

Oxford Discover Futures

Teacher's Guide

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Contents

Unit

Factflix videos



Reading to learn

Language in use

1 How is music a part of our lives? **page 4**

How does music influence us?

Discover vocabulary *Music*

Key phrases *Talking about music in your life*

How does music connect us?

Reading strategy *Identifying paragraph topics*

Discover vocabulary *Abstract nouns*

How has technology changed music?

Discover grammar *Describing trends; Verbs that can be used as nouns*

2 What is the value of money? **page 14**

Why does money exist?

Discover vocabulary *Money and trade*

Key phrases *Talking about money*

Why don't prices stay the same?

Reading strategy *Using mind maps to take notes*

Discover vocabulary *Compound adjectives*

How does money shape our lives?

Discover grammar *The future in the past; Future tenses with will*

Project How can you plan a music festival? Planning a music festival **page 24**

3 Why do we read? **page 26**

What are the benefits of reading?

Discover vocabulary *Books and reading*

Key phrases *Talking about reading and books*

How can images tell a story?

Reading strategy *Interpreting visual clues*

Discover vocabulary *Graphic novels*

How do we tell stories?

Discover grammar *Talking about past habits and changing states; Narrative tenses*

4 Why do we compete? **page 36**

Does competition make us better?

Discover vocabulary *Competition*

Key phrases *Clarifying and explaining opinions*

How does competition affect the natural world?

Reading strategy *Using prefixes to guess meaning*

Discover vocabulary *Prefixes (1)*

How does competition affect technology?

Discover grammar *Reported speech; Indirect questions*

Project How can you tell a story in one minute? Making a short movie **page 46**

5 How do we remember the past? **page 48**

Why do we have museums?

Discover vocabulary *Museums*

Key phrases *Talking about museums*

Who owns museum objects?

Reading strategy *Analyzing an opinion piece*

Discover vocabulary *Nouns and verbs*

What can time capsules tell us?

Discover grammar *Speculation about the past, present, and future*

6 What is special about home? **page 58**

What does "home" mean to you?

Discover vocabulary *Houses and homes*

Key phrases *Talking about home*

What do we miss about home?

Reading strategy *Comparing poems*

Discover vocabulary *Describing poetry*

Why do we value our possessions?

Discover grammar *Talking about wishes, regrets, and consequences*

Project How do we evaluate people from history? Taking part in a balloon debate **page 68**

7 Why do colors matter? **page 70**

Do colors have a meaning?

Discover vocabulary *Color idioms*

Key phrases *Talking about the meaning of colors*

How can colors affect us?

Reading strategy *Reading critically*

Discover vocabulary *Adjective / Noun families*

How is color used to celebrate?

Discover grammar *Passives; have / get something done*

8 How does water affect our lives? **page 80**

Why is water valuable?

Discover vocabulary *Water*

Key phrases *Describing cause and effect*

How do we get drinking water?

Reading strategy *Understanding figurative meaning*

Discover vocabulary *Prefixes (2)*

How does water affect our homes?

Discover grammar *Modifying comparisons*

Project What can scientific experiments tell us about colors? Conducting a scientific experiment **page 90**

9 Is speed important? **page 92**

What's the need for speed?

Discover vocabulary *Speed*

Key phrases *Explaining advantages and disadvantages*

Can the speed of time change?

Reading strategy *Predicting content using section headings*

Discover vocabulary *Word families*

What makes things go faster?

Discover grammar *Reduced relative clauses; Reflexive and reciprocal pronouns*

10 Why do we need art? **page 102**

What is the purpose of art?

Discover vocabulary *Visual arts*

Key phrases *Talking about art*

Does art reflect our cultural identity?

Reading strategy *Making inferences*

Discover vocabulary *Dependent prepositions*

How can art change communities?

Discover grammar *Auxiliaries for emphasis and reply questions*

Life skills

How does sound affect us?

Life skills strategy *Finding how you focus*

Speaking strategy *Making a recommendation*

Discover vocabulary *Adjectives to describe sounds*

Key phrases *Predicting outcomes and making recommendations*

How can we use money to help people?

Life skills strategy *Making a group decision*

Speaking strategy *Disagreeing politely*

Discover vocabulary *World problems and solutions*

Key phrases *Disagreeing politely*

How can we give information in a text?

Life skills strategy *Presenting data with infographics*

Listening strategy *Listening for numbers*

Discover vocabulary *Infographics*

Key phrases *Analyzing infographics*

How do people deal with pressure?

