Ask: *What do you think Li would think about your life?* Elicit a few answers.

ANSWERS

Challenges: speaking English all day, finding his way around school, the snow, missing his grandparents. He's slowly getting used to life in Canada.

Discover grammar Student Book page 113 Workbook page 7

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

Language note

Both *used to* and *would* can be used to talk about repeated past actions which no longer happen, or typical behavior in the past that has stopped, e.g., *My grandfather used to / would smoke his pipe after dinner. When I was a child, I would visit my grandparents every week.* However, when we talk about past states we can only use *used to*, e.g., *My family used to live in Scotland. When I was a child I used to have long hair.*

2

- Read aloud the information about talking about past states and habits.
- Ask students to find the examples (a–d) of *used to* in the article, then elicit one example that refers to a past action and one that refers to a past state. Give students time to complete the exercise and rewrite the sentences.
- Check answers and then ask students to look at the article again and find examples of sentences with *would*. Ask them if *used to* could also be used in these (yes).

ANSWERS

- a Past state, no longer true. Can only use *used to*.

- b Past action, no longer true. Can use *used to* and *would*.
We wouldn't speak English very often.
- c Past state, no longer true. Can only use *used to*.
- d Past action, no longer true. Can use *used to* and *would*.
I would walk to school every day.

Extra activity

- To reinforce the grammar, focus on the picture of Li Yu and ask questions using *used to* and *would* for past states and habits, e.g., *Where did Li Yu use to live? Did Li use to live in a house or apartment? What language would he speak in school in China? Why didn't Li use to get lost in his old school?* Use students' answers to reinforce the use of *used to* for past habits and states, and *would* for past habits only.
- Point out the negative and question forms of *used to*:
He didn't use to live in an apartment. When did he use to walk to school?

3

- Ask students what they know about the actor Mila Kunis before they read the information.
- Students study the factfile and answer the questions, using *used to* or *would* where possible. Check answers.

SUGGESTED ANSWERS

- Mila Kunis used to live in the Soviet Union.
- They would speak Russian at home. Mila would play with her toys. Her mother would teach during the week and her father would go to work.
- The family moved to the U.S. Her mother and father didn't do the same jobs as they did in the Soviet Union. Mila had to speak English in school.
- Now she is a famous actor. She speaks English all the time, and she appears in TV shows and movies.

4

- Ask students to look at the options and, as a class, discuss how big or small each of the changes listed can be.

Discover grammar Student Book page 113 Workbook page 8

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

5

- Put students in pairs to compare their experiences of these changes. You could give a personal example, e.g., *My neighbor used to be my best friend, but now I never see him. It was a big change for me when his family moved away.* Alternatively, students could write their answers.
- Elicit some answers, encouraging students to give reasons.

Language note

Unlike *used to* (*do*), which can only refer to the past, *be used to* (*doing*) and *get used to* (*doing*) can be used in past, present, and future tenses. The term *get used to* describes the process of becoming familiar or comfortable with a situation, e.g., *I'm sure I'll get used to speaking English every day*, whereas the term *be used to* describes how you feel when you have become familiar with the situation, e.g., *I'm used to living in London now, although it was difficult at first*.

6

- Ask students to analyze and categorize the examples from the article. Check answers and clarify as necessary.

ANSWERS

1 b 2 c, e 3 a, d

Extra activity: Critical thinking

- Teach the phrase *miss someone / something* (= feel sad because you can no longer see someone or do something).
- Ask these questions and have a brief class discussion:
Why do people move to other countries? Do you want to live in a different country for a short time or permanently? Why? / Why not? Who or what do you think you would miss most? Do you know anyone who has lived abroad for a long time?

7

- To demonstrate the task, ask individual students a few questions, e.g., *What are / aren't you used to here in Canada? What was your favorite TV show before you came to Canada? Did you miss it when you moved to Canada? Was it difficult to get used to watching TV in English?* Elicit their answers.

DIFFERENTIATION

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

8

- Look at the situations and tell students to pick one to talk about. Give students time to think of how their life has changed, and what they are used to now and what is still difficult for them.
- After students discuss their situations, invite some of them to tell the class about their partner.

Discover more

- Students can do the research in class if they have internet access. Alternatively, they can do it for homework. Ask them to think about possible people first and then to make notes on what they find.
- After the research or at the beginning of the next lesson, ask individual students to tell the class who they learned about. Students can discuss in pairs why they think these people have moved to their country.

Preview

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

Further practice

Discover grammar Student Book, page 113 (answers on TG page 112)
Workbook, pages 7 to 8
Grammar practice worksheet, Teacher's Resource Center

Life skills

How can we influence people positively?

Life skills strategy 1 Being a positive influence

If you want to persuade people to make positive changes or decisions,

- be positive and offer practical suggestions.
- listen and try to see things from their point of view.
- lead by example, giving examples from your life and other people's lives.

1 Study the life skills strategy. Then do the quiz.

Are you a positive influence?

TRY OUR QUIZ AND FIND OUT!

KEY MOSTLY A: You don't try to influence people – you prefer to tell them directly what to do. But people won't listen to you if you're rude.
 MOSTLY B: You politely say what you think, but you can see things from other people's point of view, too. You are a positive influencer.
 MOSTLY C: You don't like disagreements. Consider influencing people to do the right thing sometimes.

Discover vocabulary Influencing
 Student Book • page 112 Workbook • page 8

2 Work in pairs and compare your answers for the quiz. Were they similar or different? Do you agree with the key?

3 You are going to listen to a podcast about YouTubers. In pairs, discuss how YouTubers influence their followers. Then listen. Which ideas are mentioned?

- 1 They give their followers advice.
- 2 They offer them free products.
- 3 They share personal information.
- 4 They are good listeners.
- 5 They have a lot of expert knowledge.
- 6 They influence people in a positive way.

Life skills

Listening strategy

4 Answering multiple-choice questions

When you have a multiple-choice listening task, underline key words in each question before you look at the options.

4 Study the listening strategy. Read questions 1–5 and underline key words in the questions.

- 1 Who do teenagers listen to most for advice, according to the presenter?
 a pop stars b their parents c YouTubers
- 2 How many followers on YouTube do you need to start earning money?
 a 500,000 b 17,000 c 1 million
- 3 How do YouTubers make money?
 a They sell video games. c They work for one company.
 b They have ads on their channel.
- 4 How are YouTubers similar to their followers?
 a They have special talents. c They have similar life experiences.
 b They are open and honest.
- 5 What do YouTubers do when they talk to their followers?
 a They often film private conversations. c They ask their fans a lot of questions.
 b They usually film themselves in a personal space.

5 Listen again and choose the best answers (a–c) to the questions in exercise 4. Did underlining key words help you?

6 Read the role cards and act out dialogues. Use the key phrases below to help you.

Student A You belong to a cycling club. Your friend has a new bike and you think he/she would really enjoy the club. Think of ways to influence your friend so that he/she joins the club.

Student B Your friend wants you to join his/her cycling club. You aren't really interested – you have other hobbies and don't have much time for exercising.

Student A There is a new student in your class who doesn't speak English well and seems lonely. You want to invite the student to spend the day with you and your best friend this weekend, but your friend doesn't like the idea. Think of ways to influence them to include the new student.

Student B Your best friend has invited a new student to spend the day with you on Saturday. You don't want someone new to join you – you think it will be less fun.

Key phrases influencing people
 Have you considered ...?
 Perhaps you could ...
 You might not realize this, but ...

OK, you've persuaded me.
 Sorry, I'm not convinced.

7 REFLECT Think about a situation in your life when you tried to influence a friend or family member. Were you successful? What would you do differently now?

Discover more SEARCH ONLINE and watch some videos by a YouTuber that you like. What strategies do they use to influence and persuade their followers?

Life skills

How can we influence people positively?

Learning objectives

LIFE SKILLS Being a positive influence

VOCABULARY Influencing

SPEAKING Influencing people

LISTENING Listening to a podcast about YouTubers

LISTENING Answering multiple-choice questions

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, dictate or write on the board: *Do you do quizzes online or in magazines? Do you usually agree with what they say about you? What are your favorite quizzes? What was the last quiz you did online or in a magazine?*
- Put students in pairs to discuss the questions. Discuss their ideas briefly as a class, then ask: *How can we influence other people?* Elicit a few ideas, e.g., by the way we dress, by trying to get someone to do what you want.

1

- Students open their books. Read aloud the life skills strategy and check students understand everything. Ask them what they notice about the picture.

- Ask students to read the “Are you a positive influence?” quiz and think about what they do, and examples of when or how they do these things.
- Students do the quiz individually and then check their results in the key.

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 (TG page 112), and make sure students understand all the vocabulary.

DIFFERENTIATION

- With stronger classes, ask questions to check their understanding of the new vocabulary in context. Ask: *Which word means ... ?*
someone doing something that makes someone angry (annoying)
to say you do not like something (criticize)
be determined not to change your mind (stubborn)
able to persuade someone to do or believe something (convince)
showing no respect for someone or how they feel (rude)

2

- Put students in pairs to discuss and compare their answers and the categories in the key.
- Ask more questions to encourage students to tell the class about different ways to influence people: *If you're shopping with a friend and he/she tries on something and asks your opinion, are you always honest? If a friend wants to do something that you think is not safe, do you say anything?*

3 1.02

- In pairs, students discuss how they believe YouTubers influence their followers.
- Then ask them to read the statements and decide which they agree with.
- Play the audio for students to listen and check which of the ideas were mentioned.

ANSWERS

- 1 They give their followers advice.
- 3 They share personal information.
- 4 They are good listeners.

4

- Ask students to read the listening strategy. Ask: *Before you listen, what advice does the strategy give for answering multiple-choice questions?* (Read the questions carefully and underline the key words.)
- Ask students to read the five questions. Ask: *What are the key words?* Elicit a few ideas. Ask students to read the answer options and guess which ones are right before they listen again.

ANSWERS

possible words to underline:

- 1 Who, teenagers, listen, most, advice
- 2 How many, followers, need, earning money
- 3 How, make money
- 4 How, similar, followers
- 5 What, do when, talk, followers

5 1.02

- Play the audio again for students to listen and confirm their answers.
- Check answers. Discuss the clues in each question, e.g., in 1 we know we are going to listen to a podcast about YouTubers and their advice.

ANSWERS

- 1 c 2 a 3 b 4 c 5 b

DIFFERENTIATION

- With weaker classes, before listening, briefly review how to say large numbers; make sure you cover *thousands*, *hundreds of thousands*, and *millions*.
- After checking answers, play the audio again for students to listen and note down the numbers mentioned (500,000, 17 million, 40%).

6

- After students read the role cards, read the key phrases with the class and elicit a few examples of how they are used in (a different) context, e.g., *Now you have more free time, have you considered joining a gym to get fit? Maybe you could come with me after school.*
- Give students a few minutes to work individually to make a list of ways of influencing a friend and persuading them to agree to something. Monitor and help while they are working, and provide vocabulary as necessary.
- Students act out the dialogues and then reverse roles for the second situation. You could ask some pairs to act out their dialogues for the class to check understanding.

DIFFERENTIATION

- With weaker classes, allow students more time to prepare some arguments to persuade their partner. Stronger students can go straight into the pair work.
- Alternatively, brainstorm a few arguments with the class and write them on the board. Students could then write the responses, or you could role-play the dialogue with individual students.

7 Reflect

CRITICAL THINKING

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

Extra activity: Critical thinking

- Ask these questions and have a brief class discussion: *Have you ever done something you didn't want to because your friend or a family member persuaded you to? What happened? What sort of arguments influence you? Is there someone who can always persuade you to do what they want?*

Discover more

- Explain that students should, preferably, choose a YouTuber they are familiar with and that they know influences their followers. You could elicit some suggestions in class to ensure that they are suitable. Students can do the research in class if they have internet access. Alternatively, they can do it for homework. Ask them to make notes.
- After the research or at the beginning of the next lesson, ask students to tell the class about their chosen YouTuber, inviting other students to add their ideas if they chose the same person.

Further practice

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

Writing Who do we care about most?

Writing task

An opinion essay

Your teacher has asked you to write an essay about the importance of caring about each other. Choose one of the following statements. Write an essay explaining if you agree or disagree, and why.

- People don't care about their neighbors any more.
- Teenagers only care about themselves.
- Pet owners care more about their pets than about other people.

Understand the task

- 1 Study the writing task. Do you agree or disagree with the three statements?
- 2 Read the essay below. Which statement from the writing task is it about? Do you agree with the writer?

It's clear that people care about different things: my grandma cares about her cat, my mom cares about her family, and my little brother really cares about his favorite baseball player! But what about teenagers? Some people say that they only care about themselves. I strongly believe this is far from the truth. People sometimes say that teens are selfish. They are labeled the "selfie" generation who only care about themselves and their "likes" on social media. In my opinion, this isn't a fair label. While it's true that teens spend a lot of time on social media, they read about global problems, too. We live in a connected world, and it's my belief that teens really care about things like inequality, poverty, and the environment and the impact that these issues have on other people. In addition, teens care about the people in their lives – their family, friends, classmates, and teachers – people whom they have the strongest connections with.

In conclusion, I'd say that teenagers don't only care about themselves. They care about their friends and their family, as well as people they don't know whose lives are affected by global problems. The way I see it, this makes teenagers just like other people.

Think and plan

Deciding on a topic

You are often able to choose your topic for a writing assignment. You can write a better text if you choose the right topic for you. If possible, choose a topic that:

- you are personally interested in,
- you have a clear opinion about,
- gives you plenty of ideas when you think about it.

Reflect What connects us?

Why do we want to fit in?

How can we influence people positively?

How can we develop empathy?

Who do we care about most?

How do people adapt and change?

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

I learned that you can give up your time to do volunteer work to show that you care about people.

Writing

Who do we care about most?

Learning objectives

WRITING Writing an opinion essay

WRITING Deciding on a topic

WRITING Using phrases to introduce opinion

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

- Teach or elicit *care about* (= like / love someone or something and worry about what happens to them), *take care of / look after someone / something* (= care for / provide what someone needs for their health and protection).
- With books closed, ask: *Who do we generally care most about? Do you know your neighbors? Do you have a family pet?* Elicit a few answers and then dictate or write on the board: *How do we show that we care about someone? When do you speak to your neighbors? If you have a pet, how do you take care of them?*
- Students discuss the questions in pairs. Then have a brief class discussion.

Understand the task

1

- Students open their books. Read the writing task aloud and point out they have to choose one of the statements.
- Focusing on the task, ask questions to check that students understand it, e.g., *What are the statements about?* (how much or how little we care about people) *What do you have to write?* (an essay) *What should you write about?* (your opinion).
- Put students in pairs and give them a few minutes to discuss whether or not they agree with the statements.
- Then elicit a few answers asking students to give their reasons, e.g., *I don't agree that teenagers only care about themselves because many teenagers volunteer to help people, do things for the community, etc.*

2

- Ask students to read the essay and answer the questions.
- Check the answer to the first question and ask students to provide evidence from the essay to support their answer (Paragraph 1: "But what about teenagers?" Paragraph 2: "People sometimes say teens are selfish" The writer gives examples of teenagers who care about inequality, poverty, the environment, and people they have connections with. Paragraph 3: "The way I see it, this makes teenagers just like other people."). Then elicit a few answers to the second question.

ANSWERS

the second statement – "Teenagers only care about themselves."

students' own answers

Think and plan

3

- Read aloud the writing strategy about how to decide on a good topic to write about. Point out also that, especially in an exam, the most important thing is to complete all parts of the task and answer all the questions in the task.
- Explain that if students spend some time making notes about what they want to say and noting the vocabulary and language they want to use, that will make the essay more structured, and points can be linked more smoothly.
- Students read the writing task again and make their decision. Encourage them to explain their choice and discuss their ideas in pairs. Monitor and suggest improvements, if necessary, before you continue.

4

- Ask students to think about their own experience and make notes to respond to the statements. Point out that they should follow the paragraph plan.

Write a first draft

5 Language point

- Refer students back to the essay and the phrases that show opinion. Or you could ask students to cover the essay. Write four or five gapped sentences (see answers below) on the board for students to complete the opinion expressions, e.g.,

I _____ believe this is _____ from the truth.
(strongly, far)

- Elicit the missing words
- Check answers and elicit the point the writer is making in each sentence. (1 disagree with what “some people say” in paragraph 1; 2–3 teenagers are labeled the “selfie” generation, obsessed with social media; 4 give examples of what teenagers care about; 5 sum up his/her opinion).

ANSWERS

- 1 I strongly believe 2 In my opinion
3 It's my belief that 4 I'd say that 5 The way I see it

6

CREATIVITY

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

Review and edit

7

- Students read the questions in the checklist. Point out that these are similar to the checks that examiners use when grading exam writing tasks, and to get a good score they should be able to answer “yes” to all the questions.
- Students could check their work individually, or work in pairs to check each of their essays. Then students revise their work individually, either in class or for homework.
- When grading students' work, refer to the four items in the checklist. You could give a score out of ten for each item, giving a total out of 40 for the task.

Reflect What connects us?

1

- Explain to students that reflecting on what you have discussed and studied is a good way to sum up the topic and may give you some ideas about what you want to explore next.
- Read aloud the question *What connects us?* and the five lesson questions at the top of the Reflect panel. Remind students that this 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 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. Play the video a second time if necessary.

ANSWERS

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

DIFFERENTIATION

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

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.)
- Finish by asking students to comment on anything new that they learned from the video.

5

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

6

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

Further practice

Writing workshop, Student Book, page 132

Workbook, pages 10 to 11



2

VIDEO Learning about the origin of place names
READING Scanning for specific information
LANGUAGE IN USE Talking about past events, talking about past actions connected to the present
LIFE SKILLS Understanding maps
LISTENING Identifying advantages and disadvantages
WRITING Developing your ideas

What do PLACES mean to us?

St. Petersburg, Russia's second city, was previously called Petrograd (1914–1924) and Leningrad (1924–1991).

How do places get their names?

1 Look at the picture and read the caption. Why do you think places change their names?

2 Match the place names below with the descriptions.
 Bondi Beach Manhattan Manchester Wellington
 Westward Ho! Uluru

What's in a name?

- 1 a seaside resort in England named after a famous book
- 2 a borough of New York City which means "island of hills"
- 3 a natural feature in Australia that has two names
- 4 a port in New Zealand named after a famous English Duke
- 5 an industrial city in England that shares its name with many towns in the U.S.
- 6 a suburb in Sydney, Australia, named after the sound of the sea

Discover vocabulary Settlements
 Student Book • page 114 Workbook • page 18



3 Watch the Factfile video and check your answers to the questions in exercise 2.

4 Watch the video again. What other places do Josh and Bella talk about? How did they get their names?



5 Work in pairs. Choose three or four places that you know and answer the questions.

- 1 What kind of settlement or natural feature are they?
- 2 What do you know about their history?
- 3 How did they get their names?

Key phrases Talking about places and origins

It's a (seaside resort) in the (southwest) of (England).

It was (invaded / built / founded) by

The name tells us

... is named after (a person / a battle / a natural feature).

... comes from the word ..., which means

That's a (funny / unusual / complicated) name.



Discover more

SEARCH ONLINE and find the most common place name in your country. What does it mean? How many places have that name?

Vocabulary

- Settlements
- Synonyms
- Maps

Further practice

Discover vocabulary Student Book, page 114

Workbook, pages 16 to 18

Vocabulary practice worksheet, Teacher's Resource Center

Reading

- Scanning for specific information
- Reading a travel guide

Further practice

Workbook, pages 14 to 15

Reading practice worksheet, Teacher's Resource Center

Grammar

- Talking about past events
- Talking about past actions connected to the present

Further practice

Discover grammar Student Book, page 115

Workbook, pages 16 to 18

Grammar practice worksheet, Teacher's Resource Center

Life skills

- Understanding maps

Listening

- Identifying advantages and disadvantages

Further practice

Workbook, page 19

Speaking

- Talking about places and origins
- Reading a map

Further practice

Workbook, page 19

Writing

- A description of a place
- Developing your ideas
- Adjective order

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 do places get their names?

Learning objectives

FACTFLIX VIDEO Talking about the origins of place names

VOCABULARY Settlements

SPEAKING Talking about places and origins

Introducing the topic

- Ask students the *Discover* question *What do places mean to us?* and invite them to share their ideas. Encourage students to think about the history or geography of places. Ask: *Do you know how any places in this country got their names?*
- Students then open their books and look at the opening picture, caption, and lesson question.

1

- Focus on the picture and ask: *What does it show? Why do you think it got this name?* Students discuss the questions in pairs or small groups. If necessary, ask more questions to get them thinking, e.g., *Who do you think gave it each name?* Elicit a range of answers from individual students.

2

- Students match the place names and descriptions. They can compare their answers in pairs. Wait to check answers in the video in exercise 3.
- Ask: *Which names sound most interesting? Why? Have you ever been to any of these places?*

Discover vocabulary Student Book page 114 Workbook page 16

- With weaker classes, do this vocabulary practice in class, before students watch the video. With stronger classes, students can do it for homework.
- With stronger classes, dictate or write the words on the board in random order and ask students to put the place words in order of size: (possible order) *hamlet, fortress, village, neighborhood, port, suburb, town, resort, city*. Ask students which words are difficult to rank and why: *fortress, port, suburb, resort* (They don't relate to size, but describe the sort of place it is.)

3

- Play the video for students to check their answers to exercise 2.
- Check answers. (If you are unable to play the video in the classroom, use the audio-only version instead.)

ANSWERS

1 Westward Ho! 2 Manhattan 3 Uluru 4 Wellington
5 Manchester 6 Bondi Beach

DIFFERENTIATION

- With weaker classes, play the video again to check answers to exercise 2. Pause as each answer is discussed and elicit what the speakers say to confirm each answer.
- Check students' comprehension by asking questions, e.g., *Why did people name their town Westward Ho!? Which place names describe natural features? What is Uluru's other name?*

4

- Read the questions aloud and ask students if they can remember some of the answers. Play the video again for students to watch and make notes. Pause the video as necessary to allow them time to write.
- Check answers, and ask: *What information surprised you most? Why?*

ANSWERS

Oxford and Manchester in the U.S.A. They are named after the famous English cities.

In Mississippi, there's a small town called "Hot Coffee" because the coffee shop owner there used to give travelers hot coffee and cookies for breakfast.

5

- Teach or elicit the verb *to found* (= to be the first to build and live in a place; to start an organization). Ask: *What else can be founded?* (a club, a school, a business, a political party, etc.)
- Read the key phrases aloud, giving examples of the phrases in use, e.g., *Newcastle upon Tyne is a city in the northeast of England. It is named after a castle built by the son of William I. The name also tells us that the city is on the River Tyne*. Elicit one or two more examples from the class, encouraging students to use their own ideas as well as the ideas provided.

COMMUNICATION

- Students describe a place to a partner. Ask some students to tell the class about the place their partner described.
- Alternatively, students could do a mini presentation of the places. In groups, they prepare six questions to find the answers for. They then give the answers about the place and, if possible, research any facts they are not sure of online. Each group then prepares a short report of its findings to present to the class.

Extra activity: Critical thinking

- Ask these questions and have a brief class discussion:
Have you been to a place with an unusual name, or one that sounds strange in your language?
Which is the most interesting place you have been to?
Where was it and why was it so interesting?

Discover more

- Explain that students should use the exact search term in the task. Students can do the research in class if they have internet access. Alternatively, they can do it for homework. You could ask them to search for two or three facts about the place they found for the next class.
- After the research or at the beginning of the next lesson, ask individual students to tell the class what they found and what interesting facts they learned.
- Ask: *Would you like to visit one of these places? Which one? Why?*

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

Why do places disappear?

- Look at the pictures of towns and cities that people no longer live in on page 17. Answer the questions.
 - What kind of towns do you think they were? Modern or ancient? Industrial or agricultural?
 - Why do you think people left?
- Read and listen to the travel guide and check your answers to exercise 1.

Reading strategy Scanning for specific information

When you need to find specific information in a text, like a name or a number, you don't need to read every sentence.

 - Decide what information you need: is it a name, a number, a date, a time?
 - Scan the text until you have found the information.
 - Read the sentences around the information to check you have found all of it.
- Study the reading strategy. Then look at the city profiles. What type of information is missing? Scan the travel guide and complete the profiles.

Name: Shi Cheng

Founded: _____

Population: _____

When did people leave? _____

Why? _____

Name: Bodie

Founded: _____

Population: _____

When did people leave? _____

Why? _____

Name: Pripyat

Founded: _____

Population: _____

When did people leave? _____

Why? _____
- Answer the questions about Shi Cheng, Bodie, and Pripyat.
 - What was life like there? What kind of people do you think lived there?
 - Can you visit the city today? How?

Discover vocabulary Synonyms

Student Book • page 114 Workbook • page 16
- Find synonyms for these words and phrases in the travel guide.

1 huge _____	5 move away _____
2 deserted _____	6 defend _____
3 lively _____	7 contemporary _____
4 sadly _____	8 possessions _____
- Cover the travel guide. In pairs, tell the story of the four time-capsule towns. Use the words from exercise 5 to help you.
- TALKING POINTS Discuss the questions.
 - Which town do you think has the most interesting story? Why?
 - Why might people want to visit abandoned places?
 - Should abandoned places be left as they are or restored? Why?

Discover more SEARCH ONLINE and find out about another town, village, island or place that has disappeared or is disappearing. Where is it? Are people trying to save it?

LET'S EXPLORE ... TIME-CAPSULE TOWNS

Pompeii, Italy

August 24th in the year AD79 began like any normal summer day in Pompeii. People were getting up and having breakfast, or walking to work along the shaded city streets, when suddenly there was a massive explosion. 24 hours later, the city had been wiped out by Vesuvius, a nearby volcano. Pompeii became a time capsule of Roman life in AD79. Throughout history, many towns and cities have been abandoned by their inhabitants. Sometimes natural disasters are to blame, but there are other reasons, too. Let's find out about more "time-capsule towns."

Shi Cheng, China

Shi Cheng or "Lon City" used to be a bustling town in a valley in China. The city was founded 1,300 years ago and by the 20th century, it was home to 290,000 people. Shi Cheng was a beautiful place. You could walk down its wide streets, through ornate stone arches and past historic temples decorated with intricately carved lions and dragons. Unfortunately, the valley where the town was located was flooded in 1958. The area needed electricity, so an artificial lake was created and a huge power station was built. Everyone in Shi Cheng was forced to relocate and "Lon City" disappeared beneath Qiandao Lake. The town was forgotten for many years.

Today Lon City is a recognized monument. Divers often visit to see its stone temples and to photograph the dragons and lions. The stone lions once protected the city, but they could not protect it from progress.

Bodie, U.S.

In the 1800s, many new towns were created across the American West as people rushed to mine for gold. One of these, Bodie in California, grew from 20 people in 1861 to 15,000 people 25 years later. During that time, its mines produced gold worth more than 34 million dollars. By the 1880s, Bodie had two banks, a school, a post office, and a jail. Mines from all over the world went there to make their fortune. There were also gunfights, robbers, and other criminals, so it was a perilous place to live and there were often fights. Every morning people would ask, "Did anyone get killed last night?" But eventually the gold ran out and the mines closed down. Then two major fires destroyed large parts of the town. By 1939, the school and post office were closed and the town was left with a handful of residents. The last mine closed in 1942. A lot of tourists visit Bodie today. The miners and robbers have long gone, but perhaps a few ghosts remain!

Pripyat, Ukraine

Pripyat was a model city. It was built in 1979 and was modern, clean, and well managed. It had schools, a hospital, stores, parks, movie theaters, factories, and almost no unemployment or crime. Over 50,000 people lived and worked in the town and at the Chernobyl nuclear power plant nearby. Then in 1986, disaster struck. An explosion at the nuclear power plant allowed dangerous radiation to escape. Within two days, the town was empty – people left hastily, leaving their personal belongings in their homes or on the streets. Today Pripyat has become a time capsule. No one can live there, but brave tourists can visit. However, wildlife around the city is thriving. There are more deer, wild boar, and wolves than ever before!

Reading to learn

Why do places disappear?

Learning objectives

READING Reading a travel guide

READING Scanning for specific information

VOCABULARY Synonyms

Reporting back

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

Introducing the topic

- With books closed, ask students to close their eyes. Tell them you are going to say the name of an object, and they must write down the first word or idea that comes into their head when you say it. Tell them not to think too much, but just to write their first idea. Say *time capsule* and elicit the meaning (a container filled with objects that are typical of a particular time). Ask students to open their eyes and write down their first word or thought.
- Write students' ideas on the board in a word cloud, writing items that are mentioned several times in bigger letters. Point to the word cloud on the board and ask: *What do you think people could put in time capsules? Why do they bury them? What five items would you put in your time capsule? Why? Where would you put it?* Elicit a few ideas, then ask: *What will people think of the items you put in if they open them in 20 years' time or 100 years' time? Ask: How do you think life could be different then?*

1

- Students open their books. Point to the pictures on page 17 and ask: *What do you notice about them?* Elicit that the places were towns or cities, but no one lives there now. Teach or elicit *ruins* (= part of a building that remains after it has been destroyed or damaged), *abandoned* (= left, no longer needed, wild), *carve* (= make an object by cutting away wood or stone), *belongings* (= things you own that can be moved).

- Put students in pairs to discuss the questions about the pictures.

2 1.03

- Play the audio for students to listen, read, and check their ideas from exercise 1. Prompt them to explain their answers.
- Elicit a range of opinions about each answer before you confirm the correct one, to encourage more students to express their opinions and reasons.

ANSWERS

- Modern: Pripyat
Ancient: Pompeii, Shi Cheng
Industrial: Pripyat, Bodie
- People left Pompeii because Vesuvius exploded and destroyed the town.
People left Shi Cheng because it was flooded when an artificial lake was created.
People left Bodie because the gold mines closed and then two big fires destroyed a lot of the town.
People left Pripyat because the nuclear power plant nearby exploded.

3

- Ask students to read the reading strategy, or read it aloud to the class. Elicit what kind of information you can read in the travel guide, e.g., facts, dates, statistics, and information about real events.
- Ask students to read the profiles. Ask: *What sort of information is missing?* (dates, numbers / statistics). Point out that to complete the profiles they need to scan the travel guide for specific information, not read everything carefully. You could set a time limit to make sure students scan quickly.

ANSWERS

	Shi Cheng	Bodie	Pripyat
Founded	1,300 years ago	1861	1970
Population	290,000	10,000	50,000
When did people leave?	1959	1939	1986

READING TEXT QUESTIONS

- Point to the questions next to the travel guides on page 17. Encourage students to scan the texts to find the relevant parts, then read these carefully to answer the questions.
- Discuss the answers with the class, encouraging students to refer back to the texts to justify their answers.

SUGGESTED ANSWERS

"Wipe out" means to destroy completely, as if it never existed.

No. The writer states "Everyone in Shi Cheng was *forced* to relocate ..."

There were gunfighters, robbers, and other criminals, so there were often fights.
quickly, fast

4

- Students discuss the questions in pairs referring back to the travel guide for the information if necessary.
- Ask: *Would you like to visit any of these places? Why? / Why not?*

SUGGESTED ANSWERS

- 1 Shi Cheng was an ancient city, so life was traditional. It was a busy city with beautiful architecture. It was a big city, so many different people lived there.
Bodie was a wild place. It grew very quickly because everyone wanted to find gold and become rich. Life was sometimes violent. There were gold miners, gun fighters, robbers, and other criminals.
Pripyat was a modern city. Life was good with plenty of work and no crime. All kinds of people who worked in hospitals, schools, factories, and the Chernobyl nuclear power plant lived there.
- 2 Yes, you can visit Shi Cheng, but you have to dive under water.
Yes, tourists can visit Bodie.
Yes, but only brave tourists visit Pripyat, as it is still contaminated from the Chernobyl nuclear disaster.

Discover vocabulary Student Book page 114 Workbook page 16

- Elicit or explain that synonyms are words that have the same or very similar meanings. Give or elicit some examples, e.g., *start / begin*.

5

- Read the first word aloud and ask the students to find a word in the travel guide that means the same thing. Elicit the answer (*massive* – Pompeii, line 5).

ANSWERS

- 1 massive (Pompeii) 2 abandoned (Pompeii)
- 3 bustling (Shi Cheng) 4 unfortunately (Shi Cheng)
- 5 relocate (Shi Cheng) 6 protect (Shi Cheng)
- 7 modern (Pripyat) 8 belongings (Pripyat)

DIFFERENTIATION

- With weaker classes, you could give students the names of the cities (see parentheses after answers in the key).
- With stronger classes, ask students to underline the stressed syllable in each word. Put students in new pairs to test each other, e.g., *What's the synonym for "lively"?* "*Bustling*," checking they have the correct word stress.

6

- Students cover the travel guide and take turns telling the stories of the time-capsule towns.
- Monitor and help while they are working, encouraging them to use their own words as much as possible.

7 Talking points

CRITICAL THINKING

- Allow students time to read the questions and think about their answers individually first. 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.
- Choose one person in each group to use their notes to tell the class their ideas. As each group reports back, ask: *Who agrees with this? Why? Who disagrees? Why?*
- Alternatively, students could write the answers individually.

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, assign the task for homework. Encourage students to find pictures and information about the place. You might want to assign some places to students to ensure a variety of answers.
- After the research or at the beginning of the next lesson, ask individual students to share what they found, and what interesting facts they learned.

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 15
Reading practice worksheet, Teacher's Resource Center

Language in use

What do we notice about places?

1 Read two people's impressions of London and answer the questions.

- Who are the people and why are they in London?
- What things do they notice in the city?
- What do you usually notice when you arrive in a new place?

YOUR IMPRESSIONS OF LONDON

CASEY

Monday was our first day in London. We missed the tour bus because we'd been taking so many pictures, so we decided to take the underground to Trafalgar Square instead. While we were waiting on the platform, a teenage boy pushed into me. He apologized and walked away quickly. A moment later, our train arrived and thirty minutes later, we were in Trafalgar Square. Everyone was taking pictures. I looked for my camera, but it wasn't in my bag. I was sure the boy on the platform had stolen it!



ALBERTO

I've been in London for three months now, and I've been studying English since I arrived. My English has improved, but lessons are expensive. I've been working in a cafe every evening to pay for them. London is different from what I imagined. I've never seen so many different kinds of food or heard so many languages! And although people are polite here, they aren't very friendly. I've met a lot of other Spanish people here, but I haven't made any English friends yet.



Discover grammar Talking about past events
Student Book • page 115 Workbook • page 17

We can use these tenses to talk about past events: simple past, past continuous, simple past perfect, and past perfect continuous.

2 Study the examples from Casey's post. Match them with descriptions 1–5.

- He apologized and walked away quickly.
- Everyone was taking pictures.
- While we were waiting on the platform, a teenage boy pushed into me.
- The boy on the platform had stolen it.
- We missed the tour bus because we'd been taking so many pictures.

- A finished action that happened before another action
- A repeated action some time before another action
- A background description
- A sequence of actions
- A longer action interrupted by a shorter action

3 Read the captions and imagine you took the pictures below. Work in pairs and answer the questions.

- Describe the pictures. What were you doing? What was the weather like?
- Describe what you had been doing and what had happened before you took the picture.
- Describe two things that happened after you took the picture. Why did you do them?



Traveling around the U.S. in a camper sounds fun, but our first day was a disaster.



Today we started our trip across South America.

Discover grammar Talking about past actions connected to the present
Student Book • page 115 Workbook • page 17

We use the present perfect simple and present perfect continuous for actions and states that began in the past but continue, have a result in the present, or happened during an unfinished time period.

4 Study the examples from Alberto's post on page 18 and answer the questions.

a I've been in London for three months.	c I've been studying English since I arrived.
b My English has improved.	d I've been working in a cafe every evening.

- Which situations started in the past and are still going on?
- Which action has a present result?
- Which action happened a number of times?

5 Imagine you are spending a year working and travelling in Australia. Make notes about the following. Then compare your experiences with a partner.

1 How long have you been there?	4 What job have you been doing?
2 What experiences have you had?	5 What has most interested or impressed you about Australia?
3 How have you been traveling around?	





Discover more **SEARCH ONLINE** and find out which places in your country are the most visited. What do you think people notice about them?

18 Unit 2 What do places mean to us?

Unit 2 What do places mean to us? 19

Language in use

What do we notice about places?

Learning objectives

GRAMMAR Talking about past events

GRAMMAR Talking about past actions connected to the present

Reporting back

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

Introducing the topic

- With books closed, dictate or write on the board:
buildings traffic noise people weather smells food
- Ask students to think about these aspects when they visit a place for the first time and rank them in order of importance when creating a first impression. Elicit answers, and ask: *What first impressions do you think your town or city makes on visitors? What's the most interesting thing about your town or city? What might people not like about it?* Elicit a few answers, encouraging students to give reasons for their answers.

1

- Students open their books. Focus on the pictures of London, and ask: *What is your first impression of London from the pictures?* Elicit a few ideas.
- Students then read the texts and answer the questions.

- Check answers. Ask: *Have you been to London or another capital city? What impression did it make on you? Have you been anywhere that made a bad impression on you? What didn't you like?* Elicit a range of answers.

ANSWERS

- a tourist on the first day of her trip
a Spanish student studying English
 - There were a lot of things to photograph.
The Spanish student noticed a lot of different kinds of food and heard a lot of languages. He thinks people are polite, but not very friendly.
 - students' own answers
- 2
- Ask students to read the information about talking about past events, or read it aloud.
 - Ask students to give an example of each tense using the verb *live* and write these on the board (*he lived, he was living, he had/d lived, he had/d been living*). Quickly check students are confident with the forms. Ask them to make negatives and question forms.
 - Students work individually or in pairs to find the examples (a–e) in Casey's text and match them with the descriptions.
 - Check answers and elicit which verb form each example uses and why. Then ask students to look at Casey's text again and find more examples of past actions.

ANSWERS

- d (past perfect simple)
- e (past perfect continuous)
- b (past continuous)
- a (simple past)
- c (past continuous, simple past)

DIFFERENTIATION

- With weaker classes, ask students to underline the verb forms in the examples and decide which form they are.
- Draw a timeline on the board and ask students to mark the use of the tense on a timeline for each example, e.g.,

While we were waiting on the platform

~~~~~  
——X——  
*a teenage boy pushed into me.*

*He apologized                      walked away quickly*

——X——X——

### Discover grammar Student Book page 115    Workbook page 17

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

### Language note

We use the simple past for finished actions and events: short or long events and situations and repeated events, e.g., *I saw Frank yesterday. Paul **lived** in the country when he was a child. I **walked** to work every day last year.*

The past continuous is used to say something was in progress at a particular time, e.g., *I **was watching** TV at 8:00.* or describing background events, e.g., *The sun **was shining** when I woke up.*

The use of the past perfect is to describe what happened before the event we are talking about, e.g., *When I arrived at the station, the train **had left**. Hannah's eyes were red, it was obvious that she **had been crying**.*

### 3

- Allow students time to answer the questions in pairs. Remind them to be careful about using the past tenses when talking about the events in the pictures. Monitor and help while students are working.
- Ask some pairs to talk about the pictures to the class.

### Extra activity: Communication

- With stronger classes, students could do the activity as a dialogue. Each student asks questions using the different verb forms to talk about past events. Encourage them to use a variety of past forms: simple past, past continuous, past perfect simple, and past perfect continuous.

### Language note

The present perfect tenses generally have a link with the present, e.g., *I **can't go skiing**, I've **broken** my leg.* (It is still broken, although I fell and broke it three weeks ago.) It can also mean up to now, e.g., ***Have you seen** the new Avengers film?* When we answer, we can say *No, I **haven't**.* or *Yes, I **saw** it last Friday.* We use the present perfect simple or continuous to talk about things that continue up to now, e.g., ***We've known** Tom for five years. He's **been learning** the piano for five years.* When we talk about repeated actions in an unfinished time period, we use present perfect simple, e.g., *I've **eaten** four biscuits this morning.*

### 4

- Read aloud the information about talking about past actions connected to the present.
- Students study the examples and answer the questions. Check answers. Ask students to find more examples of past actions connected to the present in Alberto's post in exercise 1 (*I've never seen ... or heard ... , I've met ... , I haven't made ...*).

### ANSWERS

1 a, c    2 b    3 d

### Discover grammar Student Book page 115    Workbook page 17

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

### 5

- Ask students to imagine they are in Australia and answer the questions individually. As they finish, they can compare their answers in pairs.

### ANSWERS

students' own answers

### Extra activity: Critical thinking

- Ask these questions and have a brief class discussion: *Who in your family has traveled most? Where have they been to? What did they tell you about their trips? Where would you most like to travel to? Why?*

### Extra activity: Creativity

- Give students a few minutes to think about their dream vacation. Write some questions on the board as prompts, e.g., *Where do you want to go? What activities do you want to do? Where will you stay?*, etc. Then put students in pairs to ask and answer questions about the vacation. Ask some pairs to report back to the class.
- Alternatively, ask: *What are the benefits of traveling to other countries? Is tourism always a good thing? What problems can it create?* Give students a few minutes to think before they discuss the questions in pairs. Ask some pairs to report back on benefits and drawbacks.

### Discover more

- Students can do the research in class if they have internet access. Alternatively, they can do it for homework. Ask them to make notes on what they find.
- After the research or at the beginning of the next lesson, ask individual students to tell the class what they have found about the most visited places in their country and what they think people notice in them.

### Preview

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

### Further practice

**Discover grammar** Student Book, page 115 (answers on TG page 112)  
**Workbook**, pages 17 to 18  
**Grammar practice worksheet**, Teacher's Resource Center

**Life skills** **How do we read maps?**

**Life skills strategy** **Understanding maps**  
Maps are important for getting from A to B. To understand a map, you need to be able to interpret its symbols, lines, and colors and relate them to the real world around you.

**1 Study the life skills strategy, then answer the questions.**

- When was the last time you used a map? What kind of map was it, and what did you use it for?
- Think about the area where you live. If you give directions to your house, which landmarks, roads, and buildings do you include?

**Discover vocabulary Maps**  
Student Book • page 114 Workbook • page 18

**2 How much do you know about map reading? Answer the questions. Use the map on page 21 to help you.**

**ARE YOU A MAP LEGEND?**

- How does a scale help you understand a map?
- On a physical map, what does it mean when contour lines are close together?
- What does a dotted line on a map often represent: a footpath, a river or a railway?
- On a road map, what does a street with an arrow usually mean?
- What symbols are often used on maps to represent different landmarks?
- What kinds of borders are usually included in maps?

**3 Imagine you are going somewhere very remote. Would you take a map? Why? / Why not?**

**4 Listen to an interview. What kind of map did the student use? Why did she get lost? What would you have done in this situation?**

**Listening strategy** **Identifying advantages and disadvantages**  
When people have a discussion, they usually give advantages and disadvantages. When you listen to a discussion, note down the advantages and disadvantages that you hear. This will help you follow the discussion.

**5 Study the listening strategy. Then listen again. Note down more advantages and disadvantages of map apps and paper maps.**

|            | Advantages            | Disadvantages            |
|------------|-----------------------|--------------------------|
| Map apps   | They are easy to use. |                          |
| Paper maps |                       | They only show one area. |

**6 Which sentence summarizes Steve's opinion about real maps and map apps? Check (✓) the correct answer.**

- He thinks real maps are generally more valuable than map apps. ☐
- He recommends a combination of map apps and paper maps during an expedition. ☐
- He thinks map apps will replace real maps for explorers. ☐

**7 Work in pairs. Follow the instructions and draw a map from memory. Use the map below to help you.**

- Choose an area for your map. It could be:
  - part of your neighborhood
  - your town center
  - an area of countryside near your town
- Decide what natural features, buildings, and other landmarks your map will include.
- Make sure your map has a scale and a key.



**8 Now swap your map with another pair. On the new maps, choose two points and imagine you are using the map to walk or travel between them. Discuss the journey and use the key phrases to help you.**

**Key phrases Reading a map**  
What does this symbol mean? Let's check the key.  
First, we have to go north / south / east / west along ....  
We should look out for a ... on the right / left.  
According to the scale, this road / sidewalk is about ... long.  
If we go in this direction, we'll pass ....  
We can take a shortcut if we go ....

**9 Find the area that you drew on a map app and compare it with your map. What are the differences? Did you include the same landmarks? Did you miss anything important?**

**10 REFLECT** Which kinds of maps do you think are most useful in your everyday life? Will you use paper maps more in the future?

**Discover more** **SEARCH ONLINE** and find out about **Aboriginal songlines** in Australia. How did people use them?

## Life skills

# How do we read maps?

## Learning objectives

**LIFE SKILLS** Understanding maps

**VOCABULARY** Maps

**LISTENING** Identifying advantages and disadvantages

**LISTENING** Listening to an interview with an explorer

**SPEAKING** Reading a map

## Reporting back

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

## Introducing the topic

- With books closed, write on the board:  
*I have no sense of direction.*  
*I panic when someone asks me to follow a map.*  
*Following a GPS is part of the new driving test in the U.K.*  
*I think that's a good idea, as it is a 21st century skill.*
- Put students in pairs to discuss what the sentences mean, and which is true for them. Discuss their ideas briefly as a class, then ask: *How do we use maps today differently from twenty years ago? Is it always right to follow the GPS?* Elicit a few ideas, e.g., we follow directions on phone apps; sometimes roads are unsuitable, etc.

1

- Students open their books. Read the life skills strategy aloud and find out how much students know about maps.

You could draw some symbols on the board and ask: *Do you know common symbols on maps, and what the lines and different colors relate to?* (red line = major road; dotted black line = footpath)

- Put students in pairs to discuss the questions.
- Ask some students to tell the class what they would include on the map to their house.
- Ask more questions to prompt students to share with the class any experiences they have had using either a paper map or a digital one.

## Discover vocabulary Student Book page 114 Workbook page 18

- Remind students that they had to do the *Discover vocabulary* exercises on maps for homework.
- Go over the answers to the exercises now (TG page 112), and make sure students understand all the vocabulary.

## DIFFERENTIATION

- With stronger classes, ask questions to check their understanding of the new vocabulary in context. Ask: *Which word means ... ?*  
*a line that joins places of the same height* (contour)  
*north, south, east, and west* (compass points)  
*something (a large building or natural feature) you can see from a distance, so you know where you are* (landmark)  
*the line that divides two countries or areas* (border)  
Alternatively, ask them to test each other in pairs taking turns making definitions and then guessing what each word is.

2

- Students read the questions, look at the map, and answer the questions. Check answers.

### ANSWERS

- 1 It indicates distances in real life.
- 2 It means there is a steep slope, e.g., a hill.
- 3 a footpath
- 4 That it's a one-way street.
- 5 students' own answers
- 6 borders between regions and countries

3

- In pairs, students discuss the questions.

### 4 1.04

- Encourage students to think of different reasons you could get lost in a new place, whether you are using a map or not.
- Play the audio. Check and discuss answers.

### ANSWERS

She used a map app. The app directed her to a road that didn't exist.

students' own answers

### 5 1.04

- Ask students to read the listening strategy. Ask: *What can you do to help you follow the arguments in a discussion?* (Note down points people give for the advantages and disadvantages.)
- Encourage students to think of some advantages and disadvantages of maps and map apps. Ask: *What do you think is the main advantage of using an app?* Elicit a few ideas. Prompt students to think about using maps in different places and situations.
- Play the audio again for students to listen and complete the chart. Check answers and ask students if they agree or disagree with Steve.

### ANSWERS

|            | Advantages                                                | Disadvantages                                                                                  |
|------------|-----------------------------------------------------------|------------------------------------------------------------------------------------------------|
| Map apps   | They can save you time.                                   | You can't use them if your signal or battery runs out.<br>They can show incorrect information. |
| Paper maps | You can use them when you don't have a signal or battery. | They can take up more space.<br>They can be expensive.                                         |

6

- In pairs, students discuss which one they think summarizes Steve's opinion.

### ANSWER

b

7

- Put students in pairs, making sure that they are both familiar with a suitable area. Ask them to draw a map following the instructions.

8

- Read the key phrases with the class and elicit a few examples of how they are used in context.
- Students describe how to get from one point to another on their map.

9

- Students find a map app and locate the area they drew.
- Demonstrate the task by referring students back to their map in exercise 7 and eliciting some of their ideas about what is different on the map app from their drawn maps.
- Put students in pairs to ask and answer the questions about their own maps.
- If students don't have internet access in the classroom, they can do this for homework.

### 10 Reflect

#### CRITICAL THINKING

- Read the questions aloud and allow students time to think about their own situation and which maps can help them the most in everyday life.
- Put students in pairs or small groups to compare their opinions, or ask some students to share their ideas, then ask: *Do you use the app on your phone when traveling, or do you try to figure out the journey beforehand and make a few notes of names and landmarks? Why?*

#### Extra activity: Critical thinking

- Ask these questions and have a brief class discussion: *Have you heard stories like the one in exercise 4, where the app sent a person in the wrong direction, or had the wrong information? Tell your partner about it.*
- Alternatively, ask students to use their app to find out how to get somewhere from their school or home. Then they give their instructions to their partner, who draws a map. Finally, they compare the drawing and the app.

#### Culture note

In Australian Aboriginal culture, songlines trace the journeys of ancestral spirits who created the land, the animals that live there, and their history. They are tied to the Australian landscape, and the indigenous people gain knowledge, cultural values, and wisdom from them. The songlines describe the location of landmarks, waterholes, and other phenomena, so someone who understands them can navigate great distances across the rugged Australian interior.

#### Discover more

- Find out what students know about Australia. Ask: *Who were the first people in Australia? When did Europeans arrive there?* (Aborigines – the indigenous Australians; the Dutch arrived in 1606, the British in 1770.)
- Students can do the research in class if they have internet access. Alternatively, they can do it for homework.
- After the research or at the beginning of the next lesson, discuss their findings as a class.

#### Further practice

Discover vocabulary Student Book, page 114 (answers on TG page 112)  
Workbook, pages 18 to 19

## Writing What makes a place special?

**Writing task**

A description of a place

Your school magazine has asked for articles describing a place that is important to you and why it is special. Write a short article for the magazine. The best piece of descriptive writing will be featured in next month's issue.

**Understand the task**

- Read the writing task and answer the questions.
  - Who will read your article and where?
  - What kind of description is it: emotional, factual, or both?
  - What do you think makes a place special? Is it the location, the people, or events that happened there?

**Think and plan**

Developing your ideas

Before you start writing, develop your ideas. Use a mind map to generate ideas. Ask yourself questions about the place. Then select the most relevant and most interesting ideas.

- Study the writing strategy. Look at the mind map. What information about Padstow do you think is most interesting?

- Now read Martyn's description. Which ideas were included from the mind map?

**4 Choose a place you want to write about. Follow the instructions.**

- Think of three questions about the place that you can answer in your description.
- Generate ideas to answer the questions and select the best ideas.
- Think of adjectives to describe your special place and the things you can see and do there.

**Write a first draft**

**5 LANGUAGE POINT** Look at the highlighted adjectives in the description on page 22. Match them with the adjective categories below. Then complete the rule for adjective order.

opinion material age shape size color origin

**6 Write a first draft of your description. Use your ideas from exercise 4.**

**Review and edit**

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

- Content Did you select your best and most interesting ideas?
- Organization Did you organize your ideas into clear paragraphs?
- Style Did you use a variety of adjectives in your description in the correct order?

**A Special Place** by Martyn McGregor

My favorite place is Padstow, a picturesque small town on the coast of Cornwall, in southwest England.

Padstow is famous for its harbor, where there are rows of gray stone houses, and pretty blue and white fishing boats. The town is near long sandy beaches such as Trevarren Bay, where you can surf. It's also near places of interest such as Trevose Head Lighthouse, and the imposing ancient Tintagel Castle where King Arthur lived.

There is always plenty to do in Padstow, but when we are there, we usually eat at the same cafes and do the same boat trips and walks. I still notice different things about them every time I visit. This and the friendly local people always make me feel relaxed and at home.

That said, Padstow has changed over the years. It's gotten bigger and more popular. More tourists visit its famous seafood restaurants and crowd into the bustling old streets. Local people have moved out, too, because it's an expensive place to live. But despite these changes, I still love Padstow. It reminds me of my summer vacations with my family and friends, so it will always be a special place to me.

## Reflect What do places mean to us?

- How do places get their names?
- Why do places disappear?
- What do we notice about places?
- How do we read maps?
- What makes a place special?

- 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 23

## Writing

# What makes a place special?

**Learning objectives**

**WRITING** Writing a description of a place

**WRITING** Developing your ideas

**WRITING** Adjective order

### 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: *Where do people go on vacation in your country? Are the tourists there only from your country or from other countries? What can they do there? What sort of place is it, a city, coast, mountains? Have you ever been there?* Elicit a few answers and then ask: *What would you like to know about places tourists visit in the U.S.? What sort of places have you heard of in the U.S. – cities, historical sites, coastal places?* (e.g., in the state of Virginia, where the first president, George Washington, was born, tourists go to his home and farm called Mount Vernon; Big Sur is an area in central California where tourists go to see beautiful coastal views of the Pacific Ocean).

### Understand the task

1

- Students open their books. Read the writing task aloud and give students time to answer the questions. Remind them that thinking about who you are writing for and why you are writing are important parts of any writing task.

### ANSWERS

1 people at your school 2 both 3 students' own answers

### Think and plan

2

- Ask students to read the writing strategy. Ask: *Why is it useful to use a note technique like a mind map? Do you use them for your writing?* Elicit a few answers.
- Focus on the mind map and teach or elicit the word *picturesque* (= a place, scene, building that is very pretty, in an old-fashioned way). Ask: *Who are the "locals"?* (people who live in Padstow all year long)
- Students briefly discuss the mind map. Elicit a range of opinions, asking students to give reasons.

3

- Students read Martyn's description and answer the question. Ask: *Does Martyn say anything negative about Padstow?* (Locals have moved out because it's an expensive place to live.)
- Point out the highlighted words in the description.
- Ask students to study the words and try to figure out what they mean. Check the answers.

## ANSWERS

What kind of place is it? picturesque, gray stone houses  
What can you do there? visit Tintagel Castle, visit Trevose Head Lighthouse  
What makes it special?: friendly locals, famous seafood restaurants

4

- Read the task aloud and point out that with any writing task, especially in an exam, the most important thing is to complete all parts of the task and answer all the questions.
- Refer students back to the wording of the task and the mind map, and ask them if Martyn answered the task fully (yes).
- Ask students to think about their own experiences, choose a suitable place, and make notes to answer their own questions. Encourage them to make a mind map with their ideas.

## Write a first draft

### 5 Language point

- Read the adjective categories aloud and point out the highlighted words in the description. Check understanding and ask students to match them. As they finish, they can check their answers in pairs.
- Ask pairs to compare their sentences with another pair before eliciting some examples.

## ANSWERS

1 opinion 2 age 3 material

### Extra activity: Creativity

- Before students write their first draft, ask them to read Martyn's description again and note down any useful vocabulary or expressions that they could use, e.g., *a picturesque small town, long sandy beaches, bustling old streets*. Encourage them to see the mind map and Martyn's description as a resource that they can use to help with their own writing.

6

## CREATIVITY

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

## Review and edit

7

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

## Reflect What do places mean to us?

1

- Read aloud the question *What do places mean to us?* and the five lesson questions at the top of the Reflect panel.
- Students 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. Play the video a second time if necessary.

## ANSWERS

Students' own answers. See the transcript on page 127 for the ideas contained in the video.

## DIFFERENTIATION

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

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. Set a time limit for this and point out that the answers can be notes or full sentences.
- Ask some students to tell the class what they most enjoyed in the unit, 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 20 to 21**

## Project

### What makes a place interesting to visit?

**Project task**

Designing a travel guide

Work in groups and create a mini travel guide about your town or region. Decide the most interesting areas to write about: history, places of interest, entertainment, etc. Research information about your town and collect pictures and maps. Present your travel guide to the class.

**UNDERSTAND**

1 Read the instructions for the project task. What is the main aim of the project?

2 Look at these sections from a travel guide. Match sections A-D with the headings 1-6 below. There are two extra headings.

1 The History of Portland

2 Where to Eat and Drink

3 The Great Outdoors

4 Special Events in Portland

5 Travel and Places to Stay

6 A Special Place to Visit

**Discover more**

SEARCH ONLINE for some travel guides to your town. What information do they include? Which do you like most and why?

3 Listen to four students planning a travel guide. Which four categories do they decide to include?

**COLLABORATE AND PLAN**

4 Work in groups. Come to a decision about which categories to include in your travel guide. Use the key phrases.

**Key phrases**

**Coming to a group decision**

**Making requests**

Would you like to ...?

What do you think about ...?

Can you find out about ...?

**Making a suggestion**

What if we ...?

Maybe we could ...?

Here's something we could try.

**Responding to suggestions**

I hadn't thought of that.

I see what you mean.

That sounds about right.

**Concluding**

Are we all agreed?

That's fine with me.

Is everyone else OK / fine if ...?

5 Think about the tasks you need to do to create your travel guide and complete the project planner.

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

6 Think about what information you already know and research new information online. Find pictures and other visuals for each category. Then write a first draft.

**SHARE**

7 Give feedback on each other's first drafts and visuals and make any necessary changes.

8 Work together to write and design your travel guide.

**PRESENT**

9 Present your travel guide to the class. Which group has chosen the most interesting or most unusual categories?

**Reflect**

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

- How could you improve the planning of your project?
- Which tasks were you not able to complete on time? Why?

- Which research was the most useful?
- Which feedback did you find the most useful?
- How effective was your group's presentation?

24 Project Subject link: Design

Project Subject link: Design 25

## Project

# What makes a place interesting to visit?

### Learning objectives

Design a travel guide

**COLLABORATION** Work collaboratively on a travel guide

**CREATIVITY** Think creatively about what makes a place interesting

**COMMUNICATION** Present a travel guide to the class

**CRITICAL THINKING** Use critical thinking skills to reflect on the task

### Introducing the topic

- With books closed, ask: *What sort of places do you like to visit when you are on vacation? What is the most interesting place you have visited?* Elicit some answers and then ask: *What was the place like? What made it interesting? Would you like to go back?*
- Ask: *Do you use travel guides when you visit a new place? What information do you expect to find in a travel guide?* Elicit a range of answers and encourage students to talk about their opinions and experiences.

### Understand

1

- Students open their books. Ask them to read the instructions for the project task and answer the question.
- Check the answer.

### ANSWER

The main aim of the project is to write a mini travel guide about your town or region.

2

### CRITICAL THINKING

- Tell students they are going to read a mini travel guide. Focus on the pictures and ask them to quickly read each section and write down a few words about what they think each section is about.
- Put students in pairs to compare and discuss their ideas.
- Then ask students to read the six headings, read the travel guide more carefully and match the headings with the pages.
- Check answers. Ask: *Were your first impressions correct?*

### ANSWERS

1 A 2 C 3 B 6 D

### DIFFERENTIATION

- With weaker classes, quickly review places vocabulary before they read the travel guide.

### Discover more

- Students can do the research in class if they have internet access. Alternatively, they can do it for homework.
- After the research or at the beginning of the next lesson, ask individual students to tell the class what they found and which travel guide they like the most.
- Ask: *Would you include the same information? Would you include other things? Which? Why?*

### 3 1.05

- Tell students they are going to listen to four young people who are planning a guide of their town, Chester. Ask students to read the question before they listen.
- Play the audio for students to listen and answer the question. Give them time to compare their answers in pairs. Then check answers.

#### ANSWER

They decide to include the history of Chester, accommodation, shopping, and Chester Zoo.

#### DIFFERENTIATION

- With weaker classes, play the audio again to check the answer to exercise 3. Pause as each category is discussed and elicit what the speakers say to confirm the answer.

## Collaborate and plan

### 4

#### COLLABORATION

- Put students in groups to work on their travel guide.
- If everyone comes from the same place, assign different places to different groups to avoid repetition and boredom for the audience. You could assign different places in your country, or different places in the world, e.g., New York, London, Berlin, Madrid, Sydney, etc.
- Read the key phrases with the class and make sure students understand them all. You could play the audio from exercise 3 again for students to hear the phrases in context. Encourage them to use the key phrases as they work on their first task of choosing the categories.

### 5

#### COLLABORATION

- Focus on the project planner and explain the different columns. Ask each group to complete the planner.
- Encourage them to think about which tasks they can do in class and which it would be better to do at home.
- 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 groups time to amend their plans.

#### ANSWERS

- 1 do research   2 choose pictures and maps  
3 write first draft   4 give feedback   5 make changes  
6 give presentation

### 6

#### CREATIVITY

- Students do research and write their first draft of their notes. Point out that they will check their work later and may decide to change, add, or leave out parts to make the presentation flow, so they don't need to worry about it being perfect at this stage.

## Share

### 7

#### COLLABORATION CREATIVITY

- The groups bring their research and their first drafts together. Each student reads their first draft aloud. The

others in the group listen and decide if the section is too long or needs a little more information, etc.

- Remind students that all feedback should be constructive, and they should comment on positive aspects as well as things that could be improved.
- Each group makes their changes and decides how to start the presentation, and which visuals, maps, and pictures to include in each section.

### 8

#### COLLABORATION CREATIVITY

- Students discuss each section and decide the order of the presentation. They check the pictures and structure of the presentation.
- Remind students that using a variety of adjectives will make their sections more interesting. You can refer them back to the travel guide again, and note the adjectives, e.g., *ideal, greenest, freshly made, traditional*, etc.
- Monitor and help with grammar and vocabulary where necessary. Correct students' writing or point out errors and encourage students to correct their own mistakes.

#### COMMUNICATION

- Before students present their travel guide to the class, elicit ideas in how to engage an audience when giving a presentation, e.g., make eye contact with the audience, gesture to the picture or map, look enthusiastic, ask the audience a question, explain unfamiliar words.
- Let students practice in their groups before they present to the whole class. Monitor and help with presenting techniques.

## Present

### 9

#### COLLABORATION COMMUNICATION

- Each group presents their travel guide to the class. Allow two or three minutes for each presentation.
- Encourage active listening by asking the audience to ask questions at the end. Also ask them to note down one or two good points about each travel guide presentation.
- Discuss as a class which group(s) chose the most interesting or unusual categories.

## Reflect

#### CRITICAL THINKING

- Point out to students that reflecting in an honest way on what went well and what went less well during a project task will help them to learn and improve next time. Remind them that evaluating in this way should not involve blaming themselves or individuals, but should focus on what they can learn from their experience of doing the task.
- Put students in groups to discuss the questions.
- Discuss the questions as a class, encouraging different groups to share their experiences and opinions.

## Assessment

- Carry out assessment of 21st century skills using the assessment grids on the Teacher's Resource Center.



**How do we choose OUR FOOD?**

There are more than 7.5 billion people in the world. How can everyone have enough to eat?

**What is the environmental impact of our food?**

- 1 Look at the picture and the question. What are the challenges of feeding the world?
- 2 Think of some food items that you have eaten recently. Discuss the questions in pairs.
 

**Food and the environment**

  - 1 Where was the food grown and produced?
  - 2 Was it locally sourced or was it transported a long distance?
  - 3 What type of packaging did it come in?
  - 4 Was the packaging reusable or will it end up in landfill? Is it biodegradable?

**Discover vocabulary** The life cycle of food  
Student book • page 116 Workbook • page 26
- 3 Watch the Factfix video. Which item(s) ... ?
 

- 1 was transported from abroad
  - 2 was locally sourced
  - 3 has biodegradable and non-biodegradable packaging
- 4 Read the definition and watch the video again. Why do some of the food items have a high carbon footprint?
 

**Carbon footprint:** the amount of carbon gas that is produced by the activities of people and companies.
- 5 Work in pairs. Make a list of the snacks you eat during a typical week. Then discuss the following questions.
  - 1 Does each snack have a big carbon footprint? Why? Could you reduce it?
  - 2 Which foods should you avoid? Why?

**Key phrases** Talking about food choices  
 I (don't) think about ... when I buy ...  
 I think my choice of food is ...  
 ... has a large / small carbon footprint because ...  
 I could cut down on ...  
 I should avoid ...-ing  
 ... is / are (terrible) for the environment because ...

**Discover more**

**SEARCH ONLINE** and find out about the life cycle of **potato chips**. What happens to the packaging? Are there any environmentally-friendly alternatives?

### Vocabulary

- The life cycle of food
- Collocations
- Food and nutrition

### Further practice

*Discover vocabulary* Student Book, page 116

*Workbook*, pages 26 to 28

*Vocabulary practice worksheet*, Teacher's Resource Center

### Reading

- Figuring out meaning from context
- Reading an article comparing diets from different countries

### Further practice

*Workbook*, pages 24 to 25

*Reading practice worksheet*, Teacher's Resource Center

### Grammar

- Using the passive

### Further practice

*Discover grammar* Student Book, page 117

*Workbook*, pages 26 to 28

*Grammar practice worksheet*, Teacher's Resource Center

### Life skills

- Understanding food labels

### Listening

- Listening for numbers

### Further practice

*Workbook*, page 29

### Speaking

- Talking about food choices
- Analyzing information

### Further practice

*Workbook*, page 29

### Writing

- A description of a popular food
- Researching information online
- Reporting verbs

### Further practice

*Writing workshop*, Student Book, page 132

*Workbook*, pages 30 to 31

### Assessment

- Self-assessment, *Workbook*, pages 32 to 33
- Unit test, Teacher's Resource Center

### Online practice

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

# What is the environmental impact of our food?

## Learning objectives

**FACTFLIX VIDEO** Talking about food and the environment

**VOCABULARY** The life cycle of food

**SPEAKING** Talking about food choices

## Introducing the topic

- With books closed, invite students to imagine they are going to eat their favorite meal. Ask them to write down how many courses there are and what food each course contains.
- Ask: *Do you know where all the food in your meal comes from? Do you know how it gets to the stores?* Students discuss the questions in pairs or small groups. Ask: *What do you think the topic of the lesson is?* Elicit the answer (environmental impact / transportation of food).
- Ask: *Do you know what fruit and vegetables are in season now in your country?* Elicit some examples and write these on the board.
- Ask students the *Discover* question *How do we choose our food?* and encourage them to share their ideas. If necessary, prompt students by asking them about prices, national versus imported foods, fresh versus processed foods, healthy versus unhealthy food, etc. Make a note of any interesting comments on the board.
- Students then open their books and look at the opening picture, caption, and lesson question, *What is the environmental impact of our food?*

1

- Focus on the picture and ask: *What does it show?* Students discuss the question in pairs or small groups. Refer them to the ideas on the board to help if necessary, or ask more questions to get them thinking, e.g., *What problems might farmers have producing food?*

2

- Ask students to write down five food items they have eaten recently. They compare their lists with a partner.
- Read the questions with the class and make sure students understand everything. Give them a few minutes to discuss the questions in pairs.
- Ask: *Do you know how food is transported? Can you think of any issues about transporting food for long distances?*

## Discover vocabulary

Student Book page 116 Workbook page 26

- With weaker classes, do this vocabulary practice in class, before students move on to exercise 3. With stronger classes, students can do it for homework.
- To practice the vocabulary you could write some anagrams on the board and ask students to figure them out, e.g., *aacggiknp* (packaging), *deabgriotedab* (biodegradable), *lllfdnai* (landfill), *ptrotnsar* (transport), *abcnor tnirptoo* (carbon footprint).

3

- Tell students they are going to listen to Josh and Bella discussing certain food items. Ask them to read the questions and check that they understand everything.
- Play the video for students to write their answers. Check answers. (If you are unable to play the video in the classroom, use the audio-only version instead.)

## ANSWERS

1 grapes, bananas 2 burgers 3 pizza

4

- Read aloud the question and definition.
- Students watch the video again and answer the question. Pause the video if necessary to allow them time to write.
- Check answers, and ask: *What information surprised you most? Why?*

## ANSWER

Grapes from Italy and bananas from Costa Rica have big carbon footprints because they have been transported a long distance.

5

- Ask students to make a list of the snacks they eat in a week. Read the key phrases aloud, giving an example of each phrase in use, e.g., *Chocolate has a large carbon footprint because it is transported over long distances. I should avoid eating burgers because beef farming has a bad effect on the environment.* Elicit one or two more examples from the class.
- Students compare their lists in pairs and discuss the questions. Monitor and help while students are working.
- Finally, ask: *Have you ever considered the effect of what you eat on the environment? Will you now change your eating habits?*

## Extra activity: Critical thinking

- Ask these questions and have a brief class discussion: *What do you think most people think about when they buy food? Do people prefer to buy in small local stores or supermarkets in your town? Why? Our grandparents ate seasonally, for example, strawberries and tomatoes only in the summer. Today, we can have salad in January, what effect is that having on the environment? Do you think we should go back to eating seasonally? Why? / Why not?*

## Discover more

- Explain that students should use the exact search term in the task. Students can do the research in class if they have internet access. Alternatively, they can do it for homework. Ask them to find three facts to bring to the next class.
- After the research or at the beginning of the next lesson, invite individual students to tell the class what they found, and what interesting facts they learned. Ask: *Has this research changed how you will eat potato chips in the future?*

## 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** **What influences our diet?**

**1** Look at the pictures on page 29. Discuss the questions.

- Where do you think the young people are from?
- What type of food can you see? Why do you think they eat this food?

**2** Read and listen to the article and check your ideas. Did anything surprise you?

**1.06**

**Reading strategy** Figuring out meaning from context

When you read a text, you may come across key words which you don't know. Ask yourself:

- What type of word is it: noun, verb, etc? Does it have a prefix or suffix that can help you?
- Is there a synonym or an antonym of the word in the sentence or the surrounding sentences? Is it paraphrased, or followed by an example?

**3** Study the reading strategy. Then find the words below in the article on page 29. Can you figure out their meanings?

- intriguing (line 38)
- malnutrition (line 26)
- shack (line 30)
- chronic (line 43)
- obese (line 48)

**4** Read the article again and answer the questions.

- Why did Greg Segal decide to photograph food?
- What were the main similarities and differences in people's diets?
- What's unusual about pizzas in India?
- According to the writer, why do a lot of people in the U.S. eat fast food?
- What does Segal want to achieve with Daily Bread?

**Discover vocabulary** Collocations

Student Book • page 136 Workbook • page 26

**5** Match the words in A with words in B to make collocations. Check your answers in the article.

|   |                    |             |   |              |              |
|---|--------------------|-------------|---|--------------|--------------|
| A | school-aged status | carbonated  | B | country food | drink symbol |
|   | developing         | advertising |   | campaign     | child        |
|   |                    | fast        |   |              |              |

**6** Make new collocations finishing with the nouns in B in exercise 5. Use the words below and your own ideas.

- organic
- chemical
- soft
- developed
- only
- political

**7** TALKING POINTS Make a list of what you usually eat for breakfast / lunch / dinner. Then discuss the questions.

- Why do you think you or your family choose this food? Think about advertising, price, convenience, culture, nutritional value.
- Do you think the typical diet in your country is healthy?

**Discover more** SEARCH ONLINE and find out about school lunches in a different country. What are the similarities and differences compared to your school lunches?

**DAILY BREAD**

What would a weekly diet look like in one photo? Let's take a look at Greg Segal's photo series *Daily Bread* and find out.

Greg Segal is an American photographer. His photos always have something to say about the world, and his pictures of children in *Daily Bread* are no exception. The children are surrounded by the food that they eat in a week. The pictures make us reflect on what we consume, and what is a healthy diet.

It all started in 2016, after Segal had completed a project photographing people's weekly trash. He noticed how much of our trash came from packaged food. This got him thinking about how much processed food we have in our diets, and how this is different for people in different countries. For *Daily Bread*, he photographed people from the U.S., Europe, Asia, and Africa.

Before Segal took the photos, children were asked to keep a food journal of everything they ate for a week, including the portion size. Then all of their meals were recreated by food stylists and cooks. The results are intriguing and thought-provoking – the similarities and differences among countries and cultures are clear to see. There are the same global brands, carbonated drinks, and processed snacks. But there are also different homecooked meals, vegetables, and fruit.

Segal found some of the differences surprising. In developing countries, malnutrition and lack of food can be an issue. However, in *Daily Bread*, the diets of children from Asia and Africa are generally good. Segal photographed a 10-year-old Indian girl named Anchal Saluni. Anchal lives with her family in a little shack outside Mumbai. She eats traditional homecooked meals and lots of vegetables. She has hardly any processed food because her family can't afford it. Her dad earns \$5 a day, and a Domino's pizza is \$13 – it's almost a status symbol because it's so expensive. Price influences food choices, and in countries like India, global convenience foods are pricey. As a result, these items are less popular ... and diets are often healthier.

In contrast, diets in the developed world are sometimes poor. In the U.S., for example, a lot of people eat badly. Aggressive advertising campaigns, price, and convenience influence choice; fast food is cheap and easily available. This has led to a chronic overconsumption of processed food – in fact, the average American meal contains up to 60% of ultra-processed food. Sixteen-year-old Isaiah Deidrick, from California, has a typical diet. He eats some healthy meals, but he also eats a lot of fast food, which is high in saturated fat and sugar. The consequences are clear: one in three school-aged children in the US are overweight or obese, and life expectancy has decreased.

*Daily Bread* is a fascinating snapshot of the things that influence children's diets: price, convenience, culture, and the globalization of companies that sell processed food. By putting diets in the spotlight, Segal hopes to start a conversation and raise awareness of the problems that ultra-processed food can cause. He's encouraging people to take the *Daily Bread* challenge and photograph everything they eat in a week. We like taking pictures of food and posting them on Instagram; maybe *Daily Bread* will get us talking about it, too ... and change our diets for the better.

**Reading to learn**

**What influences our diet?**

**Learning objectives**

**READING** Reading an article comparing diets from different countries

**READING** Figuring out meaning from context

**VOCABULARY** Collocations

## Reporting back

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

## Introducing the topic

- Ask students to close their eyes. Tell them you are going to say a word, and they must write down the first word or idea that comes into their head when you say it. Tell them not to think too much, but just to write their first idea. Say the word *cooking* and ask students to open their eyes and write down their first word or thought.
- Write students' ideas on the board in a word cloud, writing items that are mentioned several times in bigger letters. Point to the word cloud on the board and ask: *Who does the cooking in your house? What is your favorite recipe?* Elicit a few ideas, then ask: *Can you cook? Who taught you to cook? Who usually teaches us to cook? How many different ways of cooking can you think of?* (boil, bake, roast, fry, steam).

1

- Point to the pictures on page 29 and ask: *What do you notice about them?* Elicit that the pictures show what each person eats in a week. Ask: *What is the most obvious difference between the two diets?* Teach or elicit *portion* (= amount of food large enough for one person) and *saturated fat* (= type of fats found in animal food and products, which may be harmful to health).
- Read the first question aloud and elicit where they think the people are from and why.
- Students continue discussing their answers to the questions, based on the pictures.

2 **1.06**

- Play the audio for students to listen, read, and check their ideas from exercise 1. Encourage them to give reasons to explain their answers.
- Elicit a range of opinions about each answer before you give the correct one, to encourage more students to express their opinions and reasons.

## ANSWERS

- Anchal is from India; Isaiah is from the U.S.A. (from the food shown and their clothes. It is also mentioned in the article.)
- Anchal's food is homemade, because she lives at home. It contains a lot of fresh vegetables and Indian bread. It is the kind of food her family can afford. Isaiah's food is mostly processed. It contains a lot of sugar and fats. Fast food is cheap and available.

## Language note

Check students are confident with common prefixes and suffixes, e.g.:

prefixes *un-*, *in-*, *dis-*, which make the word negative;  
 suffixes *-ment*, *-ness*, *-cy*, which show the word is a noun;  
 suffixes *-ing*, *-y*, *-ate*, which show the word is an adjective.

- Draw a four-column chart on the board with the headings: **noun**, **adjective**, **verb**, and **antonym**. Draw three rows and write a word in the correct column of each of the rows, e.g., *unhappy*, *accurate*, *agree*. Ask students to fill in the missing words.

| noun      | adjective | verb  | antonym    |
|-----------|-----------|-------|------------|
| happiness | happy     | x     | unhappy    |
| accuracy  | accurate  | x     | inaccurate |
| agreement | x         | agree | disagree   |

### 3

- Ask students to scan the article and find each word. You could set a time limit to make sure students get into the habit of scanning quickly. Then they figure out the meanings. Check answers.

#### ANSWERS

- 1 intriguing (line 18): It is an adjective and is paraphrased with a synonym "and thought-provoking".
- 2 malnutrition (line 26): It is a noun and is paraphrased as "and lack of food" and has the prefix *mal* (= bad).
- 3 shack (line 30): It is a noun. The context tells us it is a place to live, which is small.
- 4 chronic (line 41): It is an adjective. The context tells us that it is something bad (people eat badly) that constantly recurs or is repeated.
- 5 obese (line 48): It is an adjective. The sentence before talks about poor diets, so we know this adjective describes something negative that happens as a result of eating too much saturated fat and sugar. It is paraphrased "overweight or ...".

#### READING TEXT QUESTIONS

- Point to the questions next to the article on page 29.
- Discuss the answers with the class, encouraging students to refer back to the article to justify their answers.

#### SUGGESTED ANSWERS

the large amount of trash produced from one week's packaged food

*re* = to do something again; *recreate* = to make (the meals) again.

*processed* = something natural that has been treated in order to change it or preserve it; other things can be processed, e.g., information.

"This has led to ..."; "The consequences are clear: ..."

### 4

- Students read the article again and then discuss the answers in pairs.

#### ANSWERS

- 1 When he did a project about the trash we create in a week, he noticed how much came from packaged food. This started him thinking about different people's diets.
- 2 Similarities: same global brands, carbonated drinks, processed snacks  
Differences: homecooked meals, vegetables, and fruit
- 3 In India, pizza is almost a status symbol because it is so expensive.

- 4 Because there are aggressive advertising campaigns; it is cheap and convenient.
- 5 He hopes to start a conversation and raise awareness of the problems ultra-processed food can cause.

#### Discover vocabulary Student Book page 116 Workbook page 26

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

### 5

- Read the task aloud and check that students understand.
- Read aloud the first word in A and ask students to find the word in B to make the collocation.
- Ask students to complete the task in pairs. As they finish, they can refer back to the article to check their answers.
- Put students in new pairs to test each other with the words, e.g., *Which word describes someone from the age of five to 18?* "*School-aged child*", checking they have the correct word stress.

#### ANSWERS

school-aged child status symbol carbonated drink  
 developing country advertising campaign fast food

### 6

- Students make new collocations in pairs. Monitor and correct any errors. Encourage students to self-correct. Check answers and write any new collocations on the board.

#### SUGGESTED ANSWERS

1 organic food 2 chemical symbol 3 soft drink  
 4 developed country 5 only child 6 political campaign

### 7 Talking points

#### CRITICAL THINKING

- Allow students time to read the questions and think about their answers individually first. Encourage them to think of reasons to support their ideas.
- Students can discuss the questions in pairs or small groups.
- Ask them to note down things they agree on. Elicit some ideas from each pair or group.

#### Discover more

- Students can do the research in class if they have internet access. Alternatively, assign the task for homework. Encourage students to find pictures of the school lunches.
- After the research or at the beginning of the next lesson, discuss the school lunches in the places they researched.
- Ask: *Which country do you think has the healthiest / tastiest school lunches? Would you like to make any changes to your school lunches and, if so, why?*

#### Preview

- Ask students to read and complete 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 and 25  
*Reading practice worksheet*, Teacher's Resource Center

**Language in use** **How do we feed our cities?**

1 Read the extract about the future of our cities. Discuss the questions.

- How did people in cities produce food in the past?
- What helped cities to grow and develop?



Today, more than 50% of people on our planet live in cities and they all need food. Megacities like London need over 30 million meals a day! Thanks to sophisticated technology, supermarket shelves are packed with everything from Spanish olive oil to Thai noodles. But how do we feed our cities?

Hundreds of years ago, food choices in cities were very limited. Rapid transportation such as railroads hadn't been invented, and there was no refrigeration. As a result, crops could only be grown inside or near the city. Animals like sheep and cows were also kept inside the city walls. The Industrial Revolution changed this. Railroads were built and new methods of food preservation were invented. Food production could be moved away from the cities and into the countryside. As the food industry and transportation networks grew, so did the cities. Nowadays, cities can be located anywhere. Places like Las Vegas in the Nevada desert and Yakutsk in Siberia have been built in environments where it is difficult to grow food or keep farm animals. Their inhabitants are totally reliant on supermarkets, which have huge amounts of food transported long distances to them every day. Food in our cities is plentiful. Sadly, it is also being wasted. Over 25% is thrown away. In fact, 75% of the world's resources are being consumed by our cities. Will our planet be destroyed by hungry cities?

**Discover grammar Using the passive**  
Student Book page 117 Workbook page 27

We use the passive when the agent (who or what did an action) is unknown, obvious, or less important than the action.

2 Study the examples from the article and answer the questions.

- Railroads hadn't been invented.
- New methods of food preservation were invented.
- Crops could only be grown inside or near the city.
- Will our planet be destroyed by hungry cities?

- Which sentence says who or what does the action?
- Can you guess the agent in the other sentences?
- Why is the passive used in these sentences?

3 Rewrite examples a-d from exercise 2 in the active. Which do you think sounds better, active or passive?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Language in use**

4 Read the text about supermarkets and discuss the questions.

King Kullen, the world's first supermarket, was built in New York City in 1930. Until then, people did their shopping at small grocery stores where there was personal service. However, King Kullen had self-service and was much bigger. Prices were often discounted, too. This new type of store was a huge success and supermarkets soon became popular, with many being built outside of cities where land was cheaper and there was space for a parking lot. In the 1950s, more people had cars and refrigerators at home, so these stores became "a one-stop shop" where you could buy all your week's groceries. Today supermarkets are everywhere, from mountains to the middle of the desert. But what about the future? More and more groceries will be delivered to people's homes, but the supermarkets will still be king!



- Where are supermarkets usually built and why?
- How were people's shopping habits influenced by supermarkets?
- Why were a lot of small grocery stores replaced by supermarkets?
- How has the way we eat been changed by supermarkets?
- How do you think supermarkets will be affected by technology / climate change / population growth in the future?

5 Look at the factfile. Use the passive to explain how the origin of food in the U.K. has changed throughout history. Why do you think these changes have happened? Do you find any of the facts surprising?

**Where does food in the U.K. come from?**

|                                      | 1800 | 1900 | 2018 |
|--------------------------------------|------|------|------|
| Imported*                            | <1%  | 45%  | 45%  |
| Traditional / Organic farming        | 99%  | 55%  | 5%   |
| Farming using chemicals / pesticides | 0%   | 0%   | 50%  |

\*Origin of imported food in 2018

| Region        | Percentage |
|---------------|------------|
| Europe        | 45%        |
| North America | 19%        |
| South America | 9%         |
| Africa        | 5%         |
| Asia          | 3%         |
| Australasia   | 2%         |

6 Work with a partner. Think about your city or region. Make questions and answer them.

- what food and drink / grow or produce / locally?
- how / food and drink / produce / in the past?
- what popular food and drink / transport / other parts of your country or / import?
- people's eating and shopping habits / change / recently? How?
- a lot of new supermarkets / build / at the moment? Where and why?
- more food / produce / locally in the future or / bring / from other places? Why?

**Discover more** **SEARCH ONLINE** and find out about **growing food in cities**. What type of food is being grown in cities around the world?

**Language in use**

## How do we feed our cities?

**Learning objective**

**GRAMMAR** Using the passive

### Reporting back

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

### Introducing the topic

- With books closed, invite students to think about food. Ask them to write the name of:  
*something they eat or drink most days*  
*something they can cook or would like to be able to cook*  
*a food that's very healthy*  
*a food that's pretty unhealthy*  
*something they would never eat or drink.*
- Ask students to discuss their choices in pairs or small groups. Elicit a range of answers, and ask: *Do you think people generally eat a healthy diet in your country? Why? / Why not? Do young people eat the same things as their parents? Can you give examples of some different things that different age groups eat? Do you have a favorite fast food? If so, what is it? Why do you like it?* Elicit a few answers.

1

- Students open their books. Ask them to look at the picture. Ask: *What does it show?* Elicit a few ideas.

- Ask: *What does the prefix "mega" mean?* (extreme) *What size is a megacity?* (a city of over 10 million people) *Are there any megacities in your country?*
- Students then read the extract and discuss the questions.
- Check answers.

### ANSWERS

- They grew crops in or near the city, and they kept animals like pigs and cows.
- The Industrial Revolution, in particular the growth of railroads and food preservation, allowed food to be transported and preserved for longer, allowing cities to support more people.

### Discover grammar Student Book page 117 Workbook page 27

- Remind students that they had to do the *Discover grammar* presentation before the class.

### DIFFERENTIATION

- With weaker classes, ask students to underline the verb forms in each of the examples, and decide which tense they are. They could compare answers in pairs.
- 2
- Students study the examples and answer the questions. They could work in pairs for this.
  - Check answers, then read aloud the information about using the passive.
  - Check students are confident with the forms of the passive by writing the verb *consume* on the board and asking them to write the passive in present, past, and future forms (*it is consumed, it was consumed, it will be consumed*). Then elicit the verb form used in each example.

### ANSWERS

- 1 d (hungry cities)
- 2 suggested answers: a engineers / people  
b scientists c farmers / people
- 3 The action, event, or process is more important than who did it, it isn't necessary to say who did it, or we don't know who did it.

3

- Students rewrite the sentences from exercise 2 in the active. Ask students to think about which sounds better for the sentences, active or passive.

### ANSWERS

- a *They hadn't invented railroads.* Passive sounds better 1) "railroads" is the focus of the sentence; 2) we don't know / it isn't important who "they" are.
- b *They invented new methods of food preservation.* Passive sounds better 1) "new methods of food preservation" is the focus of the sentence; 2) we don't know / it isn't important who "they" are.
- c *People could only grow crops inside or near the city.* Passive sounds better 1) "crops" is the focus of the sentence; 2) we don't know / it isn't important who "people" are.
- d *Will hungry cities destroy our planet?* Both sound good, but if the passive is used the focus is on "the planet", if the active is used the focus is on the "hungry cities."

4

- Ask: *Which supermarkets have you heard of? Are they national or international supermarkets? When and where do you think the first supermarket was built?*
- Tell students to read the text. Allow them time to prepare their answers to the questions. Check answers.

### ANSWERS

- 1 Many supermarkets are built out of town because land is cheaper and there is space for parking.
- 2 They stopped going to small grocery stores in cities and drove out of cities to "a one-stop shop".
- 3 Because the supermarkets could offer more products in one place for less money.
- 4 Supermarkets have a wider range of products, so we can probably eat a more varied diet.
- 5 students' own answers

5

- Students study the factfile, discuss the changes in the origins of food in the U.K., and answer the questions.
- Check answers and elicit opinions on why these changes have happened. Encourage students to give reasons for their explanations. Ask: *Is there anything that surprised or shocked you about the answers?*

### POSSIBLE ANSWERS

Almost no food was imported in 1800. Surprisingly, the same percentage of food is imported today as a hundred years ago.

Two hundred years ago, almost all farming was organic, nowadays that has dropped to only 5% of farming in the U.K. Chemicals or pesticides are now used in around half of U.K. farms.

65% of the U.K.'s food is imported from Europe. Only 2% is imported from Australasia.

6

- Make sure students understand the task. Put them in pairs to make the questions. Check answers.
- Students can then try to answer them. They could research the answers online in class if they have internet access. Alternatively, put students in groups of six and assign one question to each student for homework.
- After the research or at the beginning of the next lesson, discuss answers as a class.

### ANSWERS

- 1 What food or drink is grown or produced locally?
- 2 How was food and drink produced in the past?
- 3 What popular food and drink is transported from other parts of your country or imported?
- 4 Have people's eating and shopping habits changed recently? How?
- 5 Are a lot of new supermarkets being built at the moment? Where and why?
- 6 Will more food be produced locally in the future or brought from other places? Why?

students' own answers

### Extra activity: Critical thinking

- Ask these questions and have a brief class discussion:  
*What kind of food is most expensive in your region? Why?*  
*Do you know how it is produced and how it is transported to stores?*

### Extra activity: Creativity

- Ask: *What are the benefits of eating mostly locally-grown food? What are the drawbacks?* Put students in pairs to discuss the questions. Elicit a range of benefits and drawbacks.

### Discover more

- Remind students that they should use the exact search term in the task. Students can do the research in class if they have internet access. Alternatively, they can do it for homework. Ask them to make notes on what they find.
- After the research or at the beginning of the next lesson, invite individual students to tell the class what methods of transporting food they found out about.
- Ask: *How do you think food will be transported in your local area in the future?*

### Preview

- Ask students to do the *Discover vocabulary* exercises on food and nutrition 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's in your food?

**Life skills strategy** 1 Understanding food labels

Food items often contain a lot of added ingredients, not just those that we can see and taste. Understanding labels on food products allows us to identify both healthy and unhealthy aspects of our food and maintain a balanced and healthy diet.

1 Think of the food you eat on a typical day. How healthy or unhealthy do you think it is? Add it to the scale below.

very unhealthy ← chocolate fruit juice → very healthy

2 Study the life skills strategy, then read the text below. Do you eat any of these things? How often?

**Discover vocabulary** Food and nutrition  
Student Book • page 116 Workbook • page 28

**FOOD FACTS: DON'T BE FOOLED!**

What if you found out that your favorite healthy food wasn't healthy at all? Check out our food facts, then take a long, hard look at the food that you buy!

**1 BREAKFAST CEREALS**

Cereals are advertised as healthy, but are they? In reality, many popular brands are high in calories, "bad" carbohydrates such as sugar, and other unhealthy ingredients. One serving of cereal can contain 400 calories, or a fifth of your daily amount ... and very soon you're hungry again.

**2 PREPARED SALADS**

Just because the label says "salad", it doesn't mean it's good for you. Salad dressing can contain up to 600 calories and 40 grams (or 10 teaspoons) of sugar. That's more than a cheeseburger! The best salad dressing is olive oil and vinegar – there's no need for preservatives or artificial sweeteners.

**3 FLAVORED YOGURT**

If you want a yogurt, keep it simple, plain, and natural. Avoid ones with fruity flavors, because they're more likely to contain sugar and artificial flavorings than real fruit.

**4 JUICE**

Juice has vitamins and minerals, but it's not as good for you as you think. Because the calories and sugar are concentrated, so your blood sugar level rises quickly and your body gets stressed. It's better to get your vitamins and minerals from fresh fruit and vegetables which contain fiber.

**5 ENERGY BARS**

There's a good chance that your energy bars are as unhealthy as pieces of candy. They have a lot of processed ingredients and are often packed with saturated fat. Want some fiber and protein? Have an apple or some cheese instead!

## Life skills

**Listening strategy** 4 Listening for numbers

Before you listen, try to identify which answers in a task will be numbers.

- Always write numbers as you listen, not words – it's quicker.
- Be careful not to mix up numbers ending in -teen and -ty. For thirty, forty, etc., we put a strong stress on the first syllable.
- Be ready to hear decimals – we read them using the word point, e.g., 3.14 = three point one four.

5 Study the listening strategy. Then listen again and complete the missing information in the leaflet.

**KNOW YOUR DAILY ALLOWANCE**

|                      |                      |                      |           |
|----------------------|----------------------|----------------------|-----------|
| Calories (KJ / Kcal) | 2,000 = *            | * = 25 g / *         | teaspoons |
| Fats                 | * = g (400–700 Kcal) | * = 6 g / 1 teaspoon |           |
| Carbohydrates        | 500 g (1,200 Kcal)   | Sodium               | * = g     |

6 Work in pairs to analyze these food labels. For each food label, follow the instructions. Use the key phrases to help you.

- First, look at the food packaging. Does it look healthy? What ingredients do you expect it to have?
- Now read the label. Analyze the information. Is there a healthy amount of each item?
- Discuss the food items. How healthy or unhealthy do you think each item is and why? Would you buy it?

**A FRESH VEGETABLE SOUP**

Amount per serving (= 1 cup)

|                     |        |
|---------------------|--------|
| Kcal                | 400    |
| Total Fat           | 20 g   |
| Sodium              | 0.48 g |
| Total Carbohydrates | 21 g   |
| Sugars              | 4 g    |

**B NUTS 'N FRUIT GRANOLA BAR**

Amount per serving (= 1 bar)

|                     |        |
|---------------------|--------|
| Kcal                | 120    |
| Total Fat           | 2.5 g  |
| Sodium              | 0.04 g |
| Total Carbohydrates | 22 g   |
| Sugars              | 14 g   |

**C LOW SUGAR SPORTS DRINK**

Amount per serving (= half a bottle)

|                     |        |
|---------------------|--------|
| Kcal                | 50     |
| Total Fat           | 0 g    |
| Sodium              | 0.11 g |
| Total Carbohydrates | 14 g   |
| Sugars              | 0.01 g |

**Key phrases Analyzing information**

At first glance, this looks ....

According to the packaging, this product is ....

One serving contains ... % of your daily allowance of ....

There's a huge amount of ... in it.

How much ... does it contain?

7 REFLECT Look back at the scale of foods you made in exercise 1. Would you change the position of any of them? Why?

**Discover more** RESEARCH a food item that is sold in a vending machine in your town. Analyze the ingredients and find out if it is healthy or unhealthy.

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## Life skills

# What's in your food?

**Learning objectives**

**LIFE SKILLS** Understanding food labels

**VOCABULARY** Food and nutrition

**LISTENING** Listening for numbers

**LISTENING** Listening to a Food Facts article

**SPEAKING** Analyzing information

### 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, dictate or write on the board:  
*I only eat fresh homecooked food.*  
*I know exactly what goes into everything I eat.*  
*As long as it tastes good, I don't care what's in it.*
- Put students in pairs to discuss what the sentences mean, and which is true for them. Discuss their ideas briefly as a class, then ask: *Do you know what is added to food to make it last longer or taste better?* Elicit a few ideas, making sure to include sugar, salt, additives, preservatives, flavors.

1

- Students open their books. Make sure they understand the task. Put students in pairs to discuss the food they add to the scale.

- Invite some students to tell the class what they put on the scale and where.
- Ask more questions to encourage students to share their ideas about food they consider to be healthy or unhealthy and why.

### Discover vocabulary Student Book page 116 Workbook page 28

- Remind students that they had to do the *Discover vocabulary* exercises for homework.

### DIFFERENTIATION

- With weaker classes, go over the answers now, and make sure students understand all the vocabulary.
- With stronger classes, ask students questions to check their understanding of the new vocabulary in context.  
*Ask: Which word means ... ?*  
*an essential part of what humans and animals eat to help them grow and stay healthy* (protein)  
*natural substances found in food that are essential for people (and animals) to grow and be healthy* (vitamins)  
*part of food that keeps food moving through the digestive system* (fiber)  
*not real; made in order to copy something* (artificial)  
 Alternatively, ask pairs of students to test each other making definitions, and then guessing what the words is.

2

- Read the life skills strategy aloud and ask students if they usually read labels on food before they buy or eat it.
- Before students read the text, ask them to look at the pictures and decide if they think the food is healthy.
- Students read *Food Facts* and answer the questions in pairs.

- Elicit answers. Ask: *Did anything you read surprise you? What? Why?*

### 3

- Students read the text again and then in pairs, they discuss why the food items may not be so healthy. Ask: *Do you eat breakfast cereals? If so, why do you choose the one you eat? What happens when a person's blood sugar levels rise quickly? What's the best snack to eat?*

#### POSSIBLE ANSWERS

- 1 Breakfast cereals can contain a lot of sugar.
- 2 Juice is concentrated, so it raises blood sugar very quickly. It contains no fiber.
- 3 Prepared salads can contain very high-calorie dressings.
- 4 Flavored yogurt contains sugar and artificial flavors.
- 5 Energy bars contain processed ingredients, and often saturated fats.

### 4 1.07

- Ask: *What information do you expect to see on food labels?* (ingredients, amount of sugar, salt, fats, calories, etc.)
- Ask students to read the questions. Then play the audio for students to listen and answer the questions.
- Check answers.

#### ANSWERS

fruit juice (it can contain your entire daily allowance of sugar), tomato ketchup (one spoonful can contain more sugar than a chocolate chip cookie), potato chips (they are salty)

#### DIFFERENTIATION

- With weaker classes, briefly review numbers, dictate some numbers and ask students to write down what they hear, e.g., 60, 716, 3,800, 8.2, 20 to 40. They can compare answers in pairs. Check answers.

### 5 1.07

- Ask students to read the listening strategy, look at the chart and decide what type of information they are listening for.
- Play the audio for students to listen and write the missing information.
- Check answers, and ask: *What should make up most of our daily calories? (carbohydrates) Is 25 grams a day the correct amount to eat of salt or sugar? (You should only eat 6 grams of salt a day. Yes, 25 grams of sugar is right.)*
- Ask students what information is new to them, and elicit a few answers.

#### ANSWERS

1 2,500 2 60–80 3 Sugar 4 6 5 Salt 6 2.3

### 6

- Ask students to read the task, then read the key phrases with the class and elicit a few examples of how they are used in context, e.g., *At first glance, the vegetable soup looks healthy. How much sodium does it contain?*
- Ask students to look at the food labels and answer the questions in pairs. Remind them to refer back to the information in the daily allowance in exercise 5 to check. Elicit their findings and which products, if any, they would buy.

## 7 Reflect

#### CRITICAL THINKING

- Read the question aloud and ask students to think about their own situation. Ask them to refer back to their scale in exercise 1 and make any modifications they feel necessary. Give students a few minutes to reflect and note down their ideas.
- Put students in pairs or small groups to compare their opinions, or invite some students to share their ideas with the class. Then ask other students: *Has any of the information that you have read in the lesson changed your mind about what you eat? If so, what?*

#### Extra activity: Critical thinking

- Ask these questions and have a brief class discussion: *Think about the food that is sold in vending machines. What food is generally available? Do you think this food is healthy?*

#### Culture note

Several studies have been carried out into the nutritional value of food sold in vending machines. In one study carried out in 2011 in the U.S., the findings were that in approximately 80% of the 152 schools in the survey, the food sold in vending machines had minimal nutritional value, consisting mainly of potato chips, sweet snacks, and sugary drinks. In recent years, however, the situation has improved with many schools making sure they provide healthier products.

#### Discover more

- Elicit some of the food items available where they live and make sure that students select a range of different ones. 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 what they find.
- After the research or at the beginning of the next lesson, invite students to share what they have discovered about the food item sold in vending machines.
- Ask: *What foods do you think should / shouldn't be sold in vending machines, e.g., in schools?*

#### Further practice

**Discover vocabulary** Student Book, page 116 (answers on TG page 112)  
Workbook, page 29

## Writing

### What's the connection between food and culture?

**Writing task**

A description of a popular food

As part of a school food festival, your school magazine has asked students for articles about food and culture. Write about a food that is typical of or important in your country or culture. Give information about its origins, what it's made of, and when it is eaten.

**Understand the task**

1 Read the writing task. Think of some food from your country or culture that you could write about. What information do you need to include in your description?

**Think and plan**

Researching information online

When you write, you can research information online to add to your own ideas.

- Make a note of information you already know on a topic. Decide how much to include in your text. Then decide what information you want to research.
- Use a search engine and enter questions, for example, *What are the origins of ...?*
- Double check the information you want to include. Find it in more than one website.

2 Study the writing strategy. Then read Alessandro's description and answer the questions. What information do you think he needed to research online?

- What is the food made of?
- When was it first eaten in your country?
- Did people eat it differently in the past? How?
- Is it associated with a particular city or region? Which one?
- Do people eat it on special occasions? When?

#### The importance of pasta

Pasta is a very simple food made from wheat and water. However, it's an important part of Italian culture, and has a long and fascinating history. Some people say that it was introduced by Marco Polo in 1292, after his travels in China. Others claim that the Romans first ate pasta in the 1st century AD. Whatever the story, pasta is a very ancient food.

In the 1300s, pasta took a long time to make and only rich people could afford it. But in the 1700s, machines were used to make pasta, so it became popular with poorer people. People would eat pasta from the same dish in the street. In fact, it was so popular in Naples that the people there were known as "macaroni eaters." Dry pasta was especially useful because it could be stored for a long time in the warm Mediterranean climate. Historians maintain that it was also used by sailors during long ocean voyages.

Today, pasta is one of the most popular foods in the world, but Italians love it the most. It's eaten for everyday meals, when families get together, and on special days. On Christmas Eve, Italian families eat pasta without meat. My grandmother always cooks a traditional seafood pasta called *La Festa dei Sette Pesci* (the Feast of Seven Fishes). We eat pasta to celebrate our shared culture, and also because it's delicious. In Italy, we say pasta is like poetry. *Buon Appetito!*

Alessandro Mera, Bologna, Italy

## Writing

### How do we choose our food?

**Reflect**

- What is the environmental impact of our food?
- What influences our diet?
- How do we feed our cities?
- What's in your food?
- What's the connection between food and culture?

1 Choose a food you'd like to write about. Then look at the questions in exercise 2. Answer them as much as you can about your food using your own knowledge.

| Information I already know | Information I need to research |
|----------------------------|--------------------------------|
|                            |                                |

4 Now research more information online. Add the information to your answers in exercise 3.

**Write a first draft**

5 **LANGUAGE POINT** Find three examples where Alessandro reports what other people say or think. What verbs does he use? What other verbs could you use?

6 Write the first draft of your description. Use your answers from exercises 3 and 4. Decide what information to include in each paragraph.

**Review and edit**

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

- Content Have you included all the information asked for in the task?
- Content Have you used reliable sources for your information?
- Organization Is your description organized into clear paragraphs?
- Style Have you used verbs to report what people say or think?

## Writing

# What's the connection between food and culture?

## Learning objectives

**WRITING** Writing a description of a popular food

**WRITING** Researching information online

**WRITING** Reporting verbs

## Reporting back

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

## Introducing the topic

- With books closed, ask students to think of three countries and the food associated with each one, e.g., England, fish and chips; Italy, pasta; India, curry, etc. Elicit ideas and ask: *What food from other countries have you eaten?* Elicit a few answers. Then ask: *What is different about food from foreign countries? What do you like / dislike about it?*
- Discuss the information in the Culture note. Ask: *What do you think of when you think of British cooking? Have you ever tried any?*

## Culture note

English cuisine does not have a great reputation internationally. Traditional complaints from foreign visitors have been that everything was overcooked and tasteless. It often seemed to lack the sophistication of French cooking, or the range of flavors of Italian cooking.

However, British cuisine has improved greatly over the past decades with many foreign influences clearly visible in any high street, where one can find Italian, Indian, Chinese, Thai, and other exotic restaurants. Travel abroad was one of the main factors for the change in British tastes. Today, the most popular foods eaten in the U.K. are fish and chips, Chinese, Indian, and Italian. A British version of a traditional Indian dish, chicken tikka masala, is regularly voted the most popular dish in the U.K.

## Understand the task

1

- Students open their books. Read the writing task aloud and give students time to answer the question. Remind them that thinking about who you are writing for and why you are writing are important parts of any writing task.

## SUGGESTED ANSWER

A dish that is typical or important in your culture, what its origins are, what is in the dish, and when it is eaten.

## Think and plan

2

- Ask students to read the writing strategy and make sure that they understand everything. Ask: *What do you need to do to find information?* Elicit a few answers.
- Ask: *What different kinds of pasta do you know?* Elicit some answers. Then ask students to read Alessandro's description and answer the questions.
- Check answers. Finally, as a class, discuss the types of information needed.

## ANSWERS

- 1 It is made of wheat and water.
- 2 students' own answers, depending on country
- 3 In the past, only rich people ate it. In the 1700s, people ate it from the same dish in the street.
- 4 It is associated with Naples in Italy.
- 5 In Italy people eat it on Christmas Eve.

## DIFFERENTIATION

- With weaker classes, ask questions to practice the phrases they need for their description: *Where did pasta come from? Who ate pasta in the 1300s, and why? Why was dry pasta useful? When do people eat pasta? Why do Italians eat pasta?*

## 3

- Read the task aloud and remind students that with any writing task, especially in an exam, the most important thing is to complete all parts of the task and answer all the questions.
- Students decide what food they would like to write about, and using the questions in exercise 2, start describing it from their own knowledge.
- Ask students to share their descriptions in pairs. When they have described their dish, encourage them to ask their partner what more information they could add to make the description more interesting for the reader.

## 4

- Students research online to add more detail to their notes. Prompt them to think of three or four questions to put into the search engine to add interesting information to the description, e.g., *Are there regional variations of the dish? Is it eaten at the same time everywhere in your country?*

## Write a first draft

## 5 Language point

- Ask students to scan the article and find where Alessandro reports what people say and think and the verbs he uses.
- Ask: *What other reporting verbs could you use?* Elicit answers.

## ANSWERS

Alessandro: Some people **say** ...; Others **claim** ...; Historians **maintain** ...

Other possible verbs: state, declare, argue, insist

### Extra activity: Creativity

- Before students write their first draft, ask them to read Alessandro's description again and note down any useful vocabulary or expressions that they could use, e.g., ... *a simple food made from* ... ; ... *has a long and fascinating history*; ... *is eaten for* ... ; *my grandmother always cooks a traditional* ... *on* ... .
- Encourage them to see Alessandro's description as a resource they can use to help with their own writing.

## 6

## CREATIVITY

- Students write their first draft. Point out to students that they will review their work, so they will have a chance to check and correct language mistakes.

## Review and edit

## 7

- Students read the questions in the checklist. Point out that these are similar to the checks that examiners use when grading exam writing tasks, and to get a good score they should be able to answer "yes" to all the questions.
- When grading students' work, refer to the four items in the checklist. You could give a score out of ten for each item, giving a total out of 40 for the task.

## Reflect How do we choose our food?

## 1

- Read aloud the question *How do we choose our food?* 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. Monitor and attempt to determine if and where students need additional support in order to complete the exercise. Encourage them to ask you questions if they need language support or help with ideas. Play the video a second time if necessary.

## ANSWERS

Students' own answers. See the transcript on page 129 for the ideas contained in the video.

## 4

- Now ask students to watch the video again, this time *with* narration. Ask them to watch and 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. Set a time limit for this and point out that the answers can be notes or full sentences.
- Ask some students to tell the class what they most enjoyed in the unit, 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 30 to 31*



**What makes A HERO?**

The Avengers saved the day!

**VIDEO** Learning about heroes  
**READING** Identifying facts and opinions  
**LANGUAGE IN USE** Using relative clauses  
**LIFE SKILLS** Dealing with difficult situations  
**SPEAKING** Asking for clarification  
**WRITING** Supporting your opinion

### What qualities do heroes have?

1 Look at the picture and the caption. How would you define a hero? What do heroes do? What qualities do super-heroes have?

2 In pairs, discuss the questions.

#### Hero File

1 Choose the most important qualities which you think heroes have. Explain your choices.

they're ... courageous reckless compassionate moral selfish  
 they ... stand up for other people show leadership

2 How do heroes react in dangerous or challenging situations?  
 3 Why do other people find it harder to react in those situations?  
 4 What type of jobs might need heroic skills?

Discover vocabulary Describing heroes

Student Book • page 118 Workbook • page 36

3 Watch the Factfile video. What do Bella and Josh say about the questions in exercise 2?



4 Watch the video again. Answer the questions.

1 What did Wesley Autrey do?  
 2 What difficulties did Nadia Lopez face?  
 3 Do you agree that they are heroes?

5 Think of someone you consider to be a hero. Explain who it is and why they are your hero.

Key phrases Talking about personal qualities

I'd say that ... is a great example of (a hero).

What's really amazing about him/her is ....

An example of when he/she ... was ....

My idea of a hero is someone who ....

He/She sounds like the kind of person who ....



SEARCH ONLINE and find out about a hero in the news. What did they do? Why is the person considered a hero? Do you agree that they are a hero?

### Vocabulary

- Describing heroes
- Negative prefixes
- Emergencies

### Further practice

Discover vocabulary Student Book, page 118

Workbook, pages 36 to 38

Vocabulary practice worksheet, Teacher's Resource Center

### Reading

- Identifying facts and opinions
- Reading newspaper headlines, letters to a newspaper which express different opinions

### Further practice

Workbook, pages 34 to 35

Reading practice worksheet, Teacher's Resource Center

### Grammar

- Using relative clauses

### Further practice

Discover grammar Student Book, page 119

Workbook, pages 36 to 38

Grammar practice worksheet, Teacher's Resource Center

### Life skills

- Dealing with difficult situations

### Speaking

- Talking about personal qualities
- Asking for clarification
- Making decisions under pressure

### Further practice

Workbook, page 39

### Writing

- A description of a person you admire
- Supporting your opinion
- Using adverbs to show writer's attitude

### 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

# What qualities do heroes have?

## Learning objectives

**FACTFLIX VIDEO** Talking about how we decide if someone is a hero

**VOCABULARY** Describing heroes

**SPEAKING** Talking about personal qualities

## Introducing the topic

- With books closed, dictate or write these words on the board:  

|                       |         |            |
|-----------------------|---------|------------|
| spiders               | ghosts  | the dark   |
| flying                | mice    | injections |
| thunder and lightning | heights |            |
- Ask: *What do you think links these words?* Elicit the answer. (They are all things that some people are scared of.) Ask: *Which of these are true for you? What other things scare you? How do you stop feeling scared?* Students discuss the questions in pairs or small groups. Elicit a range of answers.
- Ask students the *Discover* question *What makes a hero?* and encourage them 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 ask: *Who are the people in the picture? What can they do?* Students discuss the questions in pairs or small groups. If necessary, ask more questions to get them thinking, e.g., *What sort of qualities do superheroes have? What kind of things do they do?*
- Ask students to read the caption. Ask: *How are the superheroes saving the day?* Elicit some ideas.
- Now ask students to discuss the questions and to think about what it means to “be a hero,” e.g., *Who do you think are heroes in everyday life? What kind of things do they do?*

2

- Students discuss the questions in pairs. Ask them which other qualities real heroes have and why other people aren’t heroes. If possible, invite pairs of students with different opinions to explain why they agree or disagree. Encourage other students to express their opinions.

## Discover vocabulary Student Book page 118 Workbook page 36

- With weaker classes, do exercise 1 of this vocabulary practice in class before students continue to exercise 3. With stronger classes, students can do it for homework.
- All students could do exercise 2 as homework and tell the class about one of their chosen people at a future time.

3 

- Play the video for students to check their ideas from exercise 2 against what Bella and Josh say. Check answers. (If you are unable to play the video in the classroom, use the audio-only version instead.)

## POSSIBLE ANSWERS

- They’re courageous, selfless, reckless. They stand up for other people.
- They react quickly.

- Because their stress hormones react, making it difficult for them to process information and make decisions.

- firefighters, doctors, soldiers, police officers

## DIFFERENTIATION

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

4 

- Students read the questions. Ask students if they can remember the answers, and encourage them to discuss, in pairs, what happened using their own words.
- Ask students to give as much detail as they can about both Wesley and Nadia.
- Play the video again for students to check their answers.
- Ask students what qualities they think Wesley and Nadia showed with their actions and elicit a range of ideas.

## ANSWERS

- Wesley Autrey risked his life to save someone from an oncoming train. He was in a New York subway when the man fell onto the track.
- The school Nadia worked in was in New York, in an area of the city that had a lot of social problems. She helped thousands of students overcome challenges and succeed at school.
- students’ own answers

5

- Read the key phrases aloud, giving an example of each phrase in use, e.g., *I’d say that Nelson Mandela is a great example of a hero. What’s really amazing about him is that after all his time in prison, he was not angry and bitter. He made peace with the people who had put him in prison.* Elicit one or two more examples from the class, encouraging students to use their own ideas.
- Put students in small groups and ask them to describe their hero and explain why they chose this person.

## Extra activity: Critical thinking

- Ask these questions and have a brief class discussion: *Who do you look up to? Why do you look up to them? What have they done that you think is impressive? Do you think anyone can be a hero? Are there any statues to heroes in your city? If so, what did they do?*

## Discover more

- Students can do the research in class if they have internet access. Alternatively, they can do it for homework.
- You could elicit some ideas and encourage students to think of people who have appeared in their local news as well as in the national / international news.
- Ask them to make some notes to bring to the next class to explain why they think their chosen person is or isn’t a hero.

## Further practice

*Discover vocabulary* Student Book, page 118 (answers on TG page 113)

*Vocabulary practice* worksheet, page 36

*Vocabulary practice worksheet*, Teacher’s Resource Center

**Reading to learn** **How can someone be both hero and villain?**

1 Read the introduction to the comments on page 39 and answer the questions.

- Who was Christopher Columbus? What is he famous for?
- Why do you think people might disagree about his reputation?

2 Read and listen to the comments. Are your ideas from exercise 1 mentioned? What is each writer's opinion of Columbus?

3 Read the comments again. Answer the questions.

- How does Anna Craig build up the achievements of Columbus in her opening paragraph?
- What is her opinion of Columbus's use of slaves? Do you agree?
- How does she say Columbus contributed to the development of the modern world?
- According to Guillermo Delgado, who discovered the Americas?
- What does he say was Columbus's motivation for making the voyage?

**Reading strategy** Identifying facts and opinions

It's important to recognize facts and opinion. A fact is true and can be proven. It's based on evidence or research. An opinion is what a person thinks or feels. It's based on a point of view or a belief.

4 Study the reading strategy, then read these sentences. Which are fact and which are opinion?

- a Columbus was an Italian explorer.
- b Columbus was a brave explorer.
- a The Pacific is the largest ocean in the world.
- b The Pacific is the most difficult ocean to sail across.
- a Columbus brought spices back from the Americas.
- b Spices improve the taste of lots of dishes.
- a Columbus was a very talented sailor.
- b Columbus started sailing when he was ten.

5 Now find three more facts and three more opinions in the comments.

**Discover vocabulary** Negative prefixes

Student Book • page 118 Workbook • page 36

6 Find more negative adjectives in the comments and add them to the lists below. Which is the most common negative prefix? What spelling rules apply for the prefixes *ir* and *im*?

|             |        |           |         |          |             |            |
|-------------|--------|-----------|---------|----------|-------------|------------|
| can         | dis    | in        | im      | ir       | mis         | non-       |
| intelligent | honest | sensitive | patient | rational | represented | judgmental |

7 Think of another historical figure or famous person. Use the adjectives in exercise 6 to write some facts or opinions about them.

8 **TALKING POINTS** Discuss the questions.

- Why can a person be a hero and a villain to different people? Think about who is telling the story and why they are telling it.
- Is it possible for a historical figure to be a hero to everyone? Can you think of any examples?

**Discover more** **SEARCH ONLINE** about another controversial **hero or villain from history**. Who thought they were a) heroes and b) villains? Why?

38 Unit 4 What makes a hero?

**CHRISTOPHER COLUMBUS: HERO OR VILLAIN?**

Christopher Columbus was a famous Italian explorer. Some people say he discovered the Americas. But was he a brave explorer or a greedy invader? Or a skilled navigator or a reckless adventurer? Two historians, Professor Anna Craig and Dr. Guillermo Delgado, give their point of view.

Can you think of a synonym for "skilled"?

1 Imagine coming from a poor family in 15th century Europe. You start working on boats when you are only ten years old, to earn money and help at home. Life is difficult, but you're determined to succeed, and eventually you become one of the best navigators in the world. This is the real Christopher Columbus – a courageous, ambitious character who, in 1492, set off on a dangerous journey to an unknown world.

Why does the writer use the word "real"? What does it imply?

Columbus wanted to find a new and faster route to India by traveling west. In 1492, he sailed west without a map, trusting his instincts. It was a brave thing to do and, although he didn't find a new route to India, he did find the Americas and the Caribbean. He started the colonization of the Western hemisphere, and the great exchange of ideas and cultures. It was an amazing achievement.

2 Sadly, some people don't recognize this achievement. They criticize Columbus for his cruel treatment of native people. Columbus enslaved people who had been dishonest or fought against him. Slavery is clearly immoral, but in the 15th century, it was an accepted part of life. Columbus was simply a man of his times.

3 In short, Columbus built a bridge between the Old and New Worlds, creating an exchange of culture and ideas. Thanks to Columbus, a new modern age began, changing the world forever. This is why he is a hero.

Professor Anna Craig

Christopher Columbus has been called a hero for centuries – people have named cities and even a country after him, and many places still celebrate Columbus Day. But the achievements of Christopher Columbus are often misunderstood. Is he really the hero people think he is?