Life skills strategy *Performing well under pressure*

Speaking strategy *Speaking confidently*

Discover vocabulary *Pressure*

Key phrases *Giving yourself time to think*

What can the past teach us?

Life skills strategy *How to learn from past mistakes*

Speaking strategy *Showing understanding*

Discover vocabulary *Learning from mistakes*

Key phrases *Talking about mistakes*

How should we organize our personal space?

Life skills strategy *How to plan, prioritize, and organize*

Listening strategy *Matching speakers with statements*

Discover vocabulary *Simplifying your life*

Key phrases *Evaluating*

How does our love of color impact the environment?

Life skills strategy *Understanding our impact on the environment*

Listening strategy *Signpost language*

Discover vocabulary *Multi-word verbs: the environment*

Key phrases *Discussing ideas*

How can we save water?

Life skills strategy *Be water-wise*

Speaking strategy *Stressing words for emphasis*

Discover vocabulary *Water use*

Key phrases *Changing habits*

Why is speed dangerous?

Life skills strategy *Staying safe on the roads*

Listening strategy *Taking notes*

Discover vocabulary *Road safety*

Key phrases *Planning a campaign*

How can we be more observant?

Life skills strategy *Developing your powers of observation*

Listening strategy *Listening for gist*

Discover vocabulary *Observation verbs*

Key phrases *Observation and inference*

Writing

Reflect videos



How can music and musicians help society?

TASK *Competition entry*

Writing strategy *Writing persuasively*

Language point *Ordering events*

Reflect

Does money make us happy?

TASK *An opinion essay about money*

Writing strategy *Presenting arguments objectively*

Language point *Linking words*

Reflect

Is where we read and how we read changing?

TASK *A for and against essay*

Writing strategy *Presenting a counter-argument*

Language point *Phrases used for introducing a reason or result*

Reflect

How does competition influence our free time?

TASK *A report on a survey*

Writing strategy *Reporting data clearly*

Language point *Evidence verbs*

Reflect

What should we remember?

TASK *A news article about a commemorative statue or monument*

Writing strategy *Writing an article*

Language point *Emotive language*

Reflect

What do you like about your home?

TASK *A description of your favorite room*

Writing strategy *Noticing and describing*

Language point *Describing the senses*

Reflect

Why is color important in the natural world?

TASK *A factual essay about colors in nature*

Writing strategy *Structuring a paragraph*

Language point *Introducing examples*

Reflect

How can our actions affect water?

TASK *A cause-and-effect essay*

Writing strategy *Writing a cause-and-effect essay*

Language point *Cause and effect verbs*

Reflect

How does speed make us feel?

TASK *A description of an experience*

Writing strategy *Making your description interesting*

Language point *Describing feelings*

Reflect

How do artists influence others?

TASK *A biography*

Writing strategy *Using a timeline to plan a biography*

Language point *Expressions for describing a life*

Reflect



Introduction

Welcome to *Oxford Discover Futures*

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

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

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

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

Lifelong Learning with the *Oxford Discover Family*

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



The *Oxford Discover Futures* Team

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

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

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

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

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

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

The Key Principles of *Oxford Discover Futures*

I. Inquiry-based Learning

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

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

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

1 Facilitate student-centered learning

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

2 Wonder out loud

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

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

3 Let student inquiry lead the lesson

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

4 Explore global values

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

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

5 Focus on thinking, not memorizing

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

6 Build strong student–teacher relationships

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

7 Take time to reflect

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

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

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

8 Make connections

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

- *We learned about how music connects us.*
- *Can you think of a time when music strongly affected your emotions or your mood?*
- *Why do you think people's tastes in music are so different?*
- *How do different types of music make you feel?*

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

9 Cooperate instead of compete

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

II. 21st Century Skills and Global Skills

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

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

1 Critical Thinking

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

2 Communication

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

3 Collaboration

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

4 Creativity

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

5 Global Skills

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

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

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

III. Integrated Language Support

1 Vocabulary

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

2 Grammar

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

3 Literacy

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

Component Overview

FOR THE STUDENT



Student Book

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

Workbook

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



e-Books

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



Online Practice

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



FOR THE TEACHER



Teacher's Guide

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



Online Practice

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



Classroom Presentation Tools

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

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

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

Factflix videos

The Factflix videos offer an introduction to each unit.