4 First, it's inaccurate to say that Columbus discovered the Americas. In 1492, there were already millions of people living there. In addition, the first European had arrived there 500 years earlier – his name was Leif Erikson.

5 Second, Columbus's voyage was about economics, not exploration. He wanted wealth and power. He worked for the King and Queen of Spain, who gave him 10 per cent of any precious metals and objects he found. But Columbus found little gold or silver in the Americas, so he decided to make money another way – by ruthlessly making native people slaves.

6 Finally, Columbus started an exchange of people, animals and plants between the Old and New Worlds. The Old World benefited greatly from this exchange, but new, unfamiliar diseases killed millions of people in the New World.

7 In my opinion, Columbus isn't a hero. He was mean and self-interested, and helped destroy native cultures in the Americas. If you celebrate Columbus Day you're celebrating a villain.

Dr. Guillermo Delgado

8 Where are the Old and New Worlds?

9 Is "ruthlessly" a positive or negative word?

## Reading to learn

# How can someone be both hero and villain?

### Learning objectives

**READING** Reading letters to a newspaper which express different opinions

**READING** Identifying facts and opinions

**VOCABULARY** Negative prefixes

## Reporting back

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

## Introducing the topic

- Ask students what we call the opposite of a hero (*villain*).
- Tell them to write down the first word or idea that comes into their head when they think of the word *villain*.
- Write their ideas on the board in a word cloud, writing items that are mentioned several times in bigger letters. Point to the word cloud and ask: *What kind of person is a villain? Why do they fight against the hero? Elicit a few ideas, then ask: Do you think they are jealous of the hero? What kind of things do the villains do in the books or movies?*

1

- Point to the picture and headline on page 39 and ask students what they know about Christopher Columbus.

- Put students in pairs to discuss the questions. Invite some pairs to share their ideas with the class.

### SUGGESTED ANSWERS

- He was an Italian explorer who discovered America in 1492.
- Some people celebrate his discovery of America, and its development since then. Others feel that Columbus didn't discover America, as people already lived there and, in fact, Columbus's discovery was a tragedy for Native Americans.

### 2 1.08

- Ask students to read the questions. Point out that to answer they need to read the comments carefully and think about the attitude of the writers.
- Play the audio for students to listen and read the comments.
- Check answers and prompt students to explain why they think each writer's attitude is positive or negative.

### ANSWERS

#### students' own answers

Professor Anna Craig thinks Columbus was a brave explorer who created an exchange of culture and ideas. She excuses Columbus's cruelty and use of slavery as part of the times he lived in.

Dr. Guillermo Delgado disagrees that Columbus discovered America. He believes that Columbus was only interested in money and gold, not exploration, so he decided to take the natives as slaves. He exchanged people, animals, and plants between the Old and New Worlds, but the New World also got unfamiliar diseases, which killed millions of people.

### 3 1.08

- Put students in pairs to compare their opinions. Then elicit a range of opinions to encourage more students to explain their reasons before you give the correct answer.

#### SUGGESTED ANSWERS

- Prof. Craig tells us about Columbus's difficult childhood, and what he overcame to become a navigator.
- She thinks his use of slaves is excusable because it was common to use slaves in the 15th century. He was "a man of his times."
- students' own answers
- She says he built a bridge between the Old and New Worlds, and he created an exchange of culture and ideas.
- Dr. Delgado says that Native Americans, who were living there when Columbus arrived, obviously discovered it. He wasn't even the first European there, as the first Europeans arrived 500 years earlier.
- He says Columbus was motivated by economics (wealth), not exploration.

#### 4

- Read the reading strategy aloud. Elicit some examples of facts and opinions.
- Read aloud the first two statements in the exercise and ask which is fact and which is opinion. Ask how they know.

#### ANSWERS

- 1 a Fact, b Opinion    2 a Fact, b Opinion  
3 a Fact, b Opinion    4 a Opinion, b Fact

#### READING TEXT QUESTIONS

- Discuss the answers with the class, encouraging students to refer back to the texts to justify their answers.

#### SUGGESTED ANSWERS

"skilled" = trained, capable, competent  
She uses "real" to demonstrate that he is not just a legend, but a person who understood hardship in life. It implies that there are many inaccurate stories about Columbus. Probably his knowledge of the sea and how to navigate by the stars. He believed it was possible to get to India using a different route.

"ruthlessly" = cruel, showing no mercy; a negative word  
Old World = Europe / Asia / Africa; New World = America

#### 5

- Students complete the exercise. Check answers.

#### POSSIBLE ANSWERS

**Facts:** Columbus lived in 15th century Europe.  
He set sail in 1492. He had no map (there weren't any).  
He wanted to find a new route to India, but he didn't.  
He sailed to America and the Caribbean.  
Columbus had slaves.  
Columbus exchanged people, plants, and animals between the Old and New Worlds, as well as disease.  
Columbus has been called a hero for centuries.  
People have named cities and a country after him.  
Some people celebrate Columbus Day.  
The first Europeans arrived in the Americas 500 years before Columbus.  
Millions of people lived in America before he "discovered" it.  
Columbus worked for the King and Queen of Spain.  
Columbus wanted wealth and power.

**Opinions:** Columbus was determined to succeed.

It was a brave thing to do.

He kept slaves because he was simply a man of his times.

He was mean and self-interested.

#### Discover vocabulary Student Book page 118    Workbook page 36

- 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

- Read the task aloud and check that students understand everything. Allow students time to answer the questions. They could work in pairs for this. Check answers.

#### ANSWERS

*un-*: unfamiliar, unknown; *dis-*: disloyal; *in-*: inaccurate;  
*im-*: immoral; *mis-*: misunderstood

The most common prefix is *un-*.

*Ir-* is only used for adjectives beginning in *r*, e.g., *irrational*, *irregular*, *irresponsible* (however, not all follow this rule, e.g., *unreliable*, *unrealistic*).

*Im-* is only used for adjectives beginning *m*, *p*, and *b*, e.g., *imperfect* (however, not all follow this rule, e.g., *unmarried*, *unpaid*).

#### 7

- Put students in pairs to write a description of a famous or historic person, using facts and opinions.
- Ask some pairs to read their descriptions aloud and ask the class to choose the person they are most impressed by.

### 8 Talking points

#### CRITICAL THINKING

- Students can discuss the questions in pairs or small groups.

#### Extra activity: Critical thinking

- Teach the word "antihero" (= the main character in a story, but one who does not have the qualities of a typical hero, and is either more like an ordinary person or morally questionable, e.g., Captain Jack Sparrow in the *Pirates of the Caribbean* movies).
- Ask: *Why do you think people like movies with antiheroes?*

#### Discover more

- Students can do the research in class if they have internet access. Alternatively, they can do it for homework. You could discuss some possible people in class.
- After the research or at the beginning of the next lesson, ask students to tell the class about their historic figure. Ask: *Do you believe that he/she was a hero or a villain, or a bit of both?*

#### 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 and 35  
*Reading practice worksheet*, Teacher's Resource Center

## 1 Read the extract from an essay about heroes and answer the questions.

- 1 What did the book *The Hero with a Thousand Faces* show?
- 2 Who can be a hero?

Everyone has their favorite hero: there's Harry Potter, who fights Lord Voldemort, and Thor, who defeats the Minotaur. But what do all these characters and their stories have in common? They all experience a hero's journey.

The hero's journey was first defined in a book called *The Hero with a Thousand Faces*. The book, which looked at hundreds of stories from Greek mythology to Hollywood movies, showed how the hero's journey is always the same. First, there is a call to action or a message. The message that the hero receives is often mysterious, but it's something that tells him or her about the quest. Next, the hero gets help from someone older and wiser. Then, he or she goes to a special world where there are dangerous trials and tests. The most difficult trial changes the hero's life, and he or she returns home. However, nothing is the same after that, and a new quest soon begins...

In these stories, heroes are people who do extraordinary things. However, if we take a closer look, we can see that these heroes are human, and that their stories reflect our own lives. Many of us are already on a hero's journey. Our call to action might be to help a friend in need, look after a sick parent, or support a local charity. We can all be heroes.



## Discover grammar Using relative clauses

Student Book • page 119 Workbook • page 37

We use defining relative clauses to define the thing or person we are talking about. We use non-defining relative clauses to give extra information about the thing or person we are talking about.

## 2 Study the examples from the extract. Then answer the questions.

- a There's Rey from *Star Wars*, whose life changes when she leaves the planet Jakku.
- b The book, which looked at hundreds of stories, showed how the hero's journey is the same.
- c The message that the hero receives is often mysterious.
- d He or she goes to a special world where there are dangerous trials.
- e Heroes are people who do extraordinary things.

- 1 In which examples is essential information about someone or something given?
- 2 In which examples is extra information about someone or something given?
- 3 Which relative pronoun can be omitted? Why?
- 4 Find more examples of relative clauses in the text. Are they defining or non-defining? Why?

## 3 Read this story about the Greek hero, Odysseus. Find seven relative clauses. Which are defining and which are non-defining?

Odysseus is the hero of a story called *The Odyssey*.

It's a story about a king who leaves home to fight a battle. It's set in Ancient Greece, a place where there are a lot of small islands. It's set in a time when there are a lot of wars. The hero is someone who is intelligent and determined. He goes on a quest which takes him to different lands. He meets a lot of people. One of these is a witch called Circe who helps him.

In the end, he returns home where his wife, Penelope, is waiting.



- 4 Work in pairs. Think of a hero from a story. Use the description of Odysseus on page 40 to write your own description.
- 5 Read your description to the class, but don't read the first line. Can they guess the hero and the story?
- 6 Read the instructions for the game and the example. What is the extra information that each student adds?

## HERO MEMORY GAME: Instructions

- Play in teams of 3 or 4.
- Player 1 thinks of a hero from a story and says a true sentence about him or her.
- Player 2 repeats the sentence and adds extra information in a relative clause.
- Player 3 repeats player 2's sentence and adds more extra information in a relative clause.
- Players continue until they make a mistake or are unable to add extra information. If this happens, they are out of the game.
- The last player left in the game is the winner!



## 7 Work in groups and play the Hero Memory Game. Use your own ideas or the ideas below to help you.



Robin Hood lived with a group of outlaws in Sherwood Forest.



In *Spider-Man*, Peter Parker is an orphan who lives with his aunt and uncle.



Lara Croft explores the world looking for powerful and mysterious objects.

## Discover more

SEARCH ONLINE and find out about a **legendary hero or heroine** from a different country, such as China, or Brazil. What happens in his or her story?

## Language in use

## What is a hero's journey?

## Learning objective

## GRAMMAR Using relative clauses

## Reporting back

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

## Introducing the topic

- With books closed, ask students to think about the last book they read, movie they saw, or story they were told. Ask: *Who is the hero? Where did he/she live? When did he/she live? What did he/she do? Did you enjoy the book / movie / story? Why? / Why not?*
- Ask students to discuss their answers in pairs. Elicit some answers, and then ask: *What makes a story interesting for you? What do heroes have in common?* Elicit a few answers, encouraging students to give reasons for their answers.

## 1

- Students open their books. Ask them to read the lesson question and look at the illustration. Ask: *What do you see in the illustration?* Elicit what students know about any heroes from ancient myths and legends, e.g., Theseus and the Minotaur, Perseus and Medea, etc.
- Students then read the extract and answer the questions. Make sure they understand *quest* (= a literary / formal word meaning a long search for something, especially for some quality such as happiness, love, honor, etc.).

- Check answers, inviting students to share their ideas about how we can all become heroes.

## ANSWERS

- 1 It showed how the hero's journey is always the same.
- 2 We can all be heroes: by helping a friend, by looking after someone sick, or by supporting a charity.

## 2

- Read aloud the information about using relative clauses.
- Ask students to find the examples (a–e) in the extract and answer the questions. Check answers.

## ANSWERS

- 1 c, d, e
- 2 a, b
- 3 The pronoun *that* can be omitted in c. We can omit the relative pronoun where it is the object in a defining clause.
- 4 *who fights Lord Voldemort* (non-defining); *who defeats the Minotaur* (non-defining)  
*It's something that tells him or her about the quest.* (defining)

## Language note

Defining relative clauses can be the subject or the object of a verb: (as the subject) *The students who live next door make a lot of noise late at night*; (as the object); *The students who I spoke to yesterday were very friendly.* (In this sentence, the students are the object of "I spoke to".) Defining relative clauses begin with the relative pronouns *who*, *where*, *which*, *when*, *whose*. We often use "that" instead of the relative pronouns "who" and "which", especially in informal situations. Relative pronouns as an object can be omitted, e.g., *The students I spoke to yesterday were very friendly.*

Non-identifying clauses simply give us extra information about something. They are separated from the main clause by commas, e.g., *The movie, which I had seen before, was very long and very boring.*

### Discover grammar Student Book page 119 Workbook page 37

- Ask students if they read the *Discover grammar* presentation before the class. With weaker classes, go over the main points in the presentation now before they continue with the lesson.
- Ask students to do the two exercises on page 119 for homework.

### 3

- Students read the summary of the story of Odysseus. Ask students to find seven relative clauses and then analyze which are defining and which are non-defining.
- Check answers.

#### ANSWER

a king **who** leaves home (non-defining)

a place **where** there are a lot of small islands (non-defining)

a time **when** there are a lot of wars (defining)

someone **who** is intelligent and determined (non-defining)

a quest **which** takes him to different lands (non-defining)

a witch called Circe **who** helps him (non-defining)

home **where** his wife, Penelope, is waiting (non-defining)

### 4

- Ask students to read the story in exercise 3 again. Write these points on the board: *who the hero is; the reason for the hero's journey or quest; where and when it is set; a description of the hero and what he does; one interesting incident on the quest; what happens in the end.*
- Put students in pairs to think of a hero, ancient or modern, they want to describe.
- Monitor and make suggestions to ensure that the class chooses a range of different people. Help as necessary.

#### DIFFERENTIATION

- For weaker classes, dictate or write on the board:  
A *story, movie, book*  
B *a boy, a girl*  
C *goes to school to learn to be a wizard, wants to find her sister in a frozen kingdom*  
D *is intelligent but a little shy, is fearless and determined*
- Ask students to work in pairs to make sentences using a piece of information from each of A, B, C, and D.
- Ask students to read aloud their sentences in groups. Students then say who the sentences are about.

#### POSSIBLE ANSWERS

It's a book about a boy who goes to school to learn to be a wizard. The hero is someone who is intelligent, but a little shy. (Harry Potter)

It's a movie about a girl who wants to find her sister in a frozen kingdom. The hero is someone who is fearless and determined. (Frozen)

### 5

- Students read aloud their description from exercise 4, omitting the name of the hero and the story, for the rest of the class to guess them. If there are too many stories, put them in groups to do the activity.

### 6

- Tell students they are now going to make some non-defining relative clauses.
- To demonstrate the game, read the example sentences aloud and ask individual students: *What is the added information?*
- Check answers.

#### ANSWERS

player 2 **who** is a scavenger

player 3 **where** she meets Finn

### 7

- Make sure students understand the game.
- Students play the game in groups. Encourage them to use their own ideas where possible to make it more challenging. Monitor and help while students are playing.
- Invite some groups to share their sentences with the class.

#### Extra activity: Critical thinking

- Ask these questions and have a brief class discussion: *Who are the heroes in your country? Did they actually live or are they only legends, like Robin Hood? Are they important in your country? Why?*

#### Culture note

A famous British hero is King Arthur. The first references to Arthur were in books that were written in the 12th century, and myths and legends grew about him. People said that he pulled the sword, Excalibur, from a stone and so became king. His court was called Camelot, and he created the round table, which meant that all the knights were equal in importance. He fought many battles against evil enemies. Many books, poems, and plays, have been written, and movies and TV shows made about him.

#### Discover more

- Students can do the research in class if they have internet access. Alternatively, they can do it for homework. Ask them to make notes on what they find.
- After the research or at the beginning of the next lesson, invite individual students to tell the class what they learned about heroes from different countries.
- Students can discuss in pairs which hero's story is the most interesting or exciting.

#### Preview

- Ask students to do the *Discover vocabulary* exercises on emergencies on page 118 before the next lesson.

#### Further practice

*Discover grammar* Student Book, page 119 (answers on TG page 113)

*Workbook*, pages 37 to 38

*Grammar practice worksheet*, Teacher's Resource Center

## Life skills

### How can you deal with an emergency?

**Life skills strategy** 1 Dealing with difficult situations

Difficult situations arise when something unexpected happens. You need to stay calm, keep people safe, and make decisions quickly.

- 1 Study the life skills strategy. Have you ever been involved in an emergency? What happened? Tell your partner.
- 2 Look at the situations below. What decisions do people need to make? What would you do in each situation?

One of your friends has gotten into trouble while swimming in the river.

You are in a movie theater when a fire alarm goes off.

Your friend didn't arrive on the bus as you had planned. You think he is missing.

You got lost while you are hiking. Your phone battery is dead and you don't have a map.

You are walking in the countryside when you are caught in a severe snowstorm.

Discover vocabulary Emergencies  
Student Book ► page 118 Workbook ► page 38

## Life skills

- 3 Listen to a radio interview. What emergency situation happened? Where did it happen?
- 4 Read the advice leaflet. Then listen again. Which advice is mentioned? What do you think was the most important thing Samuel Boas did? Why?

**Don't make a drama out of a crisis!**

In an emergency:

- a. Remain calm and try to think clearly.
- b. Remove yourself and other people from danger.
- c. Seek additional help if necessary.
- d. Come up with a practical plan.
- e. Make quick, rational decisions.
- f. Help other people and calm them down.
- g. Don't put anyone at risk.
- h. Give people tasks to do.

**Speaking strategy** 5 Asking for clarification

If you are unsure of instructions or a plan, always ask for clarification. Asking people to repeat instructions, or summarizing what someone has said, can clarify a course of action.

- 5 Study the speaking strategy. Then work in groups and role play the situations. Decide on the best plan of action to take. Make sure everyone understands what they need to do.

1 You are visiting another city with friends. You spent the afternoon doing different things. One of your friends is now missing. It's on hour after you arranged to meet, and his/her phone is switched off.

2 You are hiking in the countryside with some friends. It has started to snow unexpectedly, and soon you find it difficult to continue walking. You can't see the path.

3 You are on the beach. Suddenly, you hear someone shouting. It is a woman – her child is a long way out in the water and seems to be in difficulty.

**Key phrases Making decisions under pressure**

If we ..., everything will be OK.  
There's no point in ...-ing.  
You must not ... It will make things worse.  
(Lucky), could you ... as quickly as you can?  
That sounds like a good plan.  
Let me check I've understood.

- 6 REFLECT Think again about a difficult situation that you were in. What decisions did people make? Were they the right ones? Would you have done anything differently now?

**Discover more** SEARCH ONLINE and find out about a recent emergency or difficult situation in the news. How did people deal with the situation? What was the outcome?

42 Unit 4 What makes a hero?

Unit 4 What makes a hero? 43

## Life skills

# How can you deal with an emergency?

### Learning objectives

**LIFE SKILLS** Dealing with difficult situations

**VOCABULARY** Emergencies

**LISTENING** Listening to a radio interview

**SPEAKING** Asking for clarification

**SPEAKING** Making decisions under pressure

## Reporting back

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

## Introducing the topic

- With books closed, ask: *What are the emergency services?* (police, fire service, ambulance service, coast guards, mountain rescue)
- Then ask: *What qualities do people need to become a member of the emergency services?* Put students in pairs to discuss the question.
- Discuss their ideas briefly as a class, then ask: *Do you think you could be a member of the emergency services? Why? / Why not?* Elicit a few responses.

1

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

- Students discuss the questions in pairs.
- Then invite some students to tell the class what they learned about their partner.

2

- Ask students to look at the pictures and read the captions. Teach or elicit *fire alarm* (= a bell or other device that gives people warning of a fire in a building). Ask: *How might you feel in one of these situations?* (scared, panicky, terrified)
- Put students in pairs to discuss the situations and say what decisions the people need to make and what they would do themselves.
- Elicit ideas. Encourage other students to suggest alternatives if appropriate.

## Discover vocabulary Student Book page 118 Workbook page 38

- Remind students that they had to do the *Discover vocabulary* exercises for homework.

### DIFFERENTIATION

- With weaker classes, go over the answers to exercises 4 and 5 (TG page 113) now, to make sure students understand all the vocabulary.
- With stronger classes, ask questions to check students' understanding of the new vocabulary in context, e.g., *Which word or phrase means ...*  
*the opposite of panic?* (remain calm)  
*when someone can't be found?* (go missing)  
*extremely bad?* (severe)  
*a large number of people?* (crowd)  
*a time of great danger or difficulty?* (crisis)  
 Then go over the answers to exercises 4 and 5 (TG page 113).

### 3 1.09

- Tell students they are going to listen to a radio interview about an emergency and then answer the questions.
- Teach or elicit *handle a crisis* (= deal with a very difficult or dangerous situation), *incident* (= something that happens, especially something unpleasant), *cub* (= a young animal, such as a young bear, lion, etc.), *alert* (= (v) make someone aware of the situation).
- Play the audio for students to listen and identify the emergency and where it happened. Students check their answers in pairs before you check answers with the class.

#### ANSWERS

A group of teenagers was attacked by a bear. Two suffered serious injuries. It happened in Alaska.

### 4 1.09

- Ask students to read the advice leaflet. Elicit the meaning of the title of the leaflet. Ask: *What is the difference between a "drama" and a "crisis"?* (A crisis sometimes happens, but if people react calmly and do the right things, it can be dealt with without panic or "drama.")
- Give students time to read the advice. Play the audio again for students to listen and check the advice they hear.
- Check answers. Elicit students' opinions about the boy's most important actions.

#### ANSWERS

a, b, c, e, f, g  
students' own answers

#### DIFFERENTIATION

- With weaker classes, before you play the audio for the second time, briefly highlight the prepositions in the expressions, "*calm someone **down***", "*put someone **at risk***", "*remove people **from** danger*", "*come **up with** a plan*."

### 5

- Ask students to read the speaking strategy, or read it aloud to the class.
- Students work in pairs to make a list of expressions they can use to ask for clarification, e.g., *Could you say that more slowly? Sorry, I didn't catch that, can you tell me again? Sorry I don't follow. Do you mean ... ?*; and to check someone has understood, e.g., *Do you understand what I mean? Got it?*
- Monitor and help while students are working, and provide vocabulary as necessary. Then elicit the expressions and write them on the board. Remind students that these expressions are very useful, for example, in oral exams to check that they have understood a question or task properly.
- Put students in groups to read the situations and figure out their roles.
- Read aloud the key phrases with the class and elicit a few examples of how they are used in context, e.g., *If we keep calm, everything will be OK. There's no point in shouting, no one can hear us.*
- Give students time to do the three role plays. If they have time, they can swap roles and role play a situation again. Monitor and help if required, but do not interrupt the flow of the conversation to make corrections. If necessary, make a note of any significant errors and go over them at the end.

- Invite some of the groups to role play a situation for the class.

#### DIFFERENTIATION

- With weaker classes, before they do the role play, you could teach or elicit *first aid* (= simple medical treatment that is given to somebody before a doctor comes or before the person can be taken to a hospital), *find shelter* (= find protection from rain, snow, danger), *CPR* (cardiopulmonary resuscitation = when you breathe air into someone's mouth because they have stopped breathing and are unconscious), *a search party* (= an organized group of people who are looking for a person or thing that is missing or lost).

### 6 Reflect

#### CRITICAL THINKING

- Tell students they have to think about a difficult situation they have been in. Read the questions aloud and point out to students that each person is different, and so will react differently in different situations. Give students a few minutes to reflect and note down their ideas.
- Put students in pairs or small groups to discuss their situations and compare their opinions, or invite some students to share their stories with the class. Ask: *Did you or people you were with make the right decisions? What would you do differently now? Why?* Be sure to congratulate students for their actions if appropriate.

#### Extra activity: Critical thinking

- Ask these questions and have a brief class discussion: *What can you learn on a survival course? Are there any disadvantages of doing a survival course? What are they? Do you think everyone should learn basic first aid in school? Why? / Why not?*

### Discover more

- Explain the meaning of *natural disaster* if necessary, and elicit some examples (= an unexpected event caused by nature, e.g., flood, avalanche, forest fire, volcanic eruption, earthquake, etc.).
- Students can do the research in class if they have internet access. Alternatively, they can do it for homework. Ask them to make notes on what they find.
- After the research or at the beginning of the next lesson, invite students to tell the class about the emergency they chose, and ask other students to add their ideas if they chose a similar one.

#### Further practice

*Discover vocabulary Student Book, page 118 (answers on TG page 113)*  
*Workbook, page 39*

## Writing Who is your role model?

**Writing task** A description of a person you admire  
Your teacher has asked you to write a description of a person who you think is a good example of a role model. Tell their story and explain what makes them a role model.

**Understand the task**

- 1 Read the writing task. Then read the definition of a role model. Circle the right answers.  
What's a role model? It isn't someone who 'tells / shows you what to do, it's someone who 'tells / shows you what to do. They 'follow / lead by example and they 'inspire / order you to be like them. We 'look up to / look down on role models because they have a lot of life 'experience / problems. They have many good qualities, but best of all, they encourage us to do the right thing.
- 2 Read Danni's description. Who does she admire? What qualities does she mention?

**Think and plan**

**Writing strategy** Supporting your opinion  
Many writing text types require you to express your personal opinions. When you express an opinion, give real-life examples and facts to support it.

- 3 Study the writing strategy, then read Danni's description again. What achievements and other information does she include to support her opinion?

**A GOOD friend, a GREAT role model**  
by Danni Jarjetha

There are many people who I admire and who clearly make great role models. Some of them are important people from history, others are famous celebrities or politicians. However, the person I want to write about is my best friend Lisa. Lisa isn't famous or powerful, but she's a fantastic role model – she certainly makes a difference in other people's lives.

I first met Lisa when I was 11 years old. We were in school together and I sat next to her in class. Lisa was really good at math and she used to help me when I got stuck! She had a great sense of humor and we soon became good friends. But unfortunately, Lisa started missing classes. At first I didn't know why, then I found out that she was sick. She was in the hospital for a long time, but she was very brave. Luckily, she got better.

Lisa came back to school, but she didn't forget the hospital or the kids she met there. She was determined to help them, so every year she organizes a fundraising day. Last year there was a sponsored walk – amazingly, it raised 10,000 dollars for the hospital! Although Lisa spends a lot of time helping other kids, she always has time for her friends. She's a good listener and she still helps me with math. She's one of the kindest and most compassionate people I know. That's why she's my role model. 🌟❤️

## Writing What makes a hero?

- 4 Make notes about a person you admire. Ask yourself these questions.  
Paragraph 1 – Introduce your role model. Can you summarize why you admire them?  
Paragraph 2 – What is their story? What relevant details can you include?  
Paragraph 3 – What are their achievements? What qualities do they have?

**Write a first draft**

- 5 LANGUAGE POINT Find four examples of adverbs in the description that show the writer's attitude or opinion. What opinion or feeling do the words express?
- 6 Make adverbs from the following adjectives. Write sentences with your opinions.  
1 incredible  
2 bizarre  
3 unlucky  
4 surprising
- 7 Write the first draft of your description. Include your notes from exercise 4.

**Review and edit**

- 8 Read through your first draft. Check it and revise it. Then write your final draft.  
• Content Have you supported your opinion with facts and achievements?  
• Organization Are your paragraphs clear?  
• Style Have you used attitude adverbs?

## Reflect What makes a hero?

- What qualities do heroes have?
- How can someone be both hero and villain?
- What is a hero's journey?

- How can you deal with an emergency?
- Who is your role model?

- 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 43



I learned that time might change our perception of who is a hero.

## Writing Who is your role model?

**Learning objectives**

**WRITING** Writing a description of a person you admire

**WRITING** Supporting your opinion

**WRITING** Adverbs of attitude or opinion

### Reporting back

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

### Introducing the topic

- With books closed, ask: *Who did you look up to when you were seven years old? Who do you look up to now? Is it a different person? If so, why has it changed? If it is the same person, why do you look up to them?* Elicit a few answers, and then dictate or write on the board: *What makes someone a role model? Do you think celebrities, athletes, or world leaders are good role models? Do you think people like Beyoncé, Ronaldo, or Donald Trump are good role models for young people? Why? / Why not?*
- Students discuss the questions in pairs. Then have a brief class discussion. Elicit some suggestions for people who are good role models.

### Understand the task

- Students open their books. Read the writing task aloud and then focus on the definition of a role model.
- Put students in pairs to complete the task. Check answers.
- Ask: *Do you agree with the definition? Why?* Elicit some opinions and then ask: *Is there anyone you know who has inspired you? In what way?* Invite students to share their experiences.

### ANSWERS

1 tells 2 shows 3 lead 4 inspire 5 look up to 6 experience

- Ask students to look at the picture, read the description, and answer the questions. Check answers.

### ANSWERS

She admires her best friend Lisa. She mentions that Lisa is good at math, has a great sense of humor, is brave, always has time for her friends, is a good listener, is kind and compassionate.

### Think and plan

- Ask students to read the writing strategy. Check understanding by asking: *How do you support your opinion?* (give real-life examples). Give a few examples.
- Ask students to read the description again and answer the question.
- Check answers, asking students to show how Danni supported her opinions.

## ANSWERS

Lisa makes a difference in other people's lives.  
She used to help Danni with her math.  
She was very brave when she was sick in the hospital.  
She organizes a fundraising day every year to raise money to help sick children. She has raised \$10,000 for the hospital through a sponsored walk.  
She always has time for her friends.

4

- Read the task aloud. Remind students to complete all parts of the task and to think about who they are writing for and why they are writing.
- Students can read Danni's description again and use it to help them structure their paragraphs.

## Write a first draft

### 5 Language point

- Ask students to find the adverbs that show the author's opinions in the description.
- Students compare answers. Check answers.

## POSSIBLE ANSWERS

*certainly* (when you are certain about something):  
*She certainly makes a difference to other people's lives.*  
*unfortunately* (when you are sad about something):  
*But unfortunately, Lisa started missing classes.*  
*luckily* (when you are happy about something):  
*Luckily, she got better.*  
*amazingly* (when something is really surprising):  
*Amazingly, it raised 10,000 dollars for the hospital.*  
*clearly* (without doubt; obvious):  
*People who clearly make great role models.*

6

- Ask students to write the adverbs and then use them to write sentences expressing their opinions.
- They compare their sentences with a partner. Monitor and correct if necessary. Encourage self-correction where possible.
- Elicit several example sentences with each adverb so students see how they can be used.

## ANSWERS

1 incredibly 2 bizarrely 3 unluckily 4 surprisingly  
students' own answers

### Extra activity: Creativity

- Before students write their first draft, ask them to read Danni's description again and note down any useful vocabulary or expressions that they could use, e.g., *makes a difference in other people's lives; had a great sense of humor; she was very brave; she was determined to ... ; she always has time for ... ; she's the kindest, most compassionate ...*
- Encourage students to see Danni's description as a resource they can use to help with their own writing.

7

## CREATIVITY

- Students write their first draft. Point out to students that they will review their work, so they will have a chance to check and correct language mistakes.

## Review and edit

8

- Give students time to compare their work in pairs and consider what they have done well and what they could improve. Monitor as they do this to make sure that all comments made are polite and constructive.
- They then revise their work individually, either in class or for homework.
- When grading students' work, refer to the three items in the checklist: You could give a score out of ten for each item, giving a total out of 30 for the task.

## Reflect What makes a hero?

1

- 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.

3

## COMMUNICATION

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

## ANSWERS

Students' own answers. See the transcript on page 130 for the ideas contained in the video.

4 ▶

- Now ask students to watch the video again, this time *with* narration. Ask them to watch and 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. Set a time limit for this and point out that the answers can be notes or full sentences.
- Invite 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 40 to 41*

## Project

### How does someone become a hero?

**Life skills strategy** 6 Designing a digital timeline

Work in groups and create a digital timeline about a real hero, living or dead. Research key dates in their life. Include dates, images, and information about key events in their life. Present your digital timeline to the class.

**UNDERSTAND**

- Read the instructions for the project task and look at the timeline below. Work in groups and answer the questions.
- What is the main goal of the project?
- What is a digital timeline?
- Look at the timeline. How old was Malala when she spoke to world leaders at the UN?

**Discover more** SEARCH ONLINE and find out about making a timeline. What key events or information can you include?

**COLLABORATE AND PLAN**

- Listen to four students discussing their project. Which events on the timeline do Rani and Tanya mention? Which do Alex and Jed mention?
- Listen to the students discussing how to create the digital timeline. What special feature does Rani suggest they include?
- Work in groups. Make a list of tasks to create your timeline and complete the project planner.

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

5 Choose a hero. Decide who will research which periods of his/her life. Then research key events.

**SHARE**

6 Share your initial research with the group. Use the key phrases. Then decide what you still need to find out and complete your research.

7 Create your timeline. Download a digital timeline or make a poster. Add visuals.

8 Analyze your timeline as a group. Give feedback on the design and images and make any necessary changes.

**PRESENT**

9 Present your digital timeline to the class. Which group created the most interesting or most attractive timeline? Which person would you like to find out more about?

**Reflect**

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

- How could you improve the planning of your project?
- Which piece of research was the most interesting and useful?
- Which tasks were you not able to complete on time? Why?
- Which feedback did you find the most useful?
- How effective was your digital timeline?

## Project

# How does someone become a hero?

### Learning objectives

Design a digital timeline

**COLLABORATION** Work collaboratively on a digital timeline

**CREATIVITY** Think creatively about key dates in life

**COMMUNICATION** Present a digital timeline to the class

**CRITICAL THINKING** Use critical thinking skills to reflect on the task

### Introducing the topic

- With books closed, ask students to make a timeline for their own life starting with the date they were born and marking five important dates in their lives, and what happened then, e.g., *In 2019, I went to Paris on vacation, it was my first time abroad.*
- Put students in pairs to tell each other about the events and why they were important in their lives.
- Invite some students to share some of their important dates.

### Understand

1

- Students open their books and read the instructions for the project task. Make sure they understand everything.
- Focus on the title and pictures. Ask: *Do you know who Malala Yousafzai is? Why did she become famous?*

- Ask students to read the timeline for Malala. They work in groups and answer the questions. Check answers.
- Ask: *What did Malala speak about?* (education and women's rights) *Is it unusual for a 16-year-old to speak to world leaders? Why? / Why not?* Elicit some ideas, and ask: *How do you think Malala felt standing in front of the UN? Can you think of any other teenager who has spoken in front of world leaders on an important topic? What was the topic?* (e.g., Xiuhtezcatl Roske-Martinez, aged 15, on environmental policy; Greta Thunberg, aged 16, on climate change; Kathleen Humberstone, aged 17, on discrimination).
- Ask students to notice what tenses are used throughout the timeline (simple present for the main events, simple past for the details of each event).

### ANSWERS

- The main goal of the project is to create a digital timeline about a real hero, living or dead.
- A digital timeline is a timeline created online, which can include text, images, multimedia, hyperlinks, etc.
- Malala was 16.

### Discover more

- Students can do the research in class if they have internet access. Alternatively, they can do it for homework. Ask them to make notes on what they find.
- After the research or at the beginning of the next lesson, ask some students to tell the class what they found about making a timeline, and what key events or information they could include.

## Collaborate and plan

### 2 1.10

- Tell students they are going to listen to four people talking about Malala and what to put on a digital timeline about her. Ask students to read the questions before they listen.
- Play the audio and check answers. Then ask: *Do you agree with the choice of events? Why did they decide not to have more than ten events?* (They don't want the timeline to look too busy).

#### ANSWERS

##### Rani and Tanya mention:

1 where and when Malala was born; 2 when she started her blog and what it was about; 3 (they need to find out) which school she went to; 4 Malala is shot; she was flown to the U.K. to a hospital.

##### Alex and Jed mention:

5 Malala's family move to England; 6 what Malala campaigned for; 7 when she published her autobiography; 8 when she won the Nobel Peace Prize; 9 her studies at Oxford University.

### 3 1.11

- Ask students to read the question before they listen to the next part of the conversation. Play the audio for students to listen and answer the question. Check the answer.
- Then ask: *What happens when you click on a date?* (A new window opens for more information or a short video.)

#### ANSWER

Rani suggests including some videos, like YouTube clips.

## 4

#### COLLABORATION

- Students copy the project planner, then work in groups to discuss and plan the steps for their own presentation and complete the planner.
- Encourage them to think about how long each task might take, using their experience from previous projects. They should consider which things they can do in class and which they should do at home.

#### ANSWERS

1 choose hero 2 decide who will research which period in his/her life 3 research details 4 share research 5 create timeline 6 give presentation

## 5

#### COLLABORATION CRITICAL THINKING

- As part of their first task, give them time to discuss their ideas and choose a hero to research.
- Monitor and make sure all the groups don't choose the same person. Try to get a variety of living and dead people to make it more interesting.
- Tell students they should choose no more than ten key events in total.

## Share

## 6

- Read the key phrases with the class and make sure students understand them all.

- Encourage them to use the key phrases to report back to their group on the research they have done so far.
- The others in the group listen and together they decide if the information is clear and significant enough to be included on the timeline as it is, or if it needs some modification.

#### CREATIVITY

- Allow students time to complete their research and collect the pictures, videos, and information they need to include in the timeline.

## 7

#### COLLABORATION CREATIVITY

- The groups combine their research. Each student or pair of students reads their first draft of the life period they researched aloud.
- If necessary, help students to choose and download a digital timeline (or students can make a poster). You could search online for a free digital timeline maker.
- Each group then decides how to start the presentation, the number of events, and which visuals, maps, and pictures, to include.
- Monitor and help where necessary.

## 8

#### COLLABORATION COMMUNICATION

- Let students practice in their groups before they present to the whole class. Monitor and help with presenting techniques.

## Present

## 9

#### COMMUNICATION

- Allow two or three minutes for each presentation.
- Encourage active listening by asking the audience to ask questions at the end. Also ask them to note down one positive thing about each timeline, and one thing that could be improved.
- Discuss as a class which timelines were the most interesting and why. Ask: *Who would you like to find more about? Why?*

## Reflect

#### CRITICAL THINKING

- Before students evaluate this task, ask them if they can remember the lessons they learned from the previous project evaluation. Encourage them to think about this when they evaluate this project.
- 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 two things they did well this time, and two they can try to improve the next time they do a project task in a group.

## Assessment

- Carry out assessment of 21st century skills using the assessment grids on the Teacher's Resource Center.

**5**

**VIDEO** Learning about numbers around us  
**READING** Topic sentences  
**LANGUAGE IN USE** Talking about ability and possibility, talking about deduction  
**LIFE SKILLS** How to manage your money  
**LISTENING** Recognizing context  
**WRITING** Writing an introduction

## How do we use NUMBERS?

"Without mathematics, there's nothing you can do. Everything around you is numbers."  
 Shakuntala Devi, writer and mathematician

### Which numbers are in our everyday lives?

- Look at the picture and the caption. Can you think of more examples of numbers in our everyday lives?
- Complete the quiz with the numbers below. Work in pairs and compare your ideas.  
 0.9 3 3.12 9 10 13

**Quick quiz: Numbers in our lives**

- Average price of a coffee in New York \$ \_\_\_\_\_
- Number of hours teenagers need to sleep per day \_\_\_\_\_
- Number of points for winning a soccer game \_\_\_\_\_ points
- Amount of time it takes a computer to break a password \_\_\_\_\_ milliseconds
- Maximum recommended weight of a school backpack \_\_\_\_\_ % of body weight

**Discover vocabulary** Numbers and measurements  
 Student Book • page 120 Workbook • page 46

- Watch the Factfix video and check your answers to the questions in exercise 2.
- Watch the video again and answer the questions.
  - According to Bella, how do numbers keep us safe? Can you think of other ways numbers might keep us safe?
  - What other examples does Josh give which show that sports are mathematical?
  - Josh says not everyone needs numbers. Can you think of everyday activities that don't need math or numbers?
- In pairs, write your own short quiz about numbers in our lives. Research the numbers if necessary. Then ask another pair your quiz questions.  
 What percentage of people in the world are left-handed?  
**Key phrases** Asking about numbers  
 How long / high / heavy is ...?  
 What's the (average) weight / length / height / price of ...?  
 What percentage of ...?  
 What's the probability of ...?  
 How many points do you get for ...?  
 How much is ...?

**Discover more** **SEARCH ONLINE** and find out about the **Pirahã** people. How do they live without numbers?

### Vocabulary

- Numbers and measurements
- Verb + preposition
- Money and budgeting

### Further practice

Discover vocabulary Student Book, page 120

Workbook, pages 46 to 48

Vocabulary practice worksheet, Teacher's Resource Center

### Reading

- Topic sentences
- Reading an article about Fibonacci numbers

### Further practice

Workbook, pages 44 to 45

Reading practice worksheet, Teacher's Resource Center

### Grammar

- Talking about ability and possibility
- Talking about deduction

### Further practice

Discover grammar Student Book, page 121

Workbook, pages 46 to 48

Grammar practice worksheet, Teacher's Resource Center

### Life skills

- How to manage your money

### Listening

- Recognizing context

### Further practice

Workbook, page 49

### Speaking

- Asking about numbers
- Talking about money

### Further practice

Workbook, page 49

### Writing

- A report on a survey
- Writing an introduction
- Using approximate language

### 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

# Which numbers are in our everyday lives?

## Learning objectives

**FACTFLIX VIDEO** Talking about numbers around us

**VOCABULARY** Numbers and measurements

**SPEAKING** Asking about numbers

## Introducing the topic

- With books closed, dictate or write the numbers below on the board and tell students that these numbers relate to facts about the U.K.:

4 (countries in the U.K.)  
48 (speed limit in towns in km)  
175.3 (height of average man in cm)  
26 (percentage of people who own a dog)  
70.2 (weight of average woman in kg)

- Elicit some ideas and then tell them the answers. Ask: *What do these numbers tell us about the U.K. and the people who live there? Do any of these numbers surprise you? Do you know the speed limit, average height / weight of men or women in your country?* Finally, ask: *What are these numbers?* (Statistics) *Why are statistics important?*
- Ask students the *Discover* question *How do we use numbers?* and encourage them to share ideas. Ask: *What things can you do with numbers?* (add, subtract, multiply, divide). Write any additional ideas that students come up with on the board.
- Students then open their books and look at the opening picture, caption, and lesson question.

## DIFFERENTIATION

- With weaker classes, remind students how to say large numbers, covering millions, thousands, hundreds, etc., as well as percentages and decimal points.
- Dictate some numbers, e.g., 585,000; 35%; 15.25; 66,000,000; 616. Students write them down and compare what they have written in pairs.
- In the same pairs, ask students to write a series of five numbers similar to these, and take turns dictating them.
- Monitor and check students say the numbers correctly.

## 1

- Focus on the picture and read the caption. Ask: *What does the picture show? How are numbers used in a soccer game?* (e.g., numbers on shirts, score, league tables, game times)
- Students discuss the question in pairs or small groups.
- Ask: *Which numbers control your lives? Can we exist without numbers?* Elicit some ideas, and ask more questions to get students thinking about common statistics, e.g., *How many people live in your town? What percentage of young people own a cell phone in your country?* If students don't know the answers, they can check them online.

## 2

- Check students know how to say numbers with decimal points, e.g., zero point nine, three point one two.
- Students complete the quiz and compare their answers in pairs, but do not confirm the correct answers at this point.

## Discover vocabulary

Student Book page 120 Workbook page 46

- With weaker classes, do this vocabulary practice now, before students watch the video in exercise 3. With stronger classes, students can do it for homework.
- With stronger classes, give each pair of students three words and ask them to write a sentence or question with a blank for each word, e.g., *What's the next number in this \_\_\_\_\_?* 3, 6, 12, 24, ... (sequence).
- Each pair then swaps their sentences with another pair.
- Ask pairs to read out their sentences to check the answers.

## 3

- Tell students they are going to watch a video with Bella and Josh talking about numbers. Play the video for students to check their answers to exercise 2.
- Check answers. Ask students which facts surprise them. (If you are unable to play the video in the classroom, use the audio-only version instead.)

## ANSWERS

1 3.12 2 9 3 3 4 0.9 5 10

## 4

- Students read the questions and then, in pairs, discuss the answers from memory.
- Play the video again and then check answers.

## ANSWERS

- By telling us the weight of something, so we don't carry something too heavy. students' own answers
- The number of points other teams have, and goal difference.
- students' own answers

## 5

- Read the key phrases aloud, giving an example of each phrase in use, e.g., *How many points do you get for a touchdown in football?* Encourage students to research interesting or unusual number facts.

## COMMUNICATION

- Invite some students to tell the class what questions they asked and see how many people know the answers. Alternatively, students could do a mini survey. In groups, they prepare six questions to ask their classmates. They can check the numbers online if they have internet access. Make sure they all have a copy of their group's questions. You can then put groups together to ask and answer their questions, or allow students to move freely around the classroom, each asking their group's questions to three classmates. Each group then studies its results and prepares a report of its findings to present to the class.

## Discover more

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

## Further practice

**Discover vocabulary** Student Book, page 120 (answers on TG page 113)

**Workbook**, page 46

**Vocabulary practice worksheet**, Teacher's Resource Center

1 Answer the questions.

- 1 Do you enjoy math? Can you predict the next two numbers in this sequence?  
0, 1, 1, 2, 3, 5, 8, 13, \_\_\_\_\_
- 2 Describe the pictures on page 51. How do you think the sequence relates to

2 Read and listen to the article on page 51 and check your ideas. What are Fibonacci numbers? How do they work?

## Reading strategy

- Topic sentences

Topic sentences are like signposts. They show us the main idea of the paragraph and help us follow the development of a text. They usually appear at the beginning of a paragraph, but they can also be in the middle or at the end.

 3 Study the reading strategy. Then decide which sentence or question is the topic sentence for paragraphs A–E. Compare in pairs and explain why.

- A a When you ride your bike to school, walk in the park, or simply look out of the window, you'll probably see an example of a Fibonacci number.
- b But what exactly is a Fibonacci number?
- B a Why do these numbers occur so often in nature?
- B For hundreds of years, mathematicians, botanists, and physicists have searched for an explanation.
- C a Sunflowers are an excellent example of this.
- b Let's look at the sequence in flowers first.
- D a However, Fibonacci numbers are not only found in flowers.
- b Even the Milky Way has several spiral arms, each of them following the Fibonacci sequence.
- E a A lot of people study Fibonacci numbers even today.
- b Fibonacci numbers have provided us with a better understanding of how things grow and multiply.

Discover vocabulary Verb + preposition

Student Book • page 120    Workbook • page 46

4. Find these verbs in the article. Which prepositions follow them?

- 1 appear \_\_\_\_\_ 3 search \_\_\_\_\_ 5 belong \_\_\_\_\_ 7 insist \_\_\_\_\_  
2 occur \_\_\_\_\_ 4 apply (something) \_\_\_\_\_ 6 arrive \_\_\_\_\_ 8 provide \_\_\_\_\_

5 Rewrite the sentences so they have the same meaning. Use the verbs in parentheses and a preposition.

- 1 It gave mathematicians the ratio of a circle's circumference to its diameter. (provide)
- 2 Today,  $\pi$  can be used in many math problems, from simulations of the Earth's climate to apps on our cell phones. (apply)

**6 TALKING POINTS** Discuss the questions.

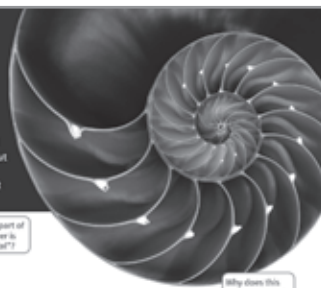
- 1 Can you think of other examples of the Fibonacci sequence in nature?
- 2 Summarize what you have learned in this lesson. What did you find interesting?

Discover more 

**SEARCH ONLINE** and find out about the **golden ratio**. What is it? Where does it occur in nature?

## NATURE AND NUMBERS

What do snowflakes, a spider's web, snail shells, and sunflowers have in common? It may seem strange, but their shape and structure follow the same patterns, patterns that are based on math. Let's find out about a pattern of numbers called FIBONACCI numbers!



- When you ride your bike to school, walk in the park, or simply look out of the window, you'll probably see an example of a Fibonacci number. It could be the number of petals on a flower [maybe 21 or 13], or the number of spirals on a shell [perhaps 21 or 34]. There are an infinite number of examples in nature. But what exactly is a Fibonacci number? Fibonacci numbers belong to a sequence which starts with 0 and 1. Each number that is added to the sequence is the sum of the two previous numbers. For example, after 0 and 1, the next number is  $1+0=1$ , then  $2+1=3$ ,  $3+2=5$ , 8, 13, and so on.
- Why do these numbers occur so often in nature? For hundreds of years, mathematicians, botanists, and physicists have searched for an explanation. Is it a coincidence? Do the numbers occur in plants because they represent the best growth patterns? Over 800 years ago, an Italian mathematician was asking the same questions. His name was Leonardo Pisano Fibonacci. Fibonacci arrived at the sequence of numbers after studying how rabbits reproduced and multiplied over a year. While he was busy studying these numbers, other mathematicians started to notice how frequently the formation appeared in the natural world.
- Let's look at the sequence in flowers first. The number of petals in a flower follows the Fibonacci sequence. Sunflowers are an excellent example of this. Count the petals, and you'll find precisely 21, 34, or 55 – numbers which belong to the sequence. In the center of a sunflower, there's also a spiral pattern, which goes in two directions. These are called Fibonacci spirals.
- The dimensions of each section of the spiral follow the Fibonacci sequence.
- What part of a flower is a "petal"?
- Why does this paragraph start with "However"?
- However, Fibonacci numbers are not only found in flowers. The unique geometric formation of the Fibonacci spiral occurs in thousands of plants, animals and other natural phenomena. You can see them in spider-webs, pine cones, sea shells, snowflakes, and hurricanes. Even the Milky Way has several spiral arms, each of them following the Fibonacci sequence.
- A lot of people study Fibonacci numbers even today. They've appeared in popular movies and books such as *The Da Vinci Code*, as well as in science journals and school science books. Some people have tried to apply the numbers to everything in nature. It's tempting to insist on a simple underlying connection between all things in the natural world. However, nature is complex, and not all plants and animals follow the same sequence. Still, Fibonacci numbers have provided us with a better understanding of how things grow and multiply. Maybe math doesn't inspire you, but numbers in nature will.
- Does "precisely" mean "approximately" or "exactly"?
- What is the opposite of "simple" in this paragraph?



## Reading to learn

## Which numbers can we find in nature?

## Learning objectives

**READING** Reading an article about Fibonacci numbers

**READING** Topic sentences

**VOCABULARY** Verb + preposition

## Reporting back

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

## Introducing the topic

- With books closed, ask students to close their eyes. Tell them you are going to say a word, and they must write down the first word or idea that comes into their head when you say it. Tell them not to think too much, but just to write their first idea. Say the word *pattern*, and ask students to open their eyes and write down their first word or thought.
- Write students' ideas on the board in a word cloud, writing items that are mentioned several times in bigger letters. Point to the word cloud and ask: *Do patterns in nature exist? What sort of patterns are they? Where do we find patterns in nature?* Elicit a few ideas, then ask: *What would you like to know about natural patterns?*

1

- Students open their books. Ask: *How do you feel about math? How does math influence our lives? When do we need math in everyday life?* Elicit some answers, and then ask: *Do you enjoy puzzles?*
- Students discuss the questions in pairs and describe what they see in the pictures. Teach or elicit *spiral* (= a continuous curved line that winds around a central point, with each curve further away from the center).

2  1.12

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

## ANSWERS

The next two numbers are 21 ( $8 + 13$ ) and 34 ( $13 + 21$ ).

All the pictures contain elements which are a pattern of Fibonacci numbers: a sequence of numbers, starting with 0 and 1, that continues by adding the two previous numbers together to get the next number.

### READING TEXT QUESTIONS

- Point to the questions next to the article on page 51. Ask students to scan the article to find the relevant parts, then read these carefully to answer the questions.
- Discuss the answers with the class, encouraging students to refer back to the article to justify their answers.

## SUGGESTED ANSWERS

A delicate colored part of a flower. The flower head is usually made up of several petals around a central part. "exactly"

To contrast with the information in the previous paragraph, and show that different, perhaps unexpected, information will follow in this paragraph.  
“complex”

3

- Read the reading strategy aloud and check students understand everything.
- Students read the article again and decide on the topic sentence or question for each paragraph. Remind them that they are not always the first sentence, but they must carry the main idea of the paragraph.
- Check answers.

### ANSWERS

Paragraph A b Paragraph B b Paragraph C a  
Paragraph D a Paragraph E b

### Discover vocabulary Student Book page 120 Workbook page 46

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

4

- Read the task aloud and monitor as students are working, making sure that they are scanning the article and not reading it completely.
- Students check their answers in pairs before you check answers as a class.

### ANSWERS

1 in 2 in 3 for 4 to 5 to 6 at 7 on 8 with

### DIFFERENTIATION

- With weaker classes, for a little extra practice, write the eight verbs in random order on the board. Ask students to close their books and ask: *Which verbs are followed by ...* “to” (apply, belong), “in” (appear, occur), “with” (provide), “on” (insist), “for” (search), “at” (arrive)?
- Invite students to test each other.

5

- Draw a  $\pi$  symbol (Pi) on the board, and ask students what it is used for, e.g., in geometry, it is the formula used to figure out the area of a circle =  $\pi r^2$ . Check that students know how to pronounce Pi (/paɪ/).
- Students rewrite the sentences using the verbs in parentheses and the correct preposition.
- Check answers.

### ANSWERS

- 1 It **provided** mathematicians **with** the ratio of a circle's circumference to its diameter.
- 2 Today, Pi can be **applied to** many math problems, from simulations of the Earth's climate to apps on our cell phones.

### Culture note

Most people have heard of  $\pi$ , and have used it in their math classes. But in the U.S. there is a special Pi Day, March 14. There are lots of educational games to celebrate Pi Day. Pi is usually described as 3.14, but there are actually many more digits in Pi and some students try to remember as many as they can, or at least just the first 39 digits! Some teachers make it easier for students to remember by only using the first 10 digits (3.141592653). Students are given cards or circles with one of the numbers plus the decimal point and try to arrange themselves in the correct order.

## 6 Talking points

### CRITICAL THINKING

- Allow students time to think about their answers and encourage them to think of reasons to support their ideas.
- Put students in small groups to discuss the questions.
- For reporting back, choose one person in each group to use their notes to tell the class their ideas. Alternatively, you could bring in some examples and ask students to count the segments, pattern, and explain them to the class.

### SUGGESTED ANSWERS

- 1 Other examples of Fibonacci numbers: pinecones; seed heads (sunflowers); fruit (pineapples); vegetables (cauliflower); flowers (lilies and wild roses); honeybee colonies; the human body (1 nose, 2 eyes, 3 parts to each limb – upper arm, lower arm, hand, 5 fingers on each hand).
- 2 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 what they find. You could encourage them to find images of the golden ratio both in nature and in art and design.
- After the research or at the beginning of the next lesson, ask students to tell the class what they learned and explain any images they found.

### Preview

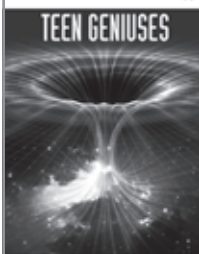
- Ask students to look at the *Discover grammar* presentation on page 121 before the next lesson.

### Further practice

*Discover vocabulary* Student Book, page 120 (answers on TG page 113)  
*Workbook*, pages 44 to 45  
*Reading practice worksheet*, Teacher's Resource Center

## 1 Read the article and answer the questions.

- 1 What did Ivan and Xuming do?
- 2 How did they work together?
- 3 What happened to their school work?



**TEEN GENIUSES**

It must be difficult to invent a new mathematical theorem ... unless you're Ivan Zelich or Xuming Laining. In 2015, the teenage students developed an important new theorem about space. Some scientists say that thanks to their work, we'll be able to understand much more about intergalactic travel and "wormholes".

Ivan and Xuming met on an online math forum. They were trying to find a solution to the same problem and started working together. Ivan is from Australia, and Xuming was living in the U.S., so they were able to work on the problem 24 hours a day! Xuming took over when Ivan went to sleep, and vice versa.

Both boys are very smart. Xuming was able to solve complex math problems when he was still in high school, and Ivan could understand negative numbers when he was only three. Ivan can also speak six languages, and Xuming teaches math to university students. However, both boys got poor grades in other school subjects. That's understandable – it might have been difficult to study and work on the theorem at the same time. They couldn't have had much time for homework! After a lot of work, Ivan and Xuming managed to complete their theorem. Their parents must have felt incredibly proud – Ivan was even congratulated by the Australian Prime Minister. In the future, the boys want to make more discoveries about math and space – they might be working on them right now!

## Discover grammar Talking about ability and possibility

Student Book ► page 121 Workbook ► page 47

We use modal verbs *could*, *managed to*, and *was able to* to talk about ability and possibility in the past. We use *can* and *will be able to* to talk about ability and possibility in the present and future.

## 2 Study the examples. Do the verbs refer to the past or future? Which verb means was able to in general, and which means was able to on one occasion?

- a He *could* understand negative numbers when he was just three.
- b They *were able to* work on the problem 24 hours a day.
- c After a lot of work, Ivan and Xuming *managed to* complete their theorem.
- d Thanks to their work, we'll *be able to* understand much more about intergalactic travel.

## 3 Work in pairs. Read about a famous Hungarian mathematician and answer the questions.

- 1 What could(n't) / was(n't) he able to do at different ages?
- 2 What did he manage to achieve? When?
- 3 Do you think he is a typical genius? Why?

**Paul Erdos (1913–1996)**

- multiplied 3-digit numbers in his head at the age of 3
- discovered negative numbers at the age of 4
- tied his shoes for the first time when he was 11
- got a doctorate in mathematics at 21
- learned how to make a sandwich at 21
- never learned how to cook, drive a car, or do his own laundry
- left money to help mathematicians to solve unsolved math problems

## 4 Think of ages in your past and future. What could / couldn't you do at those ages? What did you manage to do? What do you think you'll be able to do in the future?

I could tie my shoes laces when I was 8. When I'm 20, I'll be able to drive.

## Discover grammar Talking about deduction

Student Book ► page 121 Workbook ► page 47

We use the modal verbs *must* (have), *can't* / *couldn't* (have), *might* (have), *may* (have), and *could* (have) to make deductions about present and past situations.

## 5 Study the examples. Then answer the questions.

- a It *must* be difficult to invent a new mathematical theorem.
- b They *might* be working on them right now!
- c It *might* have been difficult to study and work on the theorem at the same time.
- d They *couldn't* have had much time for homework!
- e Their parents *must* have felt incredibly proud.

- 1 Which verbs talk about the past?
- 2 Which talk about the present?
- 3 Which tell us the speaker is certain about something?

- 4 Which tell us the speaker isn't certain about something?

## 6 Read about a different mathematician. Think about different aspects of Esther's life in the past and present, and make deductions.

her friends and social life her studies her free-time activities pressure from her family  
She must have studied a lot for her degree. She couldn't have had many friends her own age.



Esther Okada loves math as much as other teens love music and sport. The 13-year-old British-Nigerian girl is getting a Ph.D. in financial mathematics. Esther was home-schooled by her mother, also a mathematician. Incredibly, Esther passed her GCSE Math exam at the age of 6 (other students take this at 16) and started her college degree at the age of 10. Esther's ambition is to have her own bank by the time she is 15. She wants to use her math skills to help other people. Until then, she's writing a series of workbooks to help other teens excel in math!

## 7 Think of or research some other young stars in math, sports, or music. Talk about the challenges they might have experienced and how they may have felt.

Judit Polgar became the world's youngest ever female chess Grandmaster at the age of 15.

Wolfgang Amadeus Mozart composed his first symphony at age 8.

Akiri Jassal is a medical genius with an IQ of 148. He performed his first surgical operation aged 7.



Discover more SEARCH ONLINE and find out about another **math genius**, such as the "human calculator".

## Language in use

## Who thinks in numbers?

## Learning objectives

GRAMMAR Talking about ability and possibility

GRAMMAR Talking about deduction

## Reporting back

- If students did the *Discover more* activity from the previous lesson for homework, discuss their findings and any images they brought now. See the notes on the previous page.

## Introducing the topic

- With books closed, write these anagrams on the board in random order:  
vaoeb gyraae (above average) isengu (genius)  
veerlc (clever) lliarntb (brilliant)  
tnegilletni (intelligent) artms (smart)
- Put students in pairs to unscramble the words. Ask *What do all the words have in common?* (They describe intelligent people.) Then ask: *Who do you consider to be a genius? What subject are they famous for?* Elicit a few answers, encouraging students to give reasons for their answers.

## 1

- Students open their books. Before they read the article, ask them to look at the title and picture. Ask: *What subject do you think the teens are interested in?* Elicit a few ideas.
- Students then read the article and answer the questions.
- Check answers. Ask: *How are Ivan's and Xuming's lives different from yours?* Elicit a few ideas.

## SUGGESTED ANSWERS

- 1 They developed an important new theorem about space.
- 2 They worked online. Because of the time difference between Australia and the U.S., they worked 12 hours each, so they worked on the theorem 24 hours a day.
- 3 Their school work in other subjects deteriorated because it was difficult to work on the theorem and school work at the same time.

## 2

- Read aloud the information about ability and possibility.
- Ask students to find the examples (a–d) in the article, decide which refer to the past, or future, and then answer the question about verb meanings.
- Check answers with the class.

## ANSWERS

a, b and c refer to the past; d refers to the future.

*Could* means "was able to in general." *Managed to* means "was able to on one occasion."

## Discover grammar Student Book page 121 Workbook page 47

- Ask students if they read the *Discover grammar* presentation before the class. With weaker classes, go over the main points in the presentation now, before they move on with the lesson.

## Language note

We often use *can* / *can't* to mean "know how to do something", e.g., *Can you swim?* / *I can't knit, I never learned how to.* We also use *can* / *can't* with sense verbs, e.g., *I'm going to move, I can't see the screen.* *Can you hear what she's saying?* / *I can smell garlic.*

3

- Ask students if they know of anyone who is / was a genius in his/her field, but had difficulty with everyday activities. Read aloud the information about Paul Erdos.
- Students, in pairs, prepare their answers to the questions.
- Check answers to 1 and 2 and elicit opinions for question 3.

#### ANSWERS

- 1 At 3 Paul could multiply 3-digit numbers in his head. He couldn't tie his shoes until he was 11. He couldn't make a sandwich until he was 21. He wasn't ever able to cook, drive, or do his own laundry.
- 2 He managed to discover negative numbers when he was 4. He managed to get a doctorate in mathematics when he was 21.
- 3 students' own answers

4

- Give students a few minutes to think about and write their own answers. Monitor and help while students are working. Encourage them to self-correct where possible.
- When they finish, they can compare their sentences in pairs. Invite students to share their answers with the class.

#### DIFFERENTIATION

- With weaker classes, give students a list of activities and ask them to write what they could / couldn't do at different ages and will / won't be able to do in the future, e.g.,  

|                   |               |                 |
|-------------------|---------------|-----------------|
| ride a horse      | bake a cake   | speak German    |
| pass all my exams | play piano    | travel in space |
| work abroad       | become famous |                 |
- With stronger classes, students ask and answer questions about what they could / couldn't do at different ages and will be able to do in the future, e.g., "Could you swim when you were five?" "No, I only managed to learn to swim when I was ten." "Do you think you'll be able to speak English perfectly when you're 18?" "Yes, I'm sure I'll be able to."

#### Discover grammar Student Book page 121 Workbook page 47

- With weaker classes, go over the main points in the *Discover grammar* presentation with the class before they continue with the lesson.
- Ask students to do the two exercises on page 121 for homework.

#### Language note

*Must* is used to express what we are certain about from what we have deduced or what it is normal or logical to expect in the present situation, e.g., *Come inside, you **must be** cold out there in the snow.*

When we want to say something is definitely not the case, we use *can't*, e.g., "Who's at the door?" "I don't know. It **can't be** Michael. He's upstairs doing his homework."

To talk about the past, we use *must / can't have* + past participle, e.g., *You **must have been** cold outside in the snow. It **can't have been** Michael. He was upstairs.*

We use *may / might / could / couldn't* when we are less certain about our deductions.

5

- Read aloud the information about deduction.
- Ask students to look at the examples (a–e) from the article and answer the questions. Check answers.

#### ANSWERS

- 1 might have been, couldn't have had, must have felt
- 2 must be, might be working
- 3 must be, couldn't have had, must have felt
- 4 might be working, might have been

6

- Ask students if they have heard of any other famous mathematicians (e.g., Isaac Newton, Albert Einstein, etc.).
- Ask students to read about Esther and make deductions.
- Check answers. Ask: *Do you think she might be famous in the future?*

#### POSSIBLE ANSWERS

*She might not have made any friends at college (because she was so young).*

*She must have felt strange when she started college.*

*She must have studied more than other teens.*

*She can't spend much time on Facebook and Instagram.*

*Her mother must have made her work hard.*

7

- Ask students if they know any young stars that they could talk about. If not, they can use the examples given.
- Put students in pairs to describe the challenges and feelings of the person they chose. Alternatively, they could write sentences.
- Invite some students to share their ideas with the class.

#### Extra activity: Critical thinking

- Write or dictate the quotes below. Put students in groups to choose and discuss one of them. Invite each group to present their ideas on their chosen quote. Then have a brief class discussion on all three of the quotes:  
*Albert Einstein: "Once you stop learning, you start dying."*  
*"Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid."*  
*Thomas Edison: "Genius: 1% inspiration and 99% perspiration."*

#### Discover more

- Remind students that they should use the exact search term in the task. Students can do the research in class if they have internet access. Alternatively, they can do it for homework. Ask them to make notes on what they find.
- After the research or at the beginning of the next lesson, ask some students to tell the class what they found out about the math genius they researched. Ask any students who chose the same person to add further information.

#### Preview

- Ask students to do the *Discover vocabulary* exercises on money and budgeting on page 120 before the next lesson.

#### Further practice

*Discover grammar Student Book, page 121 (answers on TG pages 113 to 114)*

*Workbook, pages 47 to 48*

*Grammar practice worksheet, Teacher's Resource Center*

## Life skills

### How can math help with money?

**Life skills strategy** 1 **How to manage your money**

Learning how to manage money is an important part of life. You need to understand how much money you need to live on, how much you can save, and how to cut costs when you need to.

1 Study the life skills strategy, then do the questionnaire in pairs. Are the statements true or false for you?

**ARE YOU SMART ABOUT MONEY?**

- I know how much a pizza costs at my local takeout place. T / F
- I usually buy things when they are on sale. T / F
- I know exactly how much I spend on going out each week. T / F
- I feel great when I find a good bargain. T / F
- I save some of my weekly allowance. T / F
- I never buy things I can't afford. T / F
- I can manage if I have a low budget. T / F
- I know how to earn extra money. T / F
- I never lend money to or borrow money from my friends. T / F
- I use my student ID card to get a discount. T / F

**MOSTLY TRUE**

You are pretty wise about money and know what you can afford. Good job!

**MOSTLY FALSE**

You need to manage your money better, before you get into debt!

**Discover vocabulary** Money and budgeting  
Student Book • page 121    Workbook • page 48

**Listening strategy** 1 **Recognizing context**

When you listen to a conversation, recognizing context can help you build understanding. Notice:

- background noises: Where do you think the speakers are?
- tone of voice: What is their relationship? How do they feel?
- key words or words that are stressed: Can you guess the conversation topic?

2 Study the listening strategy. Then listen to three conversations and answer the questions.

- Where are the speakers?
- What is their relationship?
- What are they talking about?

3 Listen again. For each question, write 1, 2, or 3 for the different conversations. In which conversation(s) does someone ...?

- suggest borrowing money from someone
- talk about withdrawing money
- talk about saving money
- mention an allowance
- talk about a way to earn more money
- talk about spending less money

4 Cate wants to save up \$150 to buy the sneakers that she saw. Read about her weekly spending and answer the questions.

- How much of her allowance does she have left at the end of each school day?
- How much of her salary does she have left after the weekend?
- How much can she save towards her sneakers each week?

**CATE'S WEEK**

During the week, Cate has an allowance of \$10 a day. She takes the bus to school and buys a fruit juice before school starts. She always eats in the school cafeteria. She usually has a cheese sandwich, yogurt, and a piece of fruit, and she drinks water.

On the weekend, Cate works part time in a store and earns \$70. She buys a phone card, and usually goes to the movies with friends. She always gets some popcorn. After the movie, she usually goes out for pizza and spends \$15.

**CHARLTON BUSES**

round trip  
from Will Street  
to Charlton High School

\$1.20

**CAFETERIA**

|                   |        |
|-------------------|--------|
| NACHOS            | \$3    |
| SALAD             | \$2.50 |
| FOUR-CHEESE PIZZA | \$2    |
| CHEESE SANDWICH   | \$1.80 |
| FRIES             | \$1.60 |
| HAM SANDWICH      | \$1.80 |
| DONUT             | \$1.40 |
| YOGURT            | \$1    |
| FRESH FRUIT       | \$1    |
| FRUIT JUICE       | \$1.20 |
| MILK              | \$0.60 |
| WATER             | FREE   |

**CHARLTON MOVIE THEATER**

POPCORN \$5

THE SHAPE OF WATER

**PHONE CARD**

\$20 TOP UP

5 Now work in groups. Discuss how Cate can spend less and save more money. How quickly can she save up the money for her new sneakers? Use the key phrases to help you.

**Key phrases** Talking about money

I think she could do without ....  
If she wants to cut costs, she should ....  
I think ... is a total waste of money.  
... is a luxury / must-have item. She doesn't need / needs it.  
Why doesn't she cut down on ....?  
She can't really afford ....

6 REFLECT Think about your own budgets and spending. Could you reduce your own spending? If so, what would you do with the money that you saved?

**Discover more** SEARCH ONLINE and find out about people who have lived without money, such as Daniel Suello or Heidi Marie Schwermer. How did they do it?

54 Unit 5 How do we use numbers?
Unit 5 How do we use numbers? 55

## Life skills

# How can math help with money?

### Learning objectives

**LIFE SKILLS** How to manage your money

**VOCABULARY** Money and budgeting

**LISTENING** Recognizing context

**LISTENING** Listening to three conversations about money

**SPEAKING** Talking about money

## 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, dictate or write on the board:  
*I like to save money every month.*  
*I always spend every penny I have.*
- Put students in pairs to discuss what the sentences mean, and which is true for them. Discuss their ideas briefly as a class, then ask: *How good are you with money?* Elicit a few ideas, e.g., *I figure out how much I need to keep for different things, and then I know I can spend the rest.*

1

- Students open their books. Read the life skills strategy aloud and ask students if they have ever been taught or helped to manage their money.

- Ask students to write down as many money words as they can in 30 seconds, e.g., *save, spend, lend, borrow, cost, buy*. Elicit their words and write them on the board. Check students understand them.
- Ask students to read the money quiz and think about their answer for each situation.
- Put students in pairs to discuss and compare their answers.
- Invite some students to tell the class what they learned about their partner.
- Ask more questions to encourage students to share techniques and tips that work for them, e.g., *How do you figure out how much you can spend? How do you make sure you have enough money to last the week / month?*

### Discover vocabulary Student Book page 120 Workbook page 48

- Remind students that they had to do the *Discover vocabulary* exercises for homework.

### DIFFERENTIATION

- With weaker classes, go over the answers to exercises 4 and 5 on page 120 as a class, to make sure students understand all the vocabulary.
- With stronger classes, ask students questions to check their understanding of the new vocabulary in context.  
*Ask: Which word means ... ?*  
*money that is given to someone regularly (often by parents)* (allowance)  
*the money you have and a plan for how you will spend it over a period of time* (budget)  
*an amount of money taken off the usual price of something* (discount)  
*a period of time when items are sold with a discount* (sale)  
*have enough money to buy something* (afford)

## 2 1.13

- Ask students to read the listening strategy. Ask: *What can help you figure out the context?* (background noise, tone of voice, stressed or key words).
- Play the audio for students to listen and answer the questions.
- Check answers, and ask: *What helped you identify who the people are and other information about each situation?* Discuss the clues in each conversation, e.g., conversation 1: we hear background kitchen noises; conversation 2: we hear they are in a shopping mall; conversation 3: we hear the sound of people working in an office.

### ANSWERS

#### Conversation 1

- 1 They are at home.
- 2 They are father and son.
- 3 They are talking about Yoren's allowance and how he should make a weekly budget.

#### Conversation 2

- 1 They are in a store.
- 2 They are friends.
- 3 They are talking about some sneakers.

#### Conversation 3

- 1 They are in a bank.
- 2 They are mother, son, and bank employee.
- 3 They are talking about opening a bank account for the boy.

## 3 1.13

- Ask students to read the activities and note down anything they can remember from the first listening.
- Play the audio again for students to complete or check their answers.

### ANSWERS

- 1 conversation 2    2 conversation 3
- 3 conversation 3    4 conversations 1, 3
- 5 conversation 2    6 conversation 1

## 4

- Students read the text and figure out the answers to the questions. They can check their answers in pairs. Alternatively, students could work in pairs and then compare and discuss their answers with another pair.
- Check answers.
- Ask: *Have you ever saved up for anything? What was it? How long did it take you to save up for it?*

### ANSWERS

- 1 She has \$3.80 left.    2 She has \$15 left.
- 3 She can save \$34 each week.

## 5

- Read the key phrases with the class and elicit a few examples of how they are used in context, e.g., *I think she could do without the fruit juice. Why doesn't she cut down on her phone usage?*
- Monitor and help while students are working in groups. Then invite groups to share their solutions with the class. Ask: *How long will it take her to save \$150?* (around four and a half weeks)

### DIFFERENTIATION

- With weaker classes, ask students to write down what they have bought for the past week and work out how much they have spent, if possible.
- Ask them to make two lists; 1 essential items, and 2 luxury items. Ask: *Which items, on either list, could / couldn't you do without? Why?* Students discuss their lists in pairs.
- Ask some pairs to report back to the class.

## 6 Reflect

### CRITICAL THINKING

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

#### Extra activity: Critical thinking

- Ask these questions and have a brief class discussion:  
*What are the advantages of being able to manage your money?*  
*Can you figure out your own budget and stick to it?*  
*What tempts you most to spend money?*

## Discover more

- Explain the meaning of *consumerism* if necessary (= buying and selling goods and services; the belief that it is good for society to buy and use a large quantity of good and services). Ask: *Why are young people today less happy with consumerism and its effects on the planet? What can young people do to change people's attitudes to consumerism?*
- Explain that students should use the exact search term in the task. Students can do the research in class if they have internet access. Alternatively, they can do it for homework. Ask them to make notes about their chosen person.
- After the research or at the beginning of the next lesson, ask students to tell the class what they discovered about life without money.

#### Further practice

**Discover vocabulary** Student Book, page 120 (answers on TG page 113)  
Workbook, page 48

## Writing

### How can we learn about each other through numbers?

**Writing task**

A report on a survey

You are going to look at the results of a survey and write a report about those results.

**Understand the task**

- Study the writing task. Check (✓) the information you think should appear in a report on a survey.
 

|                          |                          |                       |                          |                           |                          |
|--------------------------|--------------------------|-----------------------|--------------------------|---------------------------|--------------------------|
| the writer's opinion     | <input type="checkbox"/> | quotes from people    | <input type="checkbox"/> | questions from the survey | <input type="checkbox"/> |
| a summary of the results | <input type="checkbox"/> | the aim of the survey | <input type="checkbox"/> |                           |                          |
- Read the report and check your ideas. Did any of the results surprise you?

**Writing strategy**

Writing an introduction

When you write an introduction, always:

- state your purpose clearly. What is the aim of the text and what will it include?
- consider the kind of writing and your audience. Use the correct register (formal or informal).

- Study the writing strategy. Then look at these introductions for the report. Which do you think is the best? Why is the other one inappropriate?

**A** The aim of this report is to look at what teenagers do after school. The report is based on a survey which asked teenagers about the kinds of activity they spend the most time doing, the activities they enjoy the most, and how often they do them.

**B** The purpose of this report is to examine what teenagers do after school. Personally, I spend a lot of time playing soccer after school. However, most teenagers prefer to play online games. In my opinion, teenagers spend far too long on screens.

**Report: after-school activities**

**Which activities do you spend most time doing after school?**

Nearly all of those questioned spend most of their time doing homework. Over 40% spend one hour or more every night on school assignments. A couple of people spend more time playing organized sports, as they are members of sports teams.

**Which activity do you enjoy most?**

Predictably, none of the people surveyed mentioned homework. Approximately 60% of people said they enjoy online activities, such as online games or chatting on social media. Over half meet friends, and about a quarter like playing sports. Just over 20% mentioned watching TV or movies.

**How often do you do your favourite activity?**

Nearly all of the people who do online activities are online every day. The majority of people who meet friends do it on Fridays or on the weekend. Those quarters of the people who play sports practice the sport at least once a week. Most of the people who watch TV also do it every day.

In conclusion, it appears that the after-school activity teenagers spend most time on is homework. However, the most popular activities are online ones, and students do these activities every day.

**4 LANGUAGE POINT** Complete the scale with the highlighted words or phrases for using approximate language in the article.

0% ————— 100%

(1) ————— (2) ————— (3) ————— (4) ————— (5)

less than a half    just under half    well over 75 %

## Writing

### How can we learn about each other through numbers?

**Think and plan**

- Look at the results of a survey. What was the topic of the survey? How many students answered the questions?
- Use approximate language to help you make notes about some of the results of the survey in exercise 5.

**Write a first draft**

- Write the first draft of your report of the survey in exercise 5. Use your notes from exercise 6 and write an introduction and conclusion.

**Review and edit**

- Read through your first draft. Check it and revise it. Then write your final draft.
  - Content Does your introduction introduce the aim and summarize the content of the survey?
  - Content Is it clear which questions you asked in your survey?
  - Style Have you used approximate language?

**Report: after-school activities**

**Which activities do you spend most time doing after school?**

Nearly all of those questioned spend most of their time doing homework. Over 40% spend one hour or more every night on school assignments. A couple of people spend more time playing organized sports, as they are members of sports teams.

**Which activity do you enjoy most?**

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**How often do you do your favourite activity?**

Nearly all of the people who do online activities are online every day. The majority of people who meet friends do it on Fridays or on the weekend. Those quarters of the people who play sports practice the sport at least once a week. Most of the people who watch TV also do it every day.

In conclusion, it appears that the after-school activity teenagers spend most time on is homework. However, the most popular activities are online ones, and students do these activities every day.

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0% ————— 100%

(1) ————— (2) ————— (3) ————— (4) ————— (5)

less than a half    just under half    well over 75 %

## Reflect

### How do we use numbers?

Which numbers are in our everyday lives?    How can math help with money?

Which numbers can we find in nature?    How can we learn about each other through numbers?

Who thinks in numbers?

- 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

## Writing

### How can we learn about each other through numbers?

**Learning objectives**

**WRITING** Writing a report on a survey

**WRITING** Writing an introduction

**WRITING** Using approximate language

### Reporting back

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

### Introducing the topic

- With books closed, ask: *What after-school activities do you do? How often do you do them? Where do you do them? Who do you do them with?* Students discuss the questions in pairs. Elicit some answers.
- Ask: *How important is it for young people to take part in after-school activities? Why?* Have a brief class discussion and invite students to share some experiences with the class by asking: *Do these activities ever interfere with your school studies? What happens then?*

### Understand the task

1

- Students open their books. Read the writing task aloud and make sure students understand everything.

- Ask: *Who takes surveys?* (sales people, magazines, etc.) *Have you ever read a report based on a survey? Where can you read these reports?* (a newspaper, a magazine, online) *What topics might they cover?* (shopping, vacations, climate change, etc.) *How do people get the information?* (by asking questions, by getting people to complete questionnaires) *What kind of questions?* (generally multiple choice).

- In pairs, students decide what should be in a report based on a survey. You could invite students to share their ideas with the class, but do not confirm answers at this point.

2

- Students read the report, check their ideas, and discuss the question in pairs.
- Check the answers and elicit opinions. Note that the introduction to the survey is presented in exercise 3; a complete survey should contain an introduction, too.

### ANSWER

the aim of the survey, questions from the survey, a summary of the results

3

- Ask students to read the writing strategy. Ask: *How would your writing be different if you were writing for a teacher or for a lot of people to read?* Elicit a few ideas. Point out that thinking about who you are writing for is an important part of any writing task.

- Students read the introductions and answer the questions.
- Check answers and ask students to justify their choice.

### SUGGESTED ANSWERS

A is the better introduction because it explains the survey.

B gives inappropriate information about the writer's opinion.

#### 4 Language point

- Point out the highlighted words and phrases in the report. Ask students to look at the scale and complete it with the words and phrases.
- Check answers and ask: *Are these exact numbers?* (no, they are approximate numbers). Elicit some more examples and write them on the board, e.g., *28 out of 30* (nearly all); *16 out of 30* (just over half); *2 out of 30* (a couple of ...).

#### ANSWERS

1 a couple of   2 just over 20%   3 about a quarter  
4 approximately 60%   5 nearly all of

#### Think and plan

5

- Point out the charts and ask: *What are these called?* (bar charts). Ask: *How do reports often show information apart from using text?* (with bar / pie charts, graphs, tables, etc.)
- Put students in pairs to look at the information in the bar charts and answer the questions.
- Check answers. Ask: *Why did they ask this many students?* (The more people you ask, the more reliable / useful the information.)

#### ANSWERS

The topic of the survey was shopping.  
Thirty students answered the questions.

#### DIFFERENTIATION

- With weaker classes, ask students to write some numbers out of 30. Then in pairs, they take turns saying their number, and their partner gives the approximate number, e.g., “7 out of 30” “About a quarter, just under a quarter.”

6

- Students make notes on the information from the survey results in exercise 5. They could compare their notes in pairs before you elicit some sentences.

#### POSSIBLE ANSWERS

About a quarter go shopping less than 2–3 times a month.  
About 20% spend the most money in independent stores.  
Just under half spend the most money online.

#### Extra activity: Creativity

- Before students write their first draft, ask them to read the report again, including the introduction, and note down any useful vocabulary or expressions that they could use, e.g., *Just over 20% mentioned (watching TV or movies)*. Encourage them to see the report as a resource that they can use to help with their own writing.

#### Write a first draft

7

#### CREATIVITY

- Students write their first draft. Point out to students that they will review their work, so they will have a chance to check and correct language mistakes.

#### Review and edit

8

- Students check and revise their work individually, then write their final reports, either in class or for homework.
- When grading students' work, refer to the three items in the checklist. You could give a score out of ten for each item, giving a total out of 30 for the task.

#### Reflect How do we use numbers?

1

- Students 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. Monitor and attempt to determine if and where students need help to complete the exercise. Encourage them to ask you questions if they need language support or help with ideas. Play the video a second time if necessary.

#### ANSWERS

Students' own answers. See the transcript on page 132 for the ideas contained in the video.

#### DIFFERENTIATION

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

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.
- Invite 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*

**Why are we FASCINATED by MOVIES?**

This iconic scene comes from the silent movie *Safety Last!* (1923).

**VIDEO** Learning about movies  
**READING** Understanding pronouns and references  
**LANGUAGE IN USE** Talking about likely, unlikely, and hypothetical consequences  
**LIFE SKILLS** Creating interesting content  
**SPEAKING** Speaking with an audience  
**WRITING** Writing a conclusion

**What makes a movie enjoyable?**

- Look at the picture and read the caption. Why do people like this type of movie?
- How much do you know about movies? Complete the movie facts with the numbers below.  
 11 26 39 60 30

**The movies – past and present**

- In 1930, over \_\_\_\_\_ % of Americans went to the movies every week. But today, less than \_\_\_\_\_ % go every week.

**The world's favorite movie**

- The most popular movie in history is *Gone with the Wind*. It was made in 19 \_\_\_\_\_.

**Success at the Oscars**

- The most Oscars won by one movie is \_\_\_\_\_; *Titanic* (1997) and *Lord of the Rings: The Return of the King* (2003).
- The world's most successful director is Walt Disney – he won \_\_\_\_\_ Oscars.

**Discover vocabulary** Movies  
Student Book • page 122 Workbook • page 56

- Watch the Factfile video and check your answers to the questions in exercise 2.
- Watch the video again. Who thinks the following aspects of movies are important, Josh or Bella?
 

|                             |                          |
|-----------------------------|--------------------------|
| 1 stunning special effects? | 4 amazing action scenes? |
| 2 a good screenplay?        | 5 an interesting plot?   |
| 3 a memorable soundtrack?   | 6 strong performances?   |
- Work in pairs. Agree on the top three things from exercise 4 that make movies enjoyable. Think of movies you like to support your ideas.

**Key phrases** Talking about movies  
 My idea of a good movie is .....  
 Nothing is more enjoyable than .....  
 ... is / aren't everything in a movie.  
 Take (*Titanic*), for example.  
 I think the secret to a great movie is .....  
 (*Gone With The Wind*) is a classic.

**Discover more** **SEARCH ONLINE** for more movie facts. Which movie had the biggest cast of all time? Which movie made the most money of all time?

### Vocabulary

- Movies
- Compound adjectives
- Documentaries

### Further practice

Discover vocabulary Student Book, page 122

Workbook, pages 56 to 58

Vocabulary practice worksheet, Teacher's Resource Center

### Reading

- Understanding pronouns and references
- Reading an article with a timeline

### Further practice

Workbook, pages 54 to 55

Reading practice worksheet, Teacher's Resource Center

### Grammar

- Talking about likely and unlikely consequences
- Talking about hypothetical consequences in the past

### Further practice

Discover grammar Student Book, page 123

Workbook, pages 57 to 58

Grammar practice worksheet, Teacher's Resource Center

### Life skills

- Creating interesting content

### Speaking

- Talking about movies
- Choosing the right questions
- Speaking with an audience

### Further practice

Workbook, page 59

### Writing

- A review
- Writing a conclusion
- Gradable and non-gradable adjectives

### 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 makes a movie enjoyable?

## Learning objectives

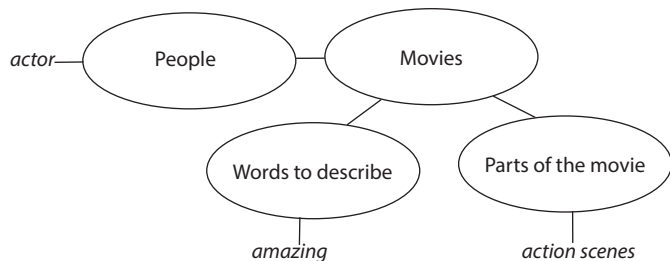
**FACTFLIX VIDEO** Talking about the most successful movies

**VOCABULARY** Movies

**SPEAKING** Talking about movies

## Introducing the topic

- With books closed, draw this mind map on the board:



- Put students in pairs to add two or three words to each category in the mind map. Elicit answers and complete the mind map on the board.
- Try to ensure the following words are included: *plot, screenplay, special effects, soundtrack*.
- Ask students the *Discover* question *Why are we fascinated by movies?* and encourage them to share their ideas.

1

- Students open their books and look at the opening picture, caption, and lesson question. Focus on the picture and ask: *What does it show? How do you feel just before a movie starts?* Students discuss the questions in pairs or small groups. Refer them to the ideas on the board or ask more questions to get them thinking, e.g., *Do you feel different if you watch a movie in the movie theater or at home? Why?*

## Culture note

Walt Disney (1901–1966) started his career during the silent movie era with various cartoon characters, finally creating Mickey Mouse in 1927. In 1928, he released *Steamboat Willie*, starring Mickey Mouse and using the latest movie development, sound. It was a fantastic success, and he won his first Oscar in 1932. He created the first feature length movie, *Snow White*, in 1937. He won an Oscar for that, too, and the Academy gave him one normal size Oscar and seven little ones for the seven dwarves.

2

- Students read the movie facts and try to complete them. Tell them to guess if they don't know. They can compare answers with a partner, but do not confirm answers yet.

## Discover vocabulary

Student Book page 122 Workbook page 56

- With weaker classes, do exercise 1 of this vocabulary practice in class before students continue to exercise 2. With stronger classes, students can do it for homework.
- All students could do exercise 2 as homework and tell the class about their movie preferences at a future time.

3

- Tell students they are going to watch a video with Bella and Josh talking about the facts in exercise 2. Play the video for students to check their answers.
- Check answers. (If you are unable to play the video in the classroom, use the audio-only version instead.)

## ANSWERS

60% of Americans; less than 10%; made in 1939; most Oscars won is 11; Walt Disney won 26 Oscars.

## DIFFERENTIATION

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

4

- Read the questions aloud and ask students if they can remember some of the answers.
- Play the video again for students to watch and make notes. Pause the video as necessary to allow them time to write.
- Check answers, and ask: *Which aspects are most important to you? Why?*

## ANSWERS

1 Josh 2 Bella 3 Bella 4 Josh 5 Bella 6 Bella

5

- Read the key phrases aloud, giving an example of each phrase in use, e.g., *My idea of a good movie is one that has an interesting plot. What do you think is the secret to a great movie?* Elicit some examples from the class.
- Put students in pairs to discuss what they believe makes a good movie. Encourage students to use their own ideas and explain their reasons, as well as giving examples of movies, when they decide on the top three aspects.

## COMMUNICATION

- Invite some students to tell the class in what ways they and their partner have similar and/or different opinions about good movies.

## Extra activity: Critical thinking

- Ask these questions and have a brief class discussion:  
*Which movie was most popular among you and your friends?*  
*Do you ever watch black and white movies? Why? / Why not?*  
*Which movie has made the greatest impression on you? Why?*

## Discover more

- Students can do the research in class if they have internet access. Alternatively, they can do it for homework. In addition to answering the two questions, encourage them to find two more interesting movie-related facts to bring to the next class.
- After the research or at the beginning of the next lesson, invite individual students to share the interesting facts they found.

## Further practice

**Discover vocabulary** Student Book, page 122 (answers on TG page 114)  
**Workbook**, page 56  
**Vocabulary practice worksheet**, Teacher's Resource Center

## Reading to learn

### How have movies changed with the times?

1 Look at these developments in movie history. Which do you think are the most important? Why?

\*talkies (movies with sound) color in movies 3D movies feature-length movies animation VR (Virtual Reality) movies CGI (Computer Generated Imagery) special effects

2 Read and listen to the timeline on page 61. Which developments does it mention? What do you think "fad" means?

3 Read the timeline again and answer the questions.

- In paragraph 1, the writer mentions the main objectives of filmmakers. What are they?
- Why did directors originally prefer black and white movies?
- In what ways did the introduction of sound in movies change people's behavior?
- How did the movie industry fight back against TV in the 1950s? Who has won this battle?
- According to the article, what might be the future of movies? Do you agree?

**Reading strategy** Understanding pronouns and references

We use pronouns and other references to avoid repeating a noun or idea. Pronouns and references can refer to people, objects, places, or ideas.

4 Study the reading strategy. Then say what the highlighted pronouns and references in 1-5 from the extract refer to.

- They thought the train was real. (line 4)
- ... movies did the same. (line 16)
- ... it was a social event. (line 19)
- ... their unusual accents. (line 22)
- Is this a good thing or a bad thing? (line 46)

**Discover vocabulary** Compound adjectives

Student Book • page 122 Workbook • page 56

5 Find six compound adjectives in the timeline. Use five of them to complete the questions. Then ask and answer.

- Which actors or directors from your country are \_\_\_\_\_ around the world? Why are Hollywood actors and directors often the best-known?
- Do you think most people enjoy \_\_\_\_\_ movies and TV shows? Why? / Why not?
- Can you think of a \_\_\_\_\_ scene from a movie? What makes it \_\_\_\_\_?
- Why do some movie actors have a \_\_\_\_\_ career?
- What are the most \_\_\_\_\_ developments in recent technology? Explain why.

6 In pairs, describe a movie, actor, or director using the compound adjectives below. highly respected fast-paced old-fashioned hard-hitting thought-provoking neverending

7 TALKING POINTS Discuss the questions.

- Why do you think black and white movies are still made today?
- Why do you think some movie fads have been more successful than others?
- How do you think that the movie industry will change in the future?

**Discover more** SEARCH ONLINE and find out about drive-in movies. Were they successful? Why did people like / dislike them? Are they still popular today or were they a fad?

## FAD OR THE FUTURE?

**1896**

In Paris in 1896, a silent black and white movie was being shown in a small theater. It showed a steam train arriving at a station. As the train moved towards the audience, people shouted and leaped out of their seats. They thought the train was real. Throughout movie history, directors have tried to make moving images as compelling as they were in that first show. Innovations such as bigger screens and better sound have made movies even more entertaining and realistic. Some developments were only fads, but others shaped the future.

**MID-1910s**

**COLOR**

When Technicolor was invented in 1915, it was a groundbreaking development. It's impossible to imagine movies such as *The Wizard of Oz* (1939) without color. However, it was expensive and tricky to use, and many directors preferred black and white. They thought color was less artistic, and said it was a fad. The public preferred black and white, too – it was what they were used to from watching television. However, in the 1960s, TV switched to color, and movies did the same.

**THE 1920s**

**SOUND**

It may seem hard to believe, but when sound was first added to movies, people thought it was a fad. "Talkies" were introduced in the 1920s, but audiences weren't impressed. People liked to watch movies and talk to each other – it was a social event. But with the introduction of sound, they had to pay attention to what the actors were saying. Sound was a nightmare for the studios, too. Actors found it difficult to remember their lines, and some well-known actors lost work because of their unusual accents. Still, sound was there to stay, and helped to shape the future of movies.

**EARLY 1950s**

**3D**

In the early 1950s, the movie industry was in trouble. Ticket sales at movie theaters were falling as more people owned television sets. Movie studios needed a way to get audiences back into the theaters, so in 1952, a new kind of movie opened in Hollywood. It was a 3D movie called *Bwana Devil* and it was about man-eating lions! Soon there was a 3D craze in the movie industry, with almost every director making one. However, due to technical problems and people getting headaches, the popularity of early 3D movies was short-lived. Since then, 3D technology has improved and has reappeared in theaters in action-packed movies such as *Guardians of the Galaxy*. But tickets are expensive, the glasses are uncomfortable, and people are complaining about headaches (again). Some people think that 3D is probably still a fad.

**LATE 1950s**

**VIRTUAL REALITY**

In 1957, a cinematographer called Morton Heilig invented the Sensorama. People sat in front of the machine and experienced breathtaking 3D images, stereo sound, movement, and smells. It was an exciting development, but it was also expensive and complicated. Ultimately the Sensorama, the first 3D experience, turned out to be a fad. Movies haven't changed much since then, although strangely enough, 3D experiences in the form of Virtual Reality seem ready to make a comeback. Movie directors are taking an interest in VR headsets, which put the audience at the centre of the action. They not the director, control what they view and how they experience the movie. Is this a good thing or a bad thing? Is it the future or a fad? Movies change with the times, and only time will tell.

## Reading to learn

# How have movies changed with the times?

## Learning objectives

**READING** Reading an article with a timeline

**READING** Understanding pronouns and references

**VOCABULARY** Compound adjectives

## Reporting back

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

## Introducing the topic

- With books closed, ask students to close their eyes. Tell them you are going to say a word, and they must write down the first word or idea that comes into their head. Tell them not to think too much, but just write their first idea. Say the word *Hollywood*, and ask students to open their eyes and write down their first word or thought.
- Write students' ideas on the board into a word cloud, writing items that are mentioned several times in bigger letters. Point to the word cloud and ask: *What does this show about how we feel about Hollywood movies?* Elicit a few ideas, then ask: *Why are Hollywood movies popular in so many countries?* Encourage a brief class discussion by asking more questions, e.g., *Which other countries' movies are popular? Do you watch foreign-language movies other than in English? Do you enjoy them? Why? / Why not?*

1

- Students open their books. Focus on the text on page 61 and ask: *What do you notice about it?* Elicit that the text has a timeline. Ask: *What do you expect to find out?*
- Focus on the list of developments and make sure students understand them. Ask them to complete the task and give examples of each development if they can (e.g., "talkies": any movie made after 1927; color in movies: became more common in the 1950s; 3D movies: *The Grinch*, *Black Panther*; feature-length movies = any movie over 40 minutes; animation: (cartoons), Disney movies; VR movies: *Tron*, *The Matrix*; CGI special effects: *Jurassic Park* movies, *Avatar*).
- Put students in pairs to compare and discuss their ideas. Make sure they know that they must explain their answers.

2 **1.14**

- Read the questions aloud. Then play the audio for students to listen, read, and answer the questions.
- Check answers.

## ANSWERS

It mentions color, sound, 3D movies, and VR.

A "fad" is something that is popular for a short time only.

3

- Ask students to read the questions. Point out that to answer the questions, students need to read the text carefully and think about what they have read.
- Give students time to read and answer the questions. Remind them to give reasons or examples for their answers. You may want to play the audio again for students to listen and read at the same time.
- Check answers.

## ANSWERS

- 1 To make movies entertaining and realistic.
- 2 Color was expensive and more difficult to work with than black and white. They also thought black and white movies were more artistic.
- 3 People stopped talking to each other during the movie and listened.
- 4 They started making 3D movies. These are still pretty popular, but not as much as TV.
- 5 VR movies; students' own answers

## READING TEXT QUESTIONS

- Point to the questions next to the text on page 61. Ask students to scan the text to find the relevant parts, then read these carefully to answer the questions.
- Discuss the answers with the class, encouraging students to refer back to the texts to justify their answers.

## SUGGESTED ANSWERS

"leap" = quick, sudden jump. It shows that people are surprised or panicked.

"tricky" = difficult, problematic, complicated

If something is a nightmare to do / use, it creates a lot of problems for people.

"craze" = fad, something that is popular for a short time; students' own answers

4

- Ask students to read the reading strategy, or read it aloud to the class. Ask students to give examples of pronouns (*it, them, her*, etc.), and if they can, other reference words (*this, that*, demonstrative pronouns, *his, their, its* possessive adjectives, etc.).
- Ask students to find the extracts in the text, and then figure out what the highlighted words refer to.
- Give students time to compare their answers in pairs before you check answers with the class.

## ANSWERS

- 1 They = the audience
- 2 the same = switched to color
- 3 it = going to the movies
- 4 their = actors in silent movies
- 5 this = the audience is in control of their experience

## Discover vocabulary

Student Book page 122 Workbook page 56

- With weaker classes, do exercise 3 in class, before students continue with the lesson. With stronger classes, students can do the exercise for homework.
- For further practice, write the following words on the board in two columns and ask students to match them to make a compound adjective:  
Column 1: *breath-, fast-, ground-, never-, old-, short-, thought-*  
Column 2: *breaking, ending, fashioned, lived, paced, provoking, taking*
- Check answers (*breathtaking, fast-paced, groundbreaking, never-ending, old-fashioned, short-lived, thought-provoking*).
- Put students in pairs to choose three of the compound adjectives and write a short definition. Then they swap definitions with another pair and figure out what the adjectives are.

5

- Read the task aloud and check that students understand everything.
- Allow students time to complete the task. They could work in pairs for this. Encourage them to scan the timeline to find the adjectives, instead of reading every word.
- Check answers. Ask: *Which compound adjective wasn't used?*
- Students then ask and answer the questions in pairs. Monitor and help with vocabulary as necessary.
- Invite students to share their opinions with the class.

## ANSWERS

1 well-known 2 action-packed 3 breathtaking, breathtaking 4 short-lived 5 groundbreaking.  
The compound adjective not used is "man-eating" (lions).

## DIFFERENTIATION

- With stronger classes, you could challenge students with being the first person or pair to locate the compound adjectives in the text.
- With weaker classes, put students in groups to ask and answer the questions. Monitor and have a class discussion if necessary.

6

- Check students understand the compound adjectives.
- Give students time to discuss their choice with a partner.
- Invite some pairs to report back to the class.

## Extra activity: Pronunciation

- Ask students to count the syllables in each compound adjective and then underline the main stress: *highly respected* (5), *fast-paced* (2), *old-fashioned* (3), *hard-hitting* (3), *thought-provoking* (4), *never-ending* (4).

## 7 Talking points

## CRITICAL THINKING

- Allow students time to think about their answers individually first. Encourage them to think of reasons to support their ideas.
- Students can then discuss the task in pairs or small groups.

## Discover more

- Remind students to use the exact search term in the task. Students can do the research in class if they have internet access. Alternatively, they can do it for homework. Ask them to make notes on what they find about drive-in movies in general, and also to find out if / where people could watch a drive-in movie in their area.
- After the research or at the beginning of the next lesson, invite individual students to tell the class what they learned.
- Ask: *Would you like to see a movie at a drive-in theater?*

## Preview

- Ask students to look at the *Discover grammar* presentation on page 123 before the next lesson.

## Further practice

*Discover vocabulary* Student Book, page 122 (answers on TG page 114)  
Workbook, page 56  
*Reading practice worksheet*, Teacher's Resource Center

- 1 Read the article about happy endings. Answer the questions.
- Why do people like movies with happy endings?
  - What kind of ending did the ancient Greeks prefer and why?



## Happily ever after

Imagine you are on your way to the movies. You love happy endings, so you've chosen to watch a romantic comedy. But if the movie ended in tragedy, would you ask for your money back?

Today Hollywood movies often have happy endings. Before movies are released in theaters, they are usually shown to test audiences. If the test audience doesn't like the ending of the movie, the director will change it. Think about recent blockbusters: how would the audience have reacted to *Jurassic World* if everyone had been eaten by dinosaurs? Would people have enjoyed *Frozen* if Elsa hadn't been saved by Anna? If people liked sad endings, there would be a lot more of them.

Many of us watch movies to escape from reality: happy endings help us forget about our problems for a while. Even Shakespeare wrote more comedies than tragedies! However, happy endings weren't always so popular. The ancient Greeks, for example, preferred tragic endings. They believed that tragedy had more value because it taught us about the consequences of our actions. In other words, we'll probably learn more about life if we watch a tragedy. Research shows that watching tragic or sad movies can actually make people happier, because it makes us feel better about our own lives.



**Discover grammar** Talking about likely and unlikely consequences  
Student Book ► page 123 Workbook ► page 57

We can use conditionals to talk about things which could possibly happen, or things which are hypothetical or unlikely to happen.

- 2 Study the examples from the article. Do they describe possible or hypothetical actions and consequences?
- We'll probably learn more about life if we watch a tragedy.
  - If people liked sad endings, there would be a lot more of them.
  - If the movie ended in tragedy, would you ask for your money back?
  - If the test audience doesn't like the ending of the movie, the director will change it.
- 3 Look at these scenes from popular movies. Imagine what happens next. Complete the scenarios and think of more of your own.

### 1 Beauty and the Beast

Bella, a young girl, has been kidnapped by a terrible Beast who wants to marry her. One day she manages to escape from his castle. She goes into the forest to hide from the Beast, but she is threatened by wolves.

- If Bella screams / doesn't scream for help, ...
- If the wolves attack her, ...
- If she wasn't afraid of the Beast, ...
- If she had a weapon, ...

### 2 The Hunger Games

Katniss Everdeen lives with her mother and sister in a poor and dangerous district. Every year, a boy and a girl from each district is chosen to compete in a deadly game where only one competitor will survive. It is the day when the competitors are announced. Katniss's younger sister is chosen.

- If Katniss's sister competes in the game, ...
- If they try to run away before the game starts, ...
- If Katniss replaced her sister, ...
- If her family wasn't poor, ...

**Discover grammar** Talking about hypothetical consequences in the past

Student Book ► page 123 Workbook ► page 57

We use the third conditional to talk about hypothetical actions and their consequences in the past.

- 4 Study the examples from the article and underline the hypothetical actions in the past. Then try to answer the questions.
- How would the audience have reacted to *Jurassic World* if everyone had been eaten by dinosaurs?
  - Would people have enjoyed *Frozen* if Elsa hadn't been saved by Anna?

- 5 Read about the actor Chris Pratt. Do any of the facts surprise you?

### HOLLYWOOD STARS:

#### 5 FACTS ABOUT CHRIS PRATT, ONE OF THE BEST-KNOWN ACTORS IN HOLLYWOOD.

- ★ Chris Pratt decided that he wanted to be famous after winning a wrestling competition.
- ★ A movie director discovered Chris, aged 19, when he was working in a restaurant.
- ★ Two of his first movies, *The Lego Movie* and *Guardians of the Galaxy*, were very successful.
- ★ Chris turned down the part in *Guardians of the Galaxy* at first, but changed his mind when he met the director.
- ★ Chris was a big fan of *Jurassic Park*, so was eager to star in *Jurassic World*.



- 6 Imagine things in Chris's life had been different. What do you think would / wouldn't have happened?

If he hadn't won the wrestling competition, he wouldn't have wanted to be famous.



- 7 Work in pairs. Look at the famous movies below or choose more movies that you know well. Follow the instructions.

- Think of what happened and didn't happen at the end of each movie.
- Imagine if the opposite was true. What would the consequences be? Use the third conditional. At the end of *Titanic*, Jack didn't survive. Rose separated from her fiancé. If Jack had survived, he and Rose would have gotten married.



Titanic



Harry Potter and the Deathly Hallows: Part 2



The Avengers



**Discover more**

**SEARCH ONLINE** and find out about a Greek tragedy. What is the name of the play? What's it about? What happens in the end?

## Language in use

## Why do we like happy endings?

### Learning objectives

**GRAMMAR** Talking about likely and unlikely consequences

**GRAMMAR** Talking about hypothetical consequences in the past

### Reporting back

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

### Introducing the topic

- With books closed, write *movie genres* on the board. Check students understand.
- Ask students to write down as many types of movie as they can in one minute.
- Write the different movie genres on the board. Make sure you include: *action, romcom (romantic comedy), drama / tragedy, comedy, fantasy / fairy story*. Other possibilities: *bio-pic, thriller, horror, sci-fi (science fiction), musical*.
- Ask: *What kind of movies make you happy? Do you like reading happy or sad stories? Why?* Elicit a range of answers.

### 1

- Students open their books. Ask students to look at the movie still and read the title of the article. Ask: *What do you think the article is about?* Elicit a few ideas.
- Students read the article and answer the questions in pairs.

- Check answers. Ask: *Do you always expect a happy ending? Why? / Why not?* Elicit a few answers.

### ANSWERS

- To escape from reality and forget our problems.
- They preferred tragic endings because they teach us about the consequences of our actions.

### 2

- Read aloud the information about talking about likely and unlikely consequences.
- Ask students to find the examples (a–d) in the article and decide which refer to possible (likely) or hypothetical (unlikely) consequences.
- Check answers. Elicit which verb forms each example uses.

### ANSWERS

a possible b hypothetical c hypothetical d possible  
possible consequence = future with *will*, *if* + simple present  
hypothetical consequence = *If* + simple past, *would* + infinitive without *to*

### 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 main points in the presentation now, before they continue with the lesson.

### Language note

First conditional sentences are often called "real" conditionals, as they refer to events that can happen. Even though we are talking about future events, we use *if* + present tense to talk about the future condition and the future form to talk about

the consequence, e.g., *If John **feels** sick tomorrow, he **won't** come to the meeting.*

The same grammar pattern can be used with time conjunctions to talk about the future, e.g., ***When / As soon as** Marie **arrives**, we'll **start** the party.*

### 3

- Focus students on the movie scenes and give them time to think what happens next. Then put students in pairs to compare their ideas. Alternatively, students could write their sentences.
- Elicit some possible answers from the class, encouraging students to give reasons for their answers.

#### DIFFERENTIATION

- To reinforce the grammar, ask students to make a question using the formula: *If you were a ...* (flower, car, animal, season, food), *what would you be? Why?* Try to ensure that students choose a variety of things to ask about.
- Students ask five or six classmates the question and make a note of their answers and reasons.
- Invite students to report back on the most interesting answers people gave.

#### Language note

Hypothetical or unreal conditional sentences can refer to present or past hypothetical situations. When we talk about hypothetical (unreal or very unlikely) present situations we use *if* + past simple, *would* + infinitive without *to*, e.g., *If they **had** a new car, they **would be** very happy.*

Often a hypothetical situation in the past expresses a regret. We use *if* + past perfect, *would have* + past participle, e.g., *If I'd **woken up** earlier, I **wouldn't have missed** the bus.*

### 4

- Read aloud the information about talking about hypothetical consequences in the past.
- Ask students to study the examples and complete the task.
- Check answers. Ask students to figure out the verb forms for hypothetical consequences in the past.

#### SUGGESTED ANSWERS

- 1 *If everyone **had been eaten** by dinosaurs, (everyone **wasn't** eaten), the audience **would have been** horrified.*
- 2 *If Elsa **hadn't been saved** by Anna, (Anna **saved** Elsa), the story **would have had** a very sad ending; people **would** probably have cried, or they **would have enjoyed** it less.*

#### Discover grammar

Student Book page 123 Workbook page 57

- With weaker classes, go over the main points in the *Discover grammar* presentation with the class before you continue with the lesson.
- Ask students to do the two exercises on page 123 for homework.

### 5

- Elicit what students know about Chris Pratt before they read the information and discuss the question in pairs.
- Ask: *Have you seen any of the movies that are mentioned? What did you think of them?*

### 6

- Put students in pairs to write hypothetical sentences about Chris Pratt. Monitor and help while students are working.
- Check answers by eliciting sentences and writing them on the board. Make sure students understand the structures.

#### POSSIBLE ANSWERS

*He **wouldn't have been** discovered by a movie director if he **hadn't been** working in a restaurant.*

*If his first movies **hadn't been** successful, he **wouldn't have** become famous.*

*If he **hadn't met** the director, he **wouldn't have** changed his mind about the part.*

*He **wouldn't have** wanted to star in *Jurassic World* if he **hadn't been** such a big fan of *Jurassic Park*.*

#### DIFFERENTIATION

- With weaker classes who need more practice, dictate or write this short story on the board:  
*Jamie went to France on a skiing vacation. On the third day, he went down a black run. He fell and broke his leg. At the hospital he met Anna, a Swiss doctor, and they fell in love. Six months later, they got married.*
- Put students in pairs to make sentences about Jamie and Anna's story, e.g., *If Jamie **hadn't gone** to France, he **wouldn't have been** skiing. If he **hadn't gone** down a black run,...*
- Invite some students to read out their sentences.

### 7

- Ask students to read the task and make sure that they understand everything. Put students in pairs to choose a movie they know and follow the instructions.
- Monitor and help with vocabulary and grammar. Encourage students to correct their own mistakes.
- Invite some students to read their story aloud and its consequences.

#### Culture note

*Oedipus Rex* and *Antigone* by Sophocles, *The Odyssey* by Homer, and *Medea* by Euripides are among the most famous Greek tragedies, and well-known throughout Europe. The stories often are about wars, revenge or deceit, and end with most of the characters dying. The plots have been used as the basis of literature in Western civilization for centuries.

#### 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.
- After the research or at the beginning of the next lesson, invite individual students to tell the class about their chosen Greek tragedy.

#### Preview

- Ask students to do the *Discover vocabulary* exercises on documentaries on page 122 before the next lesson.

#### Further practice

*Discover grammar* Student Book, page 123 (answers on TG page 114)

Workbook, pages 57 to 58

Grammar practice worksheet, Teacher's Resource Center

**Life skills** **How do you engage an audience?**

**Life skills strategy** **5** Creating interesting content

When you create content for an audience, such as a documentary or presentation, always consider how to make the content interesting and engaging. Include information your audience will find helpful, relevant, or surprising.

- 1 Study the life skills strategy. Then think of a video or presentation that you have seen recently and liked. What made it interesting?
- 2 In pairs, read the quiz about documentaries and choose the best answer.

**HOW MUCH DO YOU KNOW ABOUT DOCUMENTARIES?**

**DOCUMENTARIES ...**

- 1 are fictional / about the real world.
- 2 are intended to entertain / be informative.
- 3 often include a screenplay / a dialogue with no script.
- 4 are often shot on location / on a movie set.
- 5 usually have a voice-over / special effects.

**Discover vocabulary** Documentaries  
Student Book • page 122    Workbook • page 58

**4** **3** Listen to a radio show about a documentary called *Human*. What is it about? How does it engage its audience?

**4** Listen again and answer the questions.

- 1 What gave the director the idea for the movie?
- 2 What kind of questions do the interviewees answer? How would you answer them?
- 3 The film critic says it was surprising that people said similar things. Do you agree that it's surprising?
- 4 How were the interviews filmed? Why were they filmed in that way?
- 5 In which way are all the interviewees similar?
- 6 What does the director want to achieve with the documentary?

**Life skills** **5** Work in pairs. You are going to create a short interview for *Human*. Read the list of questions to ask people about their lives. Think of five more questions to add to the list.

**Being human**

- 1 What makes you happy?
- 2 What are you afraid of?
- 3 Who in your life is most important to you?
- 4 How are you similar to your friends and family?
- 5 How are you different from them?
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_
- 9 \_\_\_\_\_
- 10 \_\_\_\_\_

**6** Now choose five questions from your list for your own interview. Remember to think about your audience. What might they find interesting? Use the key phrases.

**Key phrases** Choosing the right questions

I think people will be able to relate to ....

Why don't we add a question about ....?

I could talk for a long time about ....

This question has the potential to be really interesting.

I'm sorry, but I'm not comfortable talking about ....

I don't think people will be interested in ....

**Speaking strategy** **5** **Speaking with an audience**

Speaking clearly helps your audience to understand you. There are some easy ways to ensure that you are speaking as clearly as possible.

- Practice before you speak until you feel comfortable.
- Take your time. If you speak slowly, people will understand you better and you will be able to focus on correct pronunciation.
- Watch how people react when you speak. If they appear confused, express your ideas more clearly.

**7** Study the speaking strategy, then practice your questions and answers in pairs. When you are ready, film your interview or act it out in front of the class.

**8** Watch your classmates' interviews. Then vote for the one that you found most engaging. Which interview got the most votes?

**9** **REFLECT** Do you think your interview was a success? What could you do differently next time you create content for an audience?

**Discover more** **5** **SEARCH ONLINE** and find out about another **international documentary project**.  
e.g., *Humans of New York*. What was the purpose of the project? What questions did the filmmakers ask people? How do they engage their audience?

64 Unit 6 Why are we fascinated by movies?

Unit 6 Why are we fascinated by movies? 65

## Life skills

# How do you engage an audience?

### Learning objectives

**LIFE SKILLS** Creating interesting content

**VOCABULARY** Documentaries

**LISTENING** Listening to a review of a documentary

**SPEAKING** Choosing the right question

**SPEAKING** Speaking with an audience

## 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, dictate or write on the board:  
*I want to be entertained.*  
*Being well-informed is more important to me.*
- Put students in pairs to discuss what the sentences mean, and which is true for them. Discuss their ideas briefly as a class, then ask: *How do you engage an audience? How do you attract and keep their attention?* Elicit a few ideas, e.g., by telling them about real people, by having an unusual setting, etc. Ask: *What do you call a program about real people, set in the real world?* (a documentary)

1

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

- Ask students to think of a documentary or presentation that they enjoyed. Put them in pairs or small groups to discuss what made it interesting.
- Invite some students to share their answers. Ask questions to encourage them to mention techniques and tips that worked well in the documentary or presentation: *Was there a presenter, narrator, interviewer? How did he/she make it interesting? Was there music? Did that create interest?*

### Discover vocabulary Student Book page 122    Workbook page 58

- Remind students that they had to do the *Discover vocabulary* exercises for homework.

### DIFFERENTIATION

- With weaker classes, go over the answers to the exercises now, and check students understand all the vocabulary.
- With stronger classes, ask questions to check their understanding of the new vocabulary in context. Ask:  
*Which word means ... ?*  
*something that has been made up, is not based on real events* (fictional)  
*problems that ordinary people have* (real-life issues)  
*the text actors or voice-over artists have to say* (script)  
*information or comments in a movie, TV show, etc. given by a person who is not seen on the screen* (a voice-over)  
*the place where something is filmed* (on location)

2

- Put students in pairs to read the quiz and choose answers. Check answers.

### ANSWERS

1 about the real world    2 be informative    3 a dialogue with no script    4 on location    5 a voice-over

### 3 1.15

- Tell students they are going to listen to a radio show. Put them in pairs and ask them to discuss what they think they might see in a documentary called *Human*.
- Elicit some answers, but do not confirm anything at this point.
- Play the audio for students to listen and check their ideas. Check answers.

#### ANSWERS

It is about interviews with 2,000 people in 60 different countries. It engages its audience by showing us what different people around the world think and how they feel about similar topics. The people are filmed close up to the camera, with no background information.

### 4 1.15

- Ask students to read the questions and see how much they can remember.
- Play the audio again for students to write their answers.
- Check answers.

#### ANSWERS

- 1 a conversation with a local farmer
- 2 “big” questions about life; students’ own answers
- 3 students’ own answers
- 4 They were filmed with people close to the camera, looking directly at it, without the name of the person or country, to focus on what we have in common.
- 5 They have similar answers to the questions about life and love.
- 6 He wants to show that people are basically similar all over the world.

### 5

- Students work in pairs to add five more interview questions to the list.
- Monitor and help while they are working, and provide vocabulary as necessary.

### 6

- Read aloud the key phrases with the class and elicit a few examples of how they are used in context, e.g., *Why don't we add a question about schools? I think people will be able to relate to the problems of living in a big city.*

#### DIFFERENTIATION

- With weaker classes, allow students time to prepare some questions to ask their partner using the key phrases.
- Alternatively, you could brainstorm a few questions with the class and write them on the board. Students could then write the answers, or you could ask individual students the questions.
- Stronger students can go straight into the pair work.

### 7

- Ask students to read the speaking strategy. Ask: *What advice does the strategy give to people who are going to speak in front of an audience?* Elicit a few ideas. Encourage students to think about what they can do when giving a presentation to make sure it engages their audience, e.g., speak clearly and not too fast, be aware of their body language, make eye contact with members of the audience,

remember who they are speaking to, and perhaps asking rhetorical questions so the audience listens to hear the answer.

- Students practice their questions and answers in pairs or in small groups. To make sure the other students are listening actively, encourage them to ask at least one question about the interview. They can take turns giving some feedback on whether the interviewer and interviewee did all the right things to engage the audience.
- Students record or act out their interviews.

#### DIFFERENTIATION

- Write some headings on the board to remind students what they are checking while they listen: voice, eye contact, body language, content of interview.

### 8

- Students watch the interviews and then vote.
- Ask students to say why they voted for the interview they chose.

#### Extra activity: Critical thinking

- Ask these questions and have a brief class discussion:  
*Who do you admire most? Why?*  
*What in your life is most important to you? Why?*  
*What sort of documentaries have made an impression on you?*

### 9 Reflect

- Put students in small groups. Ask them to decide what they could do differently in the future.
- Ask them to make a list and keep it in their notebooks so they can refer to it the next time they speak in front of an audience.

#### Culture note

Brandon Stanton made *Humans of New York* in 2010. He single-handedly created a photographic record of New York. It is a photoblog and book of street portraits and interviews collected on the streets of New York City. The blog has over 17 million followers on Facebook.

#### Discover more

- Explain that students should use the exact search term in the task. Students can do the research in class if they have internet access. Alternatively, they can do it for homework. Ask them to make notes to answer the questions on their chosen project.
- After the research or at the beginning of the next lesson, invite students to tell the class about their chosen documentary. If any of the documentaries sound suitable, you could try to show an extract in a future lesson.
- Ask: *Do you enjoy watching documentaries? Why? / Why not? What are your favorite topics?*

#### Further practice

**Discover vocabulary** Student Book, page 122 (answers on TG page 114)  
**Workbook**, pages 58 to 59

## Writing What movies do you recommend?

**Writing task** **A review**

Your school magazine has a new section about movies. Write a review of a movie you have seen recently or a memorable movie that you thought was either good or bad.

**Understand the task**

- Read the writing task. Who are you writing for? Where will the review appear?
- Look at the possible information to include in a review. Which do you think is most important to include?
 

|                                                           |                                         |
|-----------------------------------------------------------|-----------------------------------------|
| 1 What kind of movie is it?                               | 5 What is the movie about?              |
| 2 Who directed the movie?                                 | 6 What was good or bad about the movie? |
| 3 Who stars in the movie?                                 | 7 What happens in the end?              |
| 4 What other movies have the actors or the director made? | 8 Should you go and see the movie?      |
- Read Holly's review. Which questions from exercise 2 does it answer?

**Jurassic World: Fallen Kingdom** is an action movie by director J.A. Bayona. It's the action-packed sequel to *Jurassic World*, which is the third most successful movie of all time! Many of the stars from *Jurassic World* reappear in it, including Chris Pratt as Owen, Bryce Dallas Howard as Claire, and Blue (Owen's pet Velociraptor).

The story is set on Isla Nublar, the same island as the original *Jurassic World*. It's about a rescue operation, but not to save the people on the island. This time its mission is to save the dinosaurs from an erupting volcano. Owen is looking for Blue, who is still on the island, and a lot of things go wrong. However, although the plot has changed, Claire and Owen haven't. They still argue all the time!

The special effects in the movie are absolutely **thrilling**. The explosions and volcanic eruptions are **stunning**. However, the acting is sometimes poor. The real stars of the movie are the dinosaurs. In this movie, they use realistic animatronic dinosaurs as well as CGI, and the result is totally **fascinating**. In one scene, a **huge** animatronic dinosaur is in a child's bedroom. It's probably the scariest moment in the movie.

**Writing strategy** **Writing a conclusion**

When you write a conclusion, always summarize your arguments and restate your opinion. You can make your paragraph more memorable by including:

- questions to engage the reader.
- a surprising fact or memorable moment.
- an imperative as a suggestion.

**4 Study the writing strategy. Then look at these conclusions and answer the questions.**

|                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>A</b></p> <p>To sum up, <i>Jurassic World: Fallen Kingdom</i> is a roller coaster ride and I would definitely recommend it to other teenagers. Like all the <i>Jurassic Park</i> movies, it's fast-paced and exciting. Although the acting is awful in places, it's a very <b>entertaining</b> movie. Go and see it – you won't regret it!</p> | <p><b>B</b></p> <p>Would I recommend the movie? No, I wouldn't. Although the special effects are fairly <b>good</b>, the story is pretty <b>boring</b>. If the ending hadn't been so predictable, I might have liked it more. <b>Avoid</b> this movie!</p> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**5 Which conclusion is the best for Holly's review? Why?**

**Think and plan**

**6 Look back at the writing task on page 66 and choose a movie that you would like to write a review about. Make notes for each paragraph below.**

**Paragraph 1** – Introduction: key information about the movie.  
**Paragraph 2** – A brief description of the plot and the main events of the movie.  
**Paragraph 3** – What you like and dislike about the movie.  
**Paragraph 4** – Conclusion: your overall opinion and whether you recommend it.

**Write a first draft**

**7 LANGUAGE POINT** Look at the **highlighted** adjectives in the review and conclusions. Are they **gradable** (with quantifiers like *very*, *a little*, *extremely*), or **non-gradable** (with quantifiers like *absolutely*, *completely*)? Which category of adjectives have a stronger effect?

**8 Write the first draft of your review. Follow the paragraph plan from exercise 6. Include non-gradable adjectives to make it exciting.**

**Review and edit**

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

- Content Have you mentioned what you liked and disliked?
- Content Have you written a memorable conclusion?
- Style Have you used gradable and non-gradable adjectives correctly?

**Reflect** **Why are we fascinated by movies?**

What makes a movie enjoyable?

How have movies changed with the times?

Why do we like happy endings?

How do you engage an audience?

What movies do you recommend?

**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 people like happy endings because they like to believe that good can triumph over evil!

## Writing

# What movies do you recommend?

**Learning objectives**

**WRITING** Writing a review

**WRITING** Writing a conclusion

**WRITING** Gradable and non-gradable adjectives

### Reporting back

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

### Introducing the topic

- With books closed, ask: *Do you read movie reviews? Do you think they are important? Do you listen to your friends more?* Elicit answers, then ask: *What do you want to know about a movie before you go and see it?* (who stars in it, genre, etc.)

### Understand the task

1

- Students open their books. Read the writing task aloud and give students time to think about where their review will appear and, therefore, who their audience will be.
- Focus on the task and ask questions to check that students understand it, e.g., *What should you write about?* (a memorable movie – the good and bad)

### ANSWERS

You are writing for teachers, students, and maybe parents. It will appear in the school magazine.

2

- Ask students to read the questions and rank them in importance in the review. Then put students in pairs to compare and discuss their chosen order.
- Ask: *Which is the most important?* Elicit a few answers and ask students to give reasons for their choice.
- Make a class list of the most important pieces of information to include in a review. Ask if there is anything in the list that should *not* be included.

### ANSWERS

students' own answers

3

- Ask students to read the review and answer the question.
- Check the answer.

### ANSWER

It answers questions 1, 2, 3, 5, 6.

4

- Ask students to read the writing strategy and make sure that they understand everything. Ask: *How would your writing be different if you were writing for a teacher, other students, or an unknown audience?* Elicit a few answers.
- Point out to students that thinking about who you are writing for is an essential part of any writing task.

### ANSWERS

- They answer questions 6 and 8.
- The writer addresses the reader directly, asks questions, and uses imperatives as suggestions.

5

- Ask students to read the review again, decide which conclusion suits Holly's review best and justify their choice.

#### ANSWER

A. Holly has already written that the "special effects ... are absolutely thrilling" and conclusion B says they "are fairly good."

### Think and plan

6

- Students choose a movie that they know and make notes for each paragraph in the plan.
- Students could compare their notes in pairs and suggest improvements before they continue.

#### Extra activity: Creativity

- Before students write their first draft, ask them to read Holly's review again and note down any useful vocabulary or expressions that they could use, e.g., *It's an action-packed sequel to ...*; *The story is set on an island ...*. Encourage them to see Holly's review as a resource they can use to help with their own writing.

### Write a first draft

#### 7 Language point

- Ask students to find the highlighted adjectives and decide if they are gradable or non-gradable. Make sure students understand the difference and elicit some examples. Then ask them to compare their answers in pairs.
- Check answers.

#### ANSWERS

##### gradable:

entertaining good boring

##### non-gradable:

thrilling stunning terrifying huge

The non-gradable adjectives have a stronger effect.

8

#### CREATIVITY

- Students write their first draft. Point out that they will have a chance to check and correct language mistakes later.
- Remind them to include all the necessary information from the paragraph plan in exercise 6. Also, encourage them to use non-gradable adjectives (and the correct quantifiers) to make the review more engaging.

### Review and edit

9

- Students check and revise their work individually, then write their final review, either in class or for homework.
- When grading students' work, refer to the three items in the checklist. You could give a score out of ten for each item, giving a total out of 30 for the task.

### Reflect Why are we fascinated by movies?

1

- Read aloud the question *Why are we fascinated by movies?* 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 images in the video 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 check if, and where, students need additional support to complete the exercise. Encourage them to ask you questions if they need language support or help with ideas. Play the video a second time if necessary.

#### ANSWERS

Students' own answers. See the transcript on page 130 for the ideas contained in the video.

#### DIFFERENTIATION

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

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 in the classroom, use the audio-only version.)
- Finish by asking students to comment on anything new that they learned from the video.

5

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

6

- Ask students to answer the questions in their Workbook individually. Set a time limit for this and point out that the answers can be notes or full sentences.
- Invite 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 film a movie scene?

**Project task**

Work in groups and make a video of a movie scene or a short documentary. Choose a director and actors. Choose a location and write the script. Film the scene and show your video to the class.

**UNDERSTAND**

1 Read the instructions for the project task and the Movie Planner below. Answer the questions.

- What is the main goal of the project?
- How long do you think you will need to do this project?
- Who is your audience?
- What role would you like to have when you make your video?

### Movie Planner

**Stage 1**

**Writing the script**

Think about what is happening in the scene that you're going to film. Is it exciting? Sad? Funny? Action-packed? How many actors will you need? How long will the scene be? What kind of language will you be using? Or do you prefer to make a documentary?

**Stage 2**

**Choosing roles, costumes, props, and location**

Decide who is going to do what, and think about costumes and make up. Do you need props? Work with the talents and strengths of the people in your group. Where are you going to film the scene? What size space do you need?

**Stage 3**

**Rehearsing and filming**

Once the script is written, read through the lines and record how long this takes. How many rehearsals will you need? Who is going to do the filming?

**Stage 4**

**Editing**

Do you want to use any special visual effects in your video, like slow motion or high speed? What about a soundtrack? How creative do you want to be? Who in your group has digital talent?

**2** Listen to four students talking about the four stages in the Movie Planner. How long do they think they will need for each stage?

Stage 1 \_\_\_\_\_ hours      Stage 3 \_\_\_\_\_ hours  
Stage 2 \_\_\_\_\_ hours      Stage 4 \_\_\_\_\_ hours

**3** Work in a group. Choose a scene or documentary topic to film. Use the ideas to help you.

- a 3-5 minute scene from a movie that you like
- a short documentary giving information about something or advice about how to do something

**COLLABORATE AND PLAN**

**4** Work together and complete the planner below. Use the key phrases.

| Task | What? | Who? | How long? |
|------|-------|------|-----------|
| 1    |       |      |           |
| 2    |       |      |           |
| 3    |       |      |           |
| 4    |       |      |           |
| 5    |       |      |           |
| 6    |       |      |           |

**5** Complete stages 1 and 2 in the Movie Planner. Consult your project planner as needed.

**6** Now rehearse and film your video, then edit it. Complete stages 3 and 4 in the Movie Planner.

**SHARE**

**7** Watch the video and share feedback on the footage. Make notes of what could be improved or changed and edit the final footage.

**PRESENT**

**8** Show your scene to the class. Vote on the three best scenes for the categories below:

- the best actors
- the best script
- the best costumes, special effects, or soundtrack

**Key phrases** Talking about time frames

**Asking how long something will take**

How much time do you need to ... ?  
How long do you think you'll need?  
How long will it take?  
We need to figure out how long it will take.

**Giving a time frame**

I think it will take about ...  
We might need quite a long time.  
Let's allow ... for ...  
I don't think that will take too long.  
... is going to take the most time.  
... shouldn't take too long.

**Agreeing**

That seems like a long time.  
That sounds about right.

**Reflect**

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

- How could you improve the planning of your project?
- Which planning ideas were the most useful?
- Which tasks were you not able to complete on time? Why?
- Which feedback did you find most useful?
- How effective was your video?

68 Project Subject link: Language and literature

Project Subject link: Language and literature 69

## Project

### How can we film a movie scene?

#### Learning objectives

Make a movie scene

**COLLABORATION** Work collaboratively on making a movie scene

**CREATIVITY** Think creatively about making a movie scene or short documentary

**COMMUNICATION** Present a video of your movie scene or documentary

**CRITICAL THINKING** Use critical thinking skills to reflect on the task

#### Introducing the topic

- With books closed, ask: *What is your favorite movie? Why?* Students compare their ideas in pairs. Elicit some answers.
- Then ask students to think about a particular scene from a movie or documentary that made a big impression on them and tell their partner what happened in it, and why it made a big impression.
- Invite students to report back on their partner's chosen scene. Ask: *What helps to make a movie scene stand out in your mind?* Elicit a range of ideas.

#### Understand

- 1
- Students open their books and read the instructions for the project task. Make sure they understand everything.

- Then focus on the *Movie Planner* and give students time to read it and answer the questions. Check answers.
- Ask: *What are the stages for creating the scene?* Elicit answers and write a list on the board. Ask: *Which should you complete before you start filming?*

#### ANSWERS

- The main goal of the project task is to create a movie scene or short documentary.
- students' own answers
- people in your class, the same age as you
- students' own answers

#### DIFFERENTIATION

- With weaker classes, dictate or write on the board: *props, rehearsal, sound effects, script, plot, soundtrack*. Then put students in pairs to check the definition of five of the words and write an example sentence for each one with a blank, e.g., *The script was too long so the director decided to \_\_\_\_\_ two scenes.* (edit (out)) Monitor and correct any mistakes. Encourage self-correction.
- Then ask pairs to swap their sentences with another pair and complete them. Check answers.

#### Discover more

- Students can do the research in class if they have internet access. Alternatively, they can do it for homework. Ask them to make notes on what they find.
- After the research or at the beginning of the next lesson, ask some students to tell the class what they found about creating special effects in a video.

## 2 1.16

- Tell students they are going to listen to four people talking about completing the *Movie Planner*. Ask them to read the question and give them time to reread the stages, reflect, and pencil in what they think the answers might be.
- Play the audio for students to listen and check their ideas. They compare their answers in pairs. Ask: *Do you agree with the timings? Were they the same as yours?*

### ANSWERS

Stage 1 2    Stage 2 1.5    Stage 3 3    Stage 4 1.5

## 3

- Put students in groups and ask them to decide if they want to film a movie scene or a short documentary. They could generate ideas and then choose the most popular one.
- Monitor their discussions and try to get a variety of different types of scenes and documentary topics to make it more interesting.

## Collaborate and plan

## 4

### COLLABORATION AND CRITICAL THINKING

- In the same groups, students discuss and plan the steps for their video and complete the project planner.
- Before students discuss the timing of the different stages, read the key phrases with the class and make sure students understand them all. You could play the audio from exercise 2 again for students to hear the phrases in context.
- Remind them to use their experience from previous projects to decide how long each task might take, and to decide what they can do in class and what it would be better to do at home. Encourage them to use the key phrases to discuss and complete the timings in their planner.
- Ask some groups to present their plans to the class and explain why they planned the work in this way. Allow students time to amend their plan following any feedback.

### ANSWERS

- 1 decide roles: director, actor, script writer, etc.
- 2 write and edit script
- 3 agree on location, costumes, and props
- 4 rehearse scene
- 5 shoot video
- 6 edit footage and add soundtrack and special effects

## 5

### COLLABORATION CREATIVITY

- The group works together to complete Stages 1 and 2 of the *Movie Planner*. Make sure each role is clear and students understand exactly what they have to do.
- Ask students to think carefully about who the characters are, what they want them to look like, how to make them act naturally, how much action or dialogue they want to have in the scene.
- Remind students that thinking about who you are going to show your video to is very important for the planning.
- Give students a time limit for these discussions, and make sure they keep to it. You could give them reminders halfway through, and about 15 minutes from the end of the stage.

- Remind them that the location of the scene is important, too. Tell them not to forget about props and any special effects that would add drama to the scene.
- While students create the story and write the first draft, encourage them to think about any dialogue, and to act out some of the script to see how it sounds.

## 6

### COLLABORATION CREATIVITY

- Encourage students to practice the dialogue to make sure it sounds natural and has a logical order.
- Monitor and point out if students have any loose ends that are not resolved by the end of the script.
- Allow students time to rehearse two or three times before they start to film the scene, so they can make any changes necessary to the script and build up confidence performing for the video.
- Make sure they have everything ready, costumes, props, special effects, etc. before they start filming. Suggest that they do a final “dress rehearsal” they use everything exactly as they will in the scene in a final “dress rehearsal.”
- After filming, students watch their work, and the students assigned to the role of editor do the initial editing. The other members of the group can help with suggestions for any music, special effects, etc.

## Share

## 7

### COLLABORATION CRITICAL THINKING

- Students watch their first edited version of the scene and decide what needs to be changed, added to, or edited out.
- Allow groups time to produce their final version of their scene. Remind them of the timings they set in their planner and encourage them to stick to these.

## Present

## 8

- Each group shows their video to the class.
- Ask the rest of the class to watch and listen to the videos and note down one or two good points about each scene, and one or two questions they would like to ask about it.
- Allow time for feedback and questions at the end. Remind students that all feedback should be constructive.
- The class votes on the three best videos for the categories given. Discuss why they chose these.

## Reflect

### CRITICAL THINKING

- Before students evaluate this task, ask which parts of project tasks they are now becoming confident with, and which parts they still find difficult. Discuss their ideas.
- 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.



## What is the right job for you?

1 Look at the picture and answer the question. What other jobs need these qualities?

2 Work with a partner. Look at the skills below. Think of jobs where you need each one.

## Great Careers!

Are you ...?

a team player a natural leader creative decisive

We're looking for people with:

time management skills analytical skills

communication skills patience people skills

If that's you, contact us!

Discover vocabulary Career skills and qualities

Student Book • page 124 Workbook • page 66

3 Now match the jobs below with 1-4. What do you think "future-proofed" means?

nurse engineer retail sales assistant

software developer (x2) fisherman

1 the most common job in the U.S.

2 the most future-proofed job

3 the most in-demand jobs

4 the most dangerous job

4 Watch the Factfix video and check your answers to the questions in exercise 3.

5 Watch the video again.

Find out:

1 what you need to become a pop star.

2 three jobs young children want to do and why.

3 extra information about software developers.

6 Work in pairs. Which career skills do you and your partner have? Which job do you think is the right job for you and why?

Key phrases Talking about future careers

Here's a job you've suited for.

I'm / you're (not) cut out for ... because ...

I think I'd / you'd make a great ... because ...

I've / You have a talent for ...

You need to be passionate about ... to be a ...



SEARCH ONLINE and find out about more record-breaking jobs, e.g., best-paid, the hardest, etc.

## Vocabulary

- Career skills and qualities
- Multi-word verbs (1)
- First impressions

## Further practice

Discover vocabulary Student Book, page 124

Workbook, pages 66 to 68

Vocabulary practice worksheet, Teacher's Resource Center

## Reading

- How to deal with difficult texts
- Reading a biography

## Further practice

Workbook, pages 64 to 65

Reading practice worksheet, Teacher's Resource Center

## Grammar

- Talking about obligation, prohibition, and permission

## Further practice

Discover grammar Student Book, page 125

Workbook, page 67

Grammar practice worksheet, Teacher's Resource Center

## Life skills

- Making a good impression

## Speaking

- Talking about future careers
- Answering interview questions
- Doing an interview

## Further practice

Workbook, page 69

## Writing

- A cover email
- Presenting your good points
- Using linkers to add extra information

## 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

# What is the right job for you?

## Learning objectives

**FACTFLIX VIDEO** Learning about qualities at work

**VOCABULARY** Career skills and qualities

**SPEAKING** Talking about future careers

## Introducing the topic

- With books closed, write these phrases on the board:  

|                                      |                                      |
|--------------------------------------|--------------------------------------|
| <i>taking responsibility</i>         | <i>long vacations</i>                |
| <i>high salary</i>                   | <i>working near my home</i>          |
| <i>getting along with colleagues</i> | <i>good promotion prospects</i>      |
| <i>special qualifications</i>        | <i>not taking work home</i>          |
| <i>modern office / workplace</i>     | <i>company car, health insurance</i> |
- Ask: *What do you think the phrases are about?* Elicit ideas (important things when choosing a job). Ask students to work individually and put them in order of importance when choosing a job. Then put students in small groups to compare their lists and come up with a group ranking. Elicit all the rankings and write them on the board to compare. Ask: *What are the three most important things for this group? And the three least important?*
- Ask students the *Discover* question *What is the world of work like?* and encourage them to share their ideas. Students then open their books and look at the opening picture, caption, and lesson question.

1

- Focus on the picture and caption and ask: *What does it show? What sort of people can do this job?* Students discuss the questions in pairs or small groups. Ask more questions to get them thinking, e.g., *What special skills do they need?*
- Ask students to suggest similar-style jobs (e.g., engineers working underwater, mountain or sea rescuers, etc.). Elicit ideas, and ask questions to get students to think about what they consider "a dangerous job."

2

- Put students in pairs to discuss which jobs these qualities are essential for.

## Discover vocabulary Student Book page 124 Workbook page 66

- With weaker classes, do this vocabulary practice in class, before students continue discussing specific jobs.
- With stronger classes, students can do it for homework.

3

- Students read the sentences and in pairs they try to guess the answers.
- Then they work out what "future-proofed" might mean.
- Confirm the meaning of "future-proofed" (= designed to continue working or to be effective after changes that may happen in the future). Do not confirm the answers at this point.

4 

- Play the video for students to check their answers to exercise 3.

- Check answers. Ask students which facts surprise them. (If you are unable to play the video in the classroom, use the audio-only version instead.)

## ANSWERS

1 retail sales assistant 2 software developer 3 nurse, engineer, software developer 4 fisherman

5 

- Read the questions aloud and ask students if they can remember some of the answers.
- Play the video again for students to watch and make notes. Pause the video as necessary to allow them time to write.
- Check answers, and ask: *Would you like to do any of the jobs they discuss? Why? / Why not?*

## ANSWERS

1 You need to be very confident and able to sing in tune.  
2 They want to be an astronaut, a teacher, or a doctor because they are jobs they know.  
3 It's the most "future-proofed" job and they earn good salaries.

6

- Read aloud the key phrases, giving an example of some of the phrases in use, e.g., *"Here's a job you are suited for – being a doctor." "No, definitely not. I'm not cut out for that because I don't like blood."* Elicit one or two more examples, encouraging students to use their own ideas.

## COMMUNICATION

- Students discuss the questions in pairs. Invite some students to tell the class in what ways they and their partner are similar and different.
- Alternatively, students could do a mini survey on jobs. In groups, they prepare three or four questions to ask their classmates, e.g., *Are you more suited for a physical job or a desk job? Do you have the skills to do a dangerous job / a creative job? What would be your perfect job?* Make sure they all have a copy of their group's questions. You can then put groups together to ask and answer their questions, or allow students to move freely around the classroom, each asking their group's questions to three classmates. The groups can then decide which are the most popular jobs and why people like / don't like certain jobs. Each group then writes up its results and prepares a short report of its findings to present to the class.

## Discover more

- Students can do the research in class if they have internet access. Alternatively, they can do it for homework. You could discuss some more categories in class. Then ask them to find three facts to bring to the next class.
- After the research or at the beginning of the next lesson, ask some students to tell the class about the jobs they researched.

## 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** **Should we follow our dreams?**

1 Look at title of the biography on page 73. What does it mean? Do you think it is good advice? Why? / Why not?

2 Read and listen to the biography. Jose's story has been described as "inspiring." Why do you think that is?

**Reading strategy** How to deal with difficult texts  
If you find a text difficult to understand, try the following:

- Read the text aloud.
- After each paragraph, reread earlier paragraphs to understand the connection with previous ideas.
- Summarize the text in your own words and compare with a friend. If you disagree, explain why.

3 Study the reading strategy. Then take turns reading the biography aloud with a partner. Summarize each paragraph. Discuss what you think is the message of the article.

4 Complete the sentences about the biography.

- José first had his dreams when \_\_\_\_\_.
- He wanted to be an astronaut even though \_\_\_\_\_.
- School was challenging for Jose because \_\_\_\_\_.
- José did well in his studies thanks to \_\_\_\_\_.
- If he hadn't been a farmer, \_\_\_\_\_.
- Even if your goal is difficult, José's advice is to \_\_\_\_\_.

**Discover vocabulary** Multi-word verbs (1)  
Student Book • page 124 Workbook • page 66

5 Find multi-word verbs in the biography that match the following meanings.

- use actions to demonstrate something (paragraph 2)
- stop participating in something (paragraph 3)
- accept that a difficult situation exists and try to overcome it (paragraph 4)
- say no to an offer or reject something or someone (paragraph 4)
- think of a new idea or plan (paragraph 4)
- be a success after you have worked hard (paragraph 4)

6 Answer the questions.

- José Hernández overcame many obstacles in his life. What do you think was the hardest challenge for him to face up to? Why?
- How would you describe José's attitude? How did this attitude pay off?
- Why might people drop out of school? Why was José able to carry on?

7 **TALKING POINTS** Discuss the questions.

- Which of these things help people achieve their dreams? Rank them in order of importance: personal ambition financial help parental support strong mentors a good education
- What advice would you give to someone who has a dream, but doesn't think they can achieve it?

**Discover more** **SEARCH ONLINE** for more advice on **how to achieve our dreams**, e.g., setting goals, time management, giving up bad habits. Which advice is the easiest / most difficult to follow?

72 Unit 7 What is the world of work like?

**Dare to dream big**

On December 14, 1972, astronaut Eugene Cernan was walking on the moon's surface. Millions of people all over the world were watching on TV as he talked to Mission Control. Ten-year-old José Hernández was watching him, too. José was in California, following the live broadcast with his parents. Every now and then, he would run outside and look at the full moon, then go back in and watch the images on their old black and white television. José was excited and intrigued. At that moment, he knew what he wanted to be: an astronaut.

Children often enjoy imagining or acting out their future jobs, but these early dreams rarely become reality. José wanted to be an astronaut, but the odds were against him. The competition was huge – only a handful of people had been into space. In addition, most of his childhood was spent traveling from place to place, constantly changing schools and falling behind with his schoolwork. José's parents were agricultural workers from Mexico, and for much of the year they had to find work in different parts of the U.S. José also helped his parents on weekends and during vacations. "While our friends loved summer vacations," he says, "we hated them because that meant seven days a week [working] in the fields."

Eventually, José's family decided to stay in one place so that he could attend one school, in a small town called Stockton. At first he struggled with his English, but he excelled in science and math because "two plus three is five in any language." And, while his teacher helped him with his studies, his parents helped him in other ways. "My parents [didn't] have economic resources, ... but they gave me something more valuable. They gave me the belief that I could accomplish my goal of being an astronaut," he says. "They ... would sit at the kitchen table with me to make sure that I would do my homework. They were there giving [me] their time." Thanks to this support, while other kids dropped out of school, José stuck to his path.

Nowadays, José says that his hard work as a farmer gave him a "strong work ethic", and that this helped him face up to challenges and overcome them. After graduating from college, he worked in engineering, then he applied to be an astronaut at NASA. He wrote to NASA 12 times and was turned down over and over again, but he didn't give up. Instead he came up with a plan: he looked at the skills of the people who succeeded. One year he saw that the astronauts who were successful were all pilots, so he learned to fly a plane. Another year, he noticed that many were divers, so he learned to dive. Finally, in 2004, José's hard work paid off and he became an astronaut. In 2009, he flew the Space Shuttle Discovery into space – his dream had become a reality.

José has achieved a lot in his life. Looking back, what advice would he give to his 10-year-old self? "The more difficult the goal, the more you will have to work," he says. "But everything is possible, and you should dare to dream big."

*What's the difference between a "live" and recorded broadcast?*

*The writer often uses direct quotes. What effect does this have?*

*What is a synonym of "accomplish" your goal? What is the noun form?*

*What other things can you "overcome"?*

## Reading to learn

# Should we follow our dreams?

## Learning objectives

**READING** Reading a biography

**READING** How to deal with difficult texts

**VOCABULARY** Multi-word verbs (1)

## 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, tell students you are going to say a word, and they must write down the first word or idea that comes into their head when you say it. Tell them not to think too much, but just write their first idea. Say the word *dreams* and ask students to write down their first word or thought.
- Write students' ideas on the board into a word cloud, writing items that are mentioned several times in bigger letters.
- Ask: *How many meanings can you think of for the word?* (Four meanings: 1 images, events, and feelings that happen in your mind while you are asleep; 2 a wish to have or be something, especially one that seems difficult to achieve; 3 a situation where things do not seem real; 4 a wonderful person or thing) If possible, let students look the word up online or in a dictionary. Alternatively, just elicit their ideas. Make notes of the meanings on the board. Ask: *Which meaning is the one in the lesson title?* (2)

- Point to the word cloud on the board and ask: *What can we do to achieve our dreams? Why is having a dream important?* Elicit a few ideas.

1

- Students open their books. Point to the title of the biography on page 73 and ask students to discuss the questions in pairs.
- Have a brief class discussion to find out their ideas before they read.

## POSSIBLE ANSWER

**Be brave enough to have big ambitions.**

2 **2.01**

- Ask: *How could a biography be "inspiring"?* Elicit some answers. (The person overcomes difficulty, achieves a dream, does something very brave, succeeds, etc.)
- Play the audio for students to listen, read, and answer the question. Encourage students to justify their opinions.

3

- Ask students to read the reading strategy, or read it aloud to the class. Elicit some different difficult text types, e.g., novels, biographies, newspaper articles. Discuss how different text types are different in layout and style, and what can make them difficult, e.g., unfamiliar words, complex concepts, or cultural differences.
- Put students in pairs and ask them to follow the instructions and write a short summary for each paragraph.
- Check answers. Then have a class discussion about the message of the article.

### POSSIBLE ANSWERS

**Paragraph 1** What made José Hernández dream of becoming an astronaut.

**Paragraph 2** José's dream and the difficulties he had in his childhood.

**Paragraph 3** Who helped him and how they helped him.

**Paragraph 4** What helped him, and what he did to achieve his dream.

**Paragraph 5** José's advice to "dreamers."

### READING TEXT QUESTIONS

- Ask students to answer the questions next to the biography on page 73 individually. Allow them to compare their answers, then discuss the answers with the class.

### SUGGESTED ANSWERS

A "live" broadcast is happening at the same time it is being broadcast to its audience. A recorded broadcast is completed before the program is broadcast.

Using quotes gives the information more immediacy, it's as if we can hear the people speaking. It seems more authentic.

A synonym of "accomplish" is *achieve*. The noun form is "accomplishment."

We can overcome: a difficulty, a disadvantage, a problem, disability, disaster, fear, shyness, a person, an enemy, etc.

4

- Encourage students to complete the sentences from memory. Then put them in pairs to compare their answers.

### ANSWERS

- 1 ... he watched Eugene Cernan walk on the moon in 1972.
- 2 ... the odds were against him.
- 3 ... he changed schools a lot and he didn't speak English at first.
- 4 ... the help that his parents and teacher gave him.
- 5 ... he wouldn't have had a strong work ethic.
- 6 ... dare to dream big, because everything is possible.

### Discover vocabulary

Student Book page 124 Workbook page 66

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

5

- Read aloud the task and check that students understand what they are looking for.
- Allow students time to find the verbs that match the meanings. Encourage them to scan the paragraphs to find the multi-word verbs instead of reading every word.

### ANSWERS

- 1 act out 2 drop out 3 face up to 4 turn down  
5 come up with 6 pay off

### DIFFERENTIATION

- Dictate or write some sentences on the board and ask students to fill in the blanks. Point out that they may have to change the tense, e.g.,
  - 1 Paul \_\_\_\_\_ the invitation to Carrie's party, because he was very shy. (turned down)
  - 2 It is never easy to \_\_\_\_\_ your problems, but you will feel better if you do. (face up to)

3 Although he had to overcome a lot of obstacles, José's hard work \_\_\_\_\_ in the end. (paid off)

- With stronger classes, ask students to pick three multi-word verbs and write similar sentences with blanks and then swap with a partner to complete.

6

### CRITICAL THINKING

- Put students in pairs or small groups and give them time to read the questions and think about their answers before they discuss them. Encourage students to think of reasons to support their ideas.
- Alternatively, students could write the answers.
- Choose individual students or one person in each group to tell the class their ideas.

### Extra activity

- Ask: *What do you think José had to do to learn to be a farmer, an engineer, a pilot, a diver? What qualities are similar in all of the jobs? Which ones are different? What is difficult about the jobs? How did they help him become an astronaut?*
- Elicit some answers and ask: *What do you think of José for doing these things?*

### 7 Talking points

### CRITICAL THINKING

- Teach or elicit *mentor* (= an experienced person who advises and helps somebody with less experience over a period of time).
- Allow students time to read the questions and think about their answers individually first. Encourage them to think of reasons to support their ideas.
- Students can then discuss the questions in pairs or small groups. Invite students to share their rankings, and write them on the board. Have a class discussion about any differences in ranking.
- Ask: *How can mentors help young people? Give examples of ways the different things mentioned can help a young person achieve their dreams?* Elicit a few ideas.

### Discover more

- Explain that students should use the exact search term in the task. Students can do the research in class if they have internet access. Alternatively, they can do it for homework. Ask them to make notes on three pieces of advice they consider most useful to share with the class.
- You could encourage students to ask some older friends and family members for their advice, too.
- After the research or at the beginning of the next lesson, ask some students to tell the class the advice they chose.

### 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 65

*Reading practice worksheet*, Teacher's Resource Center

**Language in use**

## Is there a right age to start work?

**1** Read the article about children and work. Answer the questions.

- What kind of work did children do in the past?
- What kind of work can children do in the U.K. today? What about other countries?

**Language in use**



### Children and work

In England, up until the 19th century, child labor was common, especially in agricultural communities. During the industrial revolution, many children had to work alongside their parents in factories. They worked in extremely dangerous conditions, and their employers didn't let them have breaks. But by the end of the 19th century, laws had been passed to protect children. Children under the age of 16 weren't allowed to work full-time in a factory, and education also became more widely available.

Today, British teenagers from the age of 13 are allowed to work part-time, but only outside school hours. Fifteen-year-old Rachel works in a shoe store on Saturdays. "I like dealing with customers," she says. "My boss lets me talk to them – she says it's good for business! I have to be polite and friendly, even if I'm having a bad day." Rachel starts working at 8 a.m. "I can't be late, but sometimes my bus gets stuck in traffic. If that happens, my boss makes me work extra time at the end of the day."

However, according to a recent report, the number of U.K. school children doing part-time jobs has fallen dramatically. Fourteen-year-old Krishan is typical. "I used to work in a supermarket," he says. "I didn't have to work long hours, but I couldn't keep up with my homework. It's much easier now I don't have to pass their exams in order to get a good job, so they choose to spend their time studying."

**4** Look at these part-time jobs and responsibilities. Take turns to choose and describe the jobs using language for obligation, prohibition, and permission.




**5** In pairs, imagine you each worked at one of these jobs during your summer vacation. Describe your responsibilities to your partner using the language below. Then discuss. Is this a good job for a teenager? Why?

I had to / didn't have to ... I was / wasn't allowed to ... Sometimes, they made me ... They let me ...

**Discover grammar** Talking about obligation, prohibition, and permission  
Student Book • page 125    Workbook • page 67

We use *have to*, *must*, and *make* to talk about obligation. We use *don't have to* to talk about lack of obligation. We use *must not*, *cannot* / *can't* and *not be allowed to* to talk about prohibition. We use *let* and *be allowed to* to talk about permission.

**2** Study the examples from the article and answer the questions.

- I have to be polite and friendly.*
- I don't have to spend all Saturday at work.*
- I can't be late.*
- British teenagers from the age of 13 are allowed to work part-time.*
- My boss lets me talk to them.*
- My boss makes me work extra time at the end of the day.*

- Which modal verb has a similar meaning to *must*?
- Do *don't have to* and *must not* have a similar meaning?
- Which structure has a similar meaning to *can* / *can't*?
- Do we use *make* and *let* for people who give obligation / permission or for people who receive it?

**3** Find examples of past and future modal verbs in the article. Do they express permission, (lack of) obligation, or prohibition?

### THEME PARK ATTENDANT

**WORKING HOURS:**  
Saturdays, 9 a.m. – 4 p.m.

**RESPONSIBILITIES INCLUDE:**  
Welcoming and greeting customers  
Working on rides  
Working in gift shop

**RESPONSIBILITIES DON'T INCLUDE:**  
Selling tickets  
Checking safety of rides

**CONDITIONS:**  
Uniform provided  
Discounts for family and friends



### RESTAURANT ASSISTANT

**WORKING TIMES:**  
Three evenings per week (sometimes more when very busy)

**RESPONSIBILITIES INCLUDE:**  
Waiting tables  
Cleaning kitchen

**RESPONSIBILITIES DON'T INCLUDE:**  
Cooking food  
Delivering food

**CONDITIONS:**  
Uniform provided  
Meal provided at end of night; soft drinks provided regularly

**6** Work in groups of three. Choose one question and discuss it. Present your ideas to the rest of the class.

- At what age do you think children should be allowed to work full-time?
- Should we let 10-year-old children work to support their families? What kind of work should they be allowed to do?
- Should we allow children to leave school at 14?
- "Sixteen-year-olds must not work the same jobs or the same hours as adults." Do you agree?

**Discover more** **SEARCH ONLINE** and find out about the **age at which young people can work**, and the **jobs they are allowed to have** in the following countries: Egypt, U.S., India, and Finland.

**Language in use**

## Is there a right age to start work?

**Learning objectives**

**GRAMMAR** Talking about obligation, prohibition, and permission

### Reporting back

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

### Introducing the topic

- With books closed, copy the phrases below on the board and ask students to guess at what age children and young people can do certain things:  
*drive a car*                      *ride a motorbike up to 125cc*  
*work*                                *be left alone at home*
- Tell students about the U.K. laws and ask them to find out if the laws are the same in their country.

### Culture note

In the U.K., you have to be 17 to drive a car and ride a 125cc motorbike; you can work part-time from 13. While there is no specific law about leaving young people alone at home, parents are advised not to leave children under 12 alone at home for a long time, and not to leave young people under 16 alone overnight.

1

- Students open their books. Ask them to look at the picture and read the title of the article. Ask: *What are the children doing in the picture? What age do you think they are? How do you think they are feeling in the picture?* Elicit a few ideas.
- Students then read the article and answer the questions.
- Check answers. Ask: *What do you think the children in the picture would think about your life?* Elicit a few ideas.

### ANSWERS

- Children worked in agriculture and in factories.
- Today in the U.K., children aged over 13 can do part-time work, outside of school hours. (Suggested answers: In the U.S., each state has its own laws. In Germany, children under 15 can only have "light" jobs, such as babysitting, looking after pets, and helping in agricultural work.)

2

- Read aloud the information about talking about obligation, prohibition, and permission.
- Ask students to find the examples (a–f) in the article and decide which refer to obligation, prohibition, or permission.
- Students then answer the questions.
- Check answers.

### ANSWERS

- have to* = obligation
- No; *don't have to* = lack of obligation; *must not* = prohibition
- be allowed to* = *can* = permission; *not be allowed to* = *can't* = no permission, prohibition
- Make/Let* is for people who give obligation or permission.

**Discover grammar** Student Book page 125 Workbook page 67

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

**Extra activity**

- To reinforce the grammar, write the following phrases on the board and ask students to make sentences that are true about themselves, using *must*, *have to*, *don't have to*, *make / let someone*, *must not*, *(not) be allowed to*:  

|                       |                                          |
|-----------------------|------------------------------------------|
| <i>get up early</i>   | <i>catch a bus to get to school</i>      |
| <i>do my homework</i> | <i>wear a uniform</i>                    |
| <i>help my mom</i>    | <i>do the dishes</i>                     |
| <i>walk the dog</i>   | <i>wear make-up</i>                      |
| <i>stay out late</i>  | <i>use my cell phone after 9:00 p.m.</i> |
- Elicit or give a few examples before they start, e.g., *My parents let my brother go out on weekdays, but he isn't allowed to stay out late. He has to be home before ten o'clock.*
- Put students in pairs to make and discuss their sentences. Encourage them to take turns asking and answering questions about the activities.
- Invite pairs to report back what their partner said.

**3**

- Allow students time to find examples in the article. After a few minutes, ask them to compare their answers in pairs.
- Then elicit answers from the class. Ask: *What verbs do we use to make the past tense of **must** and **must not**? (had to and wasn't allowed to) And the future tenses? (will have to and won't be allowed to)* Check students understand the difference between *didn't have to / wasn't allowed to* and *won't have to / won't be allowed to*.

**ANSWERS****Past:**

Many children had to work alongside their parents in factories. (obligation); ... their employers didn't let them have breaks. (prohibition); Children under the age of 16 weren't allowed to work full-time in a factory ... (prohibition); I didn't have to work long hours ... (lack of obligation)

**Future:**

Young people know that they'll have to pass their exams in order to get a good job, ... (obligation)

**4**

- Students study the jobs in the pictures and make notes on the responsibilities using the modal verbs. Give or elicit a few example sentences, e.g., *He/She doesn't have to work all day. He/She must work outdoors even if the weather is bad.*
- Then put students in pairs to do the task. Monitor and help while students are working.
- Check answers by asking some pairs to describe the responsibilities and inviting the class to guess the job.

**5**

- Put the students in pairs and ask them to each choose one of the jobs. Set a time limit of two or three minutes for

them to work individually and think of the responsibilities they had in their chosen job. Monitor and help with vocabulary as needed.

- Then ask them to take turns describing the responsibilities of the job using the past forms of the modal verbs. Finally, students discuss what they think about each job.
- Invite some pairs to describe the responsibilities of the job, and other pairs to describe what they think about the job. Ask: *Has anyone done one of these jobs, or something similar? What was it like?*

**6**

- To guide students into the task, find out if anyone in the class has or has had a part-time job. If so, ask individual students a few questions, e.g., *What age were you when you started? What do / did you have to do?* You could invite the rest of the class to ask questions, too.
- Put students in groups of three to discuss one of the questions and prepare a short presentation of their ideas to the class.

**DIFFERENTIATION**

- With weaker classes, allow students time to prepare some questions about one of the questions, e.g., for question 1 *How old can children be when they start work? How many hours do you think a child should be allowed to work? Do you think children can only do "light" jobs? What do you think is a "light" job?*; for question 4 *How much money should children be paid for their work, less or the same as someone who is 18 or 20? Why?* Elicit a few questions from individual students to check the form.
- Put students in pairs or groups of three to ask and answer questions. Point out that they are going to present their ideas to the class.