Reflect videos

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



Teacher's Resource Center

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

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

Class Audio CDs

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



Supplementary Resources

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

Readers

Oxford Bookworms Library

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

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

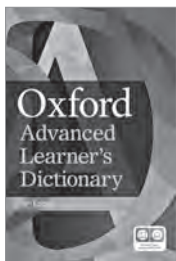
www.oup.com/elt/gradedreading



Dictionary

OALD 10th edition

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



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

Oxford 3000™ and Oxford 5000™

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

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

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

Find out more at www.oxford3000.com

Professional development

Focus on Assessment

By Eunice Eunhee Jang

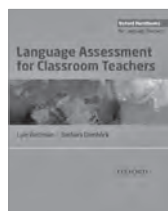
Referencing classroom-based research and classroom vignettes, *Focus on Assessment* helps you to understand research evidence in language assessment for students aged 6–16. It develops your ability to design, implement, and critically evaluate language assessment.



Language Assessment for Classroom Teachers

By Lyle Bachman and Barbara Damböck

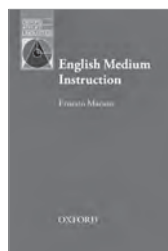
This book provides teachers with an entirely new approach to developing and using classroom-based language assessments. This approach is based on current theory and practice in the field of language assessment and on an understanding of the assessment needs of classroom teachers.



English Medium Instruction

By Ernesto Macaro

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



Position Papers

Get expert advice to power your teaching

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

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

Effective feedback: the key to successful assessment for learning

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

The role of the first language in English Medium Instruction

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

Global Skills: Creating empowered 21st century citizens

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

Student Book Guided Tour

Unit openers

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



Classroom Presentation Tool

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

Unit summary

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

Unit question

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

Lesson question

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

The image shows two pages from a student book. Page 4 features a large photo of a smiling young person wearing headphones, with the text 'How is MUSIC a part of our lives?' and 'What does music bring to your life?'. Page 5 is titled 'How does music influence us?' and contains a series of numbered questions and activities. A 'Factflix video' icon points to a video player on page 5. A 'Discover more' icon points to a 'SEARCH ONLINE' section at the bottom of page 5.

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.

Factflix video

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

Discover more

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

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)

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



An additional activity provides further support with the reading text.

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

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

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



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

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

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

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

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

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



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 has technology changed music?

1 Read the article about trends in music. What is a 'trend'? Which of these trends have influenced the way you consume music?

Music matters: trends in technology

In the last 40 years, the music industry has changed dramatically. In the 1980s, the Compact Disc (CD) became popular and sales of vinyl records decreased steadily. CDs were double and cheap for record companies; they cost one dollar to manufacture, but were sold for \$14! As a result, profits rose steadily. However, in 2001 the first iPod was launched. People had access to digital downloads and streaming services, so sales of CDs declined steadily, as well as profits. Since then, smartphone ownership and streaming services have increased significantly. During the same period, there has been a dramatic rise in the number of musicians on social media, with artists looking for new ways to attract listeners. It's difficult to make money from social media platforms, but there has still been a sharp jump in the number of blogs, vlogs, and podcasts. Today, the number of musicians who tour is also increasing rapidly. In the USA, the live music industry has been growing steadily every year. At the same time, the number of fans at concerts is going up gradually. In 2018 over two million fans attended Taylor Swift concerts in the USA. In the same year, Ed Sheeran made a staggering \$432 million from his music tours worldwide! Touring seems to be the future of the music industry.

Discover grammar Describing trends
Student Book ► Page 111 Workbook ► Page 7

2 Study the examples from the article below and answer the questions:

- in the 1980s ... sales of vinyl records **decreased steadily**.
- ... **double and cheap** for record companies.
- Since then smartphone ownership has **increased significantly**.
- in the USA, the live music industry has been **growing steadily every year**.
- Which sentences describe a downward trend?
- Which sentences describe an upward trend?
- Which sentences describe trends that have stopped or are complete?
- Which sentences describe trends that are still developing?

Unit 1 How is music a part of our lives?

Language in use

3 Study the charts showing trends in headphone use. Complete the sentences with a verb and an adverb.

Percentage of teens who use headphones daily

Percentage of teens who use headphones daily

Percentage of teens who use headphones daily

Percentage of teens who use headphones daily

1 The number of people who use earbuds **increased steadily** since 2015.

2 Since 2015, the number of people who use headphones **has increased steadily**.

3 The number of teens who listen to loud music every day **has increased steadily** from 34% in 2005 to 42% in 2015.

4 The number of teens with hearing loss **has increased steadily** between 2008 and 2018.

Discover grammar Verbs that can be used as nouns
Student Book ► Page 111 Workbook ► Page 7

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

- Which sentences use an adjective?
- Which sentences use an adverb?
- How does the word order change?

1 There has been a **dramatic** rise in the number of musicians on social media.

2 The number of musicians on social media has **risen dramatically**.

3 There has been a **sharp** increase in the number of blogs.

4 The number of blogs has **increased sharply**.

5 Rewrite these sentences using the words in parentheses.

- The number of digital radio stations has **increased dramatically** (increased).
- There has been ... **a dramatic** increase in the number of digital radio stations.
- The price of concert tickets has **risen steadily** (steadily).
- In 2018, there was a **significant drop** in the number of record stores. (dropped)
- In 2018, the ... **dropped** in the number of record stores.
- In 2015, the number of teens who used headphones **jumped sharply** (sharply).
- There ... **jumped sharply** in the number of teens who used headphones.
- The popularity of CDs has **fallen consistently** since 2000. (fall)
- There ... **fallen consistently** in the popularity of CDs since 2000.

6 How do you think these current trends in music will develop? Will they rise or fall? Are there any other trends or technology that you think will change music?

CDs: hologram popstars live concerts: music festivals: streaming music: vinyl records: virtual reality: wireless earbuds

Discover more
RESEARCH: music: streaming pop: CDs: live shows: virtual reality: wireless earbuds: With types of music and technology? How do you think these trends will develop? Will they rise or fall? Are there any other trends or technology that you think will change music?

Unit 1 How is music a part of our lives?

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.

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



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

How does sound affect us?

Life skills
strategy

Finding how you focus

Go to [www.bbc.com/news/health-50700000](#) or go to [www.bbc.com/news/health-50700000](#). Click on 'Sound' in the left-hand menu. Read the article. Write down three adjectives that describe the sound of the sea. Write down three adjectives that describe the sound of traffic.

1 Study the life skills strategy. How do you decide what to listen to?

2 Listen to six extracts and discuss where you might hear these sounds, for example, on a beach, in a computer game, in the street. How would you describe them? Use the adjectives below to compare the chart.

1.60

adjective alarming confusing distracting emerging intriguing
relaxing soothing stimulating stressful tedious split

Extract	Where you might hear it	Adjectives to describe it
1		
2		
3		
4		
5		
6		

3 How do the extracts affect you?

(The internet extract called me first.)

Discover vocabulary Adjectives to describe sounds

Student Book ► Page 112 Workbooks ► Page 6

4 Listen to a talk about soundscapes. In what four ways does sound affect us?

1.60

5 Listen again and answer the questions.

- How do our bodies react to sounds associated with danger?
- What sound has a similar tempo to our heart rate when we are sleeping?
- How do advertising agencies use sound?
- Why is listening relaxing?
- Why are noisy workplaces bad for our productivity?
- What type of sounds make us feel uncomfortable?
- Why do shopping malls use music with a slower tempo?
- In what ways can music with a fast tempo help us?

10

Unit 1 How is music a part of our lives?

Life skills

6 Study the life skills strategy again. Then look at the different activities below. Which type of soundscape might be suitable for each activity and why?

Waking up in the morning
Travelling to school
Cleaning your bedroom

Getting ready for a party
Reviewing for an exam
Going to bed

Speaking strategy

Making a recommendation

(Make a recommendation to a friend offering good alternatives.
Remember: Alternatives are other things you can do.)

- making a recommendation positively and consistently
- justify your recommendations (so you explain them)
- address common objections.

7 Study the speaking strategy. Then work in groups. Think about what these places are used for and the type of activities people do there. Consider the type of behavior you want to encourage.

A supermarket

A train station

An aerobic exercise class

A dentist's waiting room

A server residence

A pizza bar

A hotel's lobby

A library

A football stadium

8 Now design a playlist for three of the places in exercise 7. Consider the outcomes you want to achieve, and make recommendations.

Key phrases Predicting outcomes and making recommendations

I would like to recommend ...

I suggest that ...

I guess that we ...

I recommend that ...

You could / You ...

... if only / if ...

I think it is important that ...

9 REFLECT Are there any changes you can make to your daily soundscapes to help you become more productive or to create a healthier environment?

Discover more

SEARCH ONLINE and find out about the experiences of young people from the same area as you.

Unit 10 – new sounds: a part of our lives

11

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 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.

Writing How can music and musicians help society?

Writing task Competition entry

Read and understand the research task about a music-themed topic. Then, write a competition entry to win a prize. You will be judged on the quality of your writing and the accuracy of your research.