**Extra activity: Critical thinking**

- Ask these questions and have a brief class discussion: *Do you think you are still a child when you are 16? What age do you become an adult? What can people do at 18 or 21 that they aren't allowed to do when they are 16?*

**Discover more**

- Students can do the research in class if they have internet access. Alternatively, they can do it for homework. You could assign groups of students one of the countries. Ask them to make notes on what they find.
- After the research or at the beginning of the next lesson, invite individual students to tell the class what they learned about working practices for young people in other countries.
- Students can discuss in pairs which facts surprised them most in their research.

**Preview**

- Ask students to do the *Discover vocabulary* exercises on first impressions 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 can you make a good first impression?

**Life skills strategy** ⑤ **Making a good impression**

When we meet someone for the first time, we quickly form an opinion about them and decide what kind of person they are. First impressions are hard to change, so it's important to be aware of the impressions you make. Think about your clothes, body language, facial expressions, and the way you interact with other people.

- 1 Look at the pictures below. Describe the people's appearance. What do you think their personalities are like? If they were competing for the same job, which person would get it?
- 2 Study the life skills strategy. Then discuss if you think the statements below are true or false.

### MAKING A GREAT FIRST IMPRESSION



- 1 When we meet someone, it takes just a few seconds to form a first impression.
- 2 First impressions usually aren't lasting impressions.
- 3 What you say is more important than what you wear.
- 4 Wearing untidy clothes can create a bad impression.
- 5 If you fold your arms, you can come across as confident.
- 6 If you smile, people won't take you seriously.
- 7 Making eye contact is more important in some cultures than others.
- 8 It's a good idea to make small talk. It can help you get to know someone.

Discover vocabulary First impressions  
Student Book ► page 124 Workbook ► page 68

④ 3 Listen to a psychologist. Does she have the same ideas as you from exercise 2?

## Life skills

### Speaking strategy

#### Answering interview questions

When you have an interview for a job, try to give plenty of information when you answer questions; take advantage of the opportunity to talk about your experience, skills, and personality. At the end of the interview, ask some questions of your own, too – this shows that you are interested.

- 4 Study the speaking strategy, then listen to two interviews for a job in an electronics store. Do you think Jake or Katie made a good or bad impression? Which of them do you think will get the job?
- 5 Listen again. Which things below did Jake and Katie do that made a good or bad impression? What advice would you give each of them?  
arrive late ask relevant questions give short answers start using their phone sound interested talk about relevant experience use colloquial language
- 6 Read the job advertisement and role cards and do the interview. Remember the advice in the speaking strategy. Use the key phrases to help you. When you finish, exchange roles and repeat the activity.

### TOTAL FITNESS

**Position: SHOP ASSISTANT**  
Total Fitness has a vacancy for a part-time shop assistant. Saturday mornings only.

Must be friendly and outgoing, enthusiastic about health and fitness, and knowledgeable about the latest sports and health trends. Retail experience preferred.

**Student A** You are interviewing a candidate for the job. Make a note of the skills needed for the job and questions you will ask the candidate. Write down their answers and your first impressions. Did they make a good first impression?

**Key phrases** Doing an interview  
**Asking questions**  
Can you give me an example of ...?  
Could you tell me a bit more about ...?

**Student B** You have applied for the job and are going to have an interview. Make a note of the skills needed for the job and the skills you have; think of specific examples. Think of questions about the job that you can ask. Remember to try to make a good first impression.

**Talking about your skills and experience**  
I'm good at / with ...  
I have (some / a lot of) experience in ...  
I learned how to ... when I ...  
An example of this is ...

7 REFLECT Think about a time when you met someone for the first time. Did you make a good first impression? What could you have done differently?

Discover more  
What do you think the saying "Don't judge a book by its cover" means? Then SEARCH ONLINE and find more inspirational quotes about first impressions. Which is your favorite quote and why?

76 Unit 7 What is the world of work like?

Unit 7 What is the world of work like? 77

## Life skills

# How can you make a good first impression?

### Learning objectives

**LIFE SKILLS** Making a good impression

**VOCABULARY** First impressions

**LISTENING** Listening to a psychologist giving advice

**SPEAKING** Answering interview questions

**SPEAKING** Doing an interview

### 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: *Do you know how long it takes for us to make a first impression, according to the latest research?* (7 seconds) Ask: *How do you think you should dress for a job interview? How should you behave? Is there anything you should or shouldn't do?* Students discuss the questions in pairs.
- Elicit and discuss their ideas briefly as a class, then ask: *How can we make a good impression in a job interview?* Elicit a few ideas, e.g., wear professional attire, look interested, etc.

1

- Students open their books. Ask them to look at the pictures and describe the people. Ask: *What can you guess about them from their appearance?*

- Put students in pairs to discuss the questions. Ask them to give reasons for their answers.
- Invite some students to share their ideas.
- Ask: *Do you judge other people by their appearance? Do you like it when people judge you by your appearance?* Then have a brief class discussion.

### Discover vocabulary Student Book page 124 Workbook page 68

- Remind students that they had to do the *Discover vocabulary* exercises 4 and 5 for homework.

### DIFFERENTIATION

- With weaker classes, go over the answers now (TG page 114), to make sure students understand all the vocabulary.
- With stronger classes, put students in pairs and ask them to think of three things they should and three things they shouldn't do to make a good first impression in their country.
- Then join two or three pairs to make a group and ask students to decide which are the three most important things you should do and shouldn't do.

2

- Read aloud the life skills strategy and check students understand everything.
- Then give students time to read the statements and decide if they are true or false. Monitor and help with any vocabulary.
- Students compare and discuss answers with a partner. You could elicit answers, but do not confirm anything at this point.

### 3 2.02

- Tell students that they will hear a psychologist talking about first impressions. Play the audio for students to listen and check their answers to exercise 2.
- Check answers, and ask students if they had the same answers. Then ask: *What does the psychologist say about the false answers? Did any of them surprise you? Why?*

#### ANSWERS

- 1 T
- 2 F (It takes 4 minutes to make a lasting impression.)
- 3 F (55% of first impressions are based on the way we dress, only 7% on what we say.)
- 4 T
- 5 F (Folding your arms shows you are shy and defensive.)
- 6 F (Smiling puts people at ease.)
- 7 T
- 8 T

### 4 2.03

- Ask students to read the speaking strategy, or read it aloud to the class. Make sure they understand everything. Ask: *How can you show that you are interested at an interview?* (by asking questions)
- Tell students they will hear two interviews. Ask them to read the questions.
- Play the audio for students to listen and answer the questions. Give them a moment to compare their ideas in pairs before you check answers.

#### DIFFERENTIATION

- With weaker classes, put students in pairs and ask them to spend a few minutes thinking about what they would do if they were going to the interview and wanted to make a good impression, e.g., wear professional-looking clothes, listen to the interviewer carefully, make some small talk, and ask some questions about the job. Point out that it is useful to think of some questions they could ask before the interview, so they don't freeze and ask nothing.

#### ANSWERS

Katie made a good impression, Jake didn't. Katie will probably get the job.

### 5 2.03

- Before they listen again, students look at the list of things and decide which ones Jake or Katie did.
- Play the audio again and then check answers. Finally, elicit the advice students would give Jake and Katie.

#### ANSWERS

Jake arrived late, talked a little about relevant experience, gave short answers, used colloquial language, started using his phone.

Katie sounded interested and asked relevant questions. She also talked about relevant experience. students' own answers

### 6

- After students have read the job advertisement and the role cards, read the key phrases aloud and elicit a few examples of how they are used in context, e.g., *Can you tell me a bit more about your volunteer work? I'm good with people.*

- Give students a few minutes to prepare their role and decide what they are going to say. Monitor and help while they are working, and provide vocabulary as necessary.
- Students role play the interview in pairs.
- Invite some pairs to perform their role play. After each one, ask the class if they think the interviewee got the job, and encourage them to give reasons why or why not.

## 7 Reflect

#### CRITICAL THINKING

- Read the questions aloud. Ask students to think about what happened, and what they might change if they were in the same situation again. Give students a few minutes to reflect and write their ideas.
- Put students in pairs or small groups to compare their answers. Alternatively, invite some students to share their stories and ideas with the class.

#### Extra activity: Critical thinking

- Teach or elicit *gut feeling / feeling in your gut* (= a feeling, sometimes immediate, you have about someone or something, that you are sure is right, but you can't explain).
- Ask these questions and have a brief class discussion: *Have you ever had a gut feeling about someone or something? Were you right or wrong? How do you feel when you meet someone who is very different from you? Do you ever change your mind about people? What impression do you think you make on people? Why?*

#### DIFFERENTIATION

- There are many sayings and quotations about first impressions, some quite long and difficult to understand. With weaker classes, before students do their research, put them in small groups and write these sayings on the board: *"You never get a second chance to make a first impression."* *"Judging a person does not define who they are. It defines who you are."* *"First impressions are always unreliable."*
- Assign each group one of the sayings and ask them to discuss and decide what it means and if they agree with it. Open the discussion to the class and see which of the sayings the class agrees with most.

## Discover more

- Focus on the idiom and elicit its meaning (= don't base your opinion of something on the way it looks). Ask students if they have a similar idiom in their language.
- Explain that students should use the exact search term in the task. Students can do the research in class if they have internet access. Alternatively, they can do it for homework. Ask them to make a note of their favorite quote.
- After the research or at the beginning of the next lesson, invite students to tell the class about a quote they liked and why they liked it.

#### Further practice

Discover vocabulary Student Book, page 124 (answers on TG page 114) Workbook, pages 68 and 69

## Writing What are employers looking for?

**Writing task**

A cover email

You are looking for a job for the summer. Read the advertisements below and write a cover email to accompany your résumé for one of the jobs. Talk about your skills and ask for more information.

**Understand the task**

- Read the writing task and choose the correct options. In a cover email:
  - use formal / informal language.
  - talk about your interests, skills, and experience in general / related to the job.
  - mention all the places you have been to school / where you are currently studying.
  - It's OK to use / You should never use the first name of the person you are writing to.
- Read Liam's cover email and answer the questions.
  - How does Liam begin and end the email?
  - What topics does he talk about in paragraphs 2, 3, and 4?

**Olympic Camps are looking for young, enthusiastic people to help with summer programs for 8- to 12-year-olds. You must:**

- be fit and good at sports
- enjoy working with children
- have basic first aid knowledge

Contact Macy Evans on [macevans@campus.org](mailto:macevans@campus.org)

Pisa Pizzeria is looking for seasonal workers. Tasks include:

- waiting tables and washing dishes
- preparing food

No experience necessary.

Contact Jamie Walsh on [jwalsh@pispizzeria.com](mailto:jwalsh@pispizzeria.com)

**Do you love riding bikes? Are you confident and good with people? Are you interested in our town's history?**

Bert's bike tours are looking for bicycle tour guides. Previous tour guide experience an advantage.

Contact Bert Walker at [bertw@bertsbikes.co.uk](mailto:bertw@bertsbikes.co.uk)

From: Liam Hughes  
To: Macy Evans  
Subject: Summer camp job  
Dear Macy,

I am writing to apply for the Summer Camp Assistant vacancy at Olympic Camps. Please find my résumé attached.

I am currently a student at Wetherall College, where I am studying physical education. I am a very experienced basketball player, as well as a good football player. I play for the Wetherall College football team and basketball team. In addition, I do first aid training as part of my studies and have an intermediate level certification.

In addition to studying and playing sports, I also do volunteer work at Hayes Community Center. I coach children in basketball there twice a week. I've created a strong team with players from a wide range of backgrounds. What's more, I have taught them the value of teamwork and doing their best.

I feel that my love of sports, my first-aid training, and my work experience makes me an ideal candidate for this job. I look forward to hearing from you soon.

Best wishes,  
Liam Hughes

## Reflect What is the world of work like?

**What is the right job for you?**

**Should we follow our dreams?**

**Is there a right age to start work?**

**How can you make a good first impression?**

**What are employers looking for?**

- 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

78 Unit 7 What is the world of work like?

Unit 7 What is the world of work like? 79

## Writing

# What are employers looking for?

### Learning objectives

**WRITING** Writing a cover email

**WRITING** Presenting your good points

**WRITING** Linkers for adding extra information

## 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, put students in pairs and ask them to choose a part-time or summer job. Ask them to decide what information they would include in an advertisement for the job and what qualities the person should have.
- Invite students to read aloud their job advertisement and say why they think the person applying for the job needs the qualities they mentioned.

## Understand the task

1

- Students open their books. Read aloud the writing task and make sure students are clear about what to do.
- Students choose the correct options. Check they know what "formal" language is, e.g., formal greetings and endings, no contractions, more formal vocabulary ("currently" instead of "now", "in addition to" instead of "and", etc.).

- Check answers.

### ANSWERS

1 formal 2 related to the job 3 where you are currently studying 4 It's OK to use

2

- Ask students to read Liam's email and answer the questions.
- Check answers, asking students to provide examples from the email to support their answers.
- Point out to students that thinking about who you are writing to is an important part of any writing task.

### ANSWERS

- He begins *Dear Macy* and explains why he is writing to her. Then he ends *I look forward to hearing from you soon. Best wishes* plus his full name.
- Paragraph 2: his studies and his experience in sports  
Paragraph 3: volunteer work that he does  
Paragraph 4: why he believes he is suitable for the job

## Think and plan

3

- Read the writing strategy aloud or ask students to read it. Then ask: *Which positive points should you mention?* (only those relevant to the job) *Why should you give examples?* (so it's easy for people to see what your strengths are)
- Students read Liam's email again and answer the questions.
- Check answers.

### ANSWERS

**Skills and qualifications:** very experienced basketball player, good football player; coaches and mentors children in basketball; intermediate first-aid qualification

How relevant: They respond to the requirements in the advertisement: must “be fit and good at sports”, “enjoy working with children”, “have basic first aid knowledge”. Specific examples: plays for both college teams; created a strong basketball team with children from different backgrounds; does first aid in his course

4

- Put students in pairs to decide which skills and qualifications are needed for each of the jobs in exercise 2. Ask them to give reasons for their answers. Students then decide which job they are most suited for and why.

#### POSSIBLE ANSWERS

Olympic Camps: fit, experienced player of one or more sports; in a team or coaches a team; has worked with children; has done a first aid course

Pisa Pizzeria: looks presentable, tidy and clean; has a good memory for orders; gets on with the customers; can do basic cooking; good at washing dishes

Bert's bikes: experienced cyclist; fit (to cycle on the tours); good social skills (with tourists); knows about the local area

5

- Ask students to think about their own experience and make notes for each paragraph in the plan for their cover email. Point out that they should give a reason or an example to support each of their points.
- Students could compare their notes in pairs and suggest improvements before they continue.

#### Extra activity: Creativity

- Before students write their first draft, ask them to read Liam's email again and note down any useful vocabulary or expressions that they could use, e.g., *I am currently ...*; *In addition, I do ...*; *As part of my studies ...*; *I feel that ...*. Encourage them to see Liam's email as a resource that they can use to help with their own writing.

### Write a first draft

#### 6 Language point

- Ask students to find the highlighted words and phrases in the cover email. Point out that they are all used to introduce more information and to link ideas.
- Give students time to refer back to the email and write the correct linkers. Check answers.
- Then ask students to refer back to their notes for exercise 5 and choose two ideas that they can link in different ways. Write the following examples on the board:  
*I play for my local under 17s soccer team, **in addition to** coaching the under 13s team. / I play for my local under 17s soccer team, **as well as** coaching the under 13s team. / I play for my local under 17s soccer team. I coach the under 13s team, **too**. / I play for my local under 17s soccer team. I **also** coach the under 13s team.*
- Ask students to work individually. Monitor and help while they are working.

#### ANSWERS

1 In addition, What's more 2 as well as, In addition to  
3 too 4 also

7

#### CREATIVITY

- Remind students to include all the necessary information from the paragraph plan in exercise 5. Also, encourage them to link their ideas and use suitable formal language in order to make a good impression on the reader.

### Review and edit

8

- Students read the checklist. Remind them that to get a good score their work needs to be strong in each of these categories.
- When grading students' work, refer to the three items in the checklist. You could give a score out of ten for each item, giving a total out of 30 for the task.

### Reflect What is the world of work like?

1

- Students read and think about their own answers to the five lesson questions. Elicit a few ideas from individual students.

2 

- First, students watch the Reflect video about the lesson questions *without* narration and predict what information the narration in the full version might give. They should look to the clips, images, and captions for clues.

3

#### COMMUNICATION

- Put students in pairs or small groups to compare their answers. Monitor and check if, and where, students need additional help to complete the exercise.

#### 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. They can compare their predictions with the actual ideas presented in the narration. (If you are unable to play the video, use the audio-only version instead.)
- Finish by asking students to comment on anything new that they learned from the video.

5

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

6

- Ask students to answer the questions in their Workbook individually. Set a time limit for this and point out that the answers can be notes or full sentences.
- Invite 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** Learning about the benefits of sports

**READING** Reading fluently

**LANGUAGE IN USE** Using reported speech

**LIFE SKILLS** Thinking positively

**SPEAKING** Being a good listener

**WRITING** Engaging your reader

## What impact do SPORTS have on our world?

Sports both divide and unite us.



### What are the benefits of sports?

- 1 Look at the picture and the caption. What are people doing in the picture? Do you agree with the caption?
- 2 Work in pairs. Guess the missing information.
 

**Sports facts**

  - Teenagers should do 1 ..... minutes of physical activity every day. This takes discipline and motivation.
  - Professional athletes are determined and disciplined. They train between 2 ..... hours per week.
  - 3 ..... is the world's most popular sporting event. It is usually watched by nearly half the world's population.
  - 4 ..... is the world's most popular sport with over 4 billion fans. Everyone can appreciate the talent of its top players.
  - 5 ..... is thought to be the oldest sport in the world. It appears in cave paintings from 15 thousand years ago.
  - On average, male athletes can run and swim around 6 ..... % faster than female athletes. But are they more athletic?

Discover vocabulary Sports values  
Student Book • page 126 Workbook • page 76

- 3 Watch the Factfile video and check the information in exercise 2.
- 4 Watch the video again. Complete the benefits of sports that Josh and Bella mention.
 

- 1 It's good for your .....
  - 2 It develops qualities like .....
  - 3 You feel part of a .....
  - 4 The best thing about sports is that ..... can do them.
  - 5 An active body means an active .....
- 5 Discuss other ways in which sports can benefit us. Talk about individual sports that you like playing or watching, and sports in general.
 

**Key phrases** Talking about benefits

(Athletics) develops qualities like ....

Another positive thing about (tennis) is that ....

(Soccer) also teaches you to ....

The best thing about (sports) is that ....

(Sports) also benefits us by ....

It's taking part that counts.

Discover more

SEARCH ONLINE and find out about the Olympic Games. How did they begin? How have they changed?

### Vocabulary

- Sports values
- Other prefixes
- Success and failure

### Further practice

Discover vocabulary Student Book, page 126

Workbook, pages 76 to 78

Vocabulary practice worksheet, Teacher's Resource Center

### Reading

- Reading fluently
- Reading an article about the cost of sports

### Further practice

Workbook, pages 74 to 75

Reading practice worksheet, Teacher's Resource Center

### Grammar

- Using reported speech

### Further practice

Discover grammar Student Book, page 127

Workbook, pages 76 to 78

Grammar practice worksheet, Teacher's Resource Center

### Life skills

- Thinking positively

### Speaking

- Talking about benefits
- Being a good listener
- Talking about failure

### Further practice

Workbook, page 79

### Writing

- An article
- Engaging your reader
- Using present tenses for dramatic effect

### Further practice

Writing workshop, Student Book, page 132

Workbook, pages 80 to 81

### Assessment

- Self-assessment, Workbook, pages 82 to 83
- Unit test, Teacher's Resource Center
- Exam practice and speaking test, Teacher's Resource Center
- 21st century skills assessment, Teacher's Resource Center

### Online practice

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

# What are the benefits of sports?

## Learning objectives

**FACTFLIX VIDEO** Talking about the benefits of sports

**VOCABULARY** Sports values

**SPEAKING** Talking about benefits

## Introducing the topic

- With books closed, write the following anagrams on the board and ask students to solve them in pairs:  
*cecsro* (soccer)      *yrgbu* (rugby)  
*fgwdnniuisr* (windsurfing)      *sinnnet* (tennis)  
*gkiiisn* (skiing)      *yheokc* (hockey)  
*aaekrt* (karate)      *gwmsnmii* (swimming)  
*llvyllboea* (volleyball)      *llbbaaekst* (basketball)
- Ask: *What are the words about?* Elicit the answer (*sports*).  
Ask: *Which sports are played on teams and which are individual sports?* Ask students to pick three sports and ask: *What equipment, if any, do you need to play this sport?* Elicit some answers. Then ask: *Which sports do you think are the most popular in your school, your country, in the world?*
- Ask students the *Discover* question *What impact do sports have on our world?* and encourage them to share their opinions. Students then open their books and look at the opening picture, caption, and lesson question.

## 1

- Focus on the picture and ask: *What does it show?* Then focus on the caption and ask: *Do you think this is true?* Students discuss the questions in pairs or small groups. If necessary, ask more questions to get them thinking, e.g., *When could sports create a difficult situation? Can you think of an occasion when that has happened?*
- Ask: *Why is playing sports good for us?* (keeps you fit, helps you meet other people, etc.) Elicit some ideas, and ask more questions to prompt students to think about the benefits of sports, e.g., *What can you learn from playing team sports? What benefits are there if you only play individual sports?*

## 2

- Put students in pairs to discuss the statements and say what the missing information could be. Remind them to think of reasons for the answers they give.
- You could elicit ideas, but do not confirm anything yet.

## Discover vocabulary

Student Book page 126    Workbook page 76

- With weaker classes, do exercise 1 of this vocabulary practice in class, before students watch the video. With stronger classes, students can do it for homework.
- All students could do exercise 2 as homework and tell the class about one of their chosen people at a future time.

## DIFFERENTIATION

- With weaker classes, check students' pronunciation of the sports values words. Ask them to underline the stress in each sport and values word, and then circle any syllables that contain a schwa /ə/.

## ANSWERS

athletic    athleticism    competitive    determined  
determination    discipline    disciplined    motivation  
talent    teamwork

## 3

- Play the video for students to check their answers to exercise 2.
- As you check answers, invite students to tell you some of their guesses and their reasons. Encourage other students to express their opinions. Ask: *Did any facts surprise you?* (If you are unable to play the video in the classroom, use the audio-only version instead.)

## ANSWERS

1 60    2 30 and 40    3 The Olympic Games    4 Soccer  
5 Wrestling    6 10

## DIFFERENTIATION

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

## 4

- Students read the sentences and try to write the missing words from memory. Then, play the video again for students to check and complete their answers.

## ANSWERS

1 health    2 discipline    3 community    4 anyone    5 mind

## 5

- Read the key phrases aloud, giving an example of some of the phrases in use, e.g., *Soccer also teaches you to work as a team. The best thing about biking is that you're outdoors all the time.* Elicit one or two more examples from the class, encouraging students to use their own ideas.

## COMMUNICATION

- Put students in pairs to discuss the benefits of playing sports and sports they like to play or watch, e.g., *What qualities do you think being on a team helps us develop?* Invite some students to tell the class in what ways their ideas and their partner's are similar and different.

## Culture note

Recently, more unusual sports have asked to be included in the Olympic Games. Ask students: *Do you think the following should be Olympic sports: breakdancing, squash, karate, sport climbing, softball, surfing, skateboarding? Why? / Why not?* (Karate, sport climbing, baseball / softball, surfing, and skateboarding are appearing for the first time at the Tokyo 2020 Olympics.)

## 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 interesting facts to bring to the next class.
- After the research or at the beginning of the next lesson, elicit all the facts and write them on the board.

## 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** What is the real cost of sports?

1 Look at the pictures on page 83 and answer the questions.

- 1 What is the connection between the pictures?
- 2 Top athletes can earn millions of dollars. Where do you think their money comes from?

**Reading strategy**  **Reading fluently**

In order to read fluently, you need to be able to read texts quickly and accurately in a short time. You can improve your ability to do this by setting a time limit and reading as much as possible. Then repeat the activity, trying to read further each time.

2 Study the reading strategy. Then follow the instructions.

- 1 Read the article on page 83 silently for two minutes. How far did you get?
- 2 Read the article again for two minutes. Did you get further? Figure out your words per minute score and compare it with a partner.
- 3 Continue until you have read the whole article. Were your ideas in exercise 1 mentioned?

**2.04**  **3 Read the article again and listen. Answer the questions.**

- 1 What is a problem for fans like Brad and why?
- 2 What challenges do factory workers face?
- 3 What do sports companies usually spend their money on?
- 4 What does the writer of the article want us to do?
- 5 What is the writer's opinion about salaries in the sports industry? How do we know?

**Discover vocabulary** Other prefixes  
Student Book • page 126 Workbook • page 76

4 Find words in the article with the following meanings. Can you think of other words which begin with these prefixes?

|                                 |                      |
|---------------------------------|----------------------|
| 1 make something again          | 5 extremely popular  |
| 2 with a price that is too high | 6 against racism     |
| 3 not paid enough               | 7 in favor of sports |
| 4 between nations               |                      |

5 Replace the underlined phrases with a word with a prefix from exercise 4. Do you agree with the opinions? Why? / Why not?

- 1 "I don't think professional athletes are paid too much. They only have short careers, so they need to make as much money as they can."
- 2 "Top-level sports and big business are dependent on each other. One can't survive without the other."
- 3 "I'm not against sports, but I am against athletes who promote unhealthy food."
- 4 "Fans are exploited and valued too little by sports stars."
- 5 "Extremely rich sports organizations don't do enough to help poorer people."

**6 TALKING POINTS** Discuss the questions.

- 1 Do you think sports is too influenced by big business?
- 2 Why do so many people buy expensive team shirts and other sports merchandise?
- 3 Do you think celebrities are responsible for the products they promote?

**Discover more**  **SEARCH ONLINE** and find out about a famous athlete who supports a charity or good cause. How has the person changed people's lives?

82 Unit 8 What impact do sports have on our world?

**YouthMatters**

# Winners and losers

As part of our sports series, Youth Matters is looking at the rising cost of professional sports. Who are the winners and who are the losers? For the lucky few at the top, money is no problem, but at the same time, many fans can't afford to buy the latest soccer shirts. Even worse, many workers in factories that produce these shirts can't survive on their wages. Let's look at two people affected by the real cost of sports.

Most Saturday mornings, 14-year-old Brad Hoffman plays soccer at a local sports center. In the dressing rooms, after the games, he chats with the other players as he takes off his 90-dollar soccer shoes and 85-dollar soccer shirt. Brad gets a new pair of shoes and a new shirt every season, but the shirts and the shoes are getting more and more difficult for his parents to afford. As he leaves the sports center, he passes posters of his favorite soccer heroes, advertising the same expensive sports merchandise.

On the other side of the world, in a clothing factory, a factory worker is quickly sewing a soccer shirt similar to Brad's. One shirt can be made in 30 seconds, or over 100 shirts in an hour. It's hard work, and if workers make a mistake, they often have to remake the shirt for no extra pay. As a result, many factory workers don't earn enough to get by. A recent study showed that from an 85-dollar shirt, over 24 dollars goes to the sports company but only a few cents goes to the factory worker. In other words, branded sportswear is becoming increasingly overpriced for the average fan, but the people making sportswear are still underpaid and overworked.

So where does all the money go? The answer is to advertising, prize money, and players' salaries. According to a new study, top soccer players' pay has risen an astronomical 1,500% in the past 20 years. In 1961, a top player was paid 100 dollars a week. Today the most talented players can make almost a million dollars. Expensive sports merchandise and game tickets help pay for those inflated earnings. International sports manufacturers know that mega-popular athletes have a lot of influence, and that fans will spend a fortune to wear the same shirts and sneakers as their idols and to watch them play.

Some sports stars use their wealth and influence in positive ways. Basketball player LeBron James has used his earnings to help educate children and support anti-racist organizations. Tennis star Martina Hingis is an ambassador for Right to Play, a non-profit pro-sports organization which helps children from poor backgrounds. However, other athletes earn millions promoting products such as junk food and sugary drinks. This sends mixed messages: people may wrongly associate these products with sports and a healthy lifestyle.

Sports are exciting and entertaining. It's the most popular pastime in the world. But sports companies and top athletes often take advantage of our love of sports, and too many people pay too high a price. We are told that sports are good for us and that sports are for winners. But in the end, we have to ask ourselves: who are the real winners? And what is the real cost of sports?

**LeBron James**

**Can you think of a synonym for "having"?**

**Why do you think the writer specifies the price of the shoes?**

**Can you give an example of "branded sportswear"?**

**What does "astronomical" mean?**

**What effect do these questions have on the reader?**

## Reading to learn

# What is the real cost of sports?

## Learning objectives

**READING** Reading an article on the cost of sports

**READING** Reading fluently

**VOCABULARY** Other prefixes

## Reporting back

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

## Introducing the topic

- With books closed, dictate or write on the board:  
*What are the most popular sports in your country?*  
*Which are the most famous teams? Who are the most famous athletes in your country?*  
*How much do top male and female athletes earn in your country? Do you think that is fair?*
- Put students in small groups to discuss the questions. Then elicit some of their answers and have a class discussion. Teach or elicit: *sponsor / sponsorship* (= to pay the costs as a way of advertising), *merchandise* (= things that you can buy that are connected with or advertise a particular event or organization), *endorse / endorsement* (= to say in an advertisement that you use and like a certain product so that other people will want to buy it). Students will discuss these topics in the lesson.

1

- Students open their books. Focus on the pictures on page 83 and ask students to discuss the questions in pairs.
- Elicit students' ideas and have a brief class discussion.

2

- Ask students to read the reading strategy, or read it aloud to the class. Point out that regular practice and the use of the reading strategies that they see in this course will help them read more fluently.
- Focus on the article and ask: *What do you think the name of the website "YouthMatters" means?* (It could have two meanings depending on whether "matters" is a noun or a verb: *Youth Matters* (noun) = Youth issues or problems; (verb) = Youth is important.) Elicit some answers.
- Read the instructions with the class and ask students to follow the instructions exactly. Tell students to start when you say "Go" and that you will time them. Ask some students what their word rate is.
- When they finish, elicit which of their ideas from exercise 1 were mentioned in the article.

3  2.04

- Ask students to try to answer the questions from memory before they read and listen.
- Then play the audio for students to listen, read, and answer the questions. Encourage them to give their opinions and reasons. Check answers.

## POSSIBLE ANSWERS

- 1 The high cost of soccer shoes and shirts, and the fact that advertising pushes them to buy the latest version.
- 2 The rate of work the employer expects and the low pay they receive.

- 3 On advertising, prize money, and players' salaries.
- 4 The writer wants us to think about who the real winners are and what the real cost of sports is across the world.
- 5 The writer thinks they are much too high; he/she says salaries have "risen by an astronomical 1,500%" since the 1960s. The words the writer uses all mean too high: *astronomical, inflated earnings, spend a fortune*.

#### READING TEXT QUESTIONS

- Point to the questions next to the article on page 83. Ask students to scan the article to find the relevant parts, then read these carefully to answer the questions.
- Discuss the answers with the class, encouraging students to refer back to the article to justify their answers.

#### SUGGESTED ANSWERS

"rising" = escalating (quickly/sharply)

Because they are essential if you play for a soccer team and they are very expensive.

Manchester United / Real Madrid shirts; Roger Federer tennis clothing; Nike / Converse trainers, etc.

"astronomical" = very large, enormous

The questions are there to make the reader think about the topic and ask themselves the questions.

#### Discover vocabulary Student Book page 126 Workbook page 76

- With weaker classes, do the exercises now. With stronger classes, students can do the exercises for homework.

#### 4

- Give students time to find the words in the article.
- Check answers, and make sure they understand each prefix.
- Put students in pairs to think of other words they could add to each "prefix list."

#### ANSWERS AND SUGGESTED ANSWERS

- 1 remake; rewrite, redecorate, restart, reschedule
- 2 overpriced; overbook, overeat, overpaid, oversleep
- 3 underpaid; underdeveloped, underdone, undernourished
- 4 international; interlink, interpersonal, interstate, interstellar
- 5 mega-popular; megacity, megabyte, megastar, megastore
- 6 anti-racist; antibiotic, anti-ageing, antihero, antisocial
- 7 pro-sports: pro-democracy, pro-government, pro-European

#### DIFFERENTIATION

- With weaker classes, ask students to write a definition for three of the words in the exercise. Then ask pairs to take turns reading the definition and giving the correct word with a prefix.
- With stronger classes, you could challenge them to see how quickly they can find the words in the article.

#### 5

- Read the task aloud and check that students understand what they have to do.
- Allow students time to do the task. They could work in pairs for this. Check answers.
- Students discuss the statements in small groups.
- Ask each group to choose a spokesperson to tell the class what the group thought on one of the statements. Then have a short class discussion on each.

#### ANSWERS

- 1 overpaid 2 interdependent 3 anti-sports
- 4 undervalued 5 mega-rich

#### DIFFERENTIATION

- With weaker classes, dictate or write these sentences on the board with gaps:
  - 1 *Lady Gaga is \_\_\_\_\_, even my grandmother knows who she is.* (mega-popular)
  - 2 *Don't buy that one. It's really \_\_\_\_\_. You can get one much cheaper in the market.* (overpriced)
 Students have to figure out what the missing prefix and word is in each sentence.
- For further practice, ask students to choose five words with prefixes from exercises 4 and 5 and write five sentences leaving the prefix word blank. Monitor and help while they write. Encourage them to correct any mistakes themselves.
- Then they swap sentences with a partner and write in the missing word. Check some sentences with the class.

#### 6 Talking points

#### CRITICAL THINKING

- Allow students time to read the questions and think about their answers individually first. Then they discuss the questions in small groups.
- Finally, have a class discussion. Encourage students to give examples they know to support their ideas.

#### Extra activity

- Dictate or write the following three quotes about sports on the board:
 

*"Whoever said, 'It's not whether you win or lose that counts' probably lost."* Martina Navratilova (tennis champion)

*"There are more important things in life than winning or losing a game."* Lionel Messi (Argentinian soccer player)

*"The more I practice, the luckier I get."* Gary Player (South African golfer)
- Ask students if they know who the people are. They then discuss the statements with a partner and say what they think they mean, and if they think they are true. Elicit answers from some different pairs. Ask: *Which one do you agree with most? Why?*

#### Discover more

- Students can do the research in class if they have internet access. Alternatively, they can do it for homework. Ask them to make notes and to find an image if they can.
- After the research or at the beginning of the next lesson, invite students to tell the class about charitable work done by their chosen athlete, asking other students to add further information if they chose the same person.

#### 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 75  
*Reading practice worksheet*, Teacher's Resource Center

- 1 Read the article. What is special about the town of Bekoji? What kind of challenges do athletes face there?

## SPORTS WITHOUT BORDERS

## Town of Runners

Bekoji is a small town on the green hills of central Ethiopia. It's called the "Town of Runners" because many Olympic marathon runners train there. Our reporter Pete Kent visited to find out why the athletes in Bekoji are so successful.



## Day 1

I talked to a 17-year-old runner called Haile. Haile told me that he had been training in Bekoji for three years. I asked him if he had won any medals. "Not yet," he laughed, but he insisted that he would compete at the next Olympics. In fact, athletes from Bekoji have won 35 Olympic medals in the last 20 years.

## Day 2

At 6 a.m. Haile and other athletes were training. I met his coach, Sentayehu, and he offered to show me around. I asked him why athletes from Bekoji have had so much success. He explained that Bekoji was 2,800 m above sea level and that the air was thin. As a result, athletes were used to difficult conditions and were very strong. For many, running was also a way out of poverty. One runner, Aksale, admitted saving up for six months for her shoes.

## Day 3

It was raining when I met Haile one last time. He apologized for being late, then complained about training in the rain because his shoes were wet and uncomfortable. We talked about the Olympics again, and he explained that he wanted to win a gold medal and buy a house for his mother. He promised to give me an exclusive interview if his dream came true!

## Discover grammar Using reported speech

Student Book • page 127 Workbook • page 17

We use reported speech to report what someone has said or asked. We can use different reporting verbs to indicate the function of the original statement or question.

- 2 Study the examples. Find the reported versions in the article. What changes have been made in each reported statement or question?

- "I've been training in Bekoji for three years."
- "Have you won any medals?"
- "I'll compete at the next Olympics."
- "Why have athletes from Bekoji had so much success?"

- "Bekoji is 2,800 m above sea level and the air is very thin."

- "I don't like training in the rain."

- 3 Find more examples of reported speech in the article. Which other reporting verbs are used? What verb pattern is used after them?



2.05

- 4 Listen to the conversation between Aksale and her coach. Then in pairs, report as much of the conversation as you can remember. What is the problem? Do you agree with Aksale's coach?

- 5 Look at the profiles of three different athletes. Which sport do they play? How have sports changed their lives? Are their lives better or worse because of sports?

Petra is 14. She recently left her home in the Czech Republic to study at an expensive tennis school in the U.S. She trains for five hours a day, has three hours of school lessons, and plays tournaments at the weekend. She is under a lot of pressure to succeed.



Holly, 16, loves playing soccer. She's on her local team and is the top-goal scorer. Holly used to be very shy, but her confidence has improved thanks to soccer. Her parents are very proud of her. When she leaves school, she wants to be a coach!



Newman is 18. He had a serious accident three years ago. He couldn't play with his basketball team anymore and he became depressed. Then last year, a wheelchair basketball club contacted him, and he started to play again. Now he wants to represent his country in the Paralympics.



- 6 Look at these quotes below. Who said what: Petra, Holly, or Newman? Report what they said using the verbs below.

admit explain complain offer deny insist

- "I never have any free time. I'm always playing sports or studying."
- "That's wrong. I didn't give up on sports. I was waiting for another opportunity."
- "Do you like soccer? I'll get you some tickets to my next game."
- "You must let me play in this game, coach. I need the practice so I can compete in the Paralympics one day!"
- "I often feel anxious before a game. I worry about not being good enough."
- "My mom didn't like it at first, but she never misses a game now!"



- 7 You are going to do an interview for the magazine *Sports Without Borders* in pairs. Choose an athlete from exercise 5 and think of questions you would like to ask them about their life.

When did you first become interested in sports?

Have your families and friends encouraged you in your dreams? How?



- 8 Role-play the interview. Student A: you are the athlete. Think about answers to the questions. Student B: You are the interviewer. Write down student A's answers.



- 9 Now write your interview for the magazine. Use reported speech and reporting verbs.

## How sports has changed my life

For this article, I interviewed ... She said that she had first become interested in sports when ...



Discover more

SEARCH ONLINE and find out about an organization which uses sports to change people's lives. How does the organization help? What impact can sports have?

## Language in use

## How can sports change people's lives?

## Learning objective

## GRAMMAR Using reported speech

## 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, write three countries on the board. Ask: *Which sports do you think are popular in these countries?* For example  
Germany (soccer, motorsports, tennis, handball)  
the U.K. (soccer, cricket, rugby, field hockey)  
the U.S. (baseball, basketball, American football, ice hockey)
- Ask: *Which sports do you think are the most popular in the world? Are there any sports that people play in your country that aren't played in many or any other countries?*

## Culture note

Unusual sports from around the world include wife carrying from Finland, quidditch (from the Harry Potter books) in the U.S., and chess boxing, where the players alternate between games of boxing and chess after each round – waiting for a knockout or checkmate to decide the match.

## 1

- Focus on the picture and the title of the article. Ask: *What are the people doing in the picture? What are they wearing? Where do you think they are?* Elicit a few ideas.
- Students then read the article and answer the questions.
- Check answers. Ask: *How do you think life is different for the young people in the picture from your life?* Elicit a few ideas.

## ANSWERS

Many Olympic marathon runners train there.

Bekoji is 2,800 m above sea level and the air is thin, so athletes have to run in difficult conditions.

## 2

- Read aloud the information about using reported speech. Ask students to think of any verbs they can use to report what someone says, e.g., *say, tell, ask, explain*.
- Ask students to refer back to the article to find the reported versions of examples 1–6.
- Give students time to discuss the changes in the reported speech in pairs. Check answers. You could write the two versions of some of the sentences on the board to clarify the changes. Make sure students understand everything.

## ANSWERS

- Haile told me that he had been training in Bekoji for three years.  
reporting verb + object + *that* + *I have* > *he had* (subject and verb form)
- I asked him if he had won any medals.  
reporting question verb + object + *if* + *have you* > *he had* (word order and tense change)
- He insisted that he would compete at the next Olympics.

reporting verb + *that* + *I will* > *he would* (subject and tense change)

- 4 I asked him why athletes from Bekoji have had so much success.

reporting question verb + object + *have athletes from Bekoji had* > *why athletes from Bekoji have had* (word order)

- 5 He explained that Bekoji was 2,800 m above sea level and that the air was thin.

reporting verb + *that* + *is* > *was* (tense change)

- 6 He complained about training in the rain.

reporting verb + preposition + gerund

### Discover grammar Student Book page 127    Workbook page 77

- Ask students if they read the *Discover grammar* presentation before the class. With weaker classes, go over it now, before you continue with the lesson.

### Language note

When we report what someone says we also change pronouns, tenses, and “here and now” words, e.g., Maria: “I want to go to my brother’s party tomorrow.” > Maria said *she wanted to go to her brother’s party the next day*.

3

- Ask students to point out the reporting verbs and analyze the verb pattern. Check answers.

### ANSWERS

- Askale **admitted** saving up for six months for her shoes.  
reporting verb + gerund
- He **apologized** for being late.  
reporting verb + preposition + gerund
- He **explained** that he wanted to win a gold medal ...  
reporting verb + *that* + person and tense change [*I want to win* > *he wanted to win*]
- He **promised** to give me an exclusive interview if his dream came true.  
reporting verb + *to* + infinitive [*I’ll give you...*]; person and tense change [*if my dream comes true* > *if his dream came true*]

### Extra activity

- Put students in pairs and ask them to pick three of these verbs and write a reporting sentence for each: *tell, say, insist, explain, complain about, suggest, admit, blame somebody for*. They then swap sentences with another pair and try to figure out what the person said.

### 4 2.05

- Tell students they are going to listen to a conversation between a runner and her coach. Encourage them to listen carefully so they can report what was said.
- Check answers, inviting different students to report parts of the conversation.

### ANSWERS

She missed a day’s training. students’ own answers

5

- Give students time to read the profiles and then put them in pairs to discuss the questions.
- Invite students to share their ideas with the class.

### ANSWERS

Petra plays tennis. Holly plays soccer. Newman plays wheelchair basketball. students’ own answers

6

- Give students time to read the quotes, decide who said them, and change them to reported speech.
- Ask students to work individually, then discuss their answers in pairs. Check answers.

### ANSWERS

- Petra complained about never having any free time. She said that she was always playing sports or studying.
- Newman denied giving up on sports. He said (that) he had been waiting for another opportunity.
- Holly asked if I liked soccer. She offered to get me some tickets to her next game.
- Newman insisted on playing in the game. He said he needed the practice so he could compete in the Paralympics one day.
- Petra admitted often feeling anxious before a game. She said (that) she worried about not being good enough.
- Holly explained that her mom didn’t like it at first, but then she never missed a game.

7

- Tell students they are going to do an interview with one of the athletes from exercise 5. Put them in pairs and ask them to write some suitable questions and think about the answers. Make sure they don’t write the answers.

### DIFFERENTIATION

- With weaker classes, allow students time to prepare questions individually. Ask them to decide what reporting verbs they might use. In pairs they then ask and answer questions.

8

- Students interview each other. Tell them to write down the answers now, as they are going to write about their interview for a magazine.

9

- Students write their interview (from the point of view of the interviewer). Remind them to use the reporting verbs.

### Discover more

- Remind students that they should use the exact search term in the task. Students can do the research in class if they have internet access. Alternatively, they can do it for homework. Ask them to make notes on what they find.
- After the research or at the beginning of the next lesson, ask individual students to tell the class what sports and organizations they learned about.
- Students can discuss in pairs what impact sports can have on people’s lives.

### Preview

- Ask students to do the *Discover vocabulary* exercises on success and failure on page 126 before the next lesson.

### Further practice

*Discover grammar* Student Book, page 127 (answers on TG page 115)  
Workbook, pages 77 to 78

*Grammar practice worksheet*, Teacher’s Resource Center

**Life skills** **How can we deal with failure?**

**Life skills strategy** **Thinking positively**

Positive thinking helps us deal with difficult situations. If something isn't working out, think about how you could do it in a different way. Try to learn and take something positive from every experience. It will stop you repeating your mistakes.



- Look at the picture. What has happened? How do you think the person feels? What would you say to them?
- Read 1-7 below. Check (✓) the statements that are true for you.

**7 SEVEN WAYS TO DEAL WITH ... FAILURE**

- If I don't think I'll succeed at something, I won't try it in the first place.
- When things go wrong, I immediately think about how to make them better.
- If something isn't working out, I just give up. It means it isn't for me.
- I see it as positive when I mess something up. It's a chance to learn important lessons.
- If I fail, I pretend I don't care. I don't want people to know I am upset.
- If I make a mistake, I take responsibility for it and try to make it right.
- I hate doing badly at something, because people can see my weaknesses.

**3** Check your answers in the key. Do you agree? Then compare your results with a partner's.

**KEY**

**If you checked mostly odd numbers ...**  
You feel bad about making mistakes and would rather not talk about them. But you need to acknowledge your failures and examine them. This would help you change, grow, and get better at what you do!

**If you checked mostly even numbers ...**  
You look for reasons behind your mistakes and identify what you could have done to get a better outcome. If someone rejects your idea, you decide that the next one will be better. Well done!

**4** Study the life skills strategy. Think of one thing you did that didn't work out the way you wanted it to. Could positive thinking have changed the outcome? How?

**5** Listen to an interview with a psychologist. What does she say about the relationship between intelligence and making mistakes?

**6** Listen again. Are the sentences true (T) or false (F)?

- Dr. Chan's book is about how to be successful.
- Attitude is more important than ability in coping with failure.
- Successful people often have a lot of luck.
- J.K. Rowling was angry about her rejection letters.
- Michael Jordan experienced failure throughout his career.

**Speaking strategy** **Being a good listener**

When someone is talking to you, show them that you are interested and are paying attention. Make eye contact, nod, and ask questions. React by showing surprise, sympathy, interest, amusement, etc.

**7** Study the speaking strategy. Then read the situations. Explain what has happened and how you feel. Your friend listens and gives praise or advice. Use the key phrases to help you.



**1** You play basketball every week, but didn't make the school team. You are disappointed because you tried really hard, but there are a lot of good players this year. You have decided to practice even harder and try again next year. You've also decided to compete for a place on the school volleyball team. Tell your friend what you have decided to do.

**2** You have been singing since you were young and you really want to join a band. You have auditioned for several bands, but they have all said no. The experience has taken away your enjoyment of singing, and you want to give it up. You don't see the point of going on if you can't be part of a band. Talk to your friend about how you feel and what you want to do.



**Key phrases Talking about failure**

|                                                                                                                                     |                                                                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Reflecting</b></p> <p>If only I'd ...</p> <p>I don't see the point in ...</p> <p>... has been a good learning experience.</p> | <p><b>Responding</b></p> <p>I guess it was disappointing when ...</p> <p>I understand how you feel, but ...</p> <p>I think you have the right / wrong attitude.</p> |
|-------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**8 REFLECT** Think of more situations where something didn't work out for you or someone you know. How did you deal with the situation? Would you deal with it differently now?

**Discover more** **SEARCH ONLINE** and find out about another successful person who experienced failure at first, for example, Alicia Keys, Thomas Edison, or Walt Disney. What failures did they experience? What did they learn from them?

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**Life skills**

## How can we deal with failure?

**Learning objectives**

**LIFE SKILLS** Thinking positively

**VOCABULARY** Success and failure

**LISTENING** Listening to an interview with a psychologist

**SPEAKING** Being a good listener

**SPEAKING** Talking about failure

### 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, dictate or write on the board:  
"If at first you don't succeed, give up." (Homer Simpson)  
"Failure is the key to success; each mistake teaches us something." (Morihei Ueshiba, founder of the Japanese martial art of aikido)
- Put students in pairs to discuss what the quotes mean and which one they agree with. Discuss their ideas briefly as a class, then ask: *How can we deal with failure?* Elicit some ideas. You could tell them that Homer has changed the real quote which is "If at first you don't succeed, try again."

### DIFFERENTIATION

- With weaker classes, briefly remind them of the phrases they can use to give advice or make suggestions: *Why don't you try ... ?*, *You could always ...*, *How about ... ?*, *Maybe you should ...*, *It might be an idea to ...*

1

- Students open their books. Ask them to look at the picture and answer the questions.
- Ask more questions to encourage students to tell the class about techniques and tips that work for them, e.g., *Which piece of advice might work well for the person in the picture?*

### Discover vocabulary Student Book page 126 Workbook page 78

- Remind students that they had to do the *Discover vocabulary* exercises for homework.

### DIFFERENTIATION

- With weaker classes, go over the answers and check students understand all the vocabulary. Then ask them to close their books. Write four verbs and four prepositions on the board in random order and ask them to match them: *work, mess, deal, take responsibility; out, up, with, for*.
- With stronger classes, ask questions to check their understanding of the new vocabulary in context. Ask: *Which word or phrase means ...*  
*correct a mistake you or someone else has made?* (make something right)  
*do something very badly?* (mess up)  
*a lack of success in doing or achieving something?* (failure)  
*take the appropriate action in a situation?* (deal with)  
*accept you have a duty to deal with or take care of, and which you may be blamed for if it goes wrong?* (take responsibility for)

2

- Students read the statements and follow the instructions.

### 3

- Teach or elicit *odd / even numbers*, *acknowledge* (= accept something is true), *outcome* (= the result or effect of an action or event). Alternatively, ask students to work out the meaning from the context.
- Give students time to check their answers in the key.
- Then, in pairs, they discuss their answers and whether they agree with the analysis. You could invite volunteers to share their opinion about the results with the class.

### 4

- Ask students to read the life skills strategy at the top of the page, or read it aloud and check they understand everything.
- Give students a moment to think of a difficult situation they have encountered which didn't work out how they wanted and ask them to consider whether it might have worked out differently if they had had a more positive attitude.
- Put students in pairs and give them time to discuss their situations. Then ask them to think and discuss whether they were able to take something positive from their experience.
- Invite some volunteers to tell the class what they learned from their experience.

### 5 2.06

- Students read the question and discuss in pairs what the psychologist might say.
- Play the audio for students to listen and make notes to answer the question.
- Check the answer. Ask: *Did what she said surprise you? Why?*

#### ANSWER

She doesn't think that more intelligent people make fewer mistakes. She thinks if you want to be successful, effort is more important than intelligence and luck.

### 6 2.06

- Ask students to read the sentences and try to remember which ones are true.
- Play the audio again for students to check their answers.
- Check answers and ask them to explain why sentences 3–5 are false.

#### ANSWERS

- 1 T
- 2 T
- 3 F (Dr. Chan said that effort is more important than luck.)
- 4 F (She posted her rejection letters on Twitter to teach her fans an important lesson about "success.")
- 5 F (He experienced failure at the beginning of his career. He was dropped for being too short.)

### 7

- Before students read the speaking strategy, put them in pairs to discuss what three things they think good listeners do.
- Elicit some ideas and write them on the board.
- Now ask students to read the speaking strategy, or read it aloud and check they understand everything. Compare the students' ideas on the board with the information in the strategy.

- Read the instructions with the class and make sure they know what they have to do.
- Then read aloud the key phrases, giving an example of some of the phrases in use, e.g., *If only I hadn't missed the goal. I understand how you feel, but I know you'll do better next time. I don't see the point in training so hard if I never get picked for the team.*

#### COMMUNICATION

- Students read the situations and take turns role-playing them. Each student explains how they feel and their partner responds as a good listener.

### 8 Reflect

#### CRITICAL THINKING

- Read the questions aloud and point out that each person is different. Ask students to think about their situation, what happened, and what they would change if they were in the same situation again. Give them a few minutes to reflect and note down their ideas.
- Put students in small groups to discuss the situations and what they would do differently. The students who are listening should remember to be good listeners and respond to their classmates sympathetically.

#### Extra activity: Critical thinking

- Tell students the facts about these two very successful people:  
J.K. Rowling received at least 12 rejection letters before the Harry Potter books were published. Around 500 million Harry Potter books have been printed.  
Steve Jobs was fired from Apple in 1985 after some of the Apple computers failed to sell as well as expected. In 1997, he rejoined the company as CEO (Chief Executive Officer).
- Explain the meaning of *self-esteem* (= a feeling of being happy with your own character and abilities).
- Ask these questions and have a brief class discussion:  
*What do you think helped J.K. Rowling and Steve Jobs to keep on until they achieved success? What qualities do people need in order to be able to keep on after rejection? What effect does rejection sometimes have on people?*

#### Discover more

- Ask students to use the exact search term in the task. They can do the research in class if they have internet access. You could put students in small groups and ask them to research different areas, e.g., music, movies, literature, science. They can research the facts and make a short presentation. Ask them to include any relevant statistics and pictures to make their presentation more interesting.
- Alternatively, they can assign tasks within their groups and do the research for homework.
- After the research or at the beginning of the next lesson, invite students or groups to tell the class about their chosen person.

#### Further practice

*Discover vocabulary* Student Book, page 126 (answers on TG page 114)  
Workbook, page 79

## Writing Why is winning so important?

**Writing task**

**An article**

You have been asked to write an article for a youth sports magazine. Think about what your audience might be interested in. Choose from the topics below.

- Is winning everything in sports?
- Why do people cheat in sports?
- Why are some winners so unpopular?

**Understand the task**

- Read the writing task and answer the questions.
  - Who is the article for? Which topics do you think the reader would be most interested in?
  - What kind of language should you use in the article? formal / informal / personal / impersonal
  - What is the purpose of the article? to entertain / to inform / to persuade / to instruct
- Read the article. Which question in the writing task does it discuss?

**Think and plan**

**Engaging your reader**

For every piece of writing, you need to think about your reader. Why might they want to read your writing? What information might they be interested in? How can you keep them engaged? When you write an article, the content should entertain and interest the reader, as well as inform them.

**3 Study the writing strategy, then look at the article again. How has the writer engaged the reader? Check (✓) the techniques the writer uses and underline examples.**

|                                           |                                                |                                             |
|-------------------------------------------|------------------------------------------------|---------------------------------------------|
| a strong heading <input type="checkbox"/> | questions <input type="checkbox"/>             | quotes from people <input type="checkbox"/> |
| subheadings <input type="checkbox"/>      | surprising statistics <input type="checkbox"/> | real-life examples <input type="checkbox"/> |

**THE PRICE OF WINNING**

14-year-old Angus is sitting on the bench watching his baseball team play. His coach has taken him out of the game because he made a mistake, and mistakes don't win games. In a recent study, 90% of teens said they would rather play sports and lose than not play at all. Winning is not the most important thing for them. But for too many coaches and parents, winning is everything. It's not surprising that a lot of teenagers drop out of organized sports at a young age.

In many junior competitive sporting events, every action is examined. Parents and coaches shout instructions from the sidelines, then yell at children for an error or a missed shot. Kids are not allowed to make their own decisions or learn from their mistakes. They aren't given the space to learn and develop.

This emphasis on winning creates huge problems. Kids suffer from anxiety, as they are praised for the number of goals they score, or the races they win, rather than for the effort they put in. This can lead to low self-esteem, especially if a player ends up on the bench.

Two months later, Angus is playing baseball with his friends in the park. He still loves baseball, but he doesn't play on a team anymore. He's playing for fun now and he's much happier. How many possible future champions will drop out of sports before parents and coaches change their attitude?

**4 Look at the writing task again and choose a topic for your article. Think of ideas that you'd like to include. Research some useful statistics, if possible.**

**5 Think of a good title for your article and think about what information your readers will be interested in. Then make notes.**

**Paragraph 1** – Introduce the topic. Try to grab your reader's attention. Include a statistic if possible.

**Paragraph 2** – Introduce and develop one idea about the topic.

**Paragraph 3** – Introduce and develop another idea about the topic.

**Paragraph 4** – Restate your main points. Give your reader something to think about.

**Write a first draft**

**6 LANGUAGE POINT** Look at the highlighted tenses in the article on page 88. What tenses are they? Why do you think the writer uses these tenses? Check (✓) 1 or 2.

- The writer is describing something that is happening now. ☐
- The writer is describing something that already happened using present tenses to make it more dramatic. ☐

**7 Write the first draft of your article. Use your notes from exercise 5 to help you.**

**Review and edit**

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

- Content Have you included all the information asked for in the writing task?
- Content Have you used different ways to engage your readers?
- Style Have you used present tenses to make a situation more dramatic?

88 Unit 8 What impact do sports have on our world?

## Reflect What impact do sports have on our world?

**What are the benefits of sports?** **How can we deal with failure?**

**What is the real cost of sports?** **Why is winning so important?**

**How can sports change people's lives?**

- 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

Unit 8 What impact do sports have on our world? 89

## Writing

# Why is winning so important?

### Learning objectives

**WRITING** Writing an article

**WRITING** Engaging your reader

**WRITING** Using present tenses for dramatic effect

## Reporting back

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

## Introducing the topic

- With books closed, ask: *How important is winning to you? Is taking part more important than winning?* Put students in pairs to discuss this and then elicit some answers. Ask: *How would you define "sportsmanship"? What do you think of people who cheat in order to win? Can you think of someone who was caught cheating in sport?* Elicit a few ideas.

## Understand the task

1

- Students open their books. Ask them to read the writing task, or read it aloud to the class and check that students understand everything.
- Put students in pairs to discuss the three questions. Then elicit some ideas from several pairs and discuss answers with the class.

- Remind students that thinking about who they are writing for and why is an essential part of any writing task.

### ANSWERS

- The article is for readers of a youth sports magazine. Any new sports.
- You should use informal, but impersonal language.
- The purpose of the article is to entertain and to inform.

2

- Ask students to read the article and answer the question.
- Check the answer.

### ANSWER

Is winning everything in sports?

## Think and plan

3

- Ask students to read the writing strategy. Ask: *How would your writing be different if you were writing for someone who is very interested in sports, or someone who just wants to enjoy reading an article?* Elicit a few answers.
- Ask students to read the article again and check the boxes that show how the writer engaged the reader. Ask: *Did you find the article interesting? Do you think the writer successfully engaged his/her readers? How did the writer encourage his/her readers to think more about the topic?*

- Check answers.

### ANSWERS

✓: a strong heading, questions, real-life examples  
underline: The price of winning;  
How many possible future champions will drop out of sports before parents and coaches change their attitude?;

14-year-old Angus is sitting on the bench watching his baseball team play. His coach has taken him out of the game because he made a mistake, and mistakes don't win games. / Two months later, Angus is playing baseball with his friends in the park. He still loves baseball, but he doesn't play on a team anymore. He's playing for fun now and he's much happier.

4

- Read the task again and remind students that with any writing task, especially in an exam, the most important thing is to complete all the parts of the task and answer all the questions.
- Students choose their topic and make notes of the ideas they want to include.

5

- Encourage students to think about a strong title, the examples they are going to use, some statistics if possible, and any questions they might ask the reader to make them think more about the topic. Then ask them to include these as shown in the paragraph plan.
- Students could compare their notes in pairs and suggest improvements before they continue.

#### Extra activity: Creativity

- Before students write their first draft, ask them to read the article again and note down any useful vocabulary or expressions that they could use, e.g., *90% of teens said they would rather ...*; *winning is everything*; *Kids are not allowed to ...*
- Encourage them to think about the organization of the article, and what they will put in each paragraph. They can look back at *The price of winning* as a model or a resource they can use to help with their own writing.

### Write a first draft

#### 6 Language point

- Point out the highlighted verb structures in the article. Ask students to study them, say what tense they are, and choose the correct answer to the question.
- Ask: *How do you think using present tenses makes the article more dramatic?* (It seems like we are with Angus, and almost watching and listening to him as he speaks.)

#### ANSWERS

is sitting = present continuous; has taken him = present perfect; is playing = present continuous; playing = present continuous

2; The writer is describing something that already happened using present tenses to make it more dramatic.

7

#### CREATIVITY

- Students write their first draft. Point out that they will later review their work to check and correct language mistakes.

### Review and edit

8

- Students could check their work individually, or they could work together in pairs to check each of their articles.

- They then revise their work individually, either in class or for homework.
- When grading students' work, refer to the three items in the checklist. You could give a score out of ten for each item, giving a total out of 30 for the task.

### Reflect What impact do sports have on our world?

1

- Read aloud the question *What impact do sports have on our world?* and the five lesson questions at the top of the Reflect panel.
- Students read and think about their own answers to the 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 images in the video 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 000 for the ideas contained in the video.

#### DIFFERENTIATION

- With stronger classes, you could put students in pairs and ask them to prepare their own commentary to one part of the video. Play the first version of the video again, inviting pairs to give their commentary to each section.

4 ▶

- Now ask students to watch the video again, this time *with* narration. Ask them to watch and take notes. (If you are unable to play the video, use the audio-only version.)
- Finish by asking students to comment on anything new that they learned from the video.

5

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

6

- Ask students to answer the questions in their Workbook individually. Set a time limit for this and point out that the answers can be notes or full sentences.
- Invite some students to tell the class what they most enjoyed or found most interesting 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

### How difficult would it be to live without plastic?

**Project task** Taking part in a class debate

Organize a class debate on this proposal: "It would be impossible to live in a world without plastic." Research the *advantages of plastic* or *harm caused by plastic* on the internet. Write a speech and practice it. Then give your speech and participate in a debate.

**UNDERSTAND**

- Read the instructions for the project task. Then work in groups and answer the questions.
  - What is the main goal of the project?
  - What skills do you think you need in order to debate successfully?
  - How can a debate change the way we think?
- Listen to a team of students giving a speech about the proposal "Plastic is the most useful invention of the modern world." Answer the questions.
  - Is the team speaking "for" or "against" the proposal? for / against
  - Which of these points does the team present?
    - Plastic has helped create a fairer and more equal society. ☐
    - The main disadvantages of plastic are that it is toxic and causes pollution. ☐
    - Plastic made the modern world possible. ☐
    - Plastic is a non-renewable resource. ☐
- Listen to another team presenting the opposite point of view. What do they want scientists to invent? Why?
  - plastic that we can eat ☐
  - plastic that is biodegradable ☐
  - plastic that dissolves in water ☐
- What does Jill say about cheap plastic products? Does she agree or disagree with Matt's team?

**Discover more** **SEARCH ONLINE** and find out some **tips for making a good speech**. Can you use them when you plan your speech?

**COLLABORATE AND PLAN**

5 Work in groups. Decide if your group is for or against the proposal in the project task. Then think about the tasks you need to do to have a debate and complete the project planner.

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

6 Research arguments to support your group's position.

7 In your group, choose your two strongest arguments for your position. Think of arguments to support them.

8 In your group, write your speech. Use the key phrases.

- introduction
- your first argument, with examples
- your second argument, with examples
- conclusion

**SHARE**

9 Decide who will read each section of your group's speech and practice it. Think of possible responses that people might give to your arguments. Think of ways to respond to them.

**PRESENT**

10 Work in groups, with four teams in each group. Teams 1 and 2 give speeches and Teams 3 and 4 listen and respond.

11 Switch and repeat the activity. Then vote on which teams had the best arguments.

**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 interesting and useful?
- Which tasks were you not able to complete on time? Why?
- How effective was your group's speech?
- What questions did you ask?

## Project

### How difficult would it be to live without plastic?

**Learning objectives**

Take part in a class debate

**COLLABORATION** Work collaboratively to organize a class debate

**CREATIVITY** Think creatively about researching and writing a speech

**COMMUNICATION** Give a speech on life without plastic

**CRITICAL THINKING** Use critical thinking skills to reflect on the task

### Introducing the topic

- With books closed, ask: *Before plastic became cheaper and easier to use (mid-20th century), what did people use to make these everyday objects: toys, combs, shopping bags, pens, bottles, containers, etc.?* Elicit some ideas and ask: *What is the benefit of using plastic for these items? (cost, affordability)*
- Put students in pairs to discuss how much plastic they regularly buy or have in their homes.

### Understand

1

#### CRITICAL THINKING

- Students open their books and read the instructions for the project task. Put them in groups to answer the questions.

- Check answers. Then ask students to decide what the difference between "a debate" and "a discussion" is (*a debate is a formal discussion where two or more speakers express opposing views and then there is often a vote on the issue whereas a discussion is a conversation*). Ask: *Have you ever been involved in a school debate before?*

#### ANSWERS

- 1 The main goal is to organize and take part in a class debate about living in a world without plastic.
- 2–3 students' own answers

2 2.07

#### CRITICAL THINKING

- Write on the board: *"Plastic is the most useful invention of the modern world."* Put students in pairs and ask them to write down three arguments to support the proposal, and three reasons against it.
- Elicit some ideas from pairs, asking them to support their ideas with reasons or examples.
- Tell students they are going to listen to a team of students giving a speech. Ask them to read the questions before they listen.
- Play the audio for students to listen. They can compare their answers in pairs. Check answers.

#### ANSWERS

- 1 They are speaking **"for"** the argument. 2 a, c

#### DIFFERENTIATION

- With weaker classes, play the audio again to check answers. Pause as each question is answered and elicit what the speakers said.

- Ask: *What arguments do they put forward in favor of using plastic? What were the problems with products in the past, before the invention of plastic?*

### 3 2.08

- Tell students they are now going to listen to a different group argue the opposite point of view.
- Ask them to listen, answer the questions, and then compare their ideas in pairs. Check answers.

#### ANSWERS

**b; plastic that is biodegradable**

**Plastic pollutes the oceans and the air when it is burned.**

### 4

- Students answer the questions in pairs.
- Elicit answers and then ask: *What is your response to Matt's team's (the first team's) view?* Invite students to share their opinion with the class.

#### ANSWER

**Jill says cheap plastic products aren't made to last. We have to replace them because they break easily, so we spend more money doing this. She disagrees with Matt's team.**

#### Discover more

- Students can do the research in class or for homework. Ask them to make notes on what they find and to think about how they can use the tips to plan their speech.

#### Collaborate and plan

### 5

#### COLLABORATION

- Put students in groups. Elicit the proposal they are going to debate (*It would be impossible to live without plastic.*) and ask them to decide if they are for or against it.
- If almost every group chooses the same viewpoint, divide the groups so that some research advantages and some harmful effects in order to have a proper debate.
- Students copy the project planner, then work in groups to discuss and plan the steps for their speech, and complete the planner. Point out that they may have different opinions about what to include in their speech, so they will need to find a way to reach agreement.
- Remind them to make sure everyone in the group has a role.
- Ask some groups to present their plans. Discuss as a class which plans are realistic and which allow too much / not enough time.

#### ANSWERS

**1 research topic 2 write speech 3 give everyone a part to say 4 practice speech and make changes 5 give speeches 6 respond**

### 6

- Ask students to think carefully about how they are going to research how we use plastic. Ask: *What questions are you going to look up online? What examples are you going to use?*
- Students could research companies or groups that make and use plastics to find a different point of view. They can look on company websites to see if they have a plastics policy.

### 7

#### COLLABORATION CRITICAL THINKING

- In their group, students share their research, choose the two arguments which they think best try to persuade their classmates, and decide how they will support them.

### 8

#### COLLABORATION CREATIVITY

- Students to prepare their speech in groups. Remind them to back up their arguments with examples or statistics.

#### Share

### 9

#### COLLABORATION COMMUNICATION

- Students decide who will read which part of the speech. Remind them to use the relevant key phrases to make their speech clear to follow.
- Allow students to practice the speech two or three times. Remind them of the importance of body language, using eye contact, etc., to engage the audience.
- Students give feedback in their groups.
- Encourage the group to think of what questions people might have about the points they make, so that they are prepared to answer or respond to them.

#### Present

### 10

#### COLLABORATION COMMUNICATION

- Read the instructions aloud and organize the groups. Remind students to use the presenting techniques to engage their audience and, hopefully, win the argument.
- Encourage active listening by asking the groups who are listening to have a comment or question for the group who are speaking when they finish their argument.

### 11

- Teams switch roles and repeat the activity.
- Hold a class vote. Ask if anyone has changed their mind during the course of the debate, and ask which arguments they found the most convincing overall.

#### Reflect

#### CRITICAL THINKING

- Before students evaluate this task, ask them which parts of project tasks they think they have improved on since the last project. Discuss their ideas as a class.
- Put students in groups to discuss the questions.
- Invite different groups to share their experiences and opinions. Discuss as a class what makes a speech effective (e.g., good arguments, good supporting examples, a clear speech spoken with enthusiasm and belief).
- Ask students individually to make a note of one thing they now feel confident they can do well, and one thing they can try to improve from doing this project.

#### Assessment

- Carry out assessment of 21st century skills using the assessment grids on the Teacher's Resource Center.



**Why are the SEAS AND OCEANS so important?**

Our amazing seas and oceans are vital for our survival on Earth. When we protect them, we protect ourselves.

**What threats do our seas and oceans face?**

- 1 Look at the picture and the caption. In what ways are we dependent on our seas and oceans? In what way are they dependent on us?
- 2 What do you know about seas and oceans? In pairs, discuss the answers to the questions.

**Ocean alert!**

- 1 How do tides and currents keep our seas and oceans healthy?
- 2 What do we call an area where contamination and overfishing mean that the marine ecosystem has totally disappeared?
- 3 Where can we find microbeads? Why are they a problem for coral reefs?
- 4 What is plankton? Why is it vital for the air that we breathe?

**Discover vocabulary** Seas and oceans  
Student Book • page 128 Workbook • page 86

- 3 Watch the Factfile video and check the answers to the questions in exercise 2.
- 4 Watch the video again. What suggestions do Josh and Bella make for helping seas and oceans?
- 5 Work in groups. Choose one problem facing the seas and oceans and discuss its consequences. Think of actions that individual people and governments can take to tackle the problem.

overfishing contamination destruction of habitats  
climate change tourism hunting

**Key phrases** Talking about problems and solutions

**Problems**  
If we don't stop ... there will be ....  
That's bad news for ....  
Another challenge for ... is ....

**Solutions**  
We can all help ... by reducing / banning ....  
The best way to ... would be to ....  
They should pass laws that ....

**Discover more**  **SEARCH ONLINE** about **World Oceans Day**. When is it? What do people usually do on that day?

93

### Vocabulary

- Seas and oceans
- Noun + preposition
- Campaigns

### Further practice

*Discover vocabulary* Student Book, page 128

*Workbook*, pages 86 to 88

*Vocabulary practice worksheet*, Teacher's Resource Center

### Reading

- Answering multiple-choice questions
- Reading an interview with a deep-sea biologist

### Further practice

*Reading practice worksheet*, Teacher's Resource Center

*Workbook*, pages 84 to 85

### Grammar

- Talking about the future: predictions, completed actions, and actions in progress

### Further practice

*Discover grammar* Student Book, page 129

*Workbook*, pages 86 to 88

*Grammar practice worksheet*, Teacher's Resource Center

### Life skills

- Encouraging action

### Speaking

- Talking about problems and solutions
- Disagreeing
- Evaluating ideas

### Further practice

*Workbook*, page 89

### Writing

- A proposal
- Using bullet points
- Expressions for giving results

### 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 threats do our seas and oceans face?

## Learning objectives

**FACTFLIX VIDEO** Talking about threats to the oceans

**VOCABULARY** Seas and oceans

**SPEAKING** Talking about problems and solutions

## Introducing the topic

- With books closed, tell students you are going to say a word and ask some questions, and they must write down what comes into their head. Tell them to just write down the first five words that come into their heads when you ask the questions. They can close their eyes if they prefer. Say the word *ocean*, and ask: *What do you see? What do you hear? What do you smell? How do you feel?*
- Then ask students to compare their ideas in pairs or small groups and see what they had in common. Elicit some of their ideas and write the words on the board.
- Ask them to find and explain the difference between *coast* (= the land beside or near the ocean) and *shore* (= the land along the edge of the ocean or a lake). Ask: *Why do people like to be near the ocean? What are the benefits of being on a beach?* Have a short class discussion.
- Ask students the *Discover* question *Why are the seas and oceans so important?* and encourage them 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 caption, and ask: *What does it show? Why do we need to protect the oceans?* Students discuss the questions in pairs or small groups. Ask: *What creatures live in the ocean?* Ask more questions to get them thinking, e.g., *In what ways might the oceans be damaged?*

## ANSWERS

students' own answers

### Discover vocabulary Student Book page 128 Workbook page 86

- With weaker classes, do this vocabulary practice now, before students move on to exercise 2.
- With stronger classes, students can do it for homework.

2

- Students, in pairs, discuss the questions and try to answer them. Check they understand *microbeads* (= tiny pieces of plastic found in make-up, soap, toothpaste, etc.) and *ecosystem* (= all the plants and living creatures in a particular area in relation to their physical environment). Then ask them to compare their answers with another pair.

3 

- Tell students they are going to watch a video with Bella and Josh talking about the seas and oceans and the challenges they face. Play the video for students to check their answers to exercise 2. Check answers. (If you are unable to play the video, use the audio-only version.)

## ANSWERS

- 1 Tides and currents carry warmer water and oxygen from the surface of the sea to the colder deep sea. Then

they bring colder water with nutrients and food to the surface. The tides and currents move around our planet, constantly exchanging oxygen and nutrients.

2 A dead zone.

3 Microbeads can be found in many everyday items like soap and toothpaste, and now because of contamination, sea creatures like coral and fish eat them.

4 Plankton are tiny sea organisms. They are eaten by many sea animals and they produce over half of the oxygen in our atmosphere.

4 

- Read the question aloud and ask students if they can remember any of the suggestions.

- Play the video again.

## ANSWERS

They suggest reducing our carbon footprint by buying less stuff, wasting less, walking or cycling instead of using a car. They also suggest that governments control the use of chemicals in agriculture and pass laws to protect marine species that have returned to former dead zones.

## DIFFERENTIATION

- With weaker classes, play the video again to check answers to exercise 4. Pause as each point is mentioned.

5

- Read the key phrases aloud, giving an example of some of the phrases in use, e.g., *If we don't stop using so much plastic, there will be more microbeads in the ocean. That's bad news for the coral reefs.* Elicit one or two more examples from the class, encouraging students to use their own ideas.

## COMMUNICATION

- Students work in groups and choose one problem, define it, discuss its consequences, and think of solutions to deal with the problem.
- Encourage each group to be prepared to explain their ideas and to justify their suggestions for tackling the problem. Invite them to share their conclusions with the class.
- Alternatively, ask groups to research their problem online, give details about its effects, and report what governments have already done and what they think they should do now. Ask students to bring in some pictures and/or statistics to illustrate their presentation to the rest of the class.

## Discover more

- Tell students to 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 find three facts about the day and information about an event in their country to bring to the next class.
- Ask: *Have you ever participated in a World Oceans Day event? Would you like to?*

## Further practice

**Discover vocabulary** Student Book, page 128 (answers on TG page 115)

**Workbook**, page 86

**Vocabulary practice worksheet**, Teacher's Resource Center

**Reading to learn** **How much do we know about the deep sea?**

**1** Look at the pictures on page 95 and discuss the questions.

- What kind of creatures do you think you can find in the deep sea?
- Why might the deep sea be important to the whole planet?

**2** Read and listen to the interview and compare your ideas.

**2.09**

**Reading strategy** **1** Answering multiple-choice questions

When you answer multiple-choice questions, read the options carefully:

- Be careful: keywords or ideas from the article might be used in incorrect answers.
- Don't expect to find the exact wording. The answer will usually be paraphrased.
- Choose the answer you think is correct, then decide why the other options are incorrect.

**3** Study the reading strategy, then read the interview again and choose the best option. Compare your answers in pairs and explain why the other two options are incorrect.

- People went to see the movie *Godzilla* because they ...
  - were fascinated by the deep sea.
  - believed tales about sea monsters.
  - were anxious about radiation from nuclear bombs.
- According to the interview, we know the least about ...
  - the dark side of the moon.
  - the bottom of the deep seas.
  - the surface of the planet Mars.
- People thought there wasn't any life in the deep sea because ...
  - the conditions were extremely harsh.
  - there weren't any ecosystems there.
  - no one had explored the ocean floor.
- The text states that the Mid-Atlantic Ridge ...
  - is 11,000 m high.
  - continues for 70,000 km.
  - isn't as high as Everest.
- The deep sea is important because ...
  - there are many undiscovered species.
  - it keeps our planet healthy.
  - it doesn't need a lot of oxygen.

**Discover vocabulary** Noun + preposition  
Student Book • page 128 Workbook • page 96

**4** Match the question halves. There may be more than one possible answer. Then find the nouns and prepositions in the interview and check.

- Did people have much knowledge ...
  - to people. What was?
- Why did people have a fear ...
  - for the ocean?
- Sea monsters weren't a threat ...
  - of the deep sea in the 1950s?
- Why do we still have a fascination ...
  - with seas and oceans today?
- Why is it important to have respect ...
  - of creatures from the deep?

**5** Work in pairs. Ask and answer the questions in exercise 4.

**6** TALKING POINTS Discuss the questions.

- Why do you think people are afraid or fascinated by the deepest parts of the ocean?
- Imagine you went to the deepest part of the ocean. How would you feel? Why?

**Discover more** **1** SEARCH ONLINE and find out about a famous sailor or explorer who mapped our oceans. Find out when they were alive and what they achieved.

94 Unit 9 Why are the seas and oceans so important?

# The Secrets of the Deep



Ivan Popov is a deep-sea biologist. We asked him about the fear of and fascination with one of the most important frontiers on our planet.

**Why are we so fascinated by our seas and oceans?**

5 In the past, we didn't know much about our seas and oceans. They represented a frontier to explore, much like outer space today. Popular tales about sea monsters and shipwrecks taught us to have respect for these great expanses of water and tales often reflected the concerns of the time. For example, in the 1950s, the movies about the sea monster *Godzilla* became very popular. *Godzilla* was a product of radiation from nuclear testing in the Pacific Ocean. Hardly any of the deep sea had been explored then, and people were afraid of what the radiation might have caused.