Understand the task

1 Read the writing task and answer the questions.

1 Who are you writing for? Where will the competition entry appear?

2 What do you have to write about?

3 Check the things you think should appear in your competition entry:

a balanced argument ☐ dates ☐ facts ☐ a record review ☐
direct quotes ☐ an evaluation ☐ opinions ☐

2 Read the competition entry about Chance the Rapper and check your ideas.

Writing persuasively

If you want to persuade a reader, you need to use persuasive language. This means using words and phrases that are convincing and make the reader agree with you.

3 Study the writing strategy and the competition entry below. Answer the questions.

1 How does the writer introduce his/her opinion? Which evaluative adverbs does he/she use?

2 Can you find a rhetorical question? What effect does this have?

3 Can you find any examples of the writer directly addressing the reader? Why do they do this?

My hero: Chance the Rapper

Chance the Rapper is a talented rap artist from Chicago in the USA. He has written a lot of songs in recent years and has used his fame to support many good causes. He is a very successful rapper and has won many awards. He is also a very successful businessman. He has started his own record label and has also started his own clothing line. He is a very successful person and has made a big difference to his community.

Think and plan

4 Now choose an artist or band you think has made a difference. Discuss these questions.

1 Who is the artist / band? What type of music do they play?

2 Where are they from and how did they become successful?

3 How have they used their success to make a difference? Have they supported any charities or made a difference to their community?

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5 Plan your competition entry.

Paragraph 1 - Introduce the artist or band and summarize why you have chosen them.

Paragraph 2 - Give background information about where they are from and how they became successful.

Paragraph 3 - Say how they have used their success in a positive way. Give examples.

Paragraph 4 - Summarize why you chose this person / band and what type of person / people they are.

Write a first draft

6 LANGUAGE POINT Read the competition entry again and complete the chart with the highlighted words for ordering events.

Before	ending previously
First	1 ...to begin with
Next	2 ...soon after, later
At the same time	3 ...during, meanwhile
Last	4 ...finally, ultimately
Now	5 ...today, nowadays

7 Write the first draft of your competition entry. Follow your plan in exercise 5.

8 Review and edit

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

- Check that you included facts to support your opinion? Have you written persuasively, using evaluative adverbs or rhetorical questions?
- Check that you given background information about the artist?
- Check that you used linking words to order events?

Reflect: How is music a part of our lives?

How does music influence our lives?

How does music affect our lives?

How does music help us to understand the world?

How does music help us to understand ourselves?

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 is music a part of our lives?

How does music influence us?

How does music connect us?

How has technology changed music?

How does sound affect us?

How can music and musicians help society?

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?

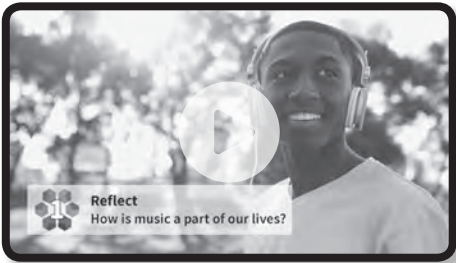
5 Discuss the lesson questions in pairs.

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

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Unit 1 How is music a part of our lives?

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Reflect

How is music a part of our lives?

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

In your own words, how is music a part of our lives?

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

Unit 1 How is music a part of our lives?

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

xiv Student Book Guided Tour

Projects

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

Project task

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

Project

Project task

How can you plan a music festival?

Planning a music festival

1. Read the instructions for the project task and the How to plan a music festival information below. In groups, answer the questions.

- How long will your music festival be?
- What are the advantages and disadvantages of choosing a small venue?
- What kind of things can you be selling points be?
- What will need to be higher: your total expenses or your total income?

2. Listen to a group discussing their festival plans. Complete the festival information.

3. Look at the income and expenses sheets from the group's plan and complete them, using a calculator, if necessary. Then listen and check. Would you be interested in going to this festival? Why? / Why not?

UNDERSTAND

1. Read the instructions for the project task and the How to plan a music festival information below. In groups, answer the questions.

- How long will your music festival be?
- What are the advantages and disadvantages of choosing a small venue?
- What kind of things can you be selling points be?
- What will need to be higher: your total expenses or your total income?

2. Listen to a group discussing their festival plans. Complete the festival information.

3. Look at the income and expenses sheets from the group's plan and complete them, using a calculator, if necessary. Then listen and check. Would you be interested in going to this festival? Why? / Why not?