**Are 'vaseen' positive or negative feelings?**

**Let's talk a bit more about deep-sea geography. What are its main characteristics?**

10 The deep sea has some of the most amazing geography on the planet. The deepest part of the ocean is almost 11,000 m deep. It's called Challenger Deep and is in the Mariana Trench in the Pacific. If Mount Everest were submerged there, its peak would be more than 2,000 m beneath the surface.

**We also have the Mid-Atlantic Ridge. This is part of an underwater mountain range which stretches 70,000 km around our planet. It contains thousands of peaks, many taller than mountains in the Alps.**

**Why should we care about the deep sea?**

15 The deep sea plays a key role in supporting life on Earth. It produces 70% of the world's oxygen. It's an important part of the food chain, and it lowers the temperature of our planet. Unfortunately, global warming, ocean acidification, and plastic waste are all threats to this ecosystem. Less and less food is being carried down to the depths of the sea, so more dead zones are appearing, with no oxygen or marine life.

**What fact does the writer think is extraordinary?**

20 The deep sea is crucial to the survival of all of life on Earth, and yet this most important part of our planet is the least known. That is a concern, but it's also an amazing opportunity to learn more.

**How does the interviewee sound passionate and optimistic about the future?**

**What kind of creatures have we found in the deep sea?**

25 Every time someone explores the deep, they find incredibly weird new species, such as goblin sharks or vampire squids. Strangely enough, until the late 19th century, no one believed that there was any life in the deep sea. People thought that nothing could survive such a hostile environment: it was incredibly cold, with no light, and an enormous amount of pressure. However, not only is there life in the deep sea, but the deepest parts of the ocean floor have thriving ecosystems with giant tube worms, clams, and many other species.

**Can you think of a synonym for 'weird'?**




## Reading to learn

# How much do we know about the deep sea?

## Learning objectives

**READING** Reading an interview

**READING** Answering multiple-choice questions

**VOCABULARY** Noun + preposition

## Reporting back

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

## Introducing the topic

- With books closed, ask students to close their eyes and imagine they are under the ocean. Ask: *What can you see? What can you hear? Can you touch anything? How do you feel? What do you want to see and do?*
- Students discuss their ideas in pairs and compare their experiences. Write students' ideas on the board into a word cloud, writing items that are mentioned several times in bigger letters.
- Point to the word cloud and ask: *What do you want to find out about most?* Elicit a few ideas.

1

- Students open their books. Focus on the pictures on page 95 and ask students to discuss the questions in pairs. Monitor and help students with vocabulary where necessary.

- Elicit a range of ideas. Then ask: *Which creatures wouldn't you like to meet in the deep sea?*

2 **2.09**

- Play the audio for students to listen, read, and compare their ideas from exercise 1 with those in the interview.
- Check answers. Encourage students to share their opinions and reasons. (It would be helpful if you could bring in some pictures of deep-sea creatures like a goblin shark, vampire squid, and angler fish to get reactions from students.)

## POSSIBLE ANSWERS

- New species we haven't seen before and unusual (weird) ones like goblin sharks or vampire squid.
- It produces nearly 70% of the world's oxygen; it is an important part of the food chain; it lowers the temperature of the planet.

3

- Ask students to read the reading strategy, or read it aloud to the class. Elicit different question types, e.g., true/false, open questions with question words (e.g., *Who, What, How*, etc.), Yes/No questions, comprehension questions looking for detail or looking for gist. Discuss how different questions require a different reading strategy, e.g., scanning for specific words, skimming to get gist, etc.
- Ask: *What is the best way to approach a multiple-choice question?*
- Students complete the exercise following the instructions. Then, in pairs, they discuss their answers.
- Check answers.

## ANSWERS

- 1 c (Paragraph 1) Godzilla was a product of radiation from nuclear testing in the Pacific Ocean. Hardly any of the deep sea had been explored then, and people were afraid of what the radiation might have caused.
- 2 b (Paragraph 2) ... we have better maps of the surface of Mars and the dark side of the moon.
- 3 a (Paragraph 3) People thought that nothing could survive such a hostile environment: it was incredibly cold, with no light, and an enormous amount of pressure.
- 4 b (Paragraph 4) We also have the Mid-Atlantic Ridge. This is part of an underwater mountain range which stretches 70,000 km around our planet.
- 5 b (Paragraph 5) The deep sea plays a key role in supporting life on Earth. It produces 70% of the world's oxygen, it's an important part of the food chain, and it lowers the temperature of our planet.

## READING TEXT QUESTIONS

- Point to the questions next to the interview on page 95. Ask students to scan the interview to find the relevant parts, then read these carefully to answer the questions.
- Discuss the answers with the class, encouraging students to refer back to the interview to justify their answers.

## SUGGESTED ANSWERS

Concerns are negative feelings ("concern" is a synonym for "worry").

That we've only mapped 5% of the oceans, which cover 71% of the planet's surface; we know more about the moon and Mars than about the deepest parts of the ocean. It would be logical to know more about our own planet than other ones.

synonyms for "thriving" = healthy, growing  
He expresses pessimism with "unfortunately", "threats", "dead zones". He shows optimism about the amazing opportunity to learn more when the deep sea is explored.

### Discover vocabulary

Student Book page 128 Workbook page 86

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

4

- Students complete the questions. Monitor and help while they are working.
- Check answers.

## ANSWERS

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

## DIFFERENTIATION

- With weaker classes, dictate or write the definitions of five expressions on the board and ask students to give the correct verb and noun. Check students remember which preposition goes with each expression: 1) *to be harmful to something* (= to be a threat **to**); 2) *to be extremely interested in something* (= to have a fascination **with**); 3) *to be scared of something* (= to have a fear **of**); 4) *to admire something because it is good* (= to have a respect **for**); 5) *to know a lot about something* (= to have a knowledge **of**).

5

- Put students in pairs to ask the questions and give the answers from what they remember from the interview. If necessary, they can refer back to the interview.
- Check answers and encourage students to give their opinions on the topic.

## POSSIBLE ANSWERS

- 1 No
- 2 People knew almost nothing about the deep oceans and what lives there. Also because of stories about what the radiation from nuclear tests in the Pacific Ocean might have created.
- 3 The radiation from nuclear testing, and the threat of nuclear weapons.
- 4 Because we still know relatively little about some parts of the seas and oceans and the creatures that live there.
- 5 Because the oceans have a very important effect on the health of the planet.

## 6 Talking points

### CRITICAL THINKING

- Allow students time to read the questions and think about their answers individually first. Then they can discuss the questions in pairs or small groups.
- Finally, have a class discussion. Encourage students to think of reasons to support their ideas.

### Culture note

Explorers in the past were often looking for trade routes, e.g., Christopher Columbus looking for a route from Europe to Asia to trade in spices. Arab traders explored the Indian Ocean looking for trade routes to India and China, and the Chinese explorer Zheng He sailed to South Asia, Southeast Asia, East Africa, and the Middle East in the fifteenth century. Today, someone who explores the ocean is called an *oceanographer*. This discipline was developed during the 20th century with people like Vagn Ekman (from Sweden), Jacques Piccard (from Switzerland), and Jacques Cousteau (from France). In the 21st century, marine biologists like Sylvia Earle and marine archaeologists like Robert Ballard (both from the U.S.) work to protect the oceans from climate change, pollution, habitat destruction, and overfishing.

### Discover more

- Students can do the research in class if they have internet access. Alternatively, set the task for homework. Ask students to make notes and be ready to talk about the explorer they chose.
- After the research or at the beginning of the next lesson, invite individual students to tell the class what they found out about their chosen sailor or explorer, inviting other students to add their ideas if they chose the same person.

### 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, 84 to 85

*Reading practice worksheet*, Teacher's Resource Center

- 1 Look at the picture of a city in the future. Which city is it? How has it changed? Why?
- 2 Read the article and answer the questions.
  - 1 Why were many major cities built near the coast?
  - 2 Why will these cities be at risk in the future?
  - 3 How many climate refugees might there be?
  - 4 What will happen to cities like London?



## Water World

When you think about our world in the future, what do you imagine? Will our seas and oceans still be rising? Will our coastlines have changed? Will major cities and islands have disappeared? Will you be taking the bus to school ... or the boat?

In the past, major cities like Miami and Barcelona were often built on the coast or near natural ports. These were the best locations for trade with the rest of the world. However, global warming and coastal flooding may make it difficult to live in these cities in the future. By the time that happens, many other towns, villages, and islands all over the world will have been submerged completely.

In the future, millions of people will be climate refugees because of global warming – people all over the world will be moving to higher ground. Scientists estimate that if temperatures rise by 3°C, there might be as many as 275 million climate refugees worldwide. There may be huge shanty towns in cities like London in an attempt to accommodate these people.

People no longer say that sea levels might rise several meters. It's a question of when they will rise, and what will happen. Climate change and rising sea levels are facts and we should prepare ourselves for this new "Water World" sooner rather than later.

**Discover grammar** Talking about the future: predictions, completed actions, and actions in progress  
Student Book • page 129 Workbook • page 87

We use *will* to talk about future predictions. We use *may* and *might* for possibilities. We use the future continuous to talk about actions that are in progress at a point in time in the future, and the future perfect to talk about completed actions at a time in the future.

- 3 Study the examples. Then find more examples of each structure in the article.
  - a In the future, people all over the world will be moving to higher ground.
  - b Many other towns, villages, and islands all over the world will have been submerged completely.
  - c There may be huge shanty towns in cities like London.
  - d People no longer say that sea levels might rise several meters.
  - 1 Which sentence talks about a future completed action?
  - 2 Which sentence talks about a future action in progress?
  - 3 Which sentences talk about an uncertain future prediction?



4 Think about your own life in the future, then ask and answer. Use the prompts to help you.

- 1 Where ..... in 5 / 10 / 30 years' time? (live)
- 2 What things ..... by the end of this week / month / year? (complete)
- 3 What ..... this time tomorrow / on Saturday / next week? (do)
- 4 When ..... the following things? (might do)  
leave home finish your studies buy a house or apartment get a job get married
- 5 Imagine you are 30 / 40 / 50 / 60 years old. What things do you hope that .....? (achieve)

5 Look at the pictures and read the extracts from a teenager's journal set in 2100. Then discuss the questions.

- 1 According to the author, how will people be living in 2100? What will be happening?
- 2 What will have happened between now and then to cause the situation in each entry?
- 3 Which of these predictions do you think will come true? Which might come true? Which won't? Why?
- 4 What action might countries take to reduce the impact of rising sea levels?

## Journal of a time-traveling teen

Thursday, September 30

I had to catch a boat to school today. There were no buses or trains. All the city streets are flooded because the flood waters have been high this year. The last time I used a train was two years ago. Boats are the only way around now.



Wednesday, March 3

There was a tornado in Time Square today – nobody knew it was coming. The weather has been strange for a long time – in December we had a heatwave. The mosquitoes were terrible and a lot of people got sick. That's happening a lot now.



Thursday, April 10

I saw a protest today. People were complaining about the food crisis and lack of clean water. There are too many people to feed in the city. It's strange that there is water everywhere, but we don't have enough clean water for everyone.

Saturday, November 1

School has been closed for a month now. More people are starting to move out of New York City, but more climate refugees are arriving every day from other countries. We're going to go to my grandparents soon, in the Midwest. It's not so bad there.



Discover  
more

SEARCH ONLINE and find out about a place already affected by rising sea levels. Where is it? What changes are the people there having to make?

## Language in use

# How will coastlines change in the future?

## Learning objectives

**GRAMMAR** Talking about the future: predictions, completed actions, and actions in progress

## Reporting back

- If students did the *Discover more* activity from the previous lesson for homework, discuss their findings now and/or ask them to give their presentations. See the notes on the previous page.

## Introducing the topic

- With books closed, ask students to think about the town or city they live in. Ask them to think about three places that have changed in their city or town during their lifetime, e.g., new buildings, sports facilities, roads, etc.
- Put students in pairs to discuss these changes. Ask them to describe 1) the place before it changed, 2) what changed, and 3) the effect of the changes on people in the area. Ask: *Have the changes improved the place, or created more problems?*
- Have a brief class discussion on the changes and the effects they have had on the lives of people in the area.

1

- Ask students to open their books, look at the picture, and answer the questions. Teach or elicit *erode* (v) / *erosion* (n) (= the process where the surface of something is

gradually destroyed by the action of wind, rain, the ocean, etc.) Ask: *Do you recognize the place? How? What is different in the picture from how the city looks today? What has happened? Have you seen evidence of flooding or erosion? If so, where?* Elicit a few ideas.

## SUGGESTED ANSWERS

It is a coastal city, perhaps Miami or Barcelona. The streets and parks are under water and the buildings are flooded. Sea levels may have risen.

2

- Put students in pairs to read the questions and share their ideas about the answers.
- Then students read the article and answer the questions.
- Check answers. Ask: *Were the answers what you expected?*

## ANSWERS

- 1 This was the best location for trade.
- 2 Global warming and coastal flooding.
- 3 As many as 275 million.
- 4 They may have huge shanty towns.

## Discover grammar Student Book page 129 Workbook page 87

- Ask students if they read the *Discover grammar* presentation before the class.
- With weaker classes, go over the presentation now with the class before they continue with the lesson.

## Language note

The future continuous is used to describe what is in progress at a specific time in the future, e.g., *This time next year I'll be living in New York*. It can also be used to describe an

expected or fixed action in the future, e.g., *Don't call them at eight o'clock, they'll be having dinner.*

The future perfect is used to describe an action that has been completed by a specific time in the future, e.g., *I'll have passed all my exams by Wednesday / by the end of term.* The time preposition generally used in these sentences is *by*.

### Extra activity

- To reinforce the grammar, focus on the picture of the flooded city and ask questions using future forms, e.g., *Why will people become climate refugees? What will have happened to settlements near sea level? Where will people be moving to?* Use students' answers to reinforce the use of future forms to make predictions, talk about completed actions, and actions in progress in the future. Write some of their sentences on the board as examples.

### 3

- Read aloud the information about talking about the future.
- Ask students to study the examples and complete the task.
- Check answers.
- Then ask students to write two or three more sentences describing the consequences of global warming, using the future forms, e.g., *Average temperatures will have risen. Rivers and coastal areas will flood. People will be moving away from oceans and rivers. Some cities or islands might disappear completely.*

### ANSWERS

1 b 2 a 3 c, d

### 4

- Ask students to complete the questions and then think of answers that will or might be true for them.
- Check answers, then put students in pairs to ask and answer the questions. Prompt students to ask a follow-up question for each one to find out more details.

### ANSWERS

1 will you be living 2 will you have completed 3 will you be doing 4 might you do 5 you'll have achieved

### DIFFERENTIATION

- With weaker classes, allow students time to prepare some questions individually and elicit a few questions from individual students to check the form.
- You could invite students to ask you some of the questions to model possible answers using the future forms.
- Alternatively, students could prepare their questions and write their own answers first. They could then ask and answer them in groups and find the student in their group whose answers are most similar to their own.

### 5

- Tell students they are going to read a journal from year 2100. Before they read, ask them to imagine and write down three things that will have changed by then. Give them an example, if necessary, e.g., *I think traditional education will have changed – children will be studying online.*
- Elicit some ideas. You could write them on the board.
- Ask students to look at the pictures, read the extracts from the journal, and then discuss the answers to the questions in pairs.

- Have a class discussion. Ask: *Were your ideas similar to or different from the writer's? In what ways?*

### POSSIBLE ANSWERS

- 1 People will be traveling by boat because the streets are flooded. The weather will be unpredictable. People will be getting sick because of the increase in the number of mosquitoes. There will be a lack of food and clean water.
- 2 Traveling by boat: the sea levels will have risen and flooded coastal cities.  
Tornado: There will have been more extreme and unpredictable climate events. The climate will have changed and people will be unprepared to cope.  
Protests: Because the water levels will have risen, the fresh water supplies will have been contaminated, so there won't be enough clean drinking water.  
School closure: People will have moved across the world to escape the consequences of climate change in their area.

### 3–4 students' own answers

### Extra activity

- Ask students to imagine they are living in 2050 and to write three short extracts about how they think life will be different. Ask them to think about the consequences in different areas of life: what people will be eating and drinking and why; where people will be living and any problems they might have; how people will travel; what they might see when they go out; how people will be reacting to the changes in their lifestyle, etc.
- Students then read their partner's extracts and discuss the similarities and differences between their ideas.
- Elicit ideas from different pairs.

### Discover more

- Remind students to 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 what they find. After the research or at the beginning of the next lesson, invite individual students to tell the class about the place that they chose.
- Alternatively, put students in groups and give each group a city that is already being affected to research, e.g., Guangzhou, China; New Orleans, U.S.; Mumbai, India; Osaka, Japan; Alexandria, Egypt; Rio de Janeiro, Brazil.
- Each group does the research and gives a short presentation on the city, explaining where it is, how many people live there, and how it is being affected. They should also give predictions about what may happen in the future.

### Preview

- Ask students to do the *Discover vocabulary* exercises on campaigns on page 128 before the next lesson.

### Further practice

*Discover grammar* Student Book, page 129 (answers on TG page 115)

*Workbook*, pages 87 to 88

*Grammar practice worksheet*, Teacher's Resource Center

**Life skills** **How can we deal with plastic?**

**Life skills strategy** **Encouraging action**

There are many ways to encourage people to take action on important issues. You need to make them aware of the issue and motivate them to get involved. Consider making posters, writing and handing out leaflets, giving talks, screening movies, organizing challenges on social media, and making YouTube videos.

- 1 Study the life skills strategy. Can you think of a recent campaign in your town or region connected to the environment? How did the campaigners encourage people to get involved?
- 2 Read ideas 1–5 below. Which idea do you think would get the best reaction and encourage people to reduce their use of plastic? Give reasons.

**HOW TO PLAN THE PERFECT CAMPAIGN: PART 1**

Plastic is killing our planet. How can we get people to reduce their plastic use?

- 1 a poster with statistics to grab your attention about how plastic is harming our planet
- 2 a shocking picture of a marine animal hurt by plastic garbage
- 3 a blog which gives practical tips and advice on how to avoid plastic
- 4 a motivating social media challenge to see if you can live without plastic for a month
- 5 an inspiring article about how people are working hard to clean up plastic in the oceans

**Discover vocabulary Campaigns**  
Student Book page 128 Workbook page 88

**6** You are going to listen to an interview with a student. Listen to part 1 of the interview and answer the questions.

- 1 What grabbed her attention and made her think about plastic?
- 2 What did she find shocking?
- 3 What inspired her to take action?

**7** Imagine what difficulties Anya had when she tried to give up plastic. Then listen to part 2. Were your ideas mentioned?

**8** Listen again and answer the questions.

|                                                         |                                                 |
|---------------------------------------------------------|-------------------------------------------------|
| 1 What were the first three things Anya did?            | 4 How did she manage to buy milk?               |
| 2 Why didn't she shop at a supermarket?                 | 5 What kind of shampoo did she buy?             |
| 3 Which things were impossible to find without plastic? | 6 How much did she reduce her plastic waste by? |

**Life skills** **How can we deal with plastic?**

**Speaking strategy** **Disagreeing**

When you are working together, you may need to evaluate and select ideas. Everyone should take turns offering suggestions and opinions, and sometimes you may not agree. If you disagree with someone's idea or opinion, be polite and explain objectively why you think other ideas are better.

**7** Study the speaking strategy. Then work in groups. Present your ideas for a campaign, and choose one as a group. Then follow the stages and plan your campaign. Use the key phrases to help you.

**Key phrases Evaluating ideas**

|                                                      |                                                               |
|------------------------------------------------------|---------------------------------------------------------------|
| Good thinking, (Snack), that could work really well. | ... would be more effective / memorable / inspiring than .... |
| That's a really interesting idea, but ....           | One way to ... would be to ....                               |
| I'm not sure that's practical, because ....          | I think we should include more ....                           |

**HOW TO PLAN THE PERFECT CAMPAIGN: PART 2**

- 1 Determine your objectives. What exactly do you want people to do?
- 2 Define your target audience. Who is your campaign aimed at?
  - Do you want to aim your message at a particular age group / kind of person?
  - What plastic items does your target audience consume?
  - What could they replace these items with?
- 3 Decide on the best practical advice to include.
  - Which advice is easiest to follow?
  - Which practical changes that people can make will have the biggest impact?
- 4 If possible, create your campaign material.

**8** Present your campaign to the class. Vote for the campaign which would most encourage you to take action. Choose one idea from one of the campaigns to help you use less plastic from now on.

**9 REFLECT** Make a list of the plastic items you use every day. What non-plastic alternatives could you use instead? Try to replace one plastic item per week.

**Discover more** **SEARCH ONLINE** for more alternatives to everyday plastic products, e.g., toothbrush, food packaging, classroom items.

98 Unit 9 Why are the seas and oceans so important?

99 Unit 9 Why are the seas and oceans so important?

## Life skills

# How can we deal with plastic?

### Learning objectives

**LIFE SKILLS** Encouraging action

**VOCABULARY** Campaigns

**LISTENING** Listening to an interview about plastic

**SPEAKING** Disagreeing

**SPEAKING** Evaluating ideas

## Reporting back

- If students did the *Discover more* activity from the previous lesson for homework, discuss their findings or invite groups to give their presentations now. See the notes on the previous page.

## Introducing the topic

- With books closed, ask students to quickly write the first ten things in their home that come to mind. Meanwhile, write on the board: *What are they all made from? How often do you use them? What do you do with them when you are finished with them?*
- Put students in pairs to discuss the questions in relation to their list. Discuss their ideas briefly as a class, then ask: *How can we deal with plastic?* Elicit a few ideas, e.g., by not using single-use plastics.

1

- Students open their books. Read the life skills strategy aloud and check students understand everything.
- Give students time to consider the suggestions for encouraging action and think about which things they do

or have done, and examples of when or how they have done them.

- Put students in pairs to discuss and compare things they have done. Invite some students to tell the class what they learned about their partner.
- Ask questions to encourage students to tell the class about any campaigns they know of, e.g., *What campaigns do you know about? What sort of things do people do to make people aware of the issue? Have you ever joined a campaign?*

## Discover vocabulary Student Book page 128 Workbook page 88

- Remind students that they had to do the *Discover vocabulary* exercises for homework.

### DIFFERENTIATION

- With weaker classes, go over the answers to exercises 4 and 5 now (TG page 115), and make sure students understand all the vocabulary.
- With stronger classes, ask questions to check their understanding of the new vocabulary in context. Ask: *Which word means ... ?*  
*something that makes you want to do something* (motivating)  
*connected with real things rather than ideas* (practical)  
*get their attention quickly* (grab someone's attention)  
*make something more popular by your actions* (promote)  
*something that offends people or is wrong* (shocking)

2

- Put students in pairs to read and discuss the ideas. Ask them which one would get the best reaction with different age groups (e.g., teens, parents, grandparents), and why.
- Elicit some answers.

### 3 2.10

- Give students time to read the questions and decide what they will need to be listening for. You could ask them to underline the key words in the questions (e.g., 1 *grab / attention / think / plastic*; 2 *shocking*; 3 *inspired / take action*).
- Play the audio. Students listen and answer the questions.
- Check answers.

#### ANSWERS

- 1 A documentary called *Bag it!*
- 2 The fact that only 9% of recyclable plastic gets to the recycling plant.
- 3 She found a blog by a family who had a plastic-free life.

### 4 2.11

- Ask: *Have you heard of other people doing this? Do you think it would be easy?*
- Ask students, in pairs, to imagine what Anya's difficulties were. Ask: *What do you think will be easy or more difficult?*
- Play the second part of the audio for students to listen and check their ideas against what Anya said. Don't confirm answers yet.

### 5 2.11

- Ask students to read the questions and, in their pairs, discuss what they remember from the interview.
- Play the second part of the interview again for students to listen and check or complete their answers.
- Check answers and have a class discussion. Ask: *Were your ideas right about what was easy or difficult? Do you think you could do what Anya did? Why? / Why not?*

#### ANSWERS

- 1 She took cotton shopping bags with her, she stopped buying plastic water bottles, and she used her own cup for takeout coffee.
- 2 Because all the food is packaged in plastic.
- 3 cookies and potato chips
- 4 She found a company that uses glass bottles for milk.
- 5 She used soap packaged in paper as shampoo.
- 6 by about 90%

#### DIFFERENTIATION

- With weaker classes, quickly revise vocabulary for talking about materials, e.g., *It's made of (steel). It has a wooden (handle). My favorite bag is made of (leather). You can get ones made from (bamboo).*
- Give students a range of objects, e.g., comb, backpack, flashlight, scissors, toothbrush, bell, etc. Put students in pairs: one student describes an object and says what it is made of; their partner works out what the object is. Then they reverse roles and do the same thing with different objects.

### 6

- Put students in pairs and ask them to read the task carefully. Meanwhile, write the following questions on the board:  
*Who are you aiming the campaign at?*  
*How will you grab the attention of the target audience?*  
*What facts will surprise, shock, and inspire your target audience?*  
*How will you carry out your campaign – social media, a poster, a blog, etc.?*  
*What result do you want the campaign to have?*

- Once students have decided on their campaign, ask them to think about the questions on the board.

### 7

- Now put students in groups to work on planning their campaign. Explain that the final campaign should include ideas and suggestions from everyone.
- Ask students to read the speaking strategy, or read it aloud. Check they understand the importance of being polite when working together and evaluating other's ideas.
- Read the key phrases aloud and elicit a few examples of how they are used in context, e.g., *I'm not sure that's practical because not everyone is on Snapchat. A color picture would be more memorable than a black and white one.*
- Read the instructions with the class and ask students to include all the stages of *How to plan The Perfect Campaign: Part 2* in their discussion. Encourage them to also include something visual, e.g., a poster or slogan.
- Give students time to rehearse the presentation before they present to the whole class.

### 8

- Invite each group to present their campaign to the class. Remind them that the class will vote at the end of all the presentations for the one that motivated them most.
- Tell each group to be prepared to answer questions and to demonstrate what makes their campaign inspiring and memorable. Encourage active listening by inviting the other groups to ask questions.
- Hold the class vote.

### 9 Reflect

#### CRITICAL THINKING

- Ask students to think about when and how they use plastic every day, e.g., *What items are made from plastic? What other materials could they be made of?*
- Give students a few minutes to reflect and note down their ideas. In pairs, they discuss alternatives to plastic for their everyday objects. Ask: *Which items are easy to replace, and which items made of other materials do you think will be more difficult to find?*
- Invite some students to share their ideas with the class, then ask other students: *Do you intend to think about how you use plastic now? What one thing will you do now to reduce your use of plastic?*
- You could set a date to resume this conversation and discuss how much progress students have made.

### Discover more

- Ask students to use the exact search term in the task. Ask them to look at three different products at least and choose one to tell the class about. Encourage them to bring one to the next lesson if they can.
- After the research or at the beginning of the next lesson, invite students to tell the class about a product they liked, encourage others to add ideas if they chose the same one.

#### Further practice

**Discover vocabulary** Student Book, page 128 (answers on TG page 115)  
**Workbook**, page 89

## Writing

### How can we help protect our seas and oceans?

**Writing task**

**A proposal**

Your school is taking part in an initiative to help clean up oceans and protect marine wildlife. Write a proposal suggesting a plan of action. Proposals submitted so far:

- reduce plastic usage in the school cafeteria
- support sustainable fishing
- raise awareness of endangered marine species and how to protect them

**Understand the task**

1 Read the writing task, then choose the best definition of a proposal from a–c below.

- a formal text which describes a problem, then suggests a plan of action ☐
- a formal text which describes a problem and discusses causes and effects ☐
- an informal text which describes a problem then gives personal opinions about it ☐

2 Read Ravi and Carl's proposal. Does the best definition in exercise 1 describe it?

**Think and plan**

3 Read the proposal again and answer the questions.

- What problem is it addressing?
- Which solutions does it propose?
- What are the benefits of these?

**Writing strategy**

**Using bullet points**

Bullet points help the reader identify key ideas and facts in a text quickly. They are used to list related ideas in a simple way that gives maximum impact. Each bullet point contains one point. It can consist of a full sentence, an instruction, or just one word or phrase

4 Study the writing strategy. What information is contained in each bullet in the proposal?

an action point ☐

a consequence of the action point ☐

a personal opinion about the action point ☐

**5 Look at the other proposals in the writing task on page 100. Choose one and discuss the questions.**

- What problem is the proposal addressing? Why is it a problem?
- What action points can you think of? What will the consequences of each action point be?

**6 Make notes for your proposal. Follow the paragraph plan below.**

**Introduction** – Introduce your proposal. Make sure you create interest, state the problem, and explain why it needs to be solved.

**Bullet points** – Present your action points in bullet points. Include the consequence of each action point in the bullet points.

**Conclusion** – Summarize how your action points will help with the problem.

**Write a first draft**

**7 LANGUAGE POINT** Study the highlighted words and expressions for giving results. Which are followed by subject + verb, and which are followed by a noun or gerund?

**8 Write the first draft of your proposal. Use your notes from exercise 6 to help you.**

**Review and edit**

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

- Content Have you stated the problem clearly and why it needs to be solved?
- Organization Have you used bullet points to present action points?
- Organization Have you used expressions to introduce results?

**Writing strategy**

**Using bullet points**

Bullet points help the reader identify key ideas and facts in a text quickly. They are used to list related ideas in a simple way that gives maximum impact. Each bullet point contains one point. It can consist of a full sentence, an instruction, or just one word or phrase

4 Study the writing strategy. What information is contained in each bullet in the proposal?

an action point ☐

a consequence of the action point ☐

a personal opinion about the action point ☐

**Reflect**

### Why are the seas and oceans so important?

What threats do our seas and oceans face?

How much do we know about the deep sea?

How will coastlines change in the future?

How can we deal with plastic?

How can we help protect our seas and oceans?

- 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 93



I learned that there may be 200 million species living in the deep sea.

## Writing

# How can we help protect our seas and oceans?

### Learning objectives

**WRITING** Writing a proposal

**WRITING** Using bullet points

**WRITING** Expressions for giving results

## Reporting back

- If students did the *Discover more* activity from the previous lesson for homework, invite them to present their chosen products now. See the notes on the previous page.

## Introducing the topic

- With books closed, ask students to define *sustainability* (= the use of products and energy in a way that does not harm the environment). Ask: *Can you name some sustainable products?* Elicit answers, then ask: *What problems do people have when trying to use only sustainable products or energy?* Ask more questions to prompt ideas, if necessary, e.g., *Which cost more: conventional products or eco-friendly / sustainable ones? Why?*
- Discuss the information in the Culture note with the class. Ask: *What products do you think are made using petroleum / oil? Have you tried using any sustainable alternatives?*

## Culture note

Traditionally people used fossil fuels to obtain power and energy, e.g., coal, gas, oil. Nowadays petroleum is used in many other products, such as bicycle tires, shoe polish, perfumes, lipstick, clothes, deodorant, tennis rackets, paint, candles, etc.

More natural fibres, such as cotton, silk, wood, are often more expensive. However, people are finding new ways to use sustainable products, e.g., stainless steel straws, bamboo toothbrushes, soap and shampoo bars, beeswax food wrap, traditional string bags, and jars and tins to store food.

## Understand the task

1

- Students open their books. Read aloud the writing task and ask questions to check that students understand it, e.g., *What do the submitted proposals cover? What do you have to write? What should you write about?*
- Read the rubric aloud and ask students to choose the best definition. Check the answer.

### ANSWER

1 a

2

- Ask students to read the proposal and answer the question.
- Check the answer and ask students to provide evidence from the proposal. Point out that using formal language and structure is an important part of this task.

### ANSWER

Yes, it does.

## Think and plan

3

- Students answer the questions by rereading the proposal.
- Check answers.

### ANSWERS

- 1 The fish supplied to the school cafeteria does not come from sustainable sources. This contributes to overfishing and endangers ocean species.
- 2 Buying fish approved by the Marine Conservation Society, i.e. fish that is not endangered. Buying fish from sources that use sustainable fishing practices. Educating students about the dangers of overfishing.
- 3 They will help endangered marine life, support sustainable alternatives, and change people's habits.

4

- Ask students to read the writing strategy or read it aloud. Ask: *Why are bullet points useful? How do they help the reader?* (The reader can identify each point easily.)
- Students read Ravi and Carl's proposal again and note down the information in each bullet point. Check answers.

### ANSWERS

an action point; a consequence of the action point

5

- Put students in pairs to discuss the other proposals from the writing task, choose one, and discuss the questions.

6

- Students now work individually to follow the paragraph plan and make notes covering the points they discussed in exercise 5, giving a reason or an example to support each of their action points.
- Students could then compare their notes in pairs and suggest improvements before they continue.

## Write a first draft

### 7 Language point

- Ask students to study the highlighted words in the proposal and answer the questions.
- Check answers and write some sentences with blanks on the board to demonstrate the use of some of the words and expressions.
- Then ask students to work in pairs and write three more sentences with blanks, leaving out the words and expressions for giving results. They swap their sentences with another pair and complete the new sentences.
- Elicit some sentences.

### ANSWERS

Followed by subject + verb: As a consequence, As a result, Consequently

Followed by noun or gerund: Due to, lead to

8

### CREATIVITY

- Students write their first draft. Point out that they will review their work, so they will have a chance to check and correct language mistakes.

## Review and edit

9

- Students read the notes and questions and check their work.
- Students could check their work individually, or they could work in pairs to check each of their proposals, using the checklist as a guide.
- They then revise their work individually, either in class or for homework.
- When grading students' work, refer to the three items in the checklist. You could give a score out of ten for each item, giving a total out of 30 for the task.

## Reflect Why are the seas and oceans so important?

1

- Students read and think about their own answers to the lesson questions. Elicit a few ideas from students.

2 

- First, students watch the Reflect 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 138 for the ideas contained in the video.

### DIFFERENTIATION

- With stronger classes, you could put students in pairs and ask them to prepare their own commentary to one part of the video. Play the first version of the video again, inviting pairs to give their commentary to each section.

4 

- Now ask students to watch the video again, this time *with* narration. They can compare their predictions with the actual ideas presented in the narration. (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.
- Invite some students to tell the class what they most enjoyed or found most interesting in the unit. Ask what things they would like to learn more about, and why.

### Further practice

*Writing workshop, Student Book, page 132*

*Workbook, pages 90 to 91*

**10**

**VIDEO** Learning about ages  
**READING** Summarizing a text  
**LANGUAGE IN USE** Gerunds and infinitives  
**LIFE SKILLS** Managing disagreements  
**LISTENING** Listening for specific points  
**WRITING** Giving a balanced argument

## How does AGE change us?

Viola Smith (born 1912) was a professional drummer as a young woman and was still playing drums aged 106. Will you stay the same person throughout your life?

102

## Is there an ideal age for everything?

- 1** Look at the pictures and the questions. Discuss.
- 1 Do you find the pictures surprising? Why? / Why not?
  - 2 How does age influence the activities we do, the choices we make and our attitude to life?

**2** Match the statements with the ages.

Too much, too young or too late to try?

- |                                                          |                           |
|----------------------------------------------------------|---------------------------|
| 1 It's easiest to learn a language when you're           | a in your late teens.     |
| 2 Your brain processing power is fastest when you're     | b about 6.                |
| 3 The best age to start learning a musical instrument is | c in your early eighties. |
| 4 You have the most vocabulary when you're               | d 7 or 8.                 |
| 5 You are fittest                                        | e in your mid twenties.   |
| 6 You are probably happiest                              | f in your seventies.      |

Discover vocabulary Ages and stages  
 Student Book ► page 130 Workbook ► page 96

- 3** Watch the Factfile video and check your answers to the questions in exercise 2.

- 4** Watch the video again. What other ages and activities do Josh and Bella mention? Which do you find most surprising and why?

- 5** Look at some of the things people do in their lives. Do you want to do them? What is the best age to do them? Discuss with a partner.

learn to drive start a career try a new sport  
 get a pet settle down travel around the world  
 raise a family learn a new skill retire

**Key phrases** Talking about age

The ideal time to ... is during (childhood).  
 You peak at ... / You ... peaks when you're about ....  
 ... seems very old / young to me to ....  
 You can ... at any age. Never say never!  
 I hope I ... before / when I'm ....

Discover more

SEARCH ONLINE and find out about the **eldest and youngest people to win an Olympic medal, travel into space**. What do you think motivated them?

103

**Vocabulary**

- Ages and stages
- Multi-word verbs (2)
- Disagreement

**Further practice**

Discover vocabulary Student Book, page 130

Workbook, pages 96 to 98

Vocabulary practice worksheet, Teacher's Resource Center

**Reading**

- Summarizing a text
- Reading a blog about Young Adult (YA) literature

**Further practice**

Workbook, pages 94 to 95

Reading practice worksheet, Teacher's Resource Center

**Grammar**

- Gerunds and infinitives

**Further practice**

Discover grammar Student Book, page 131

Workbook, pages 96 to 98

Grammar practice worksheet, Teacher's Resource Center

**Life skills**

- Managing disagreements

**Listening**

- Listening for specific points

**Further practice**

Workbook, page 99

**Speaking**

- Talking about age
- Managing disagreements

**Further practice**

Workbook, page 99

**Writing**

- A for and against essay
- Giving a balanced argument
- Introducing similar and contrasting ideas, reasons and results

**Further practice**

Writing workshop, Student Book, page 132

Workbook, pages 100 to 101

**Assessment**

- Self-assessment, Workbook pages 102 to 103
- Unit test, Teacher's Resource Center Exam practice and speaking test, Teacher's Resource Center
- Cumulative test, Teacher's Resource Center

**Online practice**

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

# Is there an ideal age for everything?

## Learning objectives

**FACTFLIX VIDEO** Talking about ages

**VOCABULARY** Ages and stages

**SPEAKING** Talking about age

## Introducing the topic

- With books closed, write these words on the board:  
*baby toddler child teenager adolescent adult*
- Ask: *What do you think the topic is?* Elicit the answer (*age*). Ask: *What ages do you associate with each?* Students discuss the answer in pairs or groups. Elicit some answers. Then ask: *What age or stage do people generally ... ?*  
*get a job go to school start talking cry and sleep a lot get a cell phone join a sports team learn to swim*
- Students discuss their ideas in pairs or small groups. Elicit some answers and add any additional life events that students come up with to the board.
- Ask the *Discover* question *How does age change us?* and encourage students to share their opinions. Students then open their books and look at the opening picture, caption, and lesson question.

1

- Focus on the pictures and ask: *What do they show? What is different about the person in the pictures?* Students discuss the questions in pairs or small groups. Refer them to the ideas on the board to help if necessary, or ask more questions to get them thinking, e.g., *How has the person changed?*
- Ask students to read the caption. Ask: *Do you think people change as they get older, not just in appearance? Have you changed? How?* Elicit some ideas, and ask more questions to get students to think about how attitudes and behavior could change, e.g., *Do you wear different clothes as you get older? Listen to different music? Eat different food? Speak differently? Have different interests?*

2

- Students match the statements and ages.
- Then put students in pairs to compare their answers and discuss which statements they agree with and why.
- Invite students to share their opinions with the class, but do not confirm the answers at this point.

## Discover vocabulary

Student Book page 130 Workbook page 96

- With weaker classes, do exercise 1 of this vocabulary practice now in class, before students watch the video. With stronger classes, students can do it for homework.
- Write these words on the board and check students' pronunciation. Ask them to underline the stress in each word and circle any syllables that contain a schwa /ə/:  
*adolescence, adulthood, elderly, old age, childhood, retire.*
- All students could do exercise 2 as homework and share their answers with classmates at a future time.

## ANSWERS

*adolescence, adulthood, elderly, old age, childhood, retire*

3 ▶

- Play the video for students to check their answers to exercise 2.
- Check answers. Ask: *Do you agree? Do any facts surprise you?* (If you are unable to play the video in the classroom, use the audio-only version instead.)

## ANSWERS

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

4 ▶

- Put students in pairs to discuss what they remember about the activities and ages Josh and Bella discussed.
- Play the video again for them to listen and check their answers. Pause the video as necessary to allow students time to write. Ask: *What do you think "peak" means? Have you heard "peak" in a different context?* (top of a mountain)

## ANSWERS

**They say people are best at math at 50.**

**They say the average marathon runner is 28.**

**They say that memory is best when you are 18.**

## DIFFERENTIATION

- With weaker classes, play the video again to check answers to exercise 4. Pause as each activity is mentioned and elicit what Bella and Josh said.

5

- Read aloud the key phrases, giving an example of each phrase in use, e.g., *The ideal time to go traveling around the world is before you start your career. You can take up a new sport at any age.* Elicit one or two more examples from the class, encouraging students to use their own ideas.
- Ask students to read the questions and make sure they understand everything.

## COMMUNICATION

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

## Discover more

- Explain that students should use the exact search terms in the task. Ask them to find three facts to bring to the next class.
- After the research or at the beginning of the next lesson, ask some students to share the facts they found. Prompt students to say if they consider any of these people to be inspirational, and why.

## 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 are the challenges of adolescence?**

**1** Think about books that you have enjoyed. In pairs, make a list of elements that you find in good books for young people. Can you agree on the most important?  
*humour, romance, social issues ...*

**2** Read and listen to the blog post on page 105. Are your ideas from exercise 1 mentioned?

**3** Read the blog post again and answer the questions.

- What problems do Thomas, Hazel, and Christopher have to deal with?
- What does Thomas need to do to overcome his problem?
- What positive message does *The Fault in Our Stars* have?
- Why does Christopher challenge his father?
- According to the writer, are the themes in YA literature unique to teenagers? Why? / Why not?

**Reading strategy** **1** Summarizing a text

When you summarize a text that you have read:

- Summarize the overall topic and the main idea in each section or paragraph.
- Don't include details such as examples, your opinions, or other supporting information.
- Use your own words; don't copy directly from the text.

**4** Study the reading strategy. Choose the best summary sentence for each section. Then compare with a partner and explain why you chose each sentence.

- a The text is about why people like reading Young Adult Literature.  
b The text is about the history of Young Adult Literature.
- a It gives examples of YA characters who overcome an obstacle and grow up.  
b It describes a sci-fi novel and how the main character escapes from the maze.
- a It explains why it's difficult for people to manage their feelings.  
b It mentions how characters develop in a positive way after experiencing loss.
- a The blog concludes that YA literature is popular because everyone can relate to it.  
b The blog concludes that YA books are popular because they are Hollywood movies.

**Discover vocabulary** Multi-word verbs (2)  
Student Book • page 136 • Workbook • page 97

**5** Find multi-word verbs in the blog post that mean the same as the highlighted verbs in 1-4. Then ask and answer with a partner.

- Do you sometimes **have arguments** with your friends? What about?
- Can reading books help you **become more mature**? Why? / Why not?
- What's the best way to **recover from** a setback or disappointment?
- Can you think of a book or movie where a relationship **went bad**?
- Why do some friends **become less close**?
- What's the best way to **become friends again** after an argument?

**6** TALKING POINTS Discuss the questions.

- Which of the characters mentioned in the blog faces the most difficult challenge?
- What do you think is the biggest challenge facing teenagers today?

**Discover more** **ASK FRIENDS** about a book that they know. What is the story about? What themes does it deal with? How many times have they read it? Would they recommend it?

104 Unit 10 How does age change us?

**What's so special about Young Adult literature?**

This week's post is from Anna Quinn, librarian at New York City Library.

**1** Sixteen-year-old Thomas is trying to escape from a maze, but he can't remember how he got there or who he is. Hazel Grace Lancaster is dying of cancer when she falls in love with a boy called Gus. Christopher Sheen is a 15-year-old autistic boy who wants to find out who killed his neighbor's dog. Thomas, Hazel, and Christopher are very different people, with very different stories, and yet they are all main characters in three best-selling YA books. People have been writing books for young adults for over 100 years (think of classics such as Mark Twain's *Huckleberry Finn*, published in 1884). But recently YA books have become more popular than ever before. So in this post we'll look at what makes this literature special and why so many people enjoy it. Let's start by discussing some common themes.

**2** **Self-identity and coming of age**  
Often a character in a YA book "comes of age," or grows up, by overcoming a difficult problem or challenge. *The Maze Runner* by James Dashner is a sci-fi novel set in the future. The characters have to escape from a maze, so they must trust each other and work together to survive. Thomas, the main character, is confused and isolated at the beginning of the book. However, by the end of the story, he has matured: he knows who he is, what he values in life, and what he can achieve.

**3** **Friendship and loss**  
Friendships can get complicated as characters get older and their personalities change. Friends can grow apart, become jealous, and fall out. Feelings are often strong and difficult to manage, and characters must learn how to get over rejection or come to terms with losing someone. *The Fault in Our Stars* by John Green deals with real world issues as two teens fight cancer. Each character deals with their illness in a different way, but the story shows how a person can heal and grow as a result of a tragic experience. At the end of the book, Hazel is able to accept the joy as well as the tragedy of her friendship with Gus.

**4** **Family relationships**  
In YA literature, family relationships or a family secret often causes tension and conflict. In *The Curious Incident of the Dog in the Night-time* by Mark Haddon, Christopher wants to be independent, so he rebels against his father's authority. Their relationship breaks down when Christopher discovers that his father has been lying to him. But in the world of YA fiction, people are rarely all good or all bad - Christopher makes up with his father before the story ends.

**5** **Universal themes**  
YA books explore the complex journey from childhood to adulthood, but the themes and challenges they deal with can be experienced by people of all ages - adults and preteen children often love reading them, too. Perhaps that's why these novels have such a wide appeal, with many being made into films. It looks like the best YA books will continue to inspire and entertain us for years to come.

Can you give other examples of "losses"?

Can you find a noun that means happiness in this paragraph?

What are two noun forms of the verb "rebel"? What do they mean?

Can you explain what "have a wide appeal" means?

**Reading to learn**

**What are the challenges of adolescence?**

**Learning objectives**

**READING** Reading a blog about Young Adult (YA) literature

**READING** Summarizing a text

**VOCABULARY** Multi-word verbs (2)

### 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 their favorite book or story when they were young children.
- Dictate or write some questions on the board and ask students to write brief notes as answers: *What was the title? Who were the main characters? Where was the story set? When was the story set? What happened in the story?*
- Put students in pairs to describe their book or story. Encourage the person listening to ask questions to find out more details.
- Invite several pairs to report the stories to the class. Ask: *Why did you like the book / story? Did you read / hear it more than once? Find out if certain stories were very popular, and which were the more unusual stories.*

1

- Students open their books. Ask: *What is different about the stories you read now, compared to those you read when you were ten or eleven?*
- Ask students, in their pairs, to discuss the elements that make a good YA book. Remind them to give examples.
- Elicit ideas from the class and write them on the board.
- Ask: *What sort of social issues can you find in literature for young people nowadays that you wouldn't have found in books your grandparents read?*

2 **2.12**

- Tell students they are going to read a blog post about YA literature. Play the audio for them to listen, read, and check if any of their ideas from exercise 1 are mentioned.
- Ask: *Do you know any of the books? Do you think you would like to read any of them? Why?*

3

- Ask students to read the questions and encourage them to underline the key words they need to answer them. Point out that to answer they need to read the blog post carefully and think about what they have read.
- Give them time to read it again. Then they compare answers in pairs.
- Check answers.

### SUGGESTED ANSWERS

- Thomas needs to escape from a maze and resolve conflict with other boys. Hazel and Gus, the boy she loves, both have cancer. Christopher wants to solve a crime.
- Thomas needs to trust the others and work with them.

- 3 It shows that people can heal and grow as a result of a tragic experience.
- 4 Because he finds out that his father has been lying.
- 5 No, themes in YA literature can occur at any time in life.

#### READING TEXT QUESTIONS

- Point to the questions next to the blog post on page 105. Ask students to scan the text to find the relevant parts and read these carefully to answer the questions. Discuss the answers with the class, encouraging students to refer back to the post to justify their answers.

#### SUGGESTED ANSWERS

Other classics in English include *Little Women* by Louisa M Alcott, *Black Beauty* by Anna Sewell, *Alice in Wonderland* by Lewis Carroll, *The Lion, the Witch and the Wardrobe* by C.S. Lewis, *Northern Lights* by Philip Pullman.

"joy" = happiness

rebel (a person); rebellion (action) = oppose authority, be unwilling to obey rules or accept normal standards of behavior, dress, etc.; to fight against the government of your country

"have a wide appeal" = liked by many people from different backgrounds, of different ages, and nationalities

4

- Ask students to read the reading strategy, or read it aloud. Point out that summaries should include only the most significant information and should be brief. You could tell students that it is helpful to practice writing summaries.
- Make sure students understand what they must do to write a good summary. Ask: *What is important to include in the summary?* (overall topic and main ideas) *What shouldn't you include?* (examples, opinions, other information) *What must you use?* (your own words, not the words in the text)
- Teach or elicit *overcome* (= succeed in dealing with a difficult situation or problem), *obstacle* (= something that makes it difficult for you to succeed), *conflict* (= a serious argument or disagreement), and *relate to* (= to be able to understand or sympathize with somebody / something).
- Students read each pair of sentences and choose the best summary sentence. Suggest they refer back to the reading strategy to check the sentence follows the guidelines.

#### ANSWERS

1 a 2 a 3 b 4 a

#### Discover vocabulary

Student Book page 130 Workbook page 97

- 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

- Read the task aloud and check that students understand everything.
- Allow students time to work out the answers. They could work in pairs for this. Check answers with the class before getting students to ask and answer the questions in pairs.

#### ANSWERS

1 fall out 2 grow up 3 get over 4 break down  
5 grow apart 6 make up (with someone)

#### Extra activity

- Write the verbs on the board in a column: *break, fall, get, grow, grow, make*. Write the particles on the board in random order: *apart, down, out, over, up, up (with)*.
- Ask students to match the verbs and the particles. Check answers. Then write a sentence on the board and ask students which multi-word verb is missing.  
*Tom and I were best friends at school, but we \_\_\_\_\_ when we went to different universities.* (grew apart)
- Then ask students to work in pairs and write three more sentences, leaving out a multi-word verb each time. They swap their sentences with another pair and complete the new sentences.
- Elicit the sentences and check answers.

## 6 Talking points

#### CRITICAL THINKING

- Allow students time to read the questions and think about their answers individually first. Encourage them to think of reasons to support their ideas.
- Students can discuss the questions in pairs or small groups.
- Finally, have a class discussion.

#### Culture note

*The Curious Incident of the Dog in the Night-Time* is a British mystery novel written in 2003. What made the book unusual was that it is written from the viewpoint of a 16-year-old boy who has a condition, which is not stated, but is something like Asperger's syndrome, high functioning autism, or savant syndrome. The writer, Mark Haddon, said in his blog that "... *Curious Incident* is not a book about Asperger's ... if anything it's a novel about difference, about being an outsider, about seeing the world in a surprising and revealing way. The book is not specifically about any specific disorder ... "The book won several literary prizes, including the Best Novel and Book of the Year in the Whitbread Book Awards and the Guardian Children's Fiction Prize. It was published in editions for children and for adults.

#### Discover more

- Explain that students should ask friends about a (YA) book they know. They ask them about the story, the themes it deals with, and whether they would recommend it or not. Ask students to write a short summary based on the information they receive.
- Invite students to present their summary to the class, asking other students to add further information if they wrote about the same book. After each presentation, students could say if they would like to read that book.

#### 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 95  
*Reading practice worksheet*, Teacher's Resource Center

**Language in use**

## What can we learn from different generations?

**1 Read the description of a family and answer the questions.**

- Why did Mia's grandma move in with her family?
- What does Mia like about living with her grandma?
- Do you think multigenerational families are a good idea?

**My Family**  
by Mia Williams

We're from Boston on the east coast of the U.S., but we moved to Seattle for my parents' jobs a few years ago. Grandma was lonely after we left, and we all really missed her. So last year, she moved to Seattle to be with us. Now I live in a big house with my parents and my grandma.

At first it was strange having Grandma with us 24/7, but after living together for a few months, we got used to it. It's easy to talk to my grandma - she's a good listener. She has a great sense of humor, too. She's also given me good advice about school and friendships. Having a lot of life experience means that she can often use examples from her own life to give me advice. There are some days when she's a bit forgetful. She sometimes forgets to lock the front door or to turn off a light, but she can remember lots of things, too - she tells the funniest stories about her teenage years!

Grandma wakes up very early in the morning. She says you need to sleep less when you're older, so she goes for a walk, then comes back and makes coffee for everyone. She always sings while she makes it. It's nice to wake up and hear grandma singing in the kitchen. I really enjoy living with my grandma. I feel we are a very lucky family.

**Discover grammar** Gerunds and Infinitives  
Student Book • page 131    Workbook • page 97

Gerunds can be used as the subject of a sentence. We also use them after prepositions and after certain verbs. Infinitives can be used to give the purpose of an action. We also use them after adjectives and after certain verbs.

**2 Study the examples and answer the questions.**

- She moved to Seattle to be with us.
- After living together for a few months, we got used to it.
- It's easy to talk to my grandma.
- Having a lot of life experience means that she can often use examples from her own life.
- She says you need to sleep less when you're older.
- I really enjoy living with my grandma.

- Which verb is followed by an infinitive?
- Which verb is followed by a gerund?
- In which sentences can you find ... ?  
a adjective + infinitive  
b preposition + gerund
- In which example is the gerund the subject of a sentence?
- In which sentence is there an infinitive of purpose? Can you rewrite the sentence using "because"?

**3 Look at the pictures and complete the sentences with a gerund. Then say which person you think said each sentence: Mia or her grandma.**

1 I enjoy \_\_\_\_\_ along the waterfront is awesome, although you need all the safety gear!

2 I enjoy \_\_\_\_\_ along the waterfront, but I don't think \_\_\_\_\_ is for me. It looks dangerous.

3 \_\_\_\_\_ with friends at the market is a lot of fun.

4 I don't like \_\_\_\_\_ at the market. There are too many people.

5 \_\_\_\_\_ early is easy! Morning is the best part of the day.

6 I find \_\_\_\_\_ really hard. I love the weekends because I can sleep until lunchtime.

7 \_\_\_\_\_ selfies is fun, although I probably take too many.

8 I've never tried \_\_\_\_\_ a selfie. But I love seeing the ones that my family take.

**4 Read about four community projects. Work in pairs and complete the sentences for each one.**

**Buddy Volunteer Program**  
Being lonely is bad for your health. Volunteer to be a "buddy" for elderly people in homes and communities in your area. Some conversation and companionship can make a huge difference.

**Make a Mural**  
Help create a public mural in Gladstone Park! All ages welcome. The mural will represent different parts of the community. Sponsored by the local arts council.

**Local Choir**  
Our Community Choir needs new singers of all ages. Learn to sing everything from rap to rock 'n roll!

**Pot Luck Restaurant**  
Eating at Pot Luck is always a surprise. Our elderly waiters may serve you a different dish from the one you ordered, but it will be delicious! Sponsored by Action against Alzheimer's Disease.

**Discover more** SEARCH ONLINE and find out about another multigenerational community project, such as The Restaurant of Order Mistakes. What difference is it making to people's lives?

**Language in use**

## What can we learn from different generations?

**Learning objective**

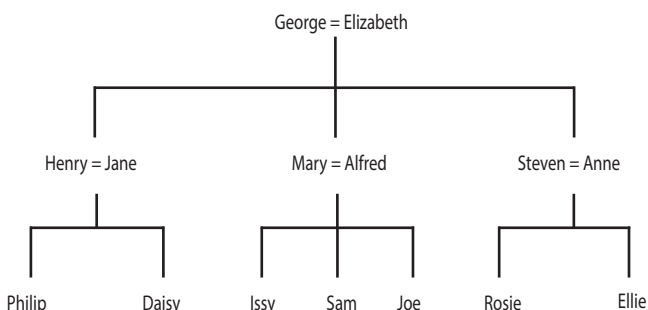
**GRAMMAR** Using gerunds and infinitives

### Reporting back

- If students did the *Discover more* activity from the previous lesson for homework, invite some students to present their book summary to the class and, if possible, show them a copy of the book. See the notes on the previous page.

### Introducing the topic

- With books closed, draw a family tree on the board, adding in different generations and relationships, e.g.,



- Ask questions about the family tree, e.g., *Who is Sam's grandpa? Who are Steven's nephews? What relation is Alfred to Henry? What relation is Philip to Joe?*
- Ask students to draw their own family trees. Then, in pairs, they ask and answer questions about the relationships.
- Finally, ask several students to describe their partner's family tree.

1

- Ask students to open their books, look at the pictures, and read the title of the article. Ask: *Who do you see in the picture on the left? How many generations can you see?* Elicit some answers.
- Students then read the article and answer the questions.
- Check answers. Ask: *What do you think life is like living in a multigenerational family?* Elicit a few answers.

### ANSWERS

- Because she was lonely after the family moved to another city, so she moved to be with them.
- It's easy to talk to her; she's a good listener; she has lots of experience and can give good advice. Mia likes hearing her singing in the mornings.
- students' own answers

### Discover grammar

Student Book page 131    Workbook page 97

- Ask students if they read the *Discover grammar* presentation before the class. With weaker classes, go over the presentation now before you continue with the lesson.

2

- Read aloud the information about gerunds and infinitives and check students understand everything. Ask students if

they can think of any verbs which use gerunds (e.g., *enjoy*, *like*) and any that use infinitives (e.g., *need*, *want*). You could ask them to make example sentences with these.

- Ask students to find the examples (a–f) in the text and answer the questions.
- Check answers and clarify each structure. Then ask students to look at the article again and find more examples.

#### ANSWERS

- 1 “need” is followed by an infinitive.
- 2 “enjoy” is followed by a gerund.
- 3 a adjective + infinitive, c (“easy to talk”)
  - b preposition + gerund, b (“After living together”)
- 4 d (Having a lot of life experience means ...)
- 5 a (“to be with us.”); She moved to Seattle because she wanted to be with us.

#### Extra activity

- To reinforce the grammar, write a list of verbs on the board: *prefer, keep, hate, agree, admit, decide, manage, miss, suggest, hope*. Ask: *Which verbs are followed by the infinitive and which by the gerund?*
- Dictate or write the prompts on the board. Ask students to write sentences that are true about themselves:
  - 1 something you agreed \_\_\_\_\_ but didn’t want \_\_\_\_\_
  - 2 something you prefer \_\_\_\_\_ to learning English
  - 3 something you really can’t stand \_\_\_\_\_
  - 4 something you managed \_\_\_\_\_ although it was very difficult
  - 5 something you hope \_\_\_\_\_ in the near future
  - 6 something you always avoid \_\_\_\_\_ if at all possible.
- Put students in small groups to tell each other their sentences, and briefly discuss them.
- Then, each group reports the most interesting, surprising, or popular answers in the group and who said them, e.g., *Jack always avoids helping his father with the gardening because he thinks it’s really boring.*

#### Language note

Gerunds are often used as the subject, complement, or object of a sentence: *Running is good for you. My favorite hobby is surfing. I hate waiting.* Sometimes these gerunds (subjects, complements, or objects) also have objects: *Eating too much fast food is bad for you. My favorite hobby is reading thrillers. I like watching sci-fi movies.*

3

- Ask students to look at the pictures and complete the tasks.
- Check answers, encouraging students to give reasons for their answers.

#### ANSWERS

- 1 Rollerblading; Mia
- 2 walking, rollerblading; Grandma
- 3 Shopping; Mia (or Grandma)
- 4 shopping; Grandma (or Mia)
- 5 Getting up; Grandma
- 6 getting up; Mia
- 7 Taking; Mia
- 8 taking; Grandma

4

- Students look at the projects and read the sentences. You might want to check they know what Alzheimer’s is. Give them a few minutes to work individually and think about: what each project involves; who it is aimed at; what the benefits are, etc.
- Then put students in pairs to discuss and complete the five sentences for each project. Invite different pairs to share their answers for one of the projects.

#### SUGGESTED ANSWERS

**Buddy Volunteer Program:**

- 1 to help older people feel less lonely
- 2–5 students’ own answers

**Local Choir:**

- 1 create a local choir
- 2–5 students’ own answers

**Make a Mural:**

- 1 to help create a public mural in the park
- 2–5 students’ own answers

**Pot Luck Restaurant:**

- 1 to give people with Alzheimer’s a job
- 2–5 students’ own answers

#### Extra activity: Critical thinking

- Ask these questions and have a brief class discussion: *Have you ever been involved in a community project? What was it? If not, is there any community project you think would benefit your community?*
- Put students in small groups to think of a community project that they would like to get involved in. Ask each group to outline their ideas.

#### Culture note

*The Restaurant of Order Mistakes* is a pop-up restaurant in Tokyo, Japan. The idea is not to complain about mistakes in your order when the waiter gets it wrong, but to make people more aware of those who suffer from dementia and decrease the stigma. You may not get what you ordered, but you realize that dementia sufferers can be a functioning part of society with help, understanding, and acceptance.

#### Discover more

- Students can do the research in class if they have internet access or they can do it for homework. You could think of some possible projects in class, either local, national, or international. Ask them to make notes on what they find.
- After the research or at the beginning of the next lesson, invite individual students to tell the class what they discovered, asking other students to add further information if they chose the same project. Ask: *Who do you think this project helps? How?*

#### Preview

- Ask students to do the *Discover vocabulary* exercises on disagreement on page 130 before the next lesson.

#### Further practice

*Discover grammar Student Book, page 131 (answers on TG page 115)*  
*Workbook, pages 97 to 98*  
*Grammar practice worksheet, Teacher’s Resource Center*

Life skills

## How can we manage disagreements?

Life skills

**Life skills strategy**

### Managing disagreements

Having disagreements with people around you is a common part of growing up. People won't always agree with your ideas. You need to be able to manage your emotions, present your point of view clearly, and find a solution that everyone can agree on.

- 1 Study the life skills strategy and look at the pictures below. Discuss these questions.
  - 1 What is the relationship between the people?
  - 2 What do you think the disagreement is about?
- 2 Look at the different causes of disagreement below. Which do you think is the most common? Which is the easiest and which is the most difficult to resolve?

#### When things get heated ...

- 1 You don't like being compared to your siblings. It makes you feel resentful and it causes rivalry between you.
- 2 You told a friend a secret, but he told other people. You can't believe you trusted him.
- 3 One of your friends loses her temper and gets aggressive when you disagree with her.
- 4 Your cousins always insist on doing what they want when you meet them. They're never prepared to compromise. You're fed up with it.
- 5 You don't get along with your big sister because she treats you like a young child.



#### ...keep your cool! \*

- 1 Take a deep breath and stay calm.
- 2 Try to see things from the other person's point of view.
- 3 Make eye contact as you speak.
- 4 Explain how something makes you feel.
- 5 Listen to what the person is saying to you.
- 6 Try not to interrupt.
- 7 Apologize and take responsibility for your own mistakes.



#### Discover vocabulary

Disagreement  
Student Book ► page 130    Workbook ► page 98

#### Listening strategy

Listening for specific points

When we listen, it's important to think about what we are listening for. What information do we need to take away? It's difficult to remember everything when you listen to a long extract, so look at the information that you need to complete a task, then listen for those points.

- 4 You are going to listen to a 16-year-old vlogger talk about how she deals with disagreement. Listen and find out:
  - who her disagreement was with
  - what it was about
  - what happened in the end
- 5 Study the listening strategy. Then look again at the advice in exercise 3 and listen again. Which does Lars follow, and which doesn't she follow?
- 6 You are going to role-play two disagreements from different points of view. Read the role cards and act out the scenarios. Remember the advice in exercise 3. Use the key phrases to help you.

**Student A** You confided in a friend about a problem at school, but just found out that your friend told other people about it. You are surprised and upset and want to know why they have betrayed your trust. Tell Student B how you feel, then listen to their explanation.

**Student B** A friend told you about a problem they are having in school. They asked you not to tell anyone, but you told two other friends because you thought they could help. Now your friend is angry with you and wants to know why you betrayed their trust. Listen to Student A, then explain your actions.

**Student A** You won tickets to a music festival in another city. There is only one bus, and you have to leave now or you'll miss it. But your friend is acting strangely. It's too late to invite a different friend. Listen to Student B, then explain how you feel.

**Student B** You feel like relaxing, but your friend is insisting that you go to a music festival right now. They always do this – make plans without asking you what you want to do – and you are fed up with it. Tell Student A how you feel, then listen to their explanation.

#### Key phrases

Managing disagreements

If you look at it from my point of view, ...

When you ..., it made me feel ...

I'm sorry if I made you feel ...

I didn't mean to sound ...

I was only trying to ...

I'm sure we can work this out.



#### Discover more

SEARCH ONLINE and find out about a famous sibling rivalry, e.g., Adolf and Rudolf Dassler, Mary and Ann Boleyn. Describe their relationship. Did they resolve their conflict? How?

#### Reflect

Think of a time when you had a disagreement with someone. How did you both handle it? What would you do differently now?

## Life skills

# How can we manage disagreements?

### Learning objectives

### LIFE SKILLS

Managing disagreements

### VOCABULARY

Disagreement

### LISTENING

Listening for specific points

### LISTENING

Listening to a vlog about dealing with disagreement

### SPEAKING

Managing disagreements

### Reporting back

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

### Introducing the topic

- Ask students to think about the last time they lost their temper. Ask: *Why did you lose your temper? Who did you lose your temper with? What happened in the end?* Put students in pairs to describe their incident or one they have seen.
- Then ask: *What happens when you are in a situation where you can't lose your temper and say what you feel? What can you do then?* Students, in their pairs, discuss the questions.
- Elicit and discuss their ideas briefly as a class, then ask: *Do you have any strategies you use to control your temper or handle difficult situations?* Elicit a few ideas, e.g., counting to ten, taking a deep breath.

1

- Students open their books. Read the life skills strategy aloud and check students understand everything.
- Focus on the pictures in exercises 2 and 3 and ask students to describe what they see.
- Put students in pairs to discuss the questions.
- Elicit some ideas and encourage students to give their own opinions. Ask: *Who do you have disagreements with most? What do you usually disagree about?*

### Discover vocabulary Student Book page 130    Workbook page 98

- Remind students that they had to do the *Discover vocabulary* exercises for homework.

#### DIFFERENTIATION

- With weaker classes, go over the answers now, and make sure students understand all the vocabulary.
- With stronger classes, ask questions to check their understanding of the new vocabulary in context. Ask: *Which word means ... ?*  
*to feel angry or bitter about something you think is unfair* (resentful)  
*to reach an agreement with someone when each side gives up something they wanted* (compromise)  
*behaving in an angry or threatening way* (aggressive)  
*a situation where something a person said is not understood correctly* (misunderstanding)  
*to believe that someone is good, honest, sincere* (trust)

2

- Students read the information and then, in pairs, answer the questions.

- Encourage students to discuss what their own reactions would be to these situations. Ask: *Would you find it easy to be calm in these situations? Why? / Why not?*

### 3

- Ask: *What do you think you might do in the situations in exercise 2? How would you handle any disagreements?* Elicit a range of ideas from the class.
- Teach or elicit the meaning of *Keep your cool!* (= stay calm, not lose your temper even when the other person does something that annoys or upsets you).
- Ask students to make a list of two or three things they could do to keep their cool. Elicit a few ideas.
- Then students read the advice and compare it with their own ideas. Ask: *What do you usually say when you apologize?* (I'm (really) sorry.)
- Invite volunteers to share any thoughts or experiences with the class.

### 4 2.13

- Tell students they are going to listen to a vlogger talking about how she deals with disagreement.
- Elicit or teach *objective* (= not influenced by personal feelings or opinions; looking only at the facts).
- Ask students to read through the points and note what specific information they need to listen for.
- Play the audio for students to listen and write the answers.
- Check answers.

#### ANSWERS

Lara's disagreement was with her brother. She thought that he broke her tablet. Lara was wrong – the tablet wasn't hers. She apologized to her brother.

### 5 2.13

- Ask students to read the listening strategy. Ask: *What do you need to do when you are listening for specific points?* (check exactly what information you need to complete the task, maybe underline words in questions, take notes).
- Play the audio again. Ask students to discuss the questions in pairs.

#### ANSWERS

Advice she follows:

She takes a deep breath and stays calm.

She tries to see things from her brother's point of view.

She makes eye contact as she speaks.

She explains how it makes her feel.

She apologizes and takes responsibility for her mistake.

Advice she doesn't follow:

She doesn't listen to what her brother's saying.

She interrupts him.

### 6

- Tell students they are going to role-play two disagreements. Focus on the picture and ask: *How do you think the people are feeling?*
- Put students in A/B pairs, assign a scenario, and ask each student to read the relevant role card. Give students time to prepare how they feel about the situation, decide what attitude they will have, and how they are going to deal with it. Remind them about the advice in exercise 3.

- Before they start, read the key phrases with the class and elicit a few examples of how they are used in context, e.g., *I'm sorry if I made you feel angry. I was only trying to help.*
- Monitor and help while they are working, and provide vocabulary as necessary.
- Ask the class for feedback on their role-play. Ask: *Did you manage to work out your disagreement? Did you both feel calm at the end?* Invite students to say if they think they could do something better next time.

#### DIFFERENTIATION

- With weaker classes, allow students time to prepare some questions to ask their partner. Stronger students can go straight into the role-play.

### 7

- Students role-play the second scenario, switching their role as Student A or B.
- Again, monitor and help as needed.
- When they finish, give students a minute to reflect on their outcome. Finally, have a class feedback session.

### 8 Reflect

#### CRITICAL THINKING

- Give students a few minutes to think of an example and reflect on how they could have behaved differently.
- Put students in small groups to share their experiences. (Note: it is important to realize that some students may feel uncomfortable sharing personal experiences of this nature. Make it clear that it is perfectly acceptable if they prefer not to do so.)
- Alternatively, students could discuss how they plan to react in a future situation of disagreement.

#### Extra activity: Critical thinking

- Teach the idiom *to bite your tongue* (= to stop yourself from saying something that might upset somebody or cause an argument, although you want to speak).
- Ask these questions and have a brief class discussion: *What are the advantages of keeping your cool? Have you been in a situation where you have had to bite your tongue? What happened? How did you feel?*

#### Discover more

- Students can do the research in class if they have internet access. Alternatively, they can do it for homework. Point out that if there is enough relevant information, they could also choose a current set of siblings, e.g., from a family involved in sports or entertainment.
- After the research or at the beginning of the next lesson, invite students to tell the class about the sibling rivalry they found out about, and ask other students to add further information if they chose the same set of siblings.
- Ask: *Do you think it is more difficult for famous siblings to resolve their disagreements?*

#### Further practice

*Discover vocabulary Student Book, page 130 (answers on TG page 115) Workbook, page 99*

## Writing At what age do you become an adult?

**Writing task**

A for and against essay

Write an essay about the following:  
"Discuss whether you agree with the age at which it is legal in your country to leave school, vote, or drive a car."

**Understand the task**

- Study the writing task. Which of these correctly describe a for and against essay?
  - In a for and against essay, you give arguments that support a statement, and arguments that are against it. Then you give your overall opinion and explain why.
  - In a for and against essay, you state whether you are in favor of or against a statement at the start. Then you support your opinion with examples.
- Read the essay below and check your answer to exercise 1.

**Think and plan**

**Giving a balanced argument**

Present both sides of an argument objectively and allow the reader to make an informed decision. Focus on your best ideas for both points of view and develop them.

- Study the writing strategy. Then complete the table with arguments from the essay which support and are against the statement at the top. Do you think the writer presents a balanced argument?

| Points for | Points against |
|------------|----------------|
|            |                |

**In the U.S., you can't vote until you are 18. We should change the law so people can vote at 16.**

In the U.S., the voting age used to be 21. It was reduced to 18 in 1971, because people felt that if you could join the army and fight for your country at 18, you should also be able to vote. Today, some people argue that the voting age should be reduced even further – to 16. There are arguments for and against this.

Let's consider the arguments "for" first. On the plus side, it would be more democratic if 16-year-olds could vote, simply because a larger percentage of the population would participate. Although a 16-year-old does not have the life experience of an 18-year-old, being allowed to vote might encourage them to take an interest in politics and learn about the world.

On the minus side, at 16, the body and brain are still changing and growing, so young people may be less able to make rational choices. 16-year-olds are considered responsible enough to drive a car in most U.S. states. Nevertheless, many people think that voting at 16 is too much responsibility because it affects the whole country, not just the individual.

On the one hand, it's true to say that lowering the voting age is more inclusive, but on the other hand, voting is a serious business. Are 16-year-olds mature enough to take on that responsibility? To conclude, I'd argue that they are not. In my opinion, allowing people to vote when they are 18 is a sensible line, and we shouldn't change it.

**Reflect How does age change us?**

Is there an ideal age for everything?

What are the challenges of adolescence?

What can we learn from different generations?

How can we manage disagreements?

At what age do you become an adult?

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

Workbook ► Page 103

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Unit 10 How does age change us? 111

## Writing

# At what age do you become an adult?

**Learning objectives**

**WRITING** Writing a for and against essay

**WRITING** Giving a balanced argument

**WRITING** Introducing similar and contrasting ideas, and reasons and results

- ### 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: *In your country, at what age can you ... ?*

|                     |                                  |
|---------------------|----------------------------------|
| leave school        | vote in an election              |
| open a bank account | get married                      |
| ride a motorbike    | join the armed forces / military |
  - If students don't know, they could check the answers online. Elicit answers, then ask: *What age do you legally stop being a child? When do you think you will feel like a grown-up? Elicit a few ideas, e.g., How will your life be different? What will you be doing?*

- ### Understand the task
- Students open their books. Read the writing task aloud and ask questions to check students understand it, e.g., *What is the essay about?* (laws related to the age it is legal to do something in your country) *What do you have to do?* (choose one law to write about)
    - Students read the descriptions and choose the best answer. You can elicit answers, but do not confirm anything yet.
  - Ask students to read the essay to check their answer to exercise 1. Point out that they don't have to understand every word, but should focus mainly on the organization of the content. Check the answer.
    - Ask: *What is the structure of the essay?* Elicit answers and write the plan on the board:  
*Paragraph 1: set up the essay: describe the law as it is;*  
*Paragraph 2: give the arguments for the law as it is;*  
*Paragraph 3: give the arguments against the law as it is;*  
*Final paragraph: give your overall opinion and explain why you hold that opinion.*
- ANSWER**

**Description 1**
- ### Think and plan
- Ask students to read the writing strategy. Ask: *How do you give a balanced argument?* (present both sides of the argument and allow the reader to make an informed decision)

- Ask students to read the essay again, this time in more detail, and complete the chart.
- Check answers. Ask: *Do you think this is a balanced essay?*
- Point out that thinking about why you are writing is an important part of any writing task.

### ANSWERS

Points for:

It would be more democratic.

Being able to vote would encourage young people to take an interest in politics.

They are already considered responsible enough to drive.

Points against:

16-year-olds don't have the same life experience as 18-year-olds.

At that age, the body and brain is still growing, so it may be more difficult for 16-year-olds to make rational choices.

4

- Read the task aloud. Remind students that with any writing task, especially in an exam, the most important thing is to complete all parts of the task and answer all the questions.
- Give students time to make their notes individually, following the essay structure on the board.
- Students could then compare their notes in pairs and suggest improvements before they continue. Encourage them to look at the content, the balance of the arguments, and if the writer gives their opinion in the final paragraph.
- Monitor and help while they are working, and feed in grammar and vocabulary as necessary.

### Extra activity: Creativity

- Before students write their first draft, ask them to read the essay again and note down any useful vocabulary or expressions they could use, e.g., *There are arguments for and against this. Let's consider the arguments "for" first. To conclude ... , In my opinion, ....* Encourage them to see the essay as a resource they can use to help with their own writing.

### Write a first draft

#### 5 Language point

- Ask students to study the highlighted words and expressions in the essay and answer the questions.
- Check answers.

### ANSWERS

1 Similar ideas: on the plus side; on the minus side

2 Contrasting ideas: although; nevertheless; on the one hand; on the other hand

3 Introducing reasons and results: on the plus side; on the minus side

students' own answers

6

### CREATIVITY

- Students write their first draft. Point out that they will have a chance to check and correct language mistakes.

### Review and edit

7

- Students read the notes and questions in the checklist.

- Students could check their work individually, or they could work together in pairs to check each of their essays, using the checklist as a guide.
- They then revise their work individually, either in class or for homework.
- When grading students' work, refer to the three items in the checklist. You could give a score out of ten for each item, giving a total out of 30 for the task.

### Reflect How does age change us?

1

- Students read and think about their own answers to the lesson questions. Elicit a few ideas from some 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 answers. Monitor and determine if and where students need additional support to complete the exercise. Play the video a second time if necessary.

### ANSWERS

Students' own answers. See the transcript on page 000 for the ideas contained in the video.

### DIFFERENTIATION

- With stronger classes, you could put students in pairs and ask them to prepare their own commentary to one part of the video. Play the first version of the video again, inviting pairs to give their commentary to each section.

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. Set a time limit for this and point out that the answers can be notes or full sentences.
- Invite 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

### Fitting in 1.17

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

2  
1 in common 2 peer pressure 3 in a crowd  
4 conformist 5 rebelled

### Forming nouns from verbs 1.18

3  
1 development 2 imagination 3 understanding  
4 reaction 5 appearance 6 expression  
7 conclusion 8 treatment 9 practice

### Influencing 1.19

4  
1 trust 2 criticizing 3 admit 4 talk her out of  
5 convinced 6 stubborn

5  
1 justify 2 criticize 3 stubborn  
4 talk somebody out of 5 admit

## Unit 1 Grammar page 113

1  
1 used to / would 2 use to 3 used to  
4 Did you use to 5 used to / would 6 had

2  
1 I wasn't used to  
2 We can't get used to  
3 This movie theater used to be  
4 Is Sam used to  
5 My dad would always  
6 We're getting used to

## Unit 2 Vocabulary page 114

### Settlements 1.20

1  
1 seaside resort 2 fishing village 3 hamlet  
4 university city 5 market town 6 fortress 7 suburb

2  
students' own answers

### Synonyms 1.21

3  
1 moved away, relocated  
2 abandoned, deserted  
3 modern, contemporary  
4 bustling, lively  
5 protect, defend

### Maps 1.22

4  
1 political map 2 border 3 physical map  
4 contour line 5 road map 6 symbol 7 arrow  
8 scale 9 compass points 10 landmark

5  
1 physical 2 compass points 3 landmarks  
4 arrow 5 border

## Unit 2 Grammar page 115

1  
1 was, 'd / had been working  
2 took, bought, went  
3 was blowing, had gone  
4 were walking, stopped, asked

2  
1 first found  
2 had built  
3 have revealed  
4 since  
5 have been using  
6 has only recently become  
7 have we not discovered

## Unit 3 Vocabulary page 116

### The life cycle of food 1.23

1  
1 consumes  
2 packaging  
3 reusable  
4 transport  
5 carbon footprint  
6 biodegradable, non-biodegradable  
7 Locally sourced  
8 landfill  
9 grow

2  
students' own answers

### Collocations 1.24

3  
1 small  
2 developed  
3 advertising  
4 chemical  
5 soft  
6 fast

### Food and nutrition 1.25

4  
1 E 2 C 3 H 4 A 5 F 6 G 7 B 8 D

5

1 vitamins 2 fat 3 sweetener 4 fiber 5 protein  
6 calories 7 artificial 8 carbohydrates

### Unit 3 Grammar page 117

1

- 1 Strawberries are grown
- 2 The menu is being planned
- 3 The cookies haven't been
- 4 Was all the trash taken away
- 5 The cupboards hadn't been cleaned
- 6 Has salt been added
- 7 The fridge was being repaired
- 8 Junk food shouldn't be advertised
- 9 All the grapes used to be picked
- 10 Will these bags be used

2

- 1 can be done
- 2 is wasted
- 3 was set up by
- 4 are grown
- 5 was thrown away by
- 6 have been sold
- 7 were given away by
- 8 is collected by
- 9 share
- 10 would be wasted

### Unit 4 Vocabulary page 118

#### Describing heroes 1.26

1

- 1 moral
- 2 reckless
- 3 showed leadership
- 4 selfless
- 5 compassionate
- 6 heroic
- 7 courageous
- 8 stand up for

2

students' own answers

#### Negative prefixes 1.27

3

- 1 misheard 2 unavailable 3 dishonest 4 incapable
- 5 irrational 6 non-refundable 7 invisible

#### Emergencies 1.28

4

- 1 get into trouble
- 2 crowd
- 3 severe
- 4 alarm
- 5 get lost
- 6 panic
- 7 crisis
- 8 went missing

5

- 1 crowd 2 alarm 3 panic 4 got lost
- 5 got into trouble 6 severe 7 went missing 8 crisis

### Unit 4 Grammar page 119

1

- 1 who
- 2 who has achieved
- 3 that most people would run away from
- 4 whose
- 5 that cares
- 6 when
- 7 you won't

2

- 1 ✓ 2 where 3 which 4 ✓ 5 ✓ 6 who's / who has

### Unit 5 Vocabulary page 120

#### Numbers and measurements 1.29

1

- 1 height 2 width 3 sequence 4 length
- 5 amount 6 sum 7 probability 8 average
- 9 percentage 10 weight

2

- 1 length, 21,196 km
- 2 height, width, 2.44 x 7.32 meters
- 3 probability, 1 in 6.
- 4 weight, About 1.5 kg.
- 5 amount, About 39 g.
- 6 percentage, 50.6%
- 7 average, 30
- 8 sequence, 19

#### Verb + preposition 1.30

3

- 1 insisted on 2 searching for 3 occur in
- 4 apply to 5 belong to 6 appeared in

#### Money and budgeting 1.31

4

- 1 afford 2 lend 3 debt 4 allowance 5 budget
- 6 sale

5

- 1 earn 2 sales, bargains 3 spend 4 save
- 5 an allowance 6 cost

### Unit 5 Grammar page 121

1

- 1 can't 2 managed to 3 be able to 4 can
- 5 couldn't 6 could 7 'll be able to 8 wasn't able to

2

- 1 can't be
- 2 must know
- 3 must have eaten
- 4 might / may not have told
- 5 must be joking

- 6 might / may be planning
- 7 can't have cleaned
- 8 can't be talking
- 9 might / may not have seen
- 10 must be wondering

## Unit 6 Vocabulary page 122

### Movies 1.32

- 1
- 1 Screenplay 2 blockbuster 3 plot 4 performance
- 5 cast 6 special effects 7 scenes 8 soundtrack

- 2
- students' own answers

### Compound adjectives 1.33

- 3
- 1 old-fashioned
- 2 short-lived
- 3 never-ending
- 4 hard-hitting
- 5 highly respected
- 6 groundbreaking

### Documentaries 1.34

- 4
- 1 c 2 f 3 a 4 b 5 e 6 d

- 5
- 1 shot 2 educational 3 real-life issues 4 voice-over
- 5 entertaining

## Unit 6 Grammar page 123

- 1
- 1 walk 2 might 3 as soon as 4 if 5 unless
- 6 wouldn't 7 found 8 have

- 2
- 1 you wouldn't have gotten lost
- 2 if I hadn't been so tired
- 3 if I'd had my phone with me
- 4 If you hadn't woken me up
- 5 Ted would have called me
- 6 Would you have bought the jacket
- 7 if I hadn't been busy every day
- 8 Would you have said hello

## Unit 7 Vocabulary page 124

### Career skills and qualities 2.14

- 1
- 1 decisive
- 2 good people skills
- 3 creative
- 4 analytical skills
- 5 communication skills
- 6 team player
- 7 natural leader
- 8 patience
- 9 time management skills

- 2
- students' own answers

### Multi-word verbs (1) 2.15

- 3
- 1 come up with
- 2 acted out
- 3 turned me down
- 4 face up to
- 5 dropped out
- 6 paid off

### First impressions 2.16

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

- 5
- 1 shake hands
- 2 kiss
- 3 make small talk
- 4 make a good impression
- 5 make eye contact

## Unit 7 Grammar page 125

- 1
- 1 must not
- 2 aren't allowed to
- 3 have to
- 4 wasn't allowed to
- 5 must
- 6 don't have to
- 7 had to

- 2
- 1 made us run
- 2 let her go out
- 3 lets me borrow
- 4 let you camp
- 5 will make you stay
- 6 made us open
- 7 lets us leave

## Unit 8 Vocabulary page 126

### Sports values 2.17

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

- 2
- students' own answers

### Other prefixes 2.18

- 3
- 1 undercooked 2 reread 3 megacity 4 overslept
- 5 pro-war 6 anti-hunting 7 reheat 8 inter-school

### Success and failure 2.19

- 4
- Negative: fail, failure, go wrong, mess up
- Positive: succeed, success, work out (well)

Fixing things: deal with, make (sth) right,  
take responsibility for

5

- 1 failure 2 messed 3 responsibility 4 gone  
5 worked 6 make 7 succeeded 8 failed  
9 deal 10 out 11 success

## Unit 8 Grammar page 127

1

- 1 hadn't  
2 if I needed  
3 told  
4 could  
5 we were  
6 whether I wanted  
7 he'd been  
8 'd

2

- 1 Max suggested donating some of the money to charity.  
2 My mom ordered my brother to switch the TV off.  
3 Lilia apologized for shouting at me.  
4 You promised to come to training on Thursday.  
5 Sam recommended trying the new gym.  
6 Priti offered to send me the information.

## Unit 9 Vocabulary page 128

### Seas and oceans 2.20

1

- 1 surface 2 seabed 3 coral reef 4 food chain  
5 plankton 6 coastline 7 contaminated 8 currents

2

- 1 coral reef 2 tide 3 surface 4 contamination  
5 marine 6 seabed

### Noun + preposition 2.21

3

- 1 fear of 2 knowledge of 3 respect for  
4 interest in 5 threat to

### Campaigns 2.22

4

- 1 inspiring  
2 promote  
3 motivate  
4 grabs people's attention  
5 shocking  
6 informative  
7 practical  
8 motivating

5

- 1 practical  
2 shocking  
3 inspiring  
4 motivating  
5 informative

## Unit 9 Grammar page 129

1

- 1 might  
2 's going to  
3 we'll be sitting  
4 will have disappeared  
5 'll be taking  
6 'll have earned

2

- 1 'll / will have done  
2 will be living  
3 will have left  
4 'll / will need  
5 Will you have had  
6 'll / will have given

## Unit 10 Vocabulary page 130

### Ages and stages 2.23

1

students' own answers

2

students' own answers

### Multi-word verbs (2) 2.24

3

- 1 fallen out with  
2 got over  
3 grew up  
4 grown apart  
5 broke down  
6 make up with

### Disagreement 2.25

4

- 1 trust  
2 get along really well  
3 misunderstanding  
4 lost my temper  
5 aggressive  
6 rivalry  
7 compromise  
8 resentful

5

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

## Unit 10 Grammar page 131

1

- 1 to hear 2 having 3 to live 4 to stay  
5 living 6 to spend 7 to love 8 to visit  
9 to do 10 spending 11 Singing 12 chatting  
13 to see 14 to spend 15 giving



# Writing workshop

## A compare and contrast essay

The Writing workshop provides a detailed guide to the different stages involved in planning, drafting, and checking a piece of written work. Although the focus is a compare and contrast essay, many of the tips and strategies will also apply to other written tasks. The different stages in the writing process are focused on in more detail in individual units of the book, and it might be useful to refer students to individual sections of the Writing workshop as they do each unit. As students get to the end of the course, you can work through the Writing workshop with the class, bringing together all the stages of writing they have studied into one task.

### Think and plan

1

- Read aloud the writing task and check students understand everything. Focus on the pictures and elicit what they show.
- Then ask students to read the model essay and answer the questions.
- Ask: *Where does the writer express his/her opinion?* (in the conclusion)

#### ANSWERS

- 1 four paragraphs
- 2 Paragraph 1: Introduction to topic  
Paragraph 2: in favor of one idea (individual sports)  
Paragraph 3: in favor of the contrasting idea (team sports)  
Paragraph 4: Conclusion and writer's opinion
- 3 The writer believes that team sports offer more for young people than individual sports.
- 4 The letter *i* doesn't appear in the word. When in a team, everyone has to think about the whole team – “we”, not individual priorities, as in “I.”

#### DIFFERENTIATION

- With weaker classes, check students have understood the structure and contents of the essay, ask: *How does the writer set up the topic in the introduction? Why does the writer ask questions? In paragraph 2, how many points does the writer make in favor of individual sports? What are they? In paragraph 3, how many arguments does the writer make in favor of team sports? What are they? What does the writer do in the conclusion? What is the writer's opinion?*

2

- Read aloud the writing strategy about comparing and contrasting.
- Ask students to read the essay again and then complete the notes with the correct words.

#### ANSWERS

- 1 organized 2 satisfying 3 cooperate 4 arguments

3

- Read aloud the writing strategy on deciding on a topic. To check understanding ask: *Which topic should you choose?*

- Allow students time to reread the three essay titles in the writing task, make some notes on each, and decide on their topic.

#### DIFFERENTIATION

- With weaker classes, let them read the model essay again, see how many points there are in each paragraph, and compare with the number of points they have.

4

- Read aloud the writing tip. Ask: *When you're generating ideas, why do you think you should write down ALL your ideas?* (Keep ideas flowing; don't stop and start, as this stops ideas.)
- Put students who have chosen the same topic in pairs to compare ideas and come up with more. Encourage them to discuss and come up with ideas together, using notes as on the page.
- Alternatively, point out that students could use a mind map to note down all their ideas first. Then they can group them and organize them as on the page.

5

- Read aloud the writing tip on matching ideas to contrast and the writing strategy on selecting and ordering notes. Elicit some ideas and prompt students to match related ideas.
- Once they have a variety of related ideas, they can select the ones that make the best points or are most interesting.
- Encourage students to spend some time thinking about the language they will use to express their ideas clearly.
- Monitor and help with grammar and vocabulary for comparing and contrasting where necessary.

6

- Read aloud the writing tip on listing ideas, and ask students to find expressions in the model essay which match the prompts. Check answers.

#### ANSWERS

- 1 Let's begin with 2 Another point is that 3 Also,  
4 Furthermore, 5 Last but not least, 6 In conclusion,

7

- Ask students to consider the most logical order to use their notes in their essay.
- Give them time to choose suitable expressions to introduce their ideas and write full sentences to present them.
- Then, in pairs, students read their sentences and give feedback to each other.

### Drafting

1

- Read aloud the writing tip on introductions and refer students back to the model essay introduction. Ask them

to notice how the writer introduces the topic and then asks questions to engage the reader.

- Students read their own notes and choose an introductory sentence to engage the reader in the topic, and then one or two questions to encourage the reader to continue.

## 2

- Students write their introduction. Ask students to read their introduction to their partner. Encourage each student to comment on their partner's introduction. Ask: *Does the introduction make you want to read more?* Remind students that all comments should be helpful.

## 3

- Ask students to read the key phrases and refer them back to the model essay to underline any of the linking words that appear there. Make sure they note which linking words are used to link two clauses in one sentence and which words are used to link two sentences.
- Give students time to link the sentences using the linking words and then get them to compare their answers in pairs.
- Check answers.

### SUGGESTED ANSWERS

- 1 It's easy to feel lonely in a city, despite the thousands of people who live there.
- 2 Students don't have much money. Nevertheless, they may be able to get a higher-earning job later.
- 3 Exotic fruit is delicious. However, it often has a high carbon footprint.
- 4 Housing is cheaper in a village. On the other hand, commuting can cost a lot.

## 4

- Encourage students to decide which linking words from the key phrases they can use with their own notes. Give them time to write some new sentences. Monitor and help as needed. Then invite them to read their sentences in pairs.

## 5

- Read the key phrases for strengthening comparisons with the class and ask students to find the examples in the model essay.
- Then ask them to think about their own points to see where they can use strengthening comparisons on their strongest ideas, e.g., *Playing golf is generally **far more** expensive than playing soccer.*

### DIFFERENTIATION

- With weaker classes, write some examples of pairs of contrasting ideas from the essay titles in the Writing task on the board:
  - *social life in a village / in a city*
  - *intensively grown food / organic food*
  - *going to work / getting a qualification*
- Then ask students to work in pairs to write sentences using the strong comparisons, e.g., *fast food / fresh fruit and vegetables > Eating fast food is far cheaper than eating healthy food like fresh fruit and vegetables.*

## 6

- Students write their second and third paragraphs. Remind them that the second paragraph has one opinion and the

third paragraph has the contrasting opinion. Refer them back to the essay, if necessary.

## 7

- Read aloud the writing tip on conclusions. Give the students time to make some notes on the points they want to make in their conclusion. Monitor and help as needed.

## 8

- In pairs, students complete the key phrases. Check answers.
- Ask students to think of one or two concluding sentences for their essay, and to take turns reading them to a partner.

### ANSWERS

1 say 2 opinion 3 strongly 4 clear 5 way

## 9

- Students write their conclusion.

## Review and edit

## 1

- Students read their first draft following the instructions. Remind them also to make sure that they have answered all the points in the task.
- Students could check their work individually, or they could work together in pairs to check each of their essays.

## 2

- Students read the writing tip about using synonyms. Then they read the model essay to find the synonyms.
- Check answers.

### ANSWERS

1 benefits, positives 2 valuable 3 wonderful

## 3

- Students read their essays and look for repeated words. They try to replace them with synonyms.
- Monitor and help with vocabulary and spelling.

## 4

- Read aloud the writing strategy about making cuts and the tip about reading aloud. Encourage students to make cuts if necessary. Point out that reading their work aloud is a useful step to make sure everything still makes sense, and it helps to highlight unnatural-sounding language.
- They could read their work aloud in pairs and help each other to check they have included all the tips and strategies.

## 5

- Read aloud the writing strategy about getting the register right. Then ask students to read their work again, this time to check they haven't used any vocabulary or expressions which are too informal.
- Finally, students reread their final version and do a final check using the questions in the list.

## 6

- Students write their corrected final essay.



# Literature An adventure story

## Introducing the topic

- With books closed, ask: *What adventure stories do you know? Have you read any adventure stories, or seen any adventure movies?* Ask: *What words do you think of when someone says "adventure story"?* Prompt students to say words like "exciting," "dangerous," "brave," "frightened." Elicit what they know about adventure stories, asking more questions to prompt them if necessary, e.g., *What happens in an adventure story? Where is an adventure story set?* Elicit ideas from students.

## Before you read

1

- Still with books closed, tell students you are going to say a phrase, and they must write down the first five words that come into their head. Say *Amazon jungle*. Ask students to compare their words in pairs. Ask: *What does it look like? What can you smell, hear, see as you walk through the jungle? How hot is it? What animals might you meet?*
- Elicit students' ideas and write some of the words on the board. Ask: *How would you feel if you were in the Amazon jungle?* Elicit some ideas.
- Tell students they are going to read a story set in the Amazon. Ask: *What does an ecologist do?* (studies the relation of plants and living creatures to each other and to their environment)
- Students open their books. Before they read the story, tell them they are going to read about the author, and what has happened in the story so far. Focus on the picture in "The Story So Far ..." and ask when they think the story is set.
- After reading, students decide if the sentences are true or false. Ask them to support their answers with evidence from the text, and to correct the false sentences.
- Ask: *What do you think will happen next?* Encourage students to explore their own ideas.

### ANSWERS

- 1 F (She was born in Austria, but came to the U.K. in 1933 when she was eight.)
- 2 T
- 3 T
- 4 T
- 5 F (Maia is left at home.)

## Recall

2  2.26

- Focus on the six pictures on page 140 and elicit what students see in them.
- Check the words in the Glossary quickly and ask students to point out any of the words they can see in the pictures.
- Play the audio for students to read and listen to the story. Encourage them to try to enjoy the story, even if there are words and sentences that they don't understand.
- Students then put pictures A–F in the order they happen in the story, and check their answers in pairs.

- Check answers.

### ANSWERS

A 3 B 5 C 1 D 6 E 4 F 2

### DIFFERENTIATION

- With weaker classes, play the audio again to check answers to exercise 2. Pause as each picture is described and elicit what happened to confirm each answer.

3  2.26

- Play the audio again for students to read and listen a second time.
- Then allow students time to read the summary of the text.
- In pairs, they decide what the mistakes are and correct them. Check answers.

### ANSWERS

- 2 guidebook map
- 3 road path
- 4 left right
- 5 sick lost
- 6 lake stream
- 7 an alligator a canoe

## Interpret

4

- Put students in pairs to discuss what Maia did, and if they would do the same thing. Encourage them to give their reasons and to try to understand how Maia feels at different points in the story. You could ask questions as prompts, e.g., *How does Maia feel ... ? before she starts walking into the jungle while she is walking when she gets her foot trapped when she sees the canoe*

5

### CRITICAL THINKING

- Read the literary strategy about analyzing suspense with the class. Ask: *What is suspense?* (a technique that creates tension, drama, and excitement) *Why do writers use it in stories?* (to keep their readers interested) *How do writers create suspense? Can you give an example in a book you have read or movie you have seen?*
- Ask students to find the relevant sections of the story to answer the questions about suspense. In pairs, they compare ideas.
- Elicit answers and discuss how successful students think the writer is at creating suspense.

### ANSWERS

- 1 "The play didn't begin until two o'clock. Even if it took her a long time, she should still get there – and at least she would have tried."
- 2 "According to the map there was a path running from the back of the house along the water channels which eventually came out behind the docks in Manaus. The channels themselves were as tangled as boa

constrictors, but if she kept the sun on her right ..."  
It is hot: "Today there really was some sun ..."

- 3 She describes the jungle so that we can see it – vividly:  
"Away from the compound, the great trees grew more thickly; dappled creepers wound round the trunks searching for the light; ..."

She adds in a note of suspense so we begin to think they may be something dangerous: "But it was a mistake to be so rapt about the beauty of nature because the path was not quite as simple as it had appeared on the map."

We begin to realize how difficult it is for Maia to find her way in the jungle as the author adds one obstacle after another: "She knew she had to keep the sun on her right; but the sun could not be relied upon: sometimes the canopy of leaves was so dense that she seemed to be walking in twilight. And the streams kept branching ... She stayed beside the widest of them, but the path made by the rubber gatherers was overgrown; she stumbled over roots of trees, trod on strange fungi, orange and mauve ... Sometimes a smaller stream cut across her path and she had to jump it or paddle. Once something ran through the trees ahead of her, a grey snuffling creature ..."

- 4 "First, there was just doubt, as she took one path rather than another. Then doubt became fear and fear became panic, and she had to take deep breaths to stop herself from crying out."  
5 "She would have done anything to be back in the gloomy bungalow eating tinned beetroot and being glared at by the twins."

## 6

- Students read the last line and discuss the questions with a partner. Ask: *How would you feel as the canoe came nearer? What do you think you would do?*

## Respond

## 7

### CREATIVITY

- Put students in pairs and read the task with the class.
- Make sure students plan each stage carefully using the chart to help them. Encourage pairs to choose a variety of settings and difficulties to avoid repetition.
- Monitor and help with vocabulary and language where necessary.
- Teach or elicit *cliffhanger* (= a moment in the story which makes you want to go on reading). Often the writer puts it at the end of a chapter so the reader will start the next one.

- Students work together to make their notes, making sure they give the main character a goal to achieve. Then they can add in some difficulties for him/her and decide on a dramatic cliffhanger to end the scene. Then they can divide the scene into paragraphs.
- Then they write the first draft. They check it to see that it makes sense, the events follow in a logical sequence, and the cliffhanger will make readers want to know what happens next. Remind them to check that the cliffhanger has danger, suspense, tension, and something unexpected, and that the main character will have to do something special to achieve their goal.
- Encourage pairs to read their first draft, checking grammar and vocabulary. You could then put pairs in groups of four and they read their scene to the other pairs. Both pairs can then suggest improvements and corrections.
- After students have written the final draft of their scene, allow them time to practice reading it, so they can read in an exciting and dramatic way to engage their listeners.
- Now students take turns reading their scenes to the class. Other students listen and note down what they like about each story and what they learn about the different characters.
- When all of the scenes have been read, students discuss the questions in 6 in their pairs.

### Extra activity

- You could put pairs together in groups of four. Ask each of the pairs to finish the scene for the other pair. The pairs read them to each other, and each pair says what they think of the ending. Is it what they would have written or completely different?



# Literature A poem

## Introducing the topic

- With books closed, ask: *Can you name some famous poets in your country? What subjects do you like to read about when you read a poem? Do you have a favorite poem or poet? Who is it and why do you like his/her poems?*
- Elicit what students know about famous English writers asking more questions to prompt them if necessary, e.g., *Which writers have you heard of who write in English? Are they alive or dead? What did they write, novels, plays, poems?*

## Before you read

### Culture note

The Romantic poets in England were inspired as a reaction to the neoclassical poetry of the 18th century. Wordsworth, perhaps the most famous English Romantic poet, wanted to write poems based on the “real language of men.” His famous definition of poetry was “the spontaneous overflow of powerful feelings: it takes its origin from emotion recollected in tranquility.” The poem *The Daffodils* expresses this idea in the last stanza.

### 1

- Still with books closed, tell students you are going to say a word, and they must write down the first five words that come into their head. Say *nature*. Ask students to compare their lists in pairs. Ask: *How do you feel when you are walking in nature? Do you think it is important to be in contact with nature? Why?*
- Elicit students’ ideas and write some of the words on the board.
- Students open their books. Tell them they are going to read about one of the most famous English poets. Ask them to read the information about William Wordsworth and answer the questions.
- It would be helpful to bring in a picture of the Lake District in the U.K., so students can see what it looks like and why it inspired the poet. You will find many images if you do a search with the term: *photos of the Lake District, England*.

### ANSWERS

- 1 Because he grew up in a very beautiful rural part of England, called the Lake District, and this helped him develop a love of the natural world.
- 2 It was the beginning of the Romantic Movement in English poetry.
- 3 A walk in 1804 in the Lake District with his sister when they suddenly came across some daffodils. (It must have been spring because daffodils are a spring flower.)

## Recall

### 2 2.27

- Focus on the picture and elicit what students can see. Before you play the audio, point out the Glossary below the poem and allow students time to find the words and phrases in the poem and read the meanings.

- Play the audio for students to read and listen to the poem. Encourage them to try to enjoy the sound and rhythm.
- Give students time to find the descriptions in the picture and compare their answers in pairs. Check answers.

### 3 2.27

- Allow students time to read the descriptions a–e before they read and listen for a second time.
- Play the audio again for students to decide which verse each describes. In pairs, they compare answers.
- Check answers, asking students to say which lines the descriptions refer to.

### ANSWERS

- a Verse 2, “Continuous as the stars that shine  
And twinkle on the milky way  
They stretched in never-ending line”
- b –
- c Verse 1, “I wandered lonely as a cloud  
That floats on high o’er vales and hills  
When all at once I saw a crowd,  
A host, of golden daffodils”
- d Verse 4, the whole verse
- e Verse 3, “The waves beside them danced; but they  
Out-did the sparkling waves in glee”

## Interpret

### 4

- Ask students to work in pairs and discuss the questions. Ask: *How does the poem make you feel? Can you understand how the poet felt? Have you ever been anywhere that made you feel a strong emotion like Wordsworth’s?*
- Elicit a range of answers.

### 5 2.28

### CRITICAL THINKING

- Read the literary strategy about analyzing meter with the class. Ask: *What is “meter”? Why is it important when reading a poem? How can the meter of a poem be different to when we speak normally?*
- Ask students to read the first verse and, in pairs, try to decide which words are stressed. You could read aloud the first line or play the audio for students to follow the example. Then they can read the rest of the lines to each other to see how they sound.
- Finally, play the audio for students to check their ideas.

### ANSWERS

I wan | dered | lone | ly | as | a | cloud  
That | floats | on | high | o’er | vales | and | hills,  
When | all | at | once | I | saw | a | crowd,  
A | host | of | gol | den | daff | o | dils,  
Be | side | the | lake | be | neath | the | trees,  
Flut | ter | ing | and | dan | cing | in | the | breeze.

## 6

- Refer students back to the stress they marked on verse 1 and ask them to work out if there is a pattern. You could suggest they listen to their partner and clap to see how regular it is.
- You could play the audio again for students to check.
- Check answers.

### ANSWERS

Yes, there is.

The meter is regular and consistent.

The last line has an extra syllable: *fluttering* has three syllables, the first word(s) in the other lines have two.

## Respond

## 7

### CREATIVITY COLLABORATION

- Put students in groups of six and read the task with the class.
- Each group works out the stress on their chosen verse.
- Ask students: *What is rhyme?* Refer them back to the verse in exercise 5 and ask them to figure out what the rhyme pattern is. Remind students that words don't have to look the same to sound the same. (Rhyme scheme = ab, ab, cc: (a) cloud / (b) hills; (a) crowd / (b) daffodils; (c) trees / (c) breeze)
- Students decide how they will read their verse.
- Allow them time to practice. Monitor and help with pronunciation and stress where necessary.
- Each group reads their verse to the class. The class could vote for their favorite.



# Literature A classic story

## Introducing the topic

- With books closed, ask: *What classic stories have you read? Do you like to read stories that were written a long time ago? What can be difficult about reading stories that were written more than 100 years ago?* Students discuss their answers to the questions. Elicit some ideas from students. Ask: *Have you heard of any famous English writers who wrote a long time ago? Do you know any stories by writers like Charles Dickens (e.g., *Oliver Twist*, *David Copperfield*, *Great Expectations*) or by Robert Louis Stevenson (*Treasure Island*)?* Elicit some answers.

## Before you read

1

- Students open their books. Ask: *What kind of stories do you like to read? Can you remember the names of the different genres? Can you think of an example for each of the genres? If you can't think of a book, can you think of a movie in the genre?* Students discuss the questions and their ideas. Elicit some ideas in class.

### ANSWER

It can be considered to be a classic horror story, and an early example of science fiction. It is also an example of the gothic genre (mentioned in *About the Author*).

2

- Focus on the picture and elicit any knowledge students may have about Mary Shelley.
- Students read the information and answer the question.
- Check answers.

### ANSWERS

Mary Shelley got the idea in the summer of 1816, when she was on vacation near Geneva. She had a vision during the night.

### Culture note

Gothic fiction, generally known as Gothic horror, is a popular genre in literature and in movies. It often combines fiction, horror, death, and sometimes also romance. The name is associated with the architecture of places where these stories take place, often mediaeval castles or Gothic buildings.

The first Gothic novels were written in England in the second half of the 18th century and became very popular very quickly. Many writers and poets have written in the genre, but the most famous writers of Gothic horror are Mary Shelley, Edgar Allan Poe (*The Tell-Tale Heart*, *The Pit and the Pendulum*, *The Fall of the House of Usher*), and Bram Stoker (*Dracula*). This genre is still popular with many of the classics made and remade as movies or TV shows. They can still frighten us, if we are honest, particularly if we are watching them when we are alone.

3

### CRITICAL THINKING

- Tell students that before they read the extract, they are going to try to predict the answers. Focus on the picture of Victor in page 145 and ask students to describe what they can see.
- Students discuss their answers in pairs and give a reason for their choice of answer. You could elicit answers, but do not confirm anything at this point.

4  2.29

- Play the audio for students to read, listen, and check their answers to exercise 3.
- Check answers, asking students which lines helped them get the answers.
- Ask: *What sort of person do you think Victor is? Is he an ordinary student? If not, what makes him special?*

### ANSWERS

1 promising 2 how life begins 3 isolated 4 a storm  
5 fear

## Recall

5

- Ask students to try to put the events into the correct order from memory first. Then they read the story again and complete their answers. Check answers.

### ANSWERS

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

6

- Put students in pairs to discuss the questions.
- Check answers asking students to give reasons.
- Ask: *How does the writer build up the suspense in the story? What words does she use to describe the creature Victor created?*

### ANSWERS

- 1 The narrator is the main protagonist, Victor.
- 2 It is being narrated at a much later date than the events. Victor is looking back at the events.
- 3 He says that: "I did not know then that my work would destroy me and the people that I loved." He also states that: "... but I did not realize then what a terrible mistake I was making."

## Interpret

7

- In the same pairs, ask students to describe the pictures. For each picture, ask: *How old do you think Victor is? What is happening? What is Victor doing? What is he feeling and thinking?*
- Students discuss the questions. Ask: *Do the pictures and the extract make you want to read more?*

### SUGGESTED ANSWERS

- A** A tree is being destroyed by lightning when Victor is 15. He feels fascinated and amazed. He is thinking: "How does that happen? What force is causing this destruction?"
- B** Victor is in his early twenties. He is examining body parts and starting to work out how human life begins. He is very intrigued, engaged, and trying to puzzle out how human life starts. He is thinking: "How can I put life into these body parts?"
- C** He is waking up after he has created the creature and looking up to see it standing over him. He is feeling terrified. He is thinking: "What have I done?"

8

### CRITICAL THINKING

- Read the literary strategy with the class and make sure they understand everything.
- Invite students to think of other examples of characters with flaws from books or movies. Ask: *Why are characters in books or movies with flaws in their character easier to believe in?*
- Ask students to discuss the questions and find evidence in the extract for their answers.
- Elicit and check answers.

### Culture note

The idea of over-reaching has links to the novel's other title of "The Modern Prometheus," where Prometheus committed the dangerous and forbidden act of stealing fire from the gods to create both man and animals.

### POSSIBLE ANSWERS

- 1** The characters could be boring, dull, one-dimensional, and unrealistic. If they suffer a tragic downfall, we might not be able to see where the origins of that downfall lay.
- 2** He is *arrogant*: "I built a scientific machine that was better than anything in the university. My machine would help me answer the most important question of all: 'How does life begin?'"  
He is *irresponsible*: The whole creation of the "monster" is irresponsible. A specific example is that he runs off as soon as he succeeds. "Suddenly, I wanted to escape from it. I ran out of the laboratory and locked the door. I was filled with fear at what I had done."  
He is *obsessive*: "I worked harder and harder now. I slept for only a short time each night."  
He is *reckless*: For example, he steals body parts. "In my laboratory, I made a body. I bought or stole all the pieces of human body that I needed, and slowly and carefully, I put them all together."
- 3** Yes, because he is an extremely driven person who purely focuses on his one desire – to discover the secret of creating life. However, he is unable to control the thing that he has created.

9

- Students read and select the sentences that best describe the central theme of the novel and justify their choice. If necessary, they can refer back to the extract.
- Discuss the answers with the class. Ask: *Why don't sentences 2 and 4 work?*

### ANSWER

Students should check 1 and 3.

*Dangerous and forbidden knowledge* is a key theme at the heart of *Frankenstein*, with Victor embarking on his quest to discover the secret of creating new life by using electricity from the sky.

*Morals and distinguishing right from wrong* is another key theme. Victor clearly crosses an accepted moral line in his taking of body parts and making a new body, in order to discover the secret of creation and set himself up as a god-like figure. The secrecy with which he acts shows that he also knows that it is morally wrong.

### Respond

10

### CREATIVITY

- Read the instructions with the class and put students in pairs to follow the steps.
- You could stop them after each step and elicit some ideas, or monitor while they are working and help as necessary.
- For steps 2 and 3, you could give them a time limit so that they all work at the same pace. Remind them to make sure the story follows on from the extract and that they have made Victor behave in a believable way.
- When pairs swap their work, remind them that all comments should be constructive. Encourage them to make suggestions for improvements or developments.
- Students get their paragraphs back, read the comments and suggestions and then produce their final draft, incorporating suggestions from the other pair.
- Encourage students to draw or print a picture of the creature to decorate their text.
- Display the texts around the classroom and let students choose the four they want to read.
- End with a class discussion to evaluate the texts according to the criteria given, or students' own ideas.



# Literature A play

## Introducing the topic

- With books closed, ask: *Have you ever been to the theater to see a play? Which play? What did you think of it? Do you like going to the theater?* Students discuss their answers in pairs. Elicit some answers from the class.
- Then ask: *Have you ever acted in a play? What do you need to put on a play?* (a script, costumes and props, rehearsals) Ask: *How do you think you would feel standing on stage and saying your lines? Nervous, confident, excited?*

## Before you read

1

- Ask: *What stories did you read or listen to when you were a child? Did you like listening to stories? What sort of stories did you like best? Why?* Students can discuss their answers in pairs or small groups. Ask students to share some answers, trying to elicit that they read Aesop's Fables.
- Students open their books. Focus on the picture and ask: *When do you think Aesop lived? What do you know about him? Can you name any of his fables?* (The Tortoise and the Hare, The Fox and the Crow, The Fox and the Grapes). You could bring in some pictures of the animals in the fables.
- Students discuss the questions in pairs. Check answers.
- Ask: *What is the difference between a fairy tale and a fable?* (A fairy tale is a short story set in a fantasy world, usually involving a conflict between good and evil, that aims to entertain. A fable is a short story, often with animals as the characters, that aims to convey a moral lesson.) Elicit a range of ideas.

### ANSWERS

- 1 A fable is a short story, which generally contains colorful human characters or animals who have very definite characteristics. The aim of the story is to give moral guidance, or illustrate a moral point very clearly.
- 2 students' own answers

2

- Students read *About Aesop's Fables*. Discuss the answer as a class.

### ANSWER

Because they are short, have animals or lively characters, and have a very clear moral at the end.

## Recall

### Culture note

*Romeo and Juliet* has always been one of William Shakespeare's most popular plays. It is still performed often and has been adapted and made into movies on many occasions, e.g., *West Side Story* (1961). Other films based on *Romeo and Juliet* are *The Lion King II: Simba's Pride* (1998), *Gnomeo and Juliet* (2011). Non-English language films based on it have been made in many countries including India, Argentina, Serbia, and France. Other adaptations include an opera by Gounod (1867), an overture by Tchaikovsky (1886), and a ballet by Prokofiev (1938).

3  2.30

### CRITICAL THINKING

- Ask students to look at the picture and the list of characters, so they are clear what is happening. Point out the scene titles. Quickly read the words in the Glossary.
- Give students time to read the task, and then play the audio for them to read, listen, answer the question, and match the titles and scenes.
- Students compare their answers in pairs. Check answers.

### ANSWERS

The Aesop's Fable is *The Boy who Cried Wolf*.

- a Scene three   b –   c Scene one   d Scene four  
e Scene two

4  2.30

- Allow students time to read sentences 1–7. Encourage them to try to complete the sentences from memory first. Point out that they should use their own words where possible.
- Play the audio again for students to read, listen, and check their sentences.
- In pairs, they compare sentences.
- Check answers.

### POSSIBLE ANSWERS

- 2 ... she sometimes / often plays jokes.
- 3 ... wanted to play the role / part of Juliet.
- 4 ... she has deleted all the photos by accident.
- 5 ... angry with / mad at her.
- 6 ... believes her / believes what she says.
- 7 ... really stupid / silly.

## Interpret

5

### CRITICAL THINKING

- Put students in pairs to discuss how the characters feel.
- Check answers and ask: *Would you feel the same in this situation?*

### POSSIBLE ANSWERS

- 2 angry / annoyed / dissatisfied / resentful
- 3 sympathetic / kind
- 4 happy / relieved
- 5 desperate / anxious / very worried
- 6 impatient / annoyed / angry
- 7 regretful

6

- Read the literary strategy with the class and make sure they understand everything.
- Ask: *What is the moral of a story? What is the purpose of a story having a moral? Do you like stories with morals? Can you think of any more modern books you have read or movies you have seen that have a moral?* Elicit ideas from the class.
- Put students in small groups to discuss the questions.

- Elicit answers and ask students to give reasons for their reactions.

## ANSWERS

### 1 c 2 students' own answers

## Respond

### 7

- Read the instructions with the class and put students in groups, preferably of six, to follow the steps.
- You could stop them after each step and elicit some feedback, or monitor while they are working and help as necessary.
- Allow the groups to choose, or if necessary, allocate a scene to each group so that the whole play is covered.
- Point out that it is important that they follow all the stages in step 2. Make sure the role of director is taken by a student strong enough to get the others to do what he/she says.
- Point out that the first read is for them to become familiar with the script, and in the second read they should add feeling to their voice. Give them time to practice their acting skills and gain a little confidence before they act in front of the class.
- Encourage students to help each other to memorize their parts by going over their lines together.
- Set up a proper rehearsal and make sure students take it seriously. The director gives feedback. You can also ask the other students to say what they think went well, what didn't, and if they want to change any aspect of the performance.
- Allow the students to rehearse at least one more time, more if time permits. The more they rehearse the more confident they will feel in front of the class. It can be nerve-racking if you haven't done it before.
- Each group performs their scene for the class. If more than one group is doing the same scene, they can each do their scenes before you move on to the next scene.
- While students are watching, encourage them to write down one positive comment about each performance.
- Congratulate all students and groups on their performances and hard work.

### 8

## CRITICAL THINKING

- Students discuss the questions in their groups. Encourage them to be honest with each other during their discussions, but not too harsh. Remind them that when they are preparing feedback for their classmates, they should remember to be as positive and encouraging as they can in their comments.
- Discuss the answers with the class and elicit feedback on each performance.
- Ask students how they think it went. Ask: *How did you feel performing in front of the class? Would you like to do it again?*
- If possible, you could allow time to rehearse any extracts students felt they could improve on.
- If time permits, any group could perform the whole scene again, with the improvements they identified.



# Student Book audio and video scripts

## Unit 1, page 5, exercises 3 and 4 Factflix VIDEO

**Josh** Hi, I'm Josh ...

**Bella** ... and I'm Bella. Welcome to Factflix. Today we're discussing "Why do we want to fit in?"

**Josh** Nice T-shirt, Bella!

**Bella** Thanks.

**Josh** We have the same taste in T-shirts!

**Bella** And I thought this T-shirt would make me look different. But it's interesting because most people like to fit in ...

**Josh** ... through their clothes, for example. Often because they want to be popular ...

**Bella** ... but also because it's human nature. People feel safer and more confident when they're in groups. And it's easier to be in a group if you fit in.

**Josh** That's true. In terms of music, I like stuff that all my friends are listening to. If everyone likes it, it's cool, right?

**Bella** Er ... that sounds like peer pressure to me. Some people say that if everyone likes something, it's extremely uncool. Personally, I have pretty unusual taste in music – I think it's OK to stand out in a crowd.

**Josh** Right ... You're in good company then! Did you know that Albert Einstein was a rebel, too? He had a great mind but he hated school! And he was always an outsider.

**Bella** Many extraordinary artists, scientists, and inventors don't follow the crowd.

**Josh** They don't have a lot in common with other people and they look at the world in a different way.

**Bella** And that might be why they achieve amazing things.

**Josh** So we should all dare to be different!

**Bella** Yeah! It'd be pretty boring if we were all the same! See you next time!

**Josh** Bye!

## Unit 1, page 6, exercise 2 1.01

*For script, see text on page 7 of the Student Book.*

## Unit 1, page 10, exercise 3, and page 11 exercise 5 1.02

**Youtuber** Hey folks! What's up? It's JJ here. How are you all doing today? It's great you're watching my video because today I got something really cool to show you ...

**Reporter** In today's world, who influences young people? Who do many of us listen to when we need advice or want to buy something? Is it our parents? Our favorite movie stars or singers? In fact, the people we listen to most are YouTubers!

YouTubers often give advice about clothes, music, or friendships. They also play video games, make comedy videos, and film their day-to-day life. They influence the way we look, the hobbies we have, and what we buy.

So how do they do it, and why? Well, most of them just love making videos, but there's a money factor too. Different companies often pay YouTubers to advertise their products. If a YouTuber has more than 500,000 followers, they can earn money from ads on their YouTube channel. DanTDM is a popular gamer with over 17 million fans. People watch Dan's

site to learn about games like Minecraft, but he has ads on his site too. Dan earns a lot of money every year from these ads.

Some YouTubers are also paid to talk teenagers into buying a specific product, such as makeup or a pair of sneakers. Their followers trust them, and if the YouTubers persuade them to buy the product, they earn some money.

So how do YouTubers influence and persuade us? Is it because they have a special talent? Is it because they are unusual or different? Not really. Most YouTubers seem to be just like us. They have the same life experiences, the same interests, and the same problems. They are connected to their followers because they view the world in the same way. Teenagers trust the YouTubers they follow. A lot of vlogs are filmed in a personal space, like a bedroom, and YouTubers talk directly into a webcam. It feels like they are having a private conversation with their followers. YouTubers also listen to and reply to comments from their fans, and most of them regularly have Q&A sessions with their community. In fact their fans can ask them almost anything – and they are usually open and honest. According to a study, 40% of teens say that YouTubers understand them more than their friends! YouTubers listen, but they don't judge.

But it's not easy to become a YouTuber. It takes time and hard work to make connections with people and build up a large number of followers.

So let's meet some of today's most popular YouTubers. First of all ...

## Unit 1, page 13, exercise 4 Reflect VIDEO

### What connects us?

#### Why do we want to fit in?

Humans are social animals, and we like to be connected with others. There are advantages to fitting in. When we work with other people, we are more likely to solve problems. When we have friends, we feel supported and liked. However, some of the people who achieved great things in history were outsiders. So, although it feels good to be part of a group, if you stand out in a crowd, you can achieve great things!

#### How can we develop empathy?

Empathy is what we feel when we put ourselves in someone else's shoes. Stories are good for developing our ability to empathize, particularly when they are written in the first person. We see the world from the narrator's point of view. Sometimes it's difficult to empathize, but we can always show compassion. If we see someone in trouble, our compassion encourages us to help.

#### How do people adapt and change?

In a new environment, people often have to learn a new language, get used to a new culture, new food, and a different climate, and make new friends. It isn't easy to adapt and change, but a lot of people enjoy their new lives, even though they miss home. Many people around the world have moved to a different country or city. Sometimes they have moved to find work, perhaps they are escaping a natural disaster or a war, or they might simply want to start a new life.

### How can we influence people positively?

If you want to influence people positively, you have to understand them and what they want. You need to listen, ask questions, and be interested. You should be honest with people, but also kind. If you do all this, people will trust you, and you can help them make decisions that are right for them and other people.

### Who do we care about most?

It's human nature to care about people. We usually care about the people closest to us – our family members, friends, and classmates. But we also care about people who are suffering – such as those affected by problems like homelessness, poverty, war, and natural disasters. There are many ways to show that you care, such as donating money to charity, or giving up your time to do volunteer work.

## Unit 2, page 15, exercises 3 and 4

**Josh** Hi! Welcome to Factflix. I'm Josh ...

**Bella** ... and I'm Bella. And today ... I'm off to Westward Ho!

**Josh** Westward ... Ho?! What is that?!

**Bella** It's a seaside resort in the southwest of England. And it's the only place name in the U.K. with an exclamation mark as part of its name!

**Josh** Ah, and today we're discussing "How do places get their names?" So ...

**Bella** Westward Ho! took its name from the title of a famous book in order to attract tourists.

**Josh** But that's an unusual way for a place to get its name. Did you know that Manhattan in New York City comes from the native word "mana-hatta", which means "island of the hills"?

**Bella** And Uluru in Australia means "big rock".

**Josh** Don't you mean Ayers Rock, named after Henry Ayers, the leader of South Australia in 1872?

**Bella** But the rock already had an Aboriginal name so today it has both.

**Josh** In fact, a lot of names tell us about the history of a place. The capital of New Zealand, Wellington, is named after the British Duke of Wellington.

**Bella** And did you know that many place names in the United States are named after places in Europe? There are 22 towns named Oxford and 32 named Manchester! But they're totally different from the famous university city of Oxford ... and the large industrial city of Manchester, in England.

**Josh** Names can also give us surprising information, such as the sound of a place. Bondi Beach, a suburb of Sydney, comes from the Aboriginal word "Boondi," which means the sound of waves on the rocks. And then there's the small town of Hot Coffee, in Mississippi in the U.S. The owner of a coffee shop there used to give travelers hot coffee and cookies for breakfast.

**Bella** That's so funny, because I was born in a town called Eggs-on-toast!

**Josh** Really?

**Bella** Er, no. That was a joke. Bye guys!

**Josh** See you next time!

## Unit 2, page 16, exercise 2 1.03

*For script, see text on page 17 of the Student Book.*

## Unit 2, page 20, exercises 4 and 5 1.04

**Presenter** On *Point of view* today, we're talking about maps. Did you use a map this week? Was it an app on your phone or a piece of paper in your pocket? Probably an app, and it's

not hard to see why. Map apps are easy to use. You just type in a destination and follow an arrow or a dot on the screen. You look at the dot and not at the world around you. Is this a problem? Explorer Steve Beckman thinks it is. Welcome Steve.

**Steve** Thanks.

**Presenter** So do map apps have any value for you?

**Steve** Of course. Look, real maps aren't perfect. To start with, they only show one area. They take up more space, and they can be expensive. If you're in a city, a map app on your phone is great, and can save you time. Map apps have a lot of information that you can't find in a real map.

**Presenter** Interesting. So when do you recommend real maps?

**Steve** If you are somewhere that might be dangerous, like a mountain, having a real map and knowing how to read it is essential. Imagine this: you're walking in the mountains when the weather suddenly changes. You have no phone signal or your battery runs out. In that situation, a map and compass can save your life.

**Presenter** I often find that even if you do have phone signal, map apps show you an incorrect location or give you the wrong directions.

**Steve** Exactly. There was a story in the news recently about a student who was on vacation near the Grand Canyon. She was using a map app when she got lost. It directed her to a road that didn't exist. It simply wasn't there.

**Presenter** What did she do?

**Steve** At first, she continued driving. She drove to an area in the middle of nowhere – no people, no roads. Then she lost her phone signal, so she didn't have a map and she couldn't call for help. She was lost for 5 days, and was running out of food and water.

**Presenter** I hope this story has a happy ending.

**Steve** It does – she was actually very lucky. On day 5, she took a risk and left her car. After walking 11 miles, she got a signal on her phone, and called emergency services.

**Presenter** That was lucky.

**Steve** Yeah, and it proves that we still need paper maps and a compass. And you know, technology should not replace thinking. Get interested in the world around you, remember your journeys, and don't get lost!

## Unit 2, page 23, exercise 4

### What do places mean to us?

### How do places get their names?

Place names can describe where a place is, what you can find there, or they tell you about its history. There is often a clue in the name, such as "bridge" or "mouth", meaning mouth of a river. In the U.S.A., many place names are taken from famous cities in Europe, such as Birmingham and Florence. Some place names are created on purpose to be interesting to attract visitors. If a place has an unusual name, it stands out.

### Why do places disappear?

Some towns and cities, like London, are centuries old. But other places have disappeared because of reasons like disease and natural disasters. Everyone knows Pompeii, but have you heard of Craco in Italy? People abandoned it in the twentieth century because of the frequent earthquakes. Sometimes towns and villages get swallowed up as a bigger town or city expands, and becomes part of a megacity.

### What do we notice about places?

When you arrive in a new place, what do you notice first? Is it the buildings? Is it the language people are speaking or their accent? Is it the people themselves – how they look, and what they're wearing? Is it the sounds – the noise and bustle of a city, or the tranquility of the countryside? Or is it the smells and tastes of the food and drink? Maybe it is all of these things. First impressions are important, but we often change our minds about a place if we spend time there and get to know it.

### How do we read maps?

Maps aren't just useful for finding our way. They tell us about the world around us: they show us the location of borders, cities, mountain ranges, and rivers. By looking at maps throughout history, we can learn how the world is constantly changing. But perhaps most importantly, maps help you notice things in the real world. When you look at a map, you relate the world around you to the symbols, lines, and scales of the screen or paper that you're reading. There's more to reading a map than following your live location on a screen!

### What makes a place special?

Many things can make a place special to you. Perhaps you took part in a memorable event there. Maybe it is a place you associate with a special person. Perhaps it is somewhere you went on vacation as a child. Memories from a young age can be very powerful and they can reinforce our connections with a place.

### Project, page 25, exercise 3 1.05

**Julie** I think we should make our travel guide about Chester. It's got a fascinating history. What do you think?

**Sam** Yes, that's a good idea. Maybe we could find out about the origins of the name Chester. Was it to do with the Romans or the Celts? Maybe the Vikings! I don't know.

**Ben** And Chester is full of historic buildings like the cathedral and the Rows. There would be a lot to write about.

**Emma** But you'd have to make it interesting.

**Julie** Sure. So are we all agreed then? One page is going to be about the history of Chester.

**Everyone** Yes.

**Sam** Would you be happy to research and write that, Julie? Can you find out about some of the historic buildings and the origin of the name?

**Julie** Sure, I'll do that.

**Ben** Good. Now, what about accommodation and places to stay?

**Emma** That sounds a bit boring.

**Ben** Yes, but it's useful. If you're going to visit somewhere, you need to know where you can sleep.

**Julie** Good point. We have to talk about accommodation. But maybe we could make it interesting like 'Unusual places to stay' or 'Cool rooms' or 'accommodation on a budget' ... Something like that so it isn't all about expensive hotels.

**Ben** I see what you mean. That sounds good. I'm happy to do the accommodation page.

**Emma** Can I write about shopping? I could write about 'the Rows', which is very famous, and the market, and the Chester designer outlet.

**Sam** That's fine with me. Is everyone else happy if Emma does the shopping page?

**Everyone** Yes. / Fine. / OK.

**Julie** So that just leaves you Sam. Maybe you could write about food and drink in Chester?

**Sam** Hmm. Food and drink is useful but I don't think young people are very interested in it.

**Ben** Why don't you write about Chester Zoo? That's a famous attraction and there are lots of things you could include, like the bat cave, or the butterfly house.

**Sam** That's a great idea. I hadn't thought of that. OK. I'll write about the zoo.

**Julie** So, we've chosen four categories and we all know what we're doing.

**Emma** Wait a minute. What about photos?

**Julie** I think we should choose our own photos once we've written the first draft.

**Emma** OK. When do we need to have our first drafts ready?

**Sam** Can everyone have their first draft ready for Wednesday? Then we can share some feedback and do a second draft for Thursday, in time for our presentation on Friday. OK?

**Everyone** Great! / Yes. / OK.

### Unit 3, page 27, exercises 3 and 4

**Bella** Hi, Welcome to Factflix! I'm Bella and this is Josh with ...

**Josh** ... my shopping! I've got some burgers, some vegetables, fruit juice, bananas and grapes, and ... two pizzas for the price of one!

**Bella** OK. And today's question is "What is the environmental impact of our food?"

**Josh** To be honest, I don't think about the environment *much* when I buy food. But I think my choice of food is quite healthy.

**Bella** Healthy food isn't necessarily good for the environment though! Think about your carbon footprint! Look at these grapes for example – how far have they traveled?

**Josh** Hmm ... they were grown in Italy.

**Bella** So, they have been transported here from a long distance – that means they have a large carbon footprint. And look at the plastic packaging. Producing plastic creates loads of carbon. And not all of it can be recycled.

**Josh** What about this pizza? This box is made of cardboard – it's biodegradable.

**Bella** True. But this bit isn't. If it can't be recycled, it will be around forever!

**Josh** OK. Look! These bananas have no packaging! But they come from Costa Rica.

**Bella** So, they have a large carbon footprint, too!

**Josh** Not all of this food comes from a long way away. Look, these burgers are locally sourced!

**Bella** But burgers are terrible for the environment! They come from cows and think about how much food and water a cow consumes in its life. And how much land it needs! Meat farming is really inefficient, and beef is the worst.

**Josh** So, my shopping trip wasn't very successful?

**Bella** I'm sure it all tastes good, but we should all try to buy locally-sourced food with less packaging ...

**Josh** ... and we could cut down on meat, too. See you next time guys!

**Bella** See you!

### Unit 3, page 28, exercise 2 1.06

For script, see text on page 29 of the Student Book.

### Unit 3, page 32, exercise 4, and page 33, exercise 5 1.07

**Presenter** Have you ever chosen a granola bar over an apple because the label said it was healthy? But what if you knew that it contained 11 grams of sugar? Today on *Food Watch*, we have scientist Dr. Preeti Gupta to help us understand food labels. Welcome, Dr. Gupta.

**Preeti** Thank you. I think the first thing we need to understand is that the food industry uses these labels on healthy and unhealthy products. Advertising campaigns for global brands tell you their product is “low-fat,” “sugar free,” or “natural” all the time. For example, a carton of a drink may be marketed as a “refreshing fruit juice” with “no added sugar,” but could still contain all your recommended daily sugar in one serving. So you really have to look beyond the marketing and at the actual ingredients.

**Presenter** OK, so what’s the first step?

**Preeti** Check the portion or serving size. If you buy a sandwich for lunch, you usually get two sandwiches, right?

**Presenter** That’s right. I always buy a tuna sandwich at lunchtime.

**Preeti** Well the label may say “contains two servings.” So if you eat both of them, you need to multiply the information by two.

**Presenter** I see! I’d never thought of that.

**Preeti** Then check the calories. They usually have the letters KJ or Kcal next to them. An adult should have around 2,000–2,500 calories a day. It’s possible your tuna sandwich contains over 1,000 calories.

**Presenter** So that’s over half my daily allowance! Tell us about fats. I’ve heard that there is good fat and bad fat, is that right?

**Preeti** Sort of. Fast food and sugary snacks contain something called trans fats, which we should avoid. But saturated fats from meat and cheese are OK in small amounts, as are unsaturated fats from olive oil and nuts. We need 60–80 grams of fat a day, which give us 400–700 calories. Be careful with “fat-free” labels. Fat gives food flavor, but if there is no fat, there is usually a lot of added sugar!

**Presenter** And everyone knows we should cut down on sugar.

**Preeti** Yes, because it’s added to so many processed foods, things which we may not think are sweet, such as bread or tomato ketchup. One spoonful of ketchup, for example, has more sugar in it than a chocolate chip cookie! You shouldn’t have more than 25 grams, or 6 teaspoons of sugar a day. And remember, there are a lot of different types of sugar, such as sucrose, fructose, and glucose.

**Presenter** And salt?

**Preeti** Salt is tricky. It’s sometimes listed as sodium, which is more concentrated. We need 6 grams of salt a day, or one teaspoon, and 2.3 grams of sodium. So avoid eating too many salty foods such as potato chips, and try not to add salt to your meals.

**Presenter** Thank you for your advice – that’s food for thought!

### Unit 3, page 35, exercise 4

#### How do we choose our food?

#### What is the environmental impact of our food?

There are 8 billion people on our planet, and our food habits have a huge impact on the environment. But we can help to reduce this. Choose locally-produced food rather than imported food from other countries. Locally-produced food uses less energy and fuel in transportation and distribution.

Look for food with little or no packaging, for example fresh fruit and vegetables. Less packaging means less waste to recycle or throw away. Lastly, reduce the amount of meat you eat. Nearly 80% of global farm land is used for animals, but meat provides only 20% of the world’s calories. Plant-based food is better for the environment.

#### What influences our diet?

Why do we eat what we eat? There are many factors: the cultural traditions of the country where we live, the food that is available in our local food stores and markets, the price of the food, and of course, our own personal taste. However, commercials often encourage us to buy ultra-processed fast foods or foods that are high in sugar and fat. This has a negative effect on people’s health, and in many countries now processed food is often cheaper than fresh food.

#### How do we feed our cities?

In the biggest cities on Earth people can consume over 30 million meals a day. These days, food production is industrialized, transported globally, and preserved to last months and even years. However, our cities waste a huge amount of food. Did you know that the average supermarket has 40,000 items to choose from? And a lot of these, like fresh fruits and vegetables, are often replaced every day? Sixty-six tonnes of food is wasted globally every second. Some people take advantage of this wasted food. There are even cafes like this one where they serve everything from unwanted supermarket or restaurant food.

#### What’s in your food?

With some foods, it’s clear exactly what you’re eating – for example, a piece of fruit or a vegetable. However, with processed foods, the important nutritional information is on the label. You can check it for the amount of sugar, fat, and salt in the food you buy. Remember that you probably only need 2,000 to 2,500 calories a day, so if that big bag of potato chips contains 700 calories, try not to eat them all! Food packaging often tells you that it’s “fresh” and “healthy.” Read the label carefully to see if it’s true!

#### What’s the connection between food and culture?

Food is more than what’s on our plates – it connects people with their cultural heritage. Food often teaches us about our history. In the U.S.A., the Thanksgiving meal celebrates the first harvest of the pilgrims in 1621. The U.K. is famous for fish and chips. It has been a popular takeaway meal since the 19th century. Every region of the world has its own food traditions. The flavors, ingredients, meal times, and ways of eating change as you go around the world.

### Unit 4, page 37, exercises 3 and 4

**Josh** Hello and welcome to Factflix!

**Bella** I’m Bella ...

**Josh** ... and I’m Josh. Today we’re asking “What qualities do heroes have?”

**Bella** Everybody knows Superman, but did you know that he was one of the first superheroes? He first appeared in Action Comics in 1938. Pretty amazing!

**Josh** And what’s really amazing about him is that he’s faster than a train, has X-ray vision, and he can fly! But what about real heroes?

**Bella** My idea of a hero is someone who is courageous, determined, and selfless ... someone who thinks of others rather than themselves.

**Josh** Like Wesley Autrey? He’s a real person and I’d say he’s a great example of a hero. One morning, he was in a New York

subway station when a young man fell on to the train tracks, and a train was coming! He jumped onto the tracks and pulled the man to safety ... just in time!

**Bella** He could have been killed!

**Josh** It was reckless but he saved someone's life.

**Bella** I don't think I could have reacted so quickly.

**Josh** No, most people couldn't. When there is great danger, our stress hormones react, making it difficult for our brains to process information and make decisions. People literally freeze – they move and think more slowly.

**Bella** But how are some people able to react quickly and help?

**Josh** Heroes are usually more confident – they don't get stressed so easily. And in some jobs, people are trained to react quickly; for example firefighters, doctors, soldiers, and police officers.

**Bella** That's interesting. But I think heroes aren't just people who find themselves in dangerous situations. Look at Nadia Lopez. She's a school principal in New York and a great leader. She took over a school in an area of the city with a lot of social problems. She helped thousands of students overcome challenges and succeed academically.

**Josh** She sounds like the kind of person who really inspires you! So, we can all be heroes?

**Bella** I think we can! Thanks for watching guys!

**Josh** Bye!

#### Unit 4, page 38, exercise 2 🎧 1.08

For script, see text on page 39 of the Student Book.

#### Unit 4, page 43, exercises 3 and 4 🎧 1.09

**Presenter** We may not always have a choice about when we have to face a crisis, but we can choose how we react. Today on *What would you do?* we have disaster expert Annie Gregson with some advice on how to deal with unexpected situations. So Annie, what do you recommend we do in a crisis?

**Annie** Well, the first and most important thing to do is to remain calm. The body's first reaction will be to create the stress hormone cortisol. The cortisol goes to the brain and slows down our ability to react and plan. But we need to be able to think clearly, so stop and take a deep breath.

**Presenter** In other words, slow down and control your feelings.

**Annie** That's right. How we react in the first few minutes can make a big difference in the outcome. You need to think: What is the nature of the crisis? Is it an emergency?

**Presenter** I guess there are many different types of crisis.

**Annie** There are, and some are less urgent than others. If someone is hurt or sick, you may also have to seek additional help. Call an ambulance, for example.

**Presenter** So determine the nature of the crisis, then seek help.

**Annie** Yes, then remove yourself from danger. For example, if it's a cycling accident, get yourself and the bike off the road. You need to make quick, rational decisions and not put anyone at risk. And if other people are panicking, it's important to calm them down, too.

**Presenter** Can you give us a real-life example of handling a crisis in this way?

**Annie** Yes, I remember an incident in Alaska a few years ago. A group of 16- and 17-year-olds were on a survival course there, and the actions of one very brave teen saved the day.

The teenagers were on a 30-day trek. It was day 24 and, at that point, they were traveling without adults. As they were hiking through a forest, they unexpectedly came across a mother grizzly bear and her cub. Wanting to protect her cub, the mother attacked the group.

**Presenter** That must have been terrifying!

**Annie** I'm sure it was. Unfortunately, two teens suffered serious injuries and the group alerted emergency services, but they took nine hours to arrive.

**Presenter** So what did they do in the meantime?

**Annie** Well, a 16-year-old boy, called Samuel Boas, took the lead. He gave first aid to his injured friends. He kept everyone calm while they waited for help to arrive. Thanks to Samuel, everyone survived.

**Presenter** That's impressive for someone so young.

**Annie** Yes, it is. He was calm, he had a plan and he put it into action with the help of others. And that's the perfect way to act in a crisis.

#### Unit 4, page 45, exercise 4 🎧 Reflect VIDEO ▶

##### What makes a hero?

##### What qualities do heroes have?

When we think of a hero, we usually think of someone strong and courageous. Someone who rescues people in danger or has achieved something extraordinary. Many amazing people have been called heroes throughout history, such as Martin Luther King, who helped to win civil rights in the U.S.A. But many ordinary people can be heroes, too, by doing ordinary things to help others. They can be a teacher who gives everything to help you achieve your best. Or the friend who looks out for you when you're having problems. Anyone can be a hero.

##### How can someone be both hero and villain?

Sometimes people who are called heroes by one group are thought of as villains by another. Why do we disagree over these people? Perhaps their achievements had a positive impact on one group of people, but a negative effect on another group of people. There are many examples in history of people who are heroes in one country, but villains in another. But time can also change our perception of who is a hero, as historians collect more evidence about what actually happened, or what type of person the hero was.

##### What is a hero's journey?

Books and movies often tell the story of a hero's journey. This could be a real journey, such as *Alice in Wonderland*, or it could be a metaphorical journey, such as *Harry Potter*. Ordinary people can also go on a hero's journey, where there's a "call to action" and they have to overcome obstacles to achieve a goal.

##### How can you deal with an emergency?

You don't need to be a hero in an emergency situation, but you can help by being prepared, and following some simple rules. Always stay calm and remove yourself and other people from danger. If you are with a group, agree a plan, and give clear instructions.

##### Who is your role model?

Role models can come from many different backgrounds. Perhaps you admire a teacher for the help and guidance they have given you at school. Or maybe your role model is a parent or grandparent who has given you good advice and shown you how to deal with a difficult situation. Or maybe you admire a famous person like Angelina Jolie, who

has done a lot of work for charity. Our role models may be different, but what they all have in common is the example they provide and the way they inspire us.

### Project, page 47, exercise 2 🎧 1.10

**Jed** So, let's look at what we've found out about Malala Yousafzai.

**Tanya** Rani and I researched her life as far as 2012. This is what we've found out so far. She was born on 12 July, 1997 in Mingora, in Pakistan. When she was 11 years old, she started writing a blog for the BBC. She was campaigning for education for girls and children's rights. This made her unpopular with the Taliban who had taken control of that region of Pakistan.

**Rani** However, Malala was determined to go to school. I need to find out which school she went to. One day in 2012, she was travelling home from school on the bus when she was shot by a member of the Taliban. She was seriously injured, and she was flown to a hospital in England. I need to do a bit more research about that.

**Jed** Well done, Rani. You and Tanya have found out a lot.

**Alex** This is where Jed and I take over. We looked at her life from 2012 onwards. After she recovered, her family moved to England. When she was well enough, she continued to campaign for children's rights and education for girls.

**Jed** She wrote her autobiography *I am Malala* in 2013, and in 2014 she won the Nobel Peace Prize. In 2017, she started studying at Oxford University. I need to find out what subject she chose to study.

**Tanya** OK. We've all found out a lot of information. That's great. What do we do now?

**Alex** We need to choose which key dates we're going to include.

**Rani** How many dates do we need?

**Tanya** Let's start with 10 dates. We don't want our timeline to look too crowded.

### Project, page 47, exercise 3 🎧 1.11

**Tanya** So, how does the digital timeline work?

**Alex** Well, first we write a date and an event, for example, July 12, 1997, Malala was born. That's what you'll see on the timeline. And we add a photo. When you click on the date, a new window will appear, where we can write some more information, for example "Malala was born in Mingora, which is a city in the northwest of Pakistan."

**Tanya** OK, I see.

**Rani** I've just had an idea. What about including some videos, like YouTube clips? We could include one of her TV interviews, or maybe the speech she gave when she won the Nobel Peace Prize?

**Jed** Great idea, Rani! That will make it really interesting. Are you happy to research some video clips?

**Rani** Yes, I'd like that. Tanya, why don't we work together on this?

**Tanya** Sure.

**Jed** OK. So, let's choose some of the key dates today so that we can start the timeline. Then we can do a bit more research and look for photos after school.

**Alex** Good idea. Then we can share our information tomorrow and finish it. I think it will look really nice.

### Unit 5, page 49, exercises 3 and 4

**Josh** Hello, I'm Josh ...

**Bella** ... and I'm Bella. Welcome to Factflix!

**Josh** What do getting to school on time, a computer password, winning the lottery, and playing soccer all have in common? Numbers!

**Bella** And today's question is "Which numbers are in our everyday lives?" Numbers tell us how things work, and help us solve problems and make decisions.

**Josh** For example, the probability of winning the national U.K. lottery is 13 million to 1. So personally I think buying a lottery ticket is a waste of money!

**Bella** Numbers also tell us how much money we need. What's the average price of a coffee in New York, Josh?

**Josh** Er ... \$3?

**Bella** Not bad ... It's \$3 and 12 cents. Numbers may seem difficult ...

**Josh** ... but they help us in so many ways! Did you know we need nine hours sleep a night?

**Bella** And we should spend no more than four hours a day on screens?

**Josh** But I only play FIFA for two hours!

**Bella** How many points do you get for a win in soccer?

**Josh** Three of course!

**Bella** And how many points do you need to win the league?

**Josh** Ah, that depends on how many points the other teams have, and goal difference.

**Bella** So sports is very mathematical, too!

**Josh** True! Computers are also incredible at numbers. Did you know a computer can figure out a 7-digit password in 0.9 milliseconds? That's why the best passwords are long and complex.

**Bella** And numbers can help us stay safe, too. For example, what percentage of your body weight do you think your backpack is?

**Josh** No idea.

**Bella** You should check, because if it's more than 10% of your body weight, you could hurt yourself!

**Josh** Now I have an excuse to leave my math book at home!

**Bella** Not a good idea, Josh. We all need numbers.

**Josh** That's not quite true. The Pirahã tribe in the Amazon don't have numbers in their language.

**Bella** That's amazing! How do they do it?

**Josh** You'll have to check online, Bella! It's time to finish for today.

**Bella** What?! Come on!

**Josh** Bye!

**Bella** Bye!

### Unit 5, page 50, exercise 2 🎧 1.12

*For script, see text on page 51 of the Student Book.*

### Unit 5, page 54, exercises 2 and 3 🎧 1.13

1

**Yoren** Would you like a cup of tea, Dad?

**Dad** Oh, thanks Yoren.

**Yoren** Here, have a cookie too.

**Dad** Great. Is it Father's day?

**Yoren** Uh ... no, but there is something I want to ask you.

**Dad** Sure. What is it?

**Yoren** It's about my weekly allowance. Can I have an increase, please?

**Dad** Hmm, you had an increase three months ago.

**Yoren** I know, but my friends all get more than me, and I never have enough money to go out.

**Dad** Maybe you should make a weekly budget. That might help you.

**Yoren** I don't know how to do that.

**Dad** It's easy. Go and get your laptop, and we'll make a chart. We'll look at the money you receive each week, and what you spend each week. Then we can figure out if you can reduce your spending.

**2**

**Ellen** Come on Cate.

**Cate** Wait a minute. Look at those sneakers. They're really cool!

**Ellen** Yeah, they're nice.

**Cate** And look – they're on sale – there's a 25% discount.

**Ellen** They still cost 150 dollars though. That's expensive.

**Cate** I think that's a bargain. Really good sneakers are expensive, Ellen. It's worth spending money on decent shoes.

**Ellen** So can you afford them?

**Cate** No.

**Ellen** Well if you really want them, maybe your parents could lend you the money?

**Cate** I don't think so. They think I should get a job on Saturdays if I want to buy things like that.

**Ellen** Well, is that such a bad idea?

**Cate** Maybe, but I don't have time right now, with my swimming lessons, and our exams next year.

**3**

**Bank Manager** Hello Mrs. Lindell, Hello Luca. So you want to open a bank account?

**Luca** Yes, that's right. What exactly do I need to do?

**BM** It's quite simple really. You just sign these forms and, because you are 14, your mother needs to sign them too. Then you can start saving money.

**Luca** Will I be able to get a debit card?

**BM** Yes, you will. But you have to have money in your account, before you can withdraw it.

**Mom** I have a question, can I set up a monthly transfer to Luca's account? His weekly allowance is 15 pounds, so we need to transfer sixty pounds a month.

**Luca** Thanks, Mom.

**BM** Of course, I can do that for you. Now if you could both just sign here. Thanks. Do you have any more questions, either of you?

**Luca** Will I have online banking?

**BM** Yes, we'll send you a welcome pack containing your debit card. All the information will be in there.

## Unit 5, page 57, exercise 4

### How do we use numbers?

#### Which numbers are in our everyday lives?

If you look around you, which numbers can you see? The numbers on your phone, the numbers on a bus or bus timetable, the numbers at a sports match. The numbers in our lives help us to organize our time; they keep us safe, they enable us to buy the things we need, and they create the technology we use. It's difficult to imagine everyday life without numbers. And yet, some remote tribes are able to live without using numbers. What does this tell us? Do we really need so many numbers?

### Which numbers can we find in nature?

Numbers enable us to see patterns and ratios in the natural world. The Fibonacci sequence is a simple sequence which occurs naturally, such as the number of petals in a flower. Many more natural objects like sea shells or pine cones grow in a spiral based on Fibonacci numbers. Nature is also full of perfect geometrical shapes; some simple, like a spider's web, and some incredibly intricate, like a snowflake.

### Who thinks in numbers?

Numbers are everywhere in our lives. Some people seem more able to think in numbers than others. But even when you have an ability in numbers, you still have to work at it. A lot of our knowledge of the universe is thanks to the work of brilliant mathematicians. But it isn't always easy having a brilliant mind, particularly at a young age. Geniuses often find everyday things in life difficult.

### How can math help with money?

In most societies of the world, it's impossible to operate without using money. Money is pure math. We use math every time we buy something. It helps us manage our money too because it shows us what we can and cannot afford.

### How can we learn about each other through numbers?

When we ask people questions to collect information, numbers help us to sort different answers into groups and understand the significance of the information that we have collected. We can present the information visually in pie charts, bar charts, or line graphs. A bigger section, a higher bar, or a higher point on the line means a higher number of people who gave the same answer. We can use this information to make conclusions, and know a bit more about each other.

## Unit 6, page 59, exercises 3 and 4

**Bella** Hello everyone and welcome to Factflix. I'm Bella ...

**Josh** ... and I'm Josh. Today we're talking about ... the movies!

**Bella** So, "What makes a movie enjoyable?" How often do you watch movies?

**Josh** Once or twice a week. I usually stream them on TV or on my computer.

**Bella** Me too. Although I enjoy movies usually most when I see them at the theater. But did you know that in the U.S., fewer than 10% of people go to the movies every week? Compare that with the past. In the 1930s for example, over 60% of the population went to the movies every week!

**Josh** That's probably because they didn't have streaming back then! Anyway, back to the Factflix question. How do we decide what makes a movie enjoyable?

**Bella** My idea of a good movie is one that wins a lot of awards! Take *Titanic*, for example, one of my favorite movies. It won 11 Oscars!

**Josh** *Titanic*?! That's ancient!

**Bella** But it's a classic! You just don't like romance.

**Josh** I don't. *Titanic* does have good special effects. I respect that, but I'm really not a fan.

**Bella** I think nothing is more enjoyable than an entertaining story. *Titanic* has an excellent screenplay, and a memorable soundtrack, too.

**Josh** I still prefer fantasy movies like *Lord of the Rings*. The action scenes are amazing.

**Bella** Action scenes aren't everything, Josh. I think the secret to a great movie is an interesting plot and strong

performances from the actors. Do the *Lord of the Rings* movies have that?

**Josh** Yep. *The Return of the King* won 11 Oscars too, you know.

**Bella** Really?! Perhaps the most enjoyable movies are the ones most people go and watch. Did you know that *Gone with the Wind* had the biggest box-office success in history? It was made in 1939 and cost over 3 billion dollars in today's money! Do you want to watch it?

**Josh** No. It's a romance.

**Bella** Why don't we watch a movie by the most successful director in history – he won 26 Oscars.

**Josh** Now you're talking! Who was it?

**Bella** Walt Disney, of course!

**Josh** Disney? You've got to be joking!

**Bella** Bye guys!

**Josh** See you next time!

### Unit 6, page 60, exercise 2 🎧 1.14

For script, see text on page 61 of the Student Book.

### Unit 6, page 64, exercises 3 and 4 🎧 1.15

**Presenter** Welcome back to *Focus on Movies*. Today we have movie critic Mark Johnson in the studio to talk about a documentary called *Human*, by the director Yann Arthus-Bertrand. It's a documentary based on interviews with 2,000 people in 60 different countries. Hi Mark.

**Mark** Hello.

**Presenter** Tell us a bit about *Human*. Why did Yann Arthus-Bertrand make this documentary?

**Mark** He got the idea a few years ago, when he was working in Mali in Africa. He was talking with a local farmer and the farmer told him about his life – his hopes, his fears, and his dreams. It was a fascinating conversation, and he realized that it would make a great movie. So he decided to film more people talking about the same thing.

**Presenter** So do people talk about their lives in general in the documentary? Or do they answer specific questions?

**Mark** They do both. Each person was given a list of 40 questions to answer, questions like, "What makes you happy? What are you afraid of? What do you love?"

**Presenter** Those are big questions!

**Mark** Yes, they are, and surprisingly, the answers were often similar.

**Presenter** I've watched some of the interviews on YouTube. I found the way they were filmed was really interesting. They're all filmed the same way. The people being interviewed are close up to the camera, and they look directly at it. There's always the same, dark gray background. And there's no name or country. You don't know where anyone is from.

**Mark** Yes, that's right. The director filmed every interview the same way. He felt that putting in information like a name and a country or a background, would make us focus too much on the differences between people. He wanted to emphasize our sameness and what we have in common.

**Presenter** That's interesting, and so important these days. A lot of people seem to forget that despite our differences, we are all people, wherever we come from.

**Mark** Exactly. So people talk about those very things that are the same for all of us. Their families and their work, their everyday problems and how they deal with them. They all love their families, they all worry about work or money. They all want to love and be loved.

**Presenter** So the director really is exploring what it means to be human.

**Mark** Yes. He wants to show us how we are all similar. He wants us to talk about our responsibilities to each other too.

**Presenter** Thank you Mark. If you want to watch *Human* by Yann Arthus-Bertrand, you can find it on YouTube.

### Unit 6, page 67, exercise 4 🎧 Reflect VIDEO ▶

**Why are we fascinated by movies?**

**What makes a movie enjoyable?**

We all enjoy a good movie, but what really makes a movie good? Is it an actor's performance? Or is it the screenplay or the soundtrack? Does it amaze us with stunning special effects or remind us of our own lives? Or does it depend on who we watch it with and where? Going to the movies is a social event and sharing our reactions with other people can make it more enjoyable.

**How have movies changed with the times?**

Cinema has come a long way since 1896. In the silent era, cinema was a place for socializing and chatting while you watched. When sound came on, people suddenly had to listen. When people started buying TVs for their homes, movie theatres were no longer the only place to watch visual entertainment on-screen. Today cinemas face their biggest challenge, as we can access movies anywhere on our personal devices and home cinemas are almost as good as the real thing.

**Why do we like happy endings?**

During the early 1940s, Americans went to the cinema to escape from the problems of the real world for a few hours. Many movies often have happy endings because people like to believe that good can triumph over evil. If it happens on screen, then it can happen in real life, too. But happy endings don't necessarily make us happy. Psychologists have shown that tragic movies can make us feel happier about our own lives. So sad endings may actually be better for us!

**How do you engage an audience?**

We've all seen good ... and bad presentations – at school, or at work. What makes a good presentation? Well, if the speaker has thought about their audience, what will interest them, and how they will respond to the content, they have a good chance of making their presentation a success. Using visual prompts, color, and graphics will grab people's attention and keep them engaged.

**What movies do you recommend?**

When you recommend a movie for other people, consider things like special effects, the soundtrack, the screenplay, and the performances from the actors. Be objective about the movie's strong points and weak points, not just the things you liked.

### Project, page 69, exercise 2 🎧 1.16

**Noah** OK. So, we're all agreed that our scene is going to be a comedy with a crazy high-speed chase, involving a bike, a skateboard and a scooter. There are four of us in our group so we need four parts to act.

**All** Yeah. / That's right.

**Noah** So now we need to work out how long it will take to film the scene. I've written a planner and divided it into four stages. Here you are everyone. Have a look.

**Emilia** Thanks Noah. So first is Stage 1 ... Jake and Mia, you're writing the script. How long do you think you'll need?

**Mia** We thought we'd work on this after school, because we might need quite a long time. I think we'll need maybe two hours.

**Noah** That sounds about right. OK. That's Stage 1. Now, Stage 2. We need to choose the parts and decide who's playing them.

**Emilia** That shouldn't take too long. There are only four of us. We can all do that.

**Mia** And then we need to agree on costumes and props. That might take longer. But we aren't going to make any costumes, are we?

**Jake** No, we aren't. But we need to choose a location. That's really important because of the chase.

**Mia** Yes, you're right. We might need half an hour for all that. Then we'll read through the scripts, and if it needs editing, we could do that together. That could be another half an hour.

**Emilia** So that's about an hour in total for Stage 2.

**Jake** Let's say an hour and a half. Just to make sure we have enough time.

**Noah** Good, that's agreed. Now Stage 3 is the exciting bit. This is when it all happens, so that's going to take the most time. Is everyone happy for me to be the director?

**All** Yes.

**Noah** OK. We'll need a few rehearsals of course, and time to practice the chase. I think that will take about two or three hours.

**Emilia** Really? That seems a long time.

**Jake** Yes, but we'll want some breaks.

**Mia** Yes, you're right. OK. Let's allow three hours to make sure we have plenty of time.

**Noah** Good idea. And finally Stage 4 – the edit.

**Mia** I don't think we'll need that much time. How much time do you need to add a soundtrack, Emilia?

**Emilia** Not long. I've got an app I can use, so I can do that in class. Maybe half an hour?

**Jake** Well I think we need a bit longer – the editing stage is where we really make it look and sound good.

**Noah** OK, let's allow an hour and half for that. Agreed?

**All** OK. / Yeah.

### Unit 7, page 71, exercises 4 and 5

**Josh** Hi everyone and welcome to Factflix. I'm Josh and ...

**Bella** Oh... and I'm Bella!

**Josh** Today we're talking about careers. "What is the right job for you?"

**Bella** You know Josh, I would love to be a singer!

**Josh** Do you think you're cut out for a career in the pop music industry? It's competitive, you've got to be mega-confident, and, er, you need to be able to sing in tune.

**Bella** I do sing in tune, Josh!

**Josh** So it's the right career for you then! When I was younger, I wanted to be an astronaut, but I'm afraid of heights.

**Bella** You know, most young kids want to be an astronaut, a teacher, or a doctor. I think they want to do those jobs because they know them.

**Josh** You might be right, but which jobs are most in demand?

**Bella** Good question! It says here that the jobs most in demand are ... nurses, engineers ... and software developers. You could do that – you have a talent for computers.

**Josh** Thanks, but being a software developer sounds a bit boring.

**Bella** It is also the most "future-proofed" job. And they earn good salaries!

**Josh** Hmm, I'm still not convinced. What are the most common jobs?

**Bella** That depends on the country. In the U.S., for example, retail sales assistant is the most common job. Did you know that more than 4 million Americans work in retail?

**Josh** But we'll all be shopping online in the future. I think I'd prefer a job outside. I know, maybe I could be a fisherman!

**Bella** What?! That's one of the most dangerous jobs in the world!

**Josh** Really? OK ... maybe something a bit less adventurous?

**Bella** Aha! Here's a job you're suited for.

**Josh** Private Island caretaker?!

**Bella** Yep! You look after a desert island. So, not too much to do and plenty of time to sit around and work on your suntan!

**Josh** Sounds perfect! Where can I apply?

**Bella** Bye guys!

**Josh** Bye!

### Unit 7, page 72, exercise 2 2.01

*For script, see text on page 73 of the Student Book.*

### Unit 7, page 76, exercise 3 2.02

When we meet someone for the first time, it takes seven seconds for us to decide what type of person they are, and four minutes to make a lasting impression. That's pretty quick, but people tend to judge a book by its cover. That's why it's important to bear in mind how we present ourselves.

The first thing to consider if you want to make a good impression is your appearance. Fifty-five per cent of first impressions are based in the way we dress, and only 7% on what we actually say. So for example, if you turn up to an interview for a job looking scruffy, wearing older or tattered, dirty clothes, you're unlikely to get hired, no matter what your qualifications.

Body language is also important. It can show whether you are confident, shy, bored, or frustrated. In most cultures – although not all – making eye contact is important, as it signals that you are open and confident. If you're in a different country, make sure you find out what people typically do when they meet. Do they shake hands, hug, or kiss? Wherever you are, make sure you walk tall and sit up straight. Don't fold your arms as that shows you are shy and defensive. Also, smile! It puts people at ease.

Small talk is another great way to create a good first impression. Ask people general questions about their day and the workplace. Listen to what they are saying and engage with them. Show people you are interested in them and they will want to find out more about you. Make sure you speak clearly and confidently. The quality of our voices can also make a positive first impression.

Remember, first impressions count, so don't blow it. You won't get a second chance to make a good first impression!

## Unit 7, page 77, exercises 4 and 5 2.03

1

**Jake** Hi, I'm here for an interview at 2:30. My name's Jake Townsend.

**Receptionist** Hello Jake. We were expecting you at 2:00.

**Jake** Oh really? I was sure it was at 2:30. Oh yes, you're right. I'm so sorry.

**Receptionist** Well you're here now. This is Paul, who will be interviewing you.

**Paul** Nice to meet you, Jake. Would you like to come with me? OK. Let's go into this office. Take a seat. So, you're interested in the position of sales assistant?

**Jake** Yep.

**Paul** What do you think makes you suitable for the job?

**Jake** Well, I'm really into computers and I want to earn some money. I'm pretty good at gaming, too.

**Paul** I see. Do you have any experience in sales?

**Jake** Yes, I've worked in a shoe store for two years. I'm good with people.

**Paul** OK, that's good to know ...

**Jake** Sorry, that's my phone. Sorry, what were you saying?

**Paul** Do you have any questions about the job, Jake?

**Jake** I don't think so.

**Paul** Nothing you want to ask?

**Jake** Um ... hang on ... yes. Do I get vacation pay?

**Paul** Well, yes, eventually, but I think you need to be here for a while first.

2

**Katie** Hi there, my name's Katie Day. I'm here for an interview with Paul Rowling.

**Paul** That's me. Nice to meet you, Katie.

**Katie** Nice to meet you, too.

**Paul** Take a seat. So, you're interested in the position of sales assistant?

**Katie** Yes, I'm very interested in working in retail. It looks like an interesting job.

**Paul** Could you tell me a bit about the skills you could bring to the job?

**Katie** Well, I'm quite knowledgeable about computers. I took a computer class at a local community college. I also have experience introducing older people to technology. I did some volunteer work at a community center.

**Paul** That's impressive.

**Katie** Thank you.

**Paul** And why do you think you're right for this position?

**Katie** Well, I'm very outgoing, and I'm good with people. My volunteer work taught me how to deal with people from many different backgrounds.

**Paul** That's great. Do you have any questions about the job?

**Katie** Yes, I'd like to know if there is any training, and what type of products I'd be selling.

**Paul** There is training, you'd be able to ...

## Unit 7, page 79, exercise 4

**What is the world of work like?**

**What is the right job for you?**

Thinking about what you will do in the future is exciting, but it can make you anxious, too. Start by listing the skills you have now and which jobs they might be useful for. If you have good analytical skills, you may be suited to work in science. If you have good people skills, maybe a job in retail is for you. If your dream job doesn't match your current skills, don't panic! We can always learn new skills as we get older.

## Should we follow our dreams?

What's your dream? Do you want to become a professional sports player, musician, or artist? Achieving your dream won't be easy. Working hard, making sacrifices, taking risks, and trying again and again are all things people do when they have a dream. For a few lucky people, their dream will come true. The rest of us need to think of more realistic goals in life. If you work hard, take other people's advice, and learn from your mistakes, you are more likely to reach your goals, whether big or small.

## Is there a right age to start work?

Children and teenagers have been part of the workforce for hundreds of years. During the Industrial Revolution in Europe, laws were introduced to stop the exploitation of children. However, in some parts of the world, children as young as ten still work, in order to contribute towards their family's income. In most western countries, teenagers are allowed to work part-time, as long as it doesn't affect their schoolwork.

## How can you make a good first impression?

First impressions are very important. It's thought that we form first impressions of people within seven seconds of meeting them. If you know you are going to meet a new person, for example in a job interview, make sure you are on time. Being punctual shows that you respect the person's time. Try to have a neat, clean appearance. When you meet the person, make eye contact and smile. This shows that you are friendly and confident.

## What are employers looking for?

When employers advertise for a job, they are usually looking for someone who has the right skills and experience to do the work. They also want someone with the right attitude. If you are hard-working, get on with other people, and are willing to learn, then you have a better chance of getting the job. When you apply for a job always match the skills and experience required with your own. More important, remember to sell yourself – make the most of your positive points.

## Unit 8, page 81, exercises 3 and 4

**Bella** Hello! I'm Bella.

**Josh** And I'm Josh!

**Bella** On today's Factflix, we're asking, "What are the benefits of sports?"

**Josh** Uh, that's obvious. Sports are good for your health!

That's why I'm training for a mini-marathon! And sports develop qualities like discipline. Did you know that teenagers should do 60 minutes of physical activity every day?

**Bella** Yes, that's why I play hockey. Mind you, if we were serious athletes, we'd do a lot more. The average amount of time that professionals train is 30–40 hours a week.

**Josh** Lucky I'm competing in a mini-marathon then, and not the Olympics!

**Bella** But if you competed in the Olympic Games, you'd be famous around the world! Over 3.6 billion people watched the last Olympics – that's nearly half the world's population!

**Josh** But the most popular sport in the world is soccer. It has 4 billion fans worldwide. Cricket is second with 2 billion. Another positive thing about sports is that you can make friends and feel part of a community.

**Bella** That's right – I love being part of my hockey team. Did you know hockey is one of the oldest sports in the world?

**Josh** But not the oldest – the oldest sport is thought to be wrestling. There are cave paintings of wrestlers from 15,300 years ago! It was also one of the first Olympic sports.

**Bella** But not for women! In fact, in ancient Greece women weren't allowed to even take part in the games. They couldn't even watch them! Women athletes first competed in the Olympics in 1900, but only in tennis, golf, sailing, and croquet!

**Josh** Maybe it's because they thought that men were more athletic. On average, world records for men are around 10% higher than for women.

**Bella** I think they're wrong – being more athletic doesn't just mean you can run faster. Anyway, it doesn't matter how fast, or strong, or talented you are. The best thing about sports is that anyone can do them.

**Josh** So why don't you do the mini-marathon with me this weekend?

**Bella** Er ... I think I have homework to do.

**Josh** Come on Bella! An active body means an active mind!

**Bella** Maybe next year. I'll come and watch you, though! If you come and watch my next hockey game?

**Josh** Deal! See you guys!

**Bella** Until next time – goodbye!

### Unit 8, page 82, exercise 3 2.04

*For script, see text on page 83 of the Student Book.*

### Unit 8, page 84, exercise 4 2.05

**Coach** Aksale, why weren't you at practice yesterday?

**Aksale** I was at my uncle's farm. He needed my help.

**Coach** Practice is more important, Aksale. You're competing in the world championships next month.

**Aksale** I'll work hard this week, coach, I promise.

**Coach** If you miss practice again, you won't be ready to compete.

**Aksale** Sorry, coach. It was only one day.

**Coach** Every day counts, Aksale. I know you've trained a lot this year, but you have to work hard every day. I know you can win gold one day.

**Aksale** OK, coach.

### Unit 8, page 87, exercises 5 and 6 2.06

**Interviewer** With us today on *Psychology Now* we have Doctor Lin Chan. Doctor Chan has recently written a book about failure and how we can deal with it.

**Dr. Chan** Actually it's a book about success, because failure is part of success.

**Interviewer** Right.

**Dr. Chan** Think of it this way: we are only human, so we all make mistakes. We make mistakes at school, at home, at work, in our relationships. The difference is in how we deal with our mistakes, or how we react to "failure."

**Interviewer** So it's more about our attitude toward failure?

**Dr. Chan** Yes, it is. Are you someone who thinks, "I'm just not good enough, I always have bad luck, so I'm giving up?" Or are you someone who takes responsibility and says, "Hey, maybe I can do this in a different way" or "I'm going to try a new approach"?

**Interviewer** I see, so we should try to stay positive. That's difficult. I know I've made some silly mistakes in life – it's hard not to feel negative afterwards.

**Dr. Chan** We've all done that.

**Interviewer** Here's a question. Do more "intelligent" people make fewer mistakes? Or maybe it's just luck, if we don't make many mistakes in life?

**Dr. Chan** No, I don't think either of those are true. If you want to be successful, effort is more important than intelligence and luck. If you think about famous success stories, often people only achieve success after they have experienced quite a few failures. The important factor is they keep on trying, they never give up. It's effort and determination that count in the end.

**Interviewer** For example?

**Dr. Chan** The writer J.K. Rowling. She's one of the most famous authors in the world, but her first Harry Potter book was rejected by 12 publishers. She actually posted the rejection letters on Twitter – she wasn't angry, she just wanted to teach her fans an important lesson about "success." Then there's the basketball player Michael Jordan. At the beginning of his career, he was dropped from his school team for being too short. But he kept on trying and eventually became the incredibly successful player that we've all heard of.

**Interviewer** That's interesting to hear about J.K. Rowling's letters on Twitter!

**Dr. Chan** Yes, I think her message is this: failure is just a stage on the road to success. It's part of the journey. If you think of your mistakes in this way, you're more likely to be successful. If something doesn't work out, just pick yourself up and continue. As Thomas Edison said, "Every wrong attempt is another step forward."

**Interviewer** Wise words indeed from the inventor of the light bulb.

**Dr. Chan** Exactly. His determination and refusal to give up led to inventions which revolutionized the 20th century.

**Interviewer** Thank you, Doctor Chan. And if you want to find out more, Doctor Chan's book is available in all good book stores.

### Unit 8, page 89, exercise 4 Reflect VIDEO

#### What impact do sports have on our world?

#### What are the benefits of sports?

Doing sports has many benefits. That's why it's the world's most popular free time activity. The most obvious benefit of sports is that they keep us active, fit, and healthy. But exercise also helps our brain create endorphins or chemicals that make us feel happier and more relaxed. Sports make us more disciplined and gives us more self-confidence. Team sports in particular develop leadership skills. Finally, sports can have a positive effect on academic performance because they improve our concentration, critical thinking, and good judgement.

#### What is the real cost of sports?

Sports are full of positive role models – people who work hard and are talented performers. However, the money in the world's most popular sports can have negative consequences. Tickets to top sports matches can be extremely expensive for fans, as is replica sportswear. This sportswear is often made by people in developing countries who struggle to survive on poor wages. Top athletes are popular choices for companies to help sell their products through advertising, because they have a huge influence over their fans. Sports stars should remember that if they advertise products like unhealthy food and drink, they can have a negative influence on people's lives.

### How can sports change people's lives?

The everyday benefits of sports for everyone are clear. But for some very talented young people, sports can be a way out of poverty. In many poorer countries around the world, sport is one possible route to a better life. Although, of course, only a lucky few will become professional athletes. For some people who have had life-changing accidents or illnesses, taking up sport can give new purpose and motivation, and change their life for the better.

### How can we deal with failure?

Everyone makes mistakes, but they can be an opportunity to learn. Many successful people didn't succeed at first, such as the famous movie maker Walt Disney. But they didn't give up – they tried even harder to succeed. When you lose a game or fail an exam, it won't be the last time you fail. Try to have a positive attitude. Use your mistakes to grow, develop, and get stronger.

### Why is winning so important?

We are born with an instinct to compete and win, and that desire drives us to achieve our goals. However, for some people, winning becomes an obsession. Sports can take over their lives and make them miserable. It's best to find a balance – enjoy the feeling of winning when it happens, but realize that there is more to life than winning.

### Project, page 90, exercise 2 2.07

**Teacher** Matt, your team can start.

**Matt** Good morning everyone. Welcome to today's debate. We are going to speak for the proposal "Plastic is the most useful invention of the modern world." We will present the argument that plastic has helped create a fairer and more equal society. That is why it is the most useful invention of the 20th century.

**Amy** You may ask, how has plastic helped create a fairer and more equal society? Well in the past, manufactured goods were expensive because materials were expensive. The invention of plastic provided a cheap alternative that made many household products cheaper for ordinary people to buy. We firmly believe this has made society fairer because it made more products cheaper for everyone. For example, many products that used to be made of glass, wood, or metal were often heavy to carry and expensive to produce. Now they're more affordable.

**Matt** Another argument is that plastic can be used in different ways. For example, plastic can be used to produce anything from pens and telephones, to furniture, trains and planes. To illustrate my point, can you imagine travelling on a train made of just metal and wood? Can you imagine hospitals, factories, and schools where everything was made of glass, wood, or metal? It is clear that not only has plastic made more products available to more people, it has made the modern world possible.

**Amy** To sum up, we firmly believe that plastic has changed every aspect of our lives. Plastic has changed the way we travel, how we live and what we can buy. That is why we strongly believe it is the most useful invention of the modern world.

### Project, page 90, exercise 3 2.08

**Teacher** And now Anna's team.

**Anna** Hello everyone. We are going to speak against the proposal "Plastic is the most useful invention of the modern world." We will present the argument that plastic has helped

create a greedy consumer society and that it has caused more pollution on the planet than anything else.

**John** How has plastic created a greedy society? As you have said, plastic can be produced easily and cheaply. As a result, people buy many plastic products which they use for a short time, throw away, and then buy another. Toys are a good example of this. Toys aren't valued or kept or given to younger brothers and sisters as they once were. They are cheap to buy and easy to replace.

**Anna** While we would agree that plastic is a useful invention, we strongly believe that you must consider the disadvantages. How useful is a product that does not biodegrade and is not easily recycled? How useful is a product that pollutes the seas and oceans and pollutes the air with toxic chemicals when it is burned?

**John** To sum up, we believe that plastic has its uses but until scientists invent a biodegradable plastic and find ways to recycle all plastic, it is a danger to our health and our environment. In our opinion, this is why plastic is not the most useful invention of the modern world.

**Teacher** Thank you, everyone. Who would like to respond? Jill?

**Jill** I found Matt's team's speech very interesting. You say that plastic has made life cheaper for people because we can buy lots of things cheaply. But I don't think that's true, because many plastic products aren't made to last. They are cheap, and they break, so we have to replace them, and the result is we buy more products. We probably spend more money doing this than if we bought one good quality product that was made to last.

**Teacher** Thank you, Jill. Matt and Amy, would you like to respond to Jill?

### Unit 9, page 93, exercises 3 and 4

**Bella** Hi there! I'm Bella.

**Josh** And I'm Josh.

**Bella** In today's Factflix, we're discussing "What threats do our seas and oceans face?"

**Josh** Did you know that a rubber duck like this helped us understand much more about our seas and oceans? Twenty-five years ago, a ship accidentally dropped 28,000 rubber ducks into the Pacific Ocean. The ducks turned up on beaches all over the world and helped scientists map the tides and currents.

**Bella** From this, they learned that tides and currents carry warmer water and oxygen from the surface of the ocean to the colder deep ocean. Then, they bring colder water with nutrients and food to the surface. These tides and currents move around our planet, constantly exchanging oxygen and nutrients.

**Josh** However, global warming is causing a change in temperature of seas and oceans. That's bad news for marine ecosystems.

**Bella** But we can all help to reduce global warming by reducing our carbon footprint. Buy less stuff, waste less, and walk or cycle instead of using a car.

**Josh** Another challenge for our seas and oceans are "dead zones" – areas that have no oxygen or life.

**Bella** They are caused by overfishing, which destroys the food chain. They're also caused by chemicals used in agriculture that run off into rivers and eventually the ocean.

**Josh** But if governments control the use of chemicals in agriculture, it is possible to bring life back to a dead zone.

I think they should pass laws that protect marine species, once they return.

**Bella** Another problem is plastic pollution, which can be found in every part of the ocean environment, from the surface to the sea bed.

**Josh** Have you heard of microbeads? They're tiny pieces of plastic in things like liquid soap and toothpaste. They get into the sea, and they damage coral reefs, and they kill tiny organisms like plankton. And plankton produces over half the oxygen in our atmosphere!

**Bella** So, let's do everything we can to keep our seas and oceans healthy.

**Josh** And we can start by using less plastic! Until next time ...

**Bella** ... goodbye!

## Unit 9, page 94, exercise 2 2.09

For script, see text on page 95 of the Student Book.

## Unit 9, page 98, exercise 3 2.10

**Presenter** Today on *Green Planet* I'm talking to student Anya Larsson, who has just completed a 30-day challenge to live without plastic. Welcome Anya, and tell us about the challenge. What motivated you to do it?

**Anya** Well, like most people, I know that plastic pollution is doing terrible things to our planet, particularly marine life. I've always tried to reduce the amount of plastic I use, but it's difficult to live without it. But then I saw a documentary called *Bag it!* It grabbed my attention and reminded me how serious the issue is. Did you know that only 9% of recyclable plastic gets to the recycling plant? That's really shocking! Then I found a YouTube blog by a family who had a plastic-free life. The blog had a lot of practical advice and that really inspired me to go plastic-free.

## Unit 9, page 98, exercises 4 and 5 2.11

**Presenter** So how did you get started?

**Anya** I always took cotton shopping bags with me wherever I went. Then I stopped buying water in plastic bottles and only drank tap water. I also carried around my own cup for when I ordered a coffee to go at the cafe.

**Presenter** That sounds simple enough.

**Anya** Yes, it was. But other things were difficult.

**Presenter** For example?

**Anya** I usually shop at a supermarket because it's easy and convenient and it saves time. But the problem with supermarkets is that all the food is packaged in plastic, even fresh food, like fruit and vegetables.

**Presenter** So what did you do?

**Anya** I had to find other shops where I could take my own containers and buy things loose. That was tricky. I managed to find fresh fruit and vegetables, and dry goods like rice and nuts, but things like cookies and potato chips were impossible. And fish, meat, and milk were difficult. The packages were always plastic or had a plastic lining.

**Presenter** How did you deal with that?

**Anya** Well, I stopped buying cookies and potato chips and I reduced the amount of meat and fish I ate. But I found a company that uses glass bottles for milk and recycles them, so I still drink the same amount of milk.

**Presenter** So that's food and drink, but what about long-life products that come in plastic, like soap and shampoo?

**Anya** Ah, actually, well shampoo and soap were easy because I bought bars of soap wrapped in paper, and used it for shampoo too. They were just as good as brands packaged in plastic.

**Presenter** It sounds like you were pretty successful. Would you agree?

**Anya** Well, I wasn't able to completely cut out plastic, but I think I managed to reduce my plastic waste by about 90%. I also started my own blog to raise awareness of the damage plastic does and promote a plastic-free life.

**Presenter** That is great work, Anya. So do you have any tips for anyone who wants to try the 30-day challenge?

**Anya** Replace things gradually. It takes time to change your habits, but it is worth it. In fact, the 30-day challenge has become a lifelong challenge for me – my new goal is to have no plastic in my life at all. It's healthy for me and healthy for our planet, too.

## Unit 9, page 101, exercise 4 Reflect VIDEO

**Why are the seas and oceans so important?**

**What threats do our seas and oceans face?**

There are many threats to our seas and oceans, including overfishing, destruction of habitats, and global warming. Some governments have passed laws to protect marine environments and to stop contamination from pesticides, but more needs to be done. Plastic rubbish is a growing threat. Did you know that plastics only came into widespread use after 1945? Today, plastic can be found in every part of the ocean and can take hundreds of years to decompose. There are a lot of threats to our marine environments but, by working together, we can save our seas and oceans before it's too late.

**How much do we know about the deep sea?**

Our seas and oceans cover most of our planet and the deep sea represents 95% of inhabitable space on Earth. But the truth is, we don't know much about it. Exploring the deep sea can be dangerous, but it is a fascinating and mysterious environment. Today, scientists think there may be as many as 100 million species living in the deep sea – more than in any other habitat on Earth.

**How will coastlines change in the future?**

Coastlines will change dramatically in the future because of rising sea levels. Did you know that rising sea levels were first predicted in the 1960s? Scientists said that the Earth's temperature would rise by 2°C within 100 years because of the CO<sub>2</sub> in the atmosphere. Back then, there was no real proof of climate change. Today, however, it is clear that the polar ice sheets and glaciers are melting. And as a result, many coastlines, along with the towns and cities built there, will disappear.

**How can we deal with plastic?**

The world is overflowing with plastic. We use plastic in every aspect of our lives. For example, clothes, technology, food, transport, hygiene, and many more. We can all recycle our waste, but a lot of plastic is non-recyclable. The best way to deal with plastic is to use as little as possible. How about using alternative materials for everyday objects? Did you know, for example, that you can get a toothbrush with a handle made of bamboo? It might seem small, but we all need to take action. We can reduce our use of plastic.

**How can we help protect our seas and oceans?**

We can help our seas and oceans in different ways. Overfishing is a big problem for the food chains in our

oceans. When you buy fish, make sure that it is sustainable. If you live near the sea, why not get involved in a beach clean-up? Removing rubbish will stop it entering the sea.

### Unit 10, page 103, exercises 3 and 4

**Bella** Hi everyone! It's Bella. And this is Josh.

**Josh** Hi!

**Bella** Josh is learning the guitar. How's it going?

**Josh** It's hard. I only just started learning.

**Bella** You'd find it easier if you were younger, and that's what we're discussing today: "Is there an ideal age for everything?" The ideal age to start learning a musical instrument is six.

**Josh** In fact, childhood is the best age for lots of things. When did you start learning French, Bella?

**Bella** When I was 12, I think.

**Josh** You should have started when you were seven or eight! Childhood is the best time to learn languages.

**Bella** But here's something surprising: you peak at math when you're 50.

**Josh** Really? Yeah, that seems quite old to me. Well, I hope I'm not still studying math when I'm 50! Here's one for you. What age are people happiest?

**Bella** I'd say ... when you're about 20? You've got your whole life ahead of you when you're that age.

**Josh** Wrong! I read about a survey where they asked people of different ages how happy they were with their life. And the happiest age was 82!

**Bella** That's a surprise! Maybe it's because you get wiser as you get older. Your vocabulary peaks when you're in your 70s, after all. But what about physical strength and fitness?

**Josh** That's different. You're fittest when you're 25. Think about it – most professional sportspeople are in their 20s, and 30s. And the average marathon runner is 28.

**Bella** That's true, but you can run a marathon at any age. The oldest runner was 92! Never say never!

**Josh** So, some things are best to start during childhood, others peak when you're elderly.

**Josh** What about adolescence? Is being a teenager the best age for anything?

**Bella** Teenagers have the best brain processing power, and the best memory – when we're 18, to be precise.

**Josh** That's good news – just in time for our final exams. Well, I'd like to use my brain power to learn this song ... before I get too old!

**Bella** Good luck. And goodbye!

**Josh** Bye!

### Unit 10, page 104, exercise 2 2.12

*For script, see text on page 105 of the Student Book.*

### Unit 10, page 109, exercises 4 and 5 2.13

Hi there, Lara here! Like everyone else, I often have arguments and disagreements.

They can be with my friends, my parents, but usually they're with my brother. He's two and a half years younger than me and we argue a lot – we always have.

But lately, I've decided that I'm tired of all these arguments, and I've learned how to manage them better.

OK, let's look at a typical disagreement. One day my brother "borrows" my tablet and he doesn't tell me. I need to use it for some schoolwork, so I go into his bedroom, I find a tablet on the bed, and the screen is cracked. What do I do? Do I start yelling? No, first I take a deep breath, and I try to stay calm. That's a good thing to do if you can feel yourself

getting angry. So, I manage my emotions, then I try to be objective. Perhaps my brother needed my tablet for his homework? Maybe he's planning to repair the screen? I need to talk to him and find out.

I go and talk to my brother. He's sitting on the couch and watching TV, so I switch off the TV, and show him the tablet. I look him in the eye, because I need him to see that I'm serious, but he's avoiding my eyes. He starts to say something, but I interrupt him. I know I should have listened to what he had to say, but I want to explain how I feel. I'd saved up a long time for that tablet, and it's a really big deal if it's broken. But while I am talking, he just gets up from the couch and walks off. I follow him into the kitchen, and now I am starting to get mad. Then I notice something. It's another tablet on the kitchen counter ... and it looks like mine. My brother tells me that the cracked tablet belongs to his friend – he left it at our house by mistake. So of course, I apologize.

So what did I learn from this? Clearly I can still improve how I manage the situation when there's an argument or disagreement. I need to listen when someone is trying to explain. I also need to remember where I put my tablet!

### Unit 10, page 111, exercise 4

#### How does age change us?

#### Is there an ideal age for everything?

Should age influence what we do? Yuichiro Miura climbed Mount Everest when he was 80 years old, while Jordan Romero did it when he was just 13. But neither were the "ideal age" – people reach their peak of physical fitness in their mid-20s. What about brain power? Our memory is strongest in our late teens, so it's the ideal age for advanced studies. However, many people make successful students when they are much older, or much younger. So yes, there is an ideal age for most things, but your age should never stop you from trying something new and following your dreams.

#### What are the challenges of adolescence?

Adolescence is a time of great change. Our bodies and minds are growing and we take on more responsibility. However, we are still learning about life, about ourselves, and about other people. Literature about young adults is hugely popular, not just with teenagers, but with all age groups. It often deals with topics like identity, friendship, and family relationships. J.D. Salinger's *Catcher in the Rye* is a classic Young Adult novel. Its main character, Holden Caulfield, has to grow up quickly and bridge the gap between childhood and adulthood.

#### What can we learn from different generations?

Each generation has skills and knowledge that they can share. The older generations can use their life experience to help and advise younger people and they can also tell them fascinating stories about their lives. The younger generation can encourage older people to develop new skills and learn about the latest technology. Building bridges between different generations is good for everyone and broadens our view of the world.

#### How can we manage disagreements?

Disagreements are part of life. People won't always see things from your point of view, and this can be upsetting. When you disagree with someone, try to keep calm and to see the situation from their point of view. Make sure you listen to them and try not to interrupt as they explain their point of view. It's important to treat people with respect, so

maintain eye contact and don't get angry. If you can't find a solution that you can both agree on, then you can always agree to disagree!

**At what age do you become an adult?**

In order to do things like vote, work full-time, and drive a car, most people would say you have to be an adult. But how old is an adult? Did you know that in some U.S. states, 14-year-olds can drive? Voting also varies a lot from country to country. In Brazil you can vote when you are 16, but in Kuwait you have to wait until you are 21! Are we really ready to drive a car or vote before we are 18? Or is it too much, too young?



# Workbook answer key and audio script

## Unit 1 What connects us?

### Reading to learn page 4

- 1  
students' own answers
- 2  
1 T  
2 F By using empathy, people of different ages can communicate and learn to work together better.  
3 F It informs and teaches because it explains what the generation gap is, the problems it might cause, and a possible solution.

- 3  
1 B 2 C 3 A 4 E 5 F 6 D

4  
c

- 5  
students' own answers

### Vocabulary and Grammar page 6

- 1  
students' own answers

- 2  
1 b 2 a 3 c 4 b 5 a 6 a 7 b 8 b 9 c

- 3  
1 appearance 2 reaction 3 understand 4 treat  
5 expression

- 4  
1 reacts 2 practice 3 appears 4 treat  
5 understanding 6 expression

- 5  
1 Did you use to go  
2 did  
3 used to work  
4 used to live  
5 used to visit

- 6  
1 Lionel Messi used to live in Argentina.  
2 As a small child, he used to play soccer with his brothers and cousins.  
4 His grandmother used to attend all of his games.

- 7  
3 wouldn't 4 would 5 — 6 would 7 would  
8 wouldn't 9 would 10 —

- 8  
1 would 2 used to 3 wouldn't / didn't use to  
4 used to 5 didn't use to

- 9  
1 T 2 F 3 F 4 T 5 F 6 T

- 10  
1 Are you getting used to  
2 is used to  
3 'm not used to  
4 weren't used to  
5 get used to  
6 got used to

- 11  
1 persuade 2 justify 3 convince 4 stubborn  
5 trust 6 admitted 7 an influential 8 into

- 12  
students' own answers

### Life skills page 9

- 1  
1 main topic  
2 What does Dr. Schmidt do  
3 host say about YouTube  
4 Dr. Schmidt's research show  
5 Dr. Schmidt say about education, finance, health and well-being

- 3 1.01  
1 b 2 d 3 d 4 a 5 c

### AUDIO SCRIPT

**Tom** OK, welcome back to *Tom's World*. I'm Tom Adams, and this podcast is about my world – and I hope, your world, too. Today I'm looking at family life – specifically at teens and whether or not teenagers and their parents can ever really understand each other. So, while I'm an expert on being a teenager – because I am one – I thought I'd ask another expert.

I'm here today with psychologist Doctor Lisa Schmidt, who studies teenagers – specifically teenagers and media – the internet, video games, TV, and so on. Hello, Dr. Schmidt!

**Dr. Schmidt** Hello. Thanks for having me on the show.

**Tom** We're happy to have you here. So, we're talking today about the generation gap, and what some parents would call the trouble with teenagers.

Doctor Schmidt, we've heard a lot recently about how YouTube is one of the main influences on young people today, and how parents are worried about that. It's where we look for the latest styles, and for a lot of products we buy. It seems that the biggest influence in our lives comes from the YouTubers we follow. Do you agree with that analysis?

**Dr. Schmidt** Well ... yes and no. I mean, I don't deny the importance of online personalities in the lives of young people, but my own research shows that there's more to the story.

**Tom** Oh, really?

**Dr. Schmidt** Yes. You might not realize this, but even today, parents are still a big influence on their kids in some very important ways.

**Tom** Sorry, I'm not convinced. I mean – if my mom tried to tell me what to wear ...

**Dr. Schmidt** Well, sure. I mean, for questions of clothes and style, of course teens turn to the internet a lot. But what about personal finances – looking after your money? Or education? Have you considered talking with your parents about your choice of university?

**Tom** Of course. We talk about it a lot – because they're going to pay for it. But that's different.

**Dr. Schmidt** Exactly. What my research shows is that when it comes to some big things in life – career choice, education, finance, health and well-being – parents actually still have a lot of influence, and a lot of parents and teens communicate often about these topics.

**Tom** Now that *is* interesting.

**Dr. Schmidt** I think so. Everyone's always ready to say that the generation gap means parents and teens simply can't communicate, or that parents have no influence. But we can see that in some very important areas, kids still listen to their parents. Well, that's what my research shows, anyway.

**Tom** I hadn't thought about it that way before. I wonder if we can go into this a little more deeply ...

4

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

5

students' own answers

## Writing

page 10

1

students' own answers

2

### SUGGESTED ANSWERS

1 We need people to talk to and share ideas with; we learn from our friends; sometimes we need people to help us.

2 We need to spend time with people.

3 We have enough time for three or four friends at one time, no more.

3

1 way I see it

2 strongly believe

3 my opinion

4 my belief that

5 say that

4

students' own answers

## Self-assessment

page 12

1

### SAMPLE ANSWER

Why did the author write the text? What is the main idea? What does he/she want us to think about? Does the text inform and teach us? Does it persuade and influence?

2

### SUGGESTED ANSWER

By using empathy, we can bridge the generation gap and turn our differences into a source of learning and growth to make the world a better place.

3

1 crowd 2 conformist 3 stand out 4 outsider

5 thing

4

students' own answers

5

1 practice 2 understanding 3 appearance

4 reaction

6

1 understanding; students' own answers

2 practice; students' own answers

7

1 states 2 true 3 actions 4 happen

8

students' own answers

9

1 repeated past actions that no longer happen

2 formal

10

students' own answers

11

1 c 2 a

12

students' own answers

13

1 criticize

2 justify

3 convince

4 persuade / talk someone into

14

students' own answers

15

### SUGGESTED ANSWER

Before you listen, underline key words in each question before you look at the options.

16

### SUGGESTED ANSWERS

1 Listen and write your answers to the question.

2 Compare your answers with the options and choose the closest one.

3 Listen again and confirm your choice.

17

### SUGGESTED ANSWERS

1 You are personally interested in it.

2 You have a clear opinion about it.

3 You have plenty of ideas about it.

## Unit 2 What do places mean to us?

### Reading to learn page 14

1  
students' own answers

3  
1 2,000 2 earthquake 3 India 4 Japan 5 Greece  
6 1500s 7 Muisca 8 Kunlun 9 *Lost Horizon*  
10 1933

4  
1 No, he didn't. 2 No, they didn't. 3 No, they haven't.

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

6  
students' own answers

### Vocabulary and Grammar page 16

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

2  
1 port 2 market town 3 neighborhood  
4 fishing village 5 resort 6 hamlet

3  
1 massive 2 bustling 3 defend

4  
a 5 b 2 c 4 d 1 e 3

5  
1 went 2 rented 3 found 4 parked 5 were walking  
6 dropped 7 went 8 weren't selling  
9 had been trying 10 was just starting

6  
1 arrived  
2 was raining  
3 were rushing  
4 felt  
5 had left  
6 had gotten  
7 arrived  
8 had been traveling  
9 hadn't remembered  
10 was  
11 ran  
12 had given

7  
1 How long 2 just 3 ever 4 never 5 just 6 ever

8  
1 stolen  
2 been going  
3 gone  
4 had  
5 been searching

6 checked  
7 been wearing

9  
1 for 2 since 3 for 4 Since 5 since 6 for

10  
1 physical map  
2 contour lines  
3 scale  
4 political map  
5 borders  
6 road map

11  
1 road 2 compass points 3 arrow 4 landmarks  
5 paths 6 scale

### Life skills page 19

1  
students' own answers

2  2.01

#### ANSWERS

**Advantages:** The area is nice for walking; It's much safer for pedestrians; It's quieter without cars; Walking in the town center is healthier; The air is cleaner than areas with cars.

**Disadvantages:** Not good for people who need a car to get around; If you can't walk at all, then you'll have real problems in the car-free zone; It could be difficult for people with small kids.

#### AUDIO SCRIPT

**Mom** We're so glad to have you here.

**Girl** It's great to be here.

**Mom** Now, I know you'll have a map on your phone and you won't have any problems getting around, but I just wanted to show you the best way to get into town.

**Girl** Great. Thank you.

**Mom** When you go into town for your classes, you'll get off the bus here, at the central bus station. To get to the school, you go east along this road and look out for the supermarket, on your left. It's marked here with a symbol of a shopping cart.

**Girl** And what does this symbol mean?

**Mom** That's the swimming pool. If you get to the swimming pool, you've gone too far!

**Girl** OK. So ... after the supermarket ...

**Mom** Well, if you go in this direction – and continue on a little past the supermarket – you can't miss the school on your right.

**Girl** OK, great. So, what is that gray area?

**Mom** That's the car-free zone.

**Girl** Car-free zone?

**Mom** Yeah – the roads are closed to cars. You can't drive there.

**Girl** Wow – that's cool. So, are those the shopping streets?

**Mom** Yes, that's right. And being car-free makes the area really nice for walking. It's much safer for pedestrians with no cars there. I think you'll really like it.

**Girl** It sounds great. We have an area like that in my city, too.

**Mom** I really love it. It's a lot quieter without cars. You don't always realize it, or think about it, but traffic is really loud – it makes a lot of noise.

**Girl** Right. But, not everybody likes it, right?

**Mom** What do you mean?

**Girl** Well, my uncle uses a wheelchair, and drives a special car – just with his hands. When he needs to go out, he can park in a handicapped parking space, get his wheelchair out, and go where he needs to go. But he can't go into the car-free zone.

**Mom** Yeah, that's true. For people who really need a car to get around, I guess it isn't so good. On the one hand, walking in the town center is healthier, but on the other hand, if you can't walk at all, then it means you'll have real problems in the car-free zone.

**Girl** Yeah, and what about people with small children?

**Mom** Yeah, that can be difficult. One parent with two or three small kids might have a hard time not being able to drive – and they might have trouble walking a lot, or getting on and off the bus.

**Girl** Still, I guess for most people, the advantages outweigh the disadvantages.

**Mom** Yeah, when you think about that parent and young kids, they'll appreciate the cleaner air in the car-free zone – there isn't nearly as much air pollution in the streets in that part of town.

**Girl** That's true. Anyway, I think I'll enjoy going there.

**Mom** There are a couple of other things I'd like to show you ...

### 3 2.01

students' own answers

#### 4

a to b check c in d along e for f does g take

#### 5

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

## Writing page 20

#### 1

famous landmarks; a castle; a street

#### 2

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

#### 3

- 1 beautiful old
- 2 ancient stone
- 3 large grassy
- 4 amazing 13th-century
- 5 long, narrow
- 6 tall, old

#### 4

- a impressive ancient
- b incredible medieval
- c huge stone
- d ancient brick-and-wood
- e bustling old

#### 7

students' own answers

## Self-assessment page 22

#### 1

b and d are not part of scanning an article.

#### 2

1 c 2 a 3 e

#### 3

1 Marina Vallarta 2 25 km 3 Valle de Banderas

#### 4

students' own answers

#### 5

1 moved 2 modern 3 protect

#### 6

- 1 massive; students' own answers
- 2 deserted; students' own answers
- 3 lively; students' own answers

#### 7

- 1 were you doing; decided
- 2 Had classes started; arrived
- 3 had you been studying; started

#### 8 and 9

students' own answers

#### 10

- 1 have you known
- 2 have you been sitting
- 3 Have you ever visited

#### 11

students' own answers

#### 12

- 1 compass points
- 2 contour lines
- 3 physical map
- 4 political map
- 5 road map

#### 13

### SUGGESTED ANSWERS

- 1 show which direction is north
- 2 show how steep the land is
- 3 gives information about the landscape
- 4 gives names of countries and shows borders
- 5 shows streets and other places

#### 14

advantages and disadvantages

#### 15

**advantages:** would allow teenagers to get more sleep – which most of them need  
**disadvantages:** the schoolday would end later, which would be inconvenient for teachers

#### 16

### SUGGESTED ANSWER

Select ideas that are the most relevant to the task and the most interesting.

## Unit 3 How do we choose our food?

### Reading to learn page 24

- 1  
 1 a noun b sea plants  
 2 a adjective b negative meaning c nothing special  
 3 a noun b insect  
 4 a noun b tiny pieces of chemicals  
 5 a verb b put into
- 2  
 1 F It uses a typical Japanese ingredient.  
 2 F The bars are sweetened with orange juice.  
 3 T  
 4 T  
 5 T  
 6 F Heme is also found in plants.
- 3  
 1 no (this is the first time I've used it in a snack bar recipe)  
 2 yes (Traditional farming has a big carbon footprint. Algae doesn't.)  
 3 yes (You can buy the flour online, so you can try baking with it, too)  
 4 no (you could easily raise crickets in a city ... they don't need a lot of land)  
 5 no (it's found in all living things, including plants)  
 6 yes (I've seen online videos of people who have tried it, and they say it tastes just like real beef)
- 4  
 students' own answers

### Vocabulary and Grammar page 26

- 1  
 1 carbon footprint  
 2 packaging  
 3 non-biodegradable  
 4 reusable  
 5 biodegradable  
 6 locally sourced  
 7 grow  
 8 landfill
- 2  
 1 grown 2 transported 3 consumed 4 packaging  
 5 reusable
- 3  
 1 chemical 2 developed 3 fast 4 soft  
 5 advertising 6 big
- 4  
 1 carbonated drink  
 2 small business  
 3 status symbol  
 4 developing world  
 5 political campaign  
 6 organic food

- 5  
 1 Breakfast is usually served from 6 a.m. on  
 2 Today's supply of locally sourced ingredients hasn't been delivered  
 3 his truck has been trapped by the water  
 4 A rescue is being planned  
 5 The boxes of food will be delivered by 9 a.m. by volunteers
- 6  
 1 can be  
 2 shouldn't be  
 3 removed  
 4 used to be  
 5 should be  
 6 are
- 7  
 1 c are grown  
 2 d Are they used  
 3 a grow  
 4 f be needed  
 5 e Is food delivered  
 6 b bring
- 8  
 1 is taken  
 2 be  
 3 have been grown  
 4 were brought  
 5 are now produced  
 6 are eaten  
 7 are  
 8 is  
 9 have been infected  
 10 find  
 11 will be seriously damaged

- 9  
 1 T 2 F 3 F 4 F 5 T 6 T 7 F 8 T
- 10  
 1 carbohydrates 2 fiber 3 protein 4 sugar  
 5 artificial
- 11  
 1 carbohydrates 2 fat 3 sodium 4 protein  
 5 serving 6 calories

### Life skills page 29

- 1  3.01  
 1 an ingredient added to food and other products to make them thicker  
 2 milk, ice cream, yogurt, sauces, toothpaste, shampoos  
 3 red seaweed

#### AUDIO SCRIPT

**Host** Welcome back to the *Food Show*. We've now reached the part of the program where we answer your texts, emails and phone messages about food labels. I received a message earlier this week about an ingredient in chocolate milk, so we'll look at that today. Here's the message. Let's listen.

**Caller** Hi. I'm looking at a bottle of chocolate milk. At first glance, you might think it's a two-ingredient product: milk with chocolate. But according to the packaging, it has several ingredients in addition to the milk itself. I understand what all of them are except for one – carrageenan. Can you help? What is carrageenan, and how much of it does my chocolate milk contain? Thanks! Love the show!

**Host** Thanks, caller. That's a great question, and I'm going to give you a complete answer. Carrageenan is used to make liquids thicker and creamier, and it also stabilizes them, meaning that it stops the ingredients from separating. It has a long history. More than 2,500 years ago, it was used in China in food preparation. Its first use in Europe was in Ireland from the year 400.

Food producers started putting carrageenan into industrial foods in the 1930s. By industrial foods, I mean foods that come from factories – canned food, milk from the supermarket, and so on. Nowadays, food producers add it to a wide variety of products, including milk, ice cream, yogurt, sauces, and even toothpaste and shampoos.

You asked how much carrageenan your milk contains, and the answer is: very little. About 0.02% of your chocolate milk drink is carrageenan. That's a very small amount, 0.02.

Carrageenan is made from red edible seaweed. There are more than 7,000 types of red seaweed in the world, but not all of them are used to make carrageenan. In fact, only 16 varieties are used. Carrageenan is produced all over the world, in a total of 14 countries. The world's biggest producer is in the Philippines. A very large amount of it is produced there. According to The Seaweed Site, each year, more than 50,000 tons of carrageenan are produced. And all that carrageenan is worth a lot of money – five or six hundred million dollars each year.

So, caller, we think that's everything you could possibly want to know about carrageenan, and probably a whole lot more. Until next time, keep reading food labels, and keep getting in touch with us to answer your questions. That's all for today from the *Food Show*!

## 2 3.01

- 1 2,500 years ago 2 the year 400 3 1930s  
4 0.02 5 7,000 6 16 7 14 8 50,000 9 500 or 600

## 3

- a glance b packaging c much d serving  
e amount

## 4

- 1 b 2 a 3 e 4 c 5 d

## Writing page 30

### 1

students' own answers

### 2

- a 3 b 5 c 4 d 2 e 1 f 6

### 3

- 1 a 2 c 3 b

### 4

#### SAMPLE ANSWERS

- 1 People say that the best medicine is good food.

- 2 Some experts maintain that natto may help cure Alzheimer's.  
3 Others claim that the tests have only been done on proteins in the laboratory, not on real people.

## Self-assessment page 32

### 1

#### SAMPLE ANSWERS

- 1 What type of word is it: a noun, an adjective, a verb? Does it have a prefix or suffix?  
2 Is there a synonym or an antonym of the word in the sentence or the surrounding sentences? Is it paraphrased, or followed by an example?

### 2

A paraphrase: in other words, that's to say  
Opposites: instead of, rather than

### 3

- 1 delicious 2 very happy

### 4

- 1 carbon footprint 2 biodegradable 3 consume

### 5 and 6

students' own answers

### 7

- 1 not known  
2 not important  
3 the action  
4 the agent

### 8

- 1 a 2 a 3 a 4 b 5 b

### 10

#### SUGGESTED ANSWER

Listen for the stress: fifteen vs. fifty

### 11

- 1 six point one  
2 twenty point oh eight / twenty point zero eight  
3 one hundred sixty-three point four seven five

### 12

- 1 c 2 e 3 a

### 13

- 1 O 2 W 3 W 4 O

## Unit 4 What makes a hero?

### Reading to learn page 34

### 1

2 heroes who are not very famous or well known

### 2

- 1 F 2 O 3 O 4 F 5 F 6 F 7 O 8 O

### 3

students' own answers

4  
1 F 2 F 3 T 4 F 5 T 6 T 7 F 8 F 9 T 10 T

5  
students' own answers

## Vocabulary and Grammar page 36

1  
1 courageous 2 heroic 3 compassionate 4 stood up  
5 leadership

2  
1 moral 2 reckless 3 leadership 4 selfless  
5 courageous

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

4  
1 dishonest  
2 impatient  
3 irrational  
4 insensitive  
5 non-judgmental

5  
1 who 2 which 3 which 4 where 5 where  
6 who 7 when 8 which

6  
1 (that / who)  
2 (when)  
3 that / which  
4 who  
5 where  
6 (that / who)  
7 that which  
The hero is: Harry Potter

7  
1 Rosa Parks, who is known as "the first lady of civil rights," refused to give up her seat to a white man on a bus.  
2 Shakespeare, whose plays influenced the English language, is one of the world's most famous playwrights.  
3 Irena Szewińska, from Poland, where she is a national hero, is the only athlete ever to hold the world record for the 100 m, 200 m, and 400 m race at the same time.  
4 Marie Curie was the first woman to win a Nobel Prize, which she won in 1903.

8  
1, 4, 5 and 6 crossed out

9  
students' own answers

10  
a 3 b 1 c 5 d 4 e 2

11  
1 got into trouble  
2 crisis  
3 panic

4 alarm  
5 crowd  
6 severe

## Life skills page 39

1  
students' own answers

2  4.01  
after

### AUDIO SCRIPT

Thirteen people – twelve boys, aged between 11 and 17, from a soccer team, and their coach – have recently been rescued from a cave in Thailand. The group entered the cave, which some of them had visited before, planning just a short visit. But shortly after they entered, rain began to fall heavily, and the cave quickly became flooded. To escape the rising water, they had to go four kilometers into the cave to find a safe place – where they became trapped.

Following the successful rescue, people are asking if their twenty-five-year-old coach Ekapol Chanthawong is a hero or a villain in the story.

I spoke with some people here in the U.S. who followed the events closely.

3  4.02  
1 T 2 T 3 F 4 T 5 T 6 F

### AUDIO SCRIPT

**Host** Thirteen people – twelve boys, aged between 11 and 17, from a soccer team, and their coach – have recently been rescued from a cave in Thailand. The group entered the cave, which some of them had visited before, planning just a short visit. But shortly after they entered, rain began to fall heavily, and the cave quickly became flooded. To escape the rising water, they had to go four kilometers into the cave to find a safe place – where they became trapped. Following the successful rescue, people are asking if their twenty-five-year-old coach Ekapol Chanthawong is a hero or a villain in the story. I spoke with some people here in the U.S. who followed the events closely.

**Guest 1** At first, I thought anybody who leads a group of young boys into a dangerous situation is just reckless. He should have thought "if we go in here, something bad could happen. That can't be right – it's too dangerous."

**Host** However, when rescuers reached the boys, who had been trapped for nine days, they were hungry and scared – but calm.

**Guest 2** The thing about the coach is that he was someone who could stay calm. He helped the boys to stay positive. He knew that if they panicked, it would make things much worse. He encouraged them not to eat their food too quickly. He helped them to be relaxed in this really difficult situation. I think that shows incredibly strong leadership.

**Guest 3** OK, so the coach caused the problem – yes, he probably shouldn't have led the boys there. But I'm not sure we should judge him for that.

**Host** Do you mean that maybe he made a bad decision, but then found the best way forward afterwards?

**Guest 3** Yes, exactly. Once they were in the situation, he showed himself to be a real hero. There's no point in blaming him – especially now that all of them are home and safe.

**Host** The rescue operation, involving divers and other experts from all over the world, was incredibly difficult. But after ten more days in the cave, all of the boys and their coach were brought out safely.  
And with their children home again, parents of the boys have been quick to praise coach Chanthawong for taking care of the team, rather than to blame him for the difficulty they got into.  
Whether or not he used bad judgment taking the boys into the cave, coach Ekapol Chanthawong showed courage and strong leadership in a very difficult situation.

**4**  
students' own answers

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

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

## Writing page 40

**1**  
1 novels, plays, movie scripts  
2 He received a Nobel Prize for Literature.  
3 At least four of his books have been translated into English since he died.

**2**  
amazingly; definitely; probably; Clearly; Unfortunately; Luckily; certainly

**3**  
1 clearly  
2 certainly / definitely  
3 Unfortunately  
4 Luckily  
5 Amazingly  
6 certainly / definitely  
7 probably

## Self-assessment page 42

**1**  
**SUGGESTED ANSWER**  
A fact is true and can be proven. It's based on evidence or research.

**2**  
**SUGGESTED ANSWER**  
An opinion is what a person thinks or feels. It's based on a point of view or a belief.

**3**  
1 F 2 O 3 O

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

**6**  
1 pleasant 2 loyal 3 accurate 4 moral  
5 understood 6 rational 7 judgmental

**8**  
1 c 2 b 3 a

**9**  
1 who 2 when 3 where

**10**  
1 who 2 that 3 where

**11**  
1 get into trouble  
2 got lost  
3 hear the alarm

**13**  
Don't panic; If we wait, everything will be OK.

**14**  
examples and facts

**15**  
**supports:** When he was at college, he won prizes for running the 600 m; He represented our city in a national running competition, and won a trophy.  
**doesn't support:** He also won prizes in a computer science competition; He graduated from college with a degree in mathematics.

## Unit 5 How do we use numbers?

### Reading to learn page 44

**1**  
set A: 17, 19  
set B: 14, 15, 16

**2**  
paragraph 2

**3**  
In his book *The Man Who Mistook His Wife For A Hat And Other Clinical Tales*, neurologist Dr. Oliver Sacks describes a pair of twins who were his patients.  
A prime number is a number that cannot be divided by any other number, except for 1.  
Sacks believed the twins had a special understanding of primes, and believed they were able to identify prime numbers without calculating them.  
Dr. Sacks was a highly respected brain expert, but some people question his conclusion about the twins.  
There's no doubt that the twins had an extraordinary mathematical ability, but Sacks may have been too eager to see a kind of magic in numbers, and in the twins' abilities to identify primes.

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

**5**  
students' own answers

## Vocabulary and Grammar page 46

1

length: C; height: A; width: B  
maximum weight: 15 kg  
sum of length, height and width: 115 cm

2

1 probability 2 average 3 percentage 4 amount  
5 sequence

3

1 in 2 on 3 with 4 to

4

1 occur in  
2 search for  
3 arrived at  
4 apply to  
5 provide ... with  
6 appear in  
7 belong to  
8 insist on  
9 apply to

5

1 couldn't  
2 managed to  
3 was  
4 can  
5 can't  
6 might be  
7 will be able to use  
8 manages to

6

1 manage to  
2 couldn't  
3 'll be able to  
4 could have  
5 won't be able to

7

1 b 2 a 3 c 4 a 5 b 6 c 7 b 8 a

8

1 might have been  
2 must be  
3 must have wanted  
4 couldn't have been  
5 can't be  
6 may be

9

1 Spend 2 earn 3 budget 4 Save 5 allowance  
6 debt 7 borrow

10

1 bargain 2 sale 3 cost 4 afford 5 lend

11

students' own answers

## Life skills page 49



5.01

### Relationship

conversation 1: friends

conversation 2: strangers

conversation 3: customer and service provider

### Location

conversation 1: a school lunchroom

conversation 2: a city street

conversation 3: a barber shop

### AUDIO SCRIPT

#### Conversation 1

**Carlos** Hey, Sally!

**Sally** Hey, Carlos! How's it going?

**Carlos** Going great, thanks.

**Sally** You're not buying bottled water with your lunch, are you?

**Carlos** Yeah. Why?

**Sally** It's a total waste of money. Why don't you just have tap water?

**Carlos** I never thought about it. But you're right, I could do without bottled water. Oh, no.

**Sally** What is it?

**Carlos** Um ... I just have a little problem.

**Sally** What's wrong?

**Carlos** I left my wallet at home this morning. I don't have my lunch card or any cash. Can I borrow some money for lunch?

**Sally** Sure, Carlos – I can lend you some money.

**Carlos** Thanks.

**Sally** Um ... hang on – I don't have any either. But I do have my lunch card. So, I'll buy yours today, and you can get mine tomorrow.

**Carlos** Thanks, Sally – that would be great.

**Sally** Sure, Carlos, no problem.

#### Conversation 2

**Tyler** Er ... *Perdoneme ... ? Er ... habla Inglés?* Do you speak English?

**Maria** *Si, si.* Can I help you?

**Tyler** Yes, please. I'm looking for a bank – a place to exchange money – and it must be near here. The name is *Banco de Credito*.

**Maria** *Banco de Credito ... ?*

**Tyler** Oh, I have a map here on my phone, and it shows the bank right here.

**Maria** Ah, yes, it does ... but ... I think that bank ... it isn't here now. It's closed in that location. It moved.

**Tyler** Closed? You mean ... ?

**Maria** Yes, not there. It closed a few months ago.

**Tyler** Oh, I see. OK, well ...

**Maria** Sorry!

**Tyler** Thank you. No, ... I mean ... *gracias!*

**Maria** *De nada!*

#### Conversation 3

**Barber** OK, we're all finished. Would you like anything on your hair – any hair gel?

**Kevin** No, thanks. I can do without that. I can't really afford to buy hair products, so I don't use any.

**Barber** Well, I won't charge you extra just to put it on your hair right now. I have a high-quality product here – it's a luxury item, if you want to try it.

**Kevin** Ha, ha – thanks, but really – no thanks. I think hair products are a total waste of money!

**Barber** Are you kidding me?

**Kevin** Yeah, actually. Like I said, I can't afford them, that's all.

**Barber** I see. Well, that's fifteen dollars for the haircut, then.

**Kevin** Fifteen? Don't you have a student discount?

**Barber** That price is for people under sixteen. How old are you?

**Kevin** I'm fifteen.

**Barber** Oh, OK, that's fine. So, for a student haircut, that will be twelve dollars, please.

**Kevin** OK, here you go.

**Barber** Thanks. And that's three dollars change.

- 2**
- 1 bottled
  - 2 money
  - 3 helps
  - 4 directions
  - 5 map
  - 6 no longer there
  - 7 doesn't buy
  - 8 lower price
  - 9 12

- 3**
- 1 must 2 waste 3 afford 4 without 5 cut
  - 6 down

- 4**
- 1 c 2 e 3 d 4 b 5 a 6 f

## Writing page 50

- 1**
- 1 more than two kilometers
  - 2 walking
  - 3 five minutes

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

- 3**
- 1 about half / just under half / approximately half
  - 2 only a couple
  - 3 just over a quarter
  - 4 just under a quarter / less than a quarter

- 6**
- students' own answers

## Self-assessment page 52

- 1**
- SUGGESTED ANSWERS**
- 1 to show the main idea of the paragraph
  - 2 at the beginning of a paragraph
  - 3 the first sentence of each paragraph

- 2**
- 1 c 2 a 3 e 4 b 5 d

- 3**
- students' own answers

- 4**
- 1 to 2 for 3 with 4 on

- 5**
- students' own answers

- 6**
- 1 b 2 e 3 c 4 d 5 a

- 7**
- students' own answers

- 8**
- 1 might / may / could
  - 2 couldn't have
  - 3 must
  - 4 must have

- 9**
- 1 must have had
  - 2 might have missed
  - 3 couldn't have forgotten
  - 4 must be trying

- 10**
- 1 earn 2 afford 3 borrow 4 debt

- 11**
- students' own answers

- 12**
- SUGGESTED ANSWERS**
- 1 background noises
  - 2 tone of voice
  - 3 key words or words that are stressed

- 13**
- SUGGESTED ANSWERS**
- 1 It should state your purpose clearly and introduce the topic, explaining what the text will include.
  - 2 The kind of writing and your audience, and make sure you use the correct register.

- 14**
- SAMPLE ANSWER**
- No. It doesn't state the purpose of the report, or what it will include. Also, the register isn't formal enough.

## Unit 6 Why are we fascinated by movies?

### Reading to learn page 54

- 1**
- A They make it look easy
  - B The unknown and inexperienced director
  - C The movie that was (partly) shot on an iPhone
  - D The foreign-language movie

- 2**
- 1 d 2 b 3 c 4 a 5 c

3

- 1 an amazing movie
- 2 popular and award-winning movies
- 3 movies that showed no sign of their future greatness when they were being made
- 4 *Star Wars*
- 5 people in the movie business
- 6 *Star Wars*
- 7 *Searching for Sugar Man*
- 8 Malik Bendjelloul
- 9 *Searching for Sugar Man*
- 10 *Crouching Tiger, Hidden Dragon*
- 11 the U.S.A. /U.S.
- 12 *Crouching Tiger, Hidden Dragon*

4

students' own answers

## Vocabulary and Grammar page 56

1

1 d 2 i 3 j 4 h 5 b 6 a 7 g 8 f 9 c 10 e

2

- 1 blockbuster
- 2 screenplay
- 3 soundtrack
- 4 scene
- 5 special effects
- 6 cast
- 7 performances
- 8 set

3

- 1 taking 2 action 3 well 4 short 5 respected
- 6 fashioned

4

1 b 2 a 3 c 4 c 5 a

5

- 1 'I'll go 2 do 3 won't have 4 leave 5 'I'll start
- 6 don't fall

6

- 1 provided that 2 unless 3 as long 4 as soon
- 5 unless 6 when

7

- 2 I'd be happy if I was a Hollywood star.
- 3 If it were a horror movie, I wouldn't go to the movies with you.
- 4 I'd make a short movie if I had a video camera.
- 5 She wouldn't be famous if she didn't act in movies.

8

- 1 will; students' own answers
- 2 would; students' own answers

9

- 1 chose; didn't know
- 2 didn't learn; wasn't
- 3 didn't have; didn't help
- 4 didn't film; wasn't easy

10

- 1 If we hadn't gone without her, she wouldn't have been annoyed.
- 2 If Mike hadn't been really tired, he wouldn't have fallen asleep.
- 3 If I hadn't enjoyed it, I wouldn't have stayed awake.
- 4 If we hadn't wanted to hang out with Ella, we wouldn't have called her.
- 5 If she hadn't been out with Lisa, she could have met us.

11

- 1 script 2 educational 3 shoot 4 voice-overs
- 5 entertaining

12

- 1 educational
- 2 entertaining
- 3 real-life issues
- 4 shot
- 5 on location
- 6 voice-overs
- 7 script
- 8 entertain

13

students' own answers

## Life skills page 59

1  6.01

1 T 2 F 3 T 4 F

### AUDIO SCRIPT

**Kate** The first step in making a documentary is to have an idea. An idea is a subject, but we also have to know why that subject matters – why the content is interesting.

**Jon** Can you give us an example?

**Kate** Sure. A couple of years ago, I wanted to make a documentary about cars – about why some people love cars so much. That matters, because every day, traffic gets worse, and that affects all of us. So, what do you think I did next?

**Jess** Started talking to people and learning more about the topic?

**Kate** Exactly. I asked a lot of questions, and really listened to people's answers. That's a key skill for documentary filmmakers: you have to listen to people. That's how you really learn about the topic and create your documentary. OK, so I've talked a little about how I go about making documentaries, but now I want you to give it a try. It's something we can do right here, because if you have a smartphone, you can make a documentary. Today, we're going to make a short documentary.

**Jon** About what?

**Kate** That's what you need to decide.

**Sara** Why don't we talk about school?

**Jon** I think people will be able to relate to that, but ...

**Sara** Yeah, now that I think about it, I don't think people will be interested in a documentary about school.

**Kate** Every documentary needs to tell a story. So, to start off, why don't we think of some questions we could ask each other – questions that would show some kind of story?

**Jess** OK. But ... can I just ask one question? We haven't really learned how to make movies – you know, how to use a camera to make it look good.

**Kate** Don't worry about that right now, Jess. Technically, filmmaking is easy – you can learn the skills of how to use a camera in a weekend – but that's a different course, not this one. When you're starting a project, you just need to focus on the people and the ideas.

**Jess** OK, cool. I can do that.

**Sara** We could ask people about their family – where they come from, their grandparents. You know, family stories. I could talk for ages about that.

**Kate** Thanks, Sara, that has the potential to be really interesting.

**Sara** Timo, I think you're the best person to do that.

**Timo** Sorry, but I'm not comfortable talking about all that. It's complicated. Also, I'm not comfortable talking in front of people – being on camera.

**Kate** That's fine, Timo, don't worry. Here is a really useful tip: most people aren't comfortable on camera, but it doesn't usually show. It's OK to just be yourself. Any other ideas for questions?

## 2 6.01

a 2 b 3 c 1 d 5 e 4

## 3

a to b don't c for d has e I'm not f in

## 4

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

## Writing page 60

### 1

- 1 animated fantasy
- 2 Hayao Miyazaki
- 3 the Kusakabe family and Totoro
- 4 in the Japanese countryside
- 5 when Mei runs away
- 6 Mei is found and the family is reunited.
- 7 the animation
- 8 yes

### 2

- 1 fairly old
- 2 serious
- 3 very friendly, mysterious
- 4 amazing
- 5 absolutely gorgeous
- 6 thrilling
- 7 magical
- 8 great

### 3

**Gradable:** old, serious, friendly, mysterious, magical

**Not gradable:** amazing, gorgeous, thrilling, great

### 7

1 a; e 2 c; f 3 b; d

## 8 and 9

students' own answers

## Self-assessment page 62

### 1

- 1 the dinosaurs (in *Jurassic World*)
- 2 *Jurassic World*

### 2

to avoid repeating a noun or idea

### 3

people, objects, places, ideas – all nouns

### 4–9

students' own answers

### 11

Practice speaking.

Take your time.

Watch how people react when you speak.

### 12

#### SUGGESTED ANSWERS

- 1 to summarize your argument and restate your opinion
- 2 questions to engage the reader, a surprising fact or memorable moment, an imperative as a suggestion

### 13

summarized arguments, restated opinion, asked a question to engage the reader

## Unit 7 What is the world of work like?

## Reading to learn page 64

### 1

students' own answers

### 2

1 B 2 C 3 A 4 C 5 A 6 D 7 E 8 F 9 D

### 3

- 1 U.S. / U.S.A.
- 2 skyscrapers
- 3 tourist
- 4 homes
- 5 comfortable
- 6 furniture
- 7 job / career

### 4

students' own answers

## Vocabulary and Grammar page 66

### 1

- 1 time management
- 2 analytical
- 3 decisive
- 4 Communication
- 5 Patience
- 6 Good people
- 7 team player
- 8 natural leader

2

1 up 2 down 3 out 4 off

3

1 act out  
2 turn down  
3 come up  
4 drop out  
5 face up  
6 paid off

4

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

5

1 have to  
2 didn't have to  
3 'll have to  
4 'm not allowed to  
5 had to

6

1 makes 2 let 3 let 4 made 5 lets 6 makes

7

1 a 2 b 3 b

8

students' own answers

9

1 first impression  
2 fold our arms  
3 come across as  
4 good impression  
5 shake hands  
6 make eye contact

10

1 good  
2 kiss  
3 shake hands  
4 bad  
5 eye contact  
6 make small talk  
7 warm

11

students' own answers

## Life skills page 69

1

students' own answers

2  7.01

3 First impressions are important, but second impressions may be more important.

### AUDIO SCRIPT

**Host** Hi, and welcome back to the *World of Work* podcast. Today, we're talking about job interviews and today's guest is Pedro García. He interviews and hires people for a large media company in Miami. Welcome, Pedro.

**Pedro** Thanks.

**Host** Now, when we talk about job interviews, we talk a lot about first impressions – how important they are.

**Pedro** Right. And, of course, they're really important, especially in a job interview. People naturally form impressions very quickly.

**Host** OK. So, what kind of things do people notice when they first meet you?

**Pedro** The clothes you wear, your body language, your facial expressions ...

**Host** Uh-huh ...

**Pedro** And more generally, the way you interact with other people.

**Host** Right ...

**Pedro** But we also need to be really careful about first impressions.

**Host** In what way?

**Pedro** There's research that shows that actually, sometimes our first impressions can be wrong, or at least not very helpful.

**Host** Interesting. Can you give me an example of that?

**Pedro** Sure. Until recently, the top orchestras in the world had a lot more men than women playing in them. But then, they started doing "blind" auditions.

**Host** Blind auditions?

**Pedro** Right. That means the people listening to the music can't see the person who's playing. So, they don't know if it's a man or a woman.

**Host** I see. So, in the past, the first impression was, "Oh, this person is a woman," and for some reason, many times that worked against hiring that person?

**Pedro** Yes, I'm afraid so.

**Host** And can you give any examples from your own work?

**Pedro** I can. I have a lot of experience in hiring for a lot of different jobs: receptionists – who have to deal with the public – computer programmers, journalists ... all sorts of jobs.

**Host** Uh-huh.

**Pedro** So, of course, I want to choose the best person for any job. But in my experience, a first impression can be wrong in a couple of different ways.

**Host** Can you be specific?

**Pedro** OK, so you get the person who gives a really good first impression – has a strong handshake, a nice smile, they're very easy to talk to, and your first impression is that they're going to be really good at the job. But then the interview continues, and you may discover that they really don't know what they're talking about, that they don't understand the content of the job.

**Host** OK, I can see the problem now.

**Pedro** But then you also get the person who has a hard time looking at you, they're incredibly shy, don't have good social skills, but then you find out they're a genius – they know their stuff. Now you don't hire that person to be a receptionist, but if you're interviewing for a computer programmer? Well, perfect. That's the perfect job for that person.

**Host** Yes, that's really interesting. So, I wonder if you can tell us ...

3  7.01

1 important 2 wrong 3 "blind" 4 good 5 perfect

4

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

## Writing page 70

1

- 1 fashion design and retail sales
- 2 thrift stores
- 3 playing the violin
- 4 being a team player and being a good communicator
- 5 the days and hours of the job
- 6 students' own answers

2

- 1 as well as
- 2 Moreover
- 3 too
- 4 In addition to
- 5 also
- 6 more

3

- 1 c 2 a 3 e 4 b 5 d

4–6

students' own answers

## Self-assessment page 72

1

### SUGGESTED ANSWERS

Read the text aloud.

After each paragraph, reread earlier ones to understand the connection with previous ideas.

Summarize the text in your own words and compare with a friend.

2

### SAMPLE ANSWER

Amy Cuddy's research showed that how we stand and how we move our body may affect how we feel. She said that using "power poses" makes us feel more confident. Other researchers found that the way you shake hands shows your personality.

3–4

students' own answers

5

- 1 out 2 off 3 out 4 down 5 up

6–8

students' own answers

10

### SUGGESTED ANSWER

Try to give plenty of information when you answer questions.

Take advantage of the opportunity to talk about your experience, skills, and personality.

At the end, ask some questions of your own to show you are interested.

11

students' own answers

12

- 1 your positive points
- 2 specific examples

13

students' own answers

## Unit 8 What impact do sports have on our world?

### Reading to learn page 74

1

#### SUGGESTED ANSWER

fans, politicians, people who live in cities, athletes

3

- 1 cities 2 money 3 competing 4 hosting
- 5 Olympics 6 wins

4

- 1 F 2 F 3 T 4 F 5 F 6 T 7 T 8 F 9 T 10 T

5

students' own answers

### Vocabulary and Grammar page 76

1

- a 4 b 5 c 1 d 2 e 6 f 3

2

- 1 teamwork talent 2 athletic athleticism
- 3 disciplined discipline 4 determination determined
- 5 talent motivation

3

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

4

- 1 overpaid 2 international 3 mega-famous
- 4 anti-sports 5 underpaid 6 reconsider
- 7 overpriced 8 undervalued 9 overvalued

5

- 1 wanted
- 2 was raining
- 3 hadn't noticed
- 4 hadn't been
- 5 had been raining
- 6 would look
- 7 was
- 8 could

6

- 1 if he was sure
- 2 if it was
- 3 to look at
- 4 if she wanted

7

- 1 what sports I played
- 2 if/whether I liked playing team sports
- 3 how I got to school

- 4 who my sports heroes were
- 5 if/whether I owned any sports equipment

8

- 1 to pay
- 2 taking
- 3 to give
- 4 about being
- 5 for having
- 6 feeling
- 7 to take

9

- 1 mess up
- 2 responsibility
- 3 make it right
- 4 go wrong
- 5 failure
- 6 success
- 7 deal with

10

- 1 success
- 2 went wrong
- 3 failed
- 4 succeed
- 5 failure
- 6 deal with
- 7 work out
- 8 things right

11

students' own answers

## Life skills page 79

1

students' own answers

2  8.01

students' own answers

### AUDIO SCRIPT

**Allen** Welcome to *Sports Talk*. Today, we're talking about the psychology of winning. Whenever I see athletes on the podium, I always think they've all done something amazing – they've each won a medal. But recently I heard some very interesting psychological research about how each athlete feels depending on which medal they win, and the feelings are very different from those I had expected them to have. It seems obvious that the gold medal winner would be the happiest of the three and we might imagine that the bronze medal winner would be the least happy, because that's third place. But in fact, the research shows us that the least happy medal winner is the silver medalist.

I was so surprised when I first discovered this that I decided to talk to some athletes to try to find out more about it. I'm here today with Jenny Taylor – a two- and four-hundred-meter-sprinter, who's won a lot of medals in her career – gold, silver and bronze. Jenny, hello. Welcome to *Sports Talk*.

**Jenny** Hi!

**Allen** Congratulations, by the way! Now, can you tell us how it feels to win each of those medals: gold, silver and bronze?

**Jenny** Sure. I think you can guess that winning gold is the best feeling in the world.

**Allen** Sure. It must be amazing.

**Jenny** But after that, honestly, I agree with the research – it feels better winning bronze than silver.

**Allen** Yes, and that's what I don't understand. Can you explain this to me?

**Jenny** Well, when you win bronze, you're just happy that you managed to get a medal. It's very close to not getting a medal, so there's a huge sense of relief. You feel very lucky to be on the podium at all.

**Allen** I see. But surely with silver, you feel happier, because your performance was better?

**Jenny** I don't think it works that way for most athletes. When I take silver, I think "If only I'd run just a little faster, it would have been gold" – I wasn't quite the best. It's weird, but it feels a bit like a failure.

**Allen** I guess it's disappointing when you feel you almost had gold, but just missed it?

**Jenny** Yes, exactly.

**Allen** OK, I'm starting to understand how you feel, but it still seems strange to me that a silver medal can feel like a kind of failure.

**Jenny** I know. Of course, that feeling isn't everything. I'm not going to give up competing if I only ever get a silver medal. But I don't see the point in ignoring these feelings. For me, competing has been a good learning experience. Noticing how my emotions work – thinking about my motivation – all of this is a great opportunity to grow as a person.

**Allen** I think you have the right attitude, Jenny. Thanks a lot for coming in and good luck in your next race!

3  8.01

1 b 2 c 3 a 4 a 5 b

4

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

5

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

## Writing page 80

2

1 B, I 2 I 3 B, I 4 B 5 B 6 I

3

1 first paragraph

2 b

3 1 The greatest team 2 A balanced game

3 Italy moves ahead 4 Which is better?

5 All the techniques are used in the article.

## Self-assessment page 82

2

1 women's marathon – 2:15:25

2 four

3 none

4 family life

3

students' own answers

4

1 mega- 2 inter 3 under 4 over 5 pro-

5

students' own answers

6

#### SAMPLE ANSWER

Wilma Rudolph said that winning was great, but that if you were really going to do something in life, the secret was learning how to lose. She said nobody went undefeated all the time. She said if you could pick up after a crushing defeat, and go on to win again, you were going to be a champion someday.

7

#### SUGGESTED ANSWERS

2, 3, 5, 6

8

1 eye contact 2 nod 3 sympathy 4 amusement  
5 surprise 6 interest

9

1 surprise 2 sympathy 3 interest 4 amusement

10

2, 3, 5, 6, 8, 9

11

a strong heading, questions, surprising facts, dramatic quotes that illustrate a point, real-life examples

## Unit 9 Why are the seas and oceans so important?

### Reading to learn page 84

1

#### SUGGESTED ANSWER

They're all surprises that have been found under the sea.

2

1 Earth's great unknown  
2 Amazing rocks  
3 Incredible creatures  
4 The world's oldest computer  
5 What next?

3

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

4

students' own answers

### Vocabulary and Grammar page 86

1

1 seabed 2 surface 3 coral reef 4 current  
5 marine

2

1 marine 2 surface 3 contamination 4 coral reefs  
5 coastline 6 plankton 7 contaminate 8 food chain

3

1 in 2 of 3 for 4 of 5 to

4

1 e 2 b 3 a 4 d 5 c

5

1 're going to  
2 may / might  
3 are they going to  
4 will  
5 will  
6 may / might  
7 is going to  
8 won't

6

students' own answers

7

1 F 2 F 3 T 4 T 5 F

8

students' own answers

9

1 will it take  
2 're going to be  
3 'll have closed  
4 won't get  
5 're going to miss  
6 may let  
7 might be spending

10

1 grab 2 inspiring 3 informative 4 practical  
5 shocking 6 motivating

11

1 shocking 2 promote 3 motivate 4 practical  
5 grab 6 informative 7 inspire

12

students' own answers

### Life skills page 89

1

1 c 2 b 3 a

2  9.01

3 replace plastic with more environmentally friendly options

#### AUDIO SCRIPT

**Alex** OK, we're all here. Is everybody ready to get started?

**Jamal** Yeah.

**Ella** Sure.

**Alex** OK, so we want to get people really thinking about plastic and the damage it's doing to the environment. And we want to do something to clean up the mess we've all made.

**Jamal** And we want to show people that there are some good solutions out there. We don't even have to come up with ideas ourselves, because the internet has a ton of information about it – we all just have to act – to do something.

**Ella** That's right. We want to get people talking – but who, exactly? It's not easy to come up with a campaign for the whole world. I think we need to decide who exactly we're trying to target.

**Alex** How about targeting teenagers – you know, people our own age? That's the audience we know the best.

**Ella** Yeah, I agree. I think that's the group we understand and know how to communicate with. So, how do we get them to notice our campaign?

**Jamal** One way to grab people's attention would be to use a striking image – not shocking exactly, but one that will make them think twice about using plastic products.

**Alex** And I think we should include some statistics, too. We want our campaign to be informative.

**Ella** Maybe. But an image would be more memorable than a list of facts.

**Jamal** I think Ella's right. A good, strong image will definitely work more effectively with this age group.

**Alex** OK, well, I think the image of the bacteria is interesting. It will give the idea that we're talking about real science here. And people will wonder what it is, so that will get their attention.

**Ella** Maybe. But I think this image of the boat actually cleaning up plastic is more inspiring than the bacteria. It's easier to see that people are actually doing something – making a difference.

**Alex** Yeah ... But the bacteria would be more thought-provoking than the boat, wouldn't it? I mean, doesn't the bacteria picture give us more information than the boat?

**Ella** Hmm, I'm not so sure.

**Jamal** I have another idea. It would be better if there was more practical advice. People can actually buy products like bamboo straws – so a photo of bamboo straws might be more inspiring.

**Ella** You may be right.

**Alex** The boat picture shows the problem as well as the solution, but the bamboo straws – that's just the solution.

**Jamal** But maybe that's OK. I think the best way to promote the idea of dealing with plastics is to give people something they can actually do. We should use the image with the reusable bamboo straws.

**Ella** Actually, Jamal, I think you're right. You've convinced me. But maybe not that picture. One way would be to have a picture of young people having fun at a picnic and using bamboo straws in their drinks. That might look better.

**Alex** Yeah. Good thinking, Ella. That could work really well.

**3** 9.01

1 F 2 T 3 F 4 F 5 T

**4**

a way b include c sure d really e idea  
f inspiring

**5**

1 e 2 a 3 b 4 d 5 f

## Writing page 90

**1**

students' own answers

**2**

1 waste 2 recycling 3 wrong 4 educating  
5 recycling

**3**

1 c 2 a 3 e 4 b 5 d

**4–7**

students' own answers

## Self-assessment page 92

**1**

1 e 2 a 3 c 4 d 5 b

**2**

b

**3**

a: "The containers for paper in the cafeteria often contain food."

c: This has nothing to do with paper recycling.

d: This has nothing to do with paper recycling.

**4**

### SUGGESTED ANSWER

Plastic items such as shopping bags and food containers are a big problem. Small bits of plastic from washing our clothes can also harm the ocean.

**5**

1 in 2 for 3 to 4 of 5 of

**6–9**

students' own answers

**10**

b It's polite, and also gives an objective reason for the disagreement.

**11**

### SAMPLE ANSWER

Do you think so? After all, sport is a good way to keep fit and an enjoyable way to spend time with friends.

**12**

They help the reader to quickly identify different ideas within the text.

**13**

Three ways to reduce plastic use:

- Carry a reusable water bottle.
- Shop with a reusable bag.
- Ask your school not to use plastic cutlery.

## Unit 10 How does age change us?

### Reading to learn page 94

**1**

students' own answers

**2**

1 C 2 A 3 B 4 D

**3**

1 b 2 d 3 a

4

### SAMPLE ANSWER

When people in Sweden turn 18, they have a party with cake and singing because they are adults who can drive a car and vote.

5

1 f 2 a 3 e 4 d 5 c

6

students' own answers

## Vocabulary and Grammar page 96

1

- 1 Childhood
- 2 early
- 3 Adolescence
- 4 early twenties
- 5 adulthood
- 6 Start a career
- 7 Settle down
- 8 Bring up a family
- 9 late-
- 10 Retire
- 11 mid-
- 12 old age
- 13 elderly

2-3

students' own answers

4

1 out 2 up 3 apart 4 down 5 over

5

1 grow up 2 fell out 3 grew apart 4 broken down  
5 get over 6 making up

6

1 Participating 2 to be 3 to stay 4 running  
5 competing 6 playing 7 going 8 walking  
9 to do 10 being

7

1 to speak 2 to repeat 3 talking 4 to be  
5 thinking 6 listening 7 to have 8 listening  
9 living 10 to learn 11 to listen 12 liking

8

1 rivalry 2 lose their temper 3 aggressive  
4 resentful 5 rivals 6 get on well with  
7 compromise 8 misunderstanding

9

students' own answers

## Life skills page 99

1

students' own answers (two friends are talking to a counselor about problems in their relationship.)

2 10.01

1 friends 2 kept a secret 3 college 4 trust  
5 more independent 6 feelings

### AUDIO SCRIPT

**Dr. Jones** Welcome to the *Doctor Jones* show. I'm Dr. Kerrie Jones. Every week on the *Doctor Jones* show I try to help people manage disagreements. So today on our show, we have Jacob ...

**Jacob** Hello!

**Dr. Jones** ... and Carol.

**Carol** Hi.

**Dr. Jones** Jacob and Carol are long-time friends, and they're in the same class at school. But they've had some problems recently, and they want my help to work them out, right?

**Jacob** Yes, that's right.

**Dr. Jones** So, I'd like to hear from each of you what you think the problem is. Can we start with you, Carol?

**Carol** OK, sure. So ... it's pretty simple, really. Jacob and I are good friends, and we usually talk about everything – we're very honest with each other. But I found out recently that he's been keeping a big secret from me. I really don't understand him right now.

**Dr. Jones** OK, Jacob. What's your side of the story?

**Jacob** Well, yes ... it's true that we usually talk about everything, and we trust each other a lot. And it's also true that recently, I haven't told Carol everything.

**Dr. Jones** Everything about ...

**Jacob** My plans for college. We always said we might go to the same place together, but I decided I want to make my own plans – or I want to think about my college plans on my own – not as part of my friendship with Carol.

**Carol** And he won't tell me which colleges he's applying to. You don't trust me and that's hurtful.

**Dr. Jones** Jacob?

**Jacob** I'm sorry if I made you feel bad. But when you started asking my college choices, it made me feel a lot of pressure. I was only trying to make up my own mind – and to make this important choice for my own reasons.

**Dr. Jones** OK, so Carol, what I hear you saying is that you want Jacob to trust you with everything – to tell you everything.

**Carol** That's what we've always done.

**Dr. Jones** And Jacob, in this case, it sounds like you just want a little time and space to make your own decision.

**Jacob** Yes, that's right. I didn't mean to sound like I don't trust you, Carol.

**Dr. Jones** I'm sure we can work this out. I think the first step is this: Jacob, if you look at it from Carol's point of view, I think you'll be able to understand why she feels hurt.

**Jacob** Yeah, I think I'm already starting to understand a little bit.

**Dr. Jones** At the same time, Carol – if you look at it from Jacob's point of view, you might be able to see why he feels the way he does.

**Carol** OK, I'll try.

**Dr. Jones** You're both at an age where everything is changing. We want to hang on to our friends, but at the same time we want to figure out ...

3

### SAMPLE ANSWER

I think they will get over their disagreement. Carol will understand that Jacob needs to make his own decision. In the end, Jacob will probably tell Carol what he has decided.

4  
a trust b look c feel d figure e made f mean  
g trying

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

## Writing page 100

1  
students' own answers

2  
Neither. The writer makes points for both sides.

3  
a 3 b 5 c 1 d – e 4 f 2

4  
a Nevertheless  
b plus side  
c minus side  
d although  
e the one hand  
f the other hand  
g I'd argue that

5  
1 I'd argue that  
2 on the plus side  
3 on the minus side  
4 although  
5 nevertheless  
6 on the one hand, on the other hand

## Self-assessment page 102

1  
b

2

### SAMPLE ANSWER

Despite the fact that Venus and Serena Williams, two of the world's best tennis players, are rivals on the court, the two sisters get on very well together.

3  
students' own answers

4  
1 up 2 apart 3 out 4 down 5 over 6 up

5–6  
students' own answers

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

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

9  
1 essay 2 argument 3 reader 4 decision 5 writer  
6 view

10  
students' own answers

## Exam preparation A page 104

2  
1 b 2 d 3 a 4 b 5 a 6 b 7 c 8 d

4  
1 in 2 to 3 like 4 that/who 5 first 6 her  
7 the/their 8 or/and 9 to 10 going

6  11.01  
1 b 2 c 3 b 4 a 5 b

### AUDIO SCRIPT

We all learn about slavery in school ... about how people were once bought, sold and made to work for no money. But slavery ended in the 19th century, right? Wrong! It never stopped – it just changed form. People don't sell slaves in markets anymore, of course, like they once did. But there are many ways to make someone work for you.

The most common form of slavery is debt slavery. In Asia in particular, millions of people have to work for someone because their families once borrowed money from that person – and now can't pay them back. They've done nothing wrong, and it isn't usually *their own* debt. But often they're never allowed to become free.

Around the world, about 40 million people are slaves – ten million of them are children. In some countries, young boys are taken from their homes and have to join the army. There are about 300,000 of these child soldiers around the world today – mostly in Africa. Other children have to live and work in strangers' houses. And then there's the most common, and perhaps the most terrible form of child slavery: when young girls have to marry someone, because that person's family has "bought" a wife from the girl's parents.

You might think that slavery only happens in developing countries, but it's a worldwide problem. Take the story of Magdalena, for example. She studied hard and graduated from college in the Philippines. She was both happy and surprised when someone said he would find her a job here in the U.K. She arrived in the country full of hopes and dreams, and two well-dressed men met her at the airport. But then they drove her to a farmhouse, beat her, and took her passport. She had to do jobs for them, and they didn't let her leave the house. Luckily, Magdalena managed to escape and reach a local police station.

Magdalena is a free woman now, and the men who imprisoned her are themselves in prison. But thousands like her are not so lucky. Sadly, there are many, many more cases like Magdalena's.

7–10  
students' own answers

## Exam preparation B page 106

2  
1 b 2 c 3 c 4 c 5 b

3  
1 b 2 a 3 b

4  11.02  
1 yes 2 no 3 yes 4 yes 5 no 6 yes

### AUDIO SCRIPT

**Presenter** I'm talking to Tim Healey, an urban forager ... that's someone who collects wild food in the city. Tim, what kind of food do you collect?

**Tim** Well, things like nuts, fruit, mushrooms and green plants. Things that aren't usually eaten because people don't know about them. Sometimes I find enough for a whole meal!

**Presenter** So, you don't live exclusively on wild food?

**Tim** No, but it makes my diet healthier and less artificial.

**Presenter** But things that are growing in the city are quite polluted, aren't they?

**Tim** It depends on where you get them. For example, I never collect food near roads. But lots of chemicals are used on farms, so most urban food is actually cleaner than farm food.

**Presenter** Really? But you have to know what you're doing, I imagine.

**Tim** Yes. Some wild mushrooms and plants can make you very sick, so never eat things that you don't recognize. If I'm not sure about something, I ask a friend who knows about plants to check it.

**Presenter** And where did you find out about urban foraging?

**Tim** From a book called *The Edible City*, by chef John Rensten. He started looking for wild plants to cook in his restaurant and found over 200 within a mile of his home! Rensten's book taught me where to look for safe urban food, what to pick, and how to cook it. Most importantly, it inspired me. I thought about all the unhealthy processed food that's sold in supermarkets ... that's when I decided to try foraging.

**Presenter** Do many people forage?

**Tim** Well, there aren't many very dedicated foragers. But there are a lot of people who forage and eat urban food because they can't get them in supermarkets. For example, a Chinese guy that I know collects nuts from Gingko trees. They're common in Chinese markets, but you can't get them at markets here. Most Brits don't know what a Gingko tree looks like.

**Presenter** I don't either! So, would you recommend urban foraging to our listeners?

**Tim** Of course. Urban food is free and healthy. And foraging has taught me to appreciate nature. I used to walk around looking at my smartphone. But now I actually look at the things around me!

5–8

students' own answers

## Exam preparation C page 108

2

1 c 2 b 3 a 4 d 5 d

4  11.03

1 camera

2 animation

3 95

4 accommodation

5 acting

6 [www.amta.nc.org](http://www.amta.nc.org)

7 West

### AUDIO SCRIPT

Thank you for calling the Asheville Movie and Theater Academy. Before connecting you, we'd like to give you some information about our programs.

If you want a career in movies and TV, our academy, in beautiful North Carolina, is a great place to come! All of our teachers are professional actors, movie and theater directors, with years of experience – so you'll be able to learn from the experts. That's why over 70% of our students manage to find work in the entertainment business.

We currently have full-time short programs in camera operation, special effects and animation. Each course starts on the first Monday of every month and runs for two weeks. Hours for the majority of our courses are 9:30 a.m. to 5:00 p.m., six days a week. However, these hours will change if you go outside to shoot on location.

Course fees start at \$95 a week, going up to \$140 for courses that involve equipment. The fees don't include accommodation, but if you need a place to stay, we have rooms in shared houses in Bear Creek, just a 15-minute walk from the academy.

We also run an award-winning six-month course in "acting for the movies." The next course starts on July 7th and costs \$1,850. You'll get professional training from Ryan Clarke, who must be one of the biggest names in TV to come from North Carolina. However, you'll need to apply soon if you want to take this course – places may go very fast.

For more information on all of our programs, please go to [www.amta.nc.org](http://www.amta.nc.org). That's w-w-w dot a-m-t-a dot n-c dot org. Or if you are from the area, why don't you come in and see us during office hours? We always like showing people around the academy, and we'll be happy to answer your questions about programs. Our address is 38 Fairfax Avenue, West Asheville. You can also follow us on Facebook and Instagram.

Thank you for waiting. We're connecting you to an operator now. Please hold.

5–8

students' own answers

## Exam preparation D page 110

2  11.04

1 b 2 b 3 a 4 c

### AUDIO SCRIPT

1

The worst part of the geography test is the map reading question. They give you a map, and you look at the symbols and contours and write a description. You know ... about the geography of the land and any important landmarks. I'd studied for the test, but I'm really bad at reading maps so I was worried. So, I nearly laughed out loud when I opened the paper and saw the map question! It was a map of a place that I knew really well. It was so easy!

2

Welcome to Unionville, Nevada. It's difficult to imagine now, but this used to be a bustling, thriving town. They found silver around here in the 1800s, and people moved to Unionville from all over the country. Then the mines closed, and most people left. Looking around at all these empty buildings, you probably think that the town is completely deserted. But a handful of residents have stayed on, and someone has just opened a bed and breakfast. Anyway – the best buildings to photograph are up there past the old school. The bus leaves at five, so don't be late.

3

**Boy** Have you been enjoying your exchange trip so far, Lucy?

**Girl** Yes. Everyone's really nice, so I haven't had any difficulty making friends. But it's really hot and humid here in Houston, and I'm just not used to that. In Manchester at this time of year, I'd be in a jacket!

**Boy** True. How about the buildings? Is it easy to get around?

**Girl** In a wheelchair, you mean. Yes ... the school's very modern, so they thought about wheelchairs when they built it.

4

Welcome back to *Local Link*. Now, I often go shopping in Seattle because there aren't many good stores in this town. But that's been changing recently. The new shopping mall, which they've been building for years, is finally opening this weekend. Hooray! What's more, we've already had a look inside. The building is beautiful, and it has a central area for performances. Local bands will be there for the opening all weekend. Now, we're not allowed to advertise the stores at the mall by giving names on the radio, but I can say that the mall has over sixty popular stores.

3

#### SUGGESTED ANSWERS

1 wrong tense – could watch

2 key word was changed – look forward to seeing

3 meaning not as strong – is very / really / extremely interested in

4 too many words – would definitely apply

4

1 you ever visited

2 weren't allowed (to go)

3 don't have to get

4 hoped she would put

5 offered to help me

6 whether she knew

7 have been a chef for

5–8

students' own answers

## Exam preparation E

page 112

2

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

4  11.05

a – b 5 c 4 d 1 e – f 2 g 3 h –

#### AUDIO SCRIPT

1

Our village in Minnesota is a long way from the nearest town, so when our only local store closed down, we didn't know what to do. Then the community got together and decided to raise money to buy the empty store. It's run by the whole village now – and in July, we'll have been open six months! We have a manager to take care of the business – ordering things, and so on. We pay her, but the rest of us work there voluntarily, one day every three weeks. I'll be spending next Saturday there.

2

People around here love living on this island – it's one of the nicest in the Pacific Northwest. It's beautiful, so when a lot

of trash began to appear on the beaches, we were shocked. It had come all the way across the Pacific after a tsunami hit the coast of Japan. We found toys, plastic containers ... even a school desk! Anyway, we soon organized teams of locals and started cleaning up the beaches. It hasn't been easy to do, but by the end of the month, we'll have cleaned most of the island.

3

I spend most Saturdays doing volunteer work for a community action group in Maryhill. We help the poorest people to improve their lives, giving them advice, and helping them to get jobs and education. Next month, I'll have been there for four years. I remember being scared at first. I don't come from Maryhill. It's a rough part of Glasgow compared to my area ... with drug problems and street gangs. At first, people didn't believe I'd come to help them, and some were aggressive, but they're OK now.

4

A lot of people have recently come to our small midwestern town from other countries – often they're refugees. They may not have much English at first ... and it's sometimes difficult for them and local people to learn to live together. So my youth club began having coffee mornings for locals and refugees, and it's been great. Meeting and finding out about people is a good way for everyone to begin to understand each other. We've started doing home visits, too. I'm looking forward to next weekend because I'll be visiting with a family from Syria for the day.

5

Last month a thief took some expensive furniture from a house on my street, put it into a van, and drove away. Nobody questioned him – people thought that he must live there. The houses in this part of Oxford are very new ... so until the robbery, nobody knew their neighbors. We really needed to do something, so a few of us suggested organizing a street party ... to meet everyone. We had a great time, and now we know everyone. So, we'll hopefully know next time if a stranger tries to get into someone's house.

5–8

students' own answers

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