COLLABORATE AND PLAN

4. Work in groups. Discuss which of these venues could be best for your festival.

5. Work through the steps in the advice in exercise 1 to plan your festival. Copy and complete the income and expenses sheets, putting in your own choices and numbers. Use a calculator and make sure you balance your budget.

6. In your group, prepare a short presentation about your festival, including an information form like the one in exercise 2. Explain how you are going to balance your budget.

7. Present your festival to the class. Listen to the other groups' festival ideas, and choose the festival that you think will be most successful financially.

Reflect

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

- What aspects do you think have the greatest effect on how financially successful a festival will be?
- Did a lot of people think your festival would be successful financially? Why? / Why not?
- Was it easy to balance your budget? Why? / Why not?
- Would you like to organize music festivals in real life? Why? / Why not?

Key phrases

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

Reflect

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

Structured project work

The Project lessons follow a four-stage structure:

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

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

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

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

21st Century Skills Assessment

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

21st Century Skills Assessment
Project: How can you plan a music festival?

	Excellent (scores 8-10)	Good (scores 5-7)	Fair (scores 2-4)	Poor (scores 0-1)
Collaboration	While discussing plans for the music festival, listened attentively to peers. Made significant contributions throughout the project.	While discussing plans for the music festival, listened to peers. Made contributions throughout the project.	While discussing plans for the music festival, occasionally needed to be prompted to listen to peers. Made a few contributions throughout the project.	While discussing plans for the music festival, struggled to focus while listening to peers. Made very few contributions throughout the project.
Communication	Presentation was clear and effectively captured the venue, date and selling points of the festival. Clearly and convincingly explained how the budget would be balanced.	Presentation was clear and captured the venue, date and selling points of the festival. Most areas of how the budget would be balanced were clearly explained.	Presentation was not very clear and left some aspects of the festival unanswered. Some areas of how the budget would be balanced were not explained clearly.	Presentation was not very clear and left many aspects of the festival unanswered. Many aspects of how the budget would be balanced were not explained clearly.
Creativity	The festival's name immediately hooked the audience. The selling points were unique and captured one's imagination.	The festival's name was interesting. Most of the selling points captured one's imagination.	The festival's name did not spark much interest. A few of the selling points captured one's imagination.	The festival's name did not spark any interest. The selling points were not interesting.
Critical thinking	Pros and cons were clearly laid out before the final decisions for the music festival was made. Used logical reasoning and could convince other groups as to why their financial position was strong.	Pros and cons were laid out before the final decisions for the music festival was made. For the most part, could convince other groups as to why their financial position was strong.	The pros and cons were not very strong. Struggled to convince other groups as to why their financial position was strong.	There was not much evidence to show that pros and cons were laid out before making the final decisions for the music festival. Did not put in any effort to convince other groups as to why their financial position was strong.

Writing workshop

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

Writing task

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

Writing tip

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

Writing strategy

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

Writing workshop
A cause-and-effect essay

Writing task

Writing tip

Writing strategy

132 Writing workshop: A cause-and-effect essay

Writing workshop
A cause-and-effect essay

Writing task

Writing tip

Writing strategy

133 Writing workshop: A cause-and-effect essay

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.

[illegible]

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

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

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

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

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

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

[illegible]



Workbook Guided Tour

Reading to learn

Reading

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

Reading comprehension

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

Vocabulary and Grammar

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

Vocabulary

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

Grammar

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

1 How is music a part of our lives?

1 Look at the photos on page 5. Can you guess what each person is using music for?

A
B
C
D

2 Study the reading strategy. Then read the article and match paragraphs 1-5 with topics a-e below.

Reading strategy
Identifying paragraph topics
When you read a long text, it's useful to break up the text into smaller chunks. As you read each paragraph, identify the main message of the paragraph (what is the writer saying about the topic?). This will help you identify the different ideas in the text and "map out" how they develop.

a physical health d advertising
b sleep e concentration
c emotions

3 Read the article again and choose the correct answers.

1 Upbeat music can improve our mood if we ...
a also listen to slow music.
b aren't passively listening to it.
c are also making an effort to feel happier.
d listen to it every day.

2 Music can help ...
a heal the body as well as the mind.
b stop people from getting certain diseases.
c reduce stress for doctors.
d cure certain cancers.

3 Listening to certain types of music can ...
a be a distraction while you study.
b keep you awake when you're concentrating.
c help us learn unconsciously.
d make studying more efficient.

4 Unit 1 How is music a part of our lives?

4 ... can help you fall asleep as long as the sound doesn't change suddenly.
a Classical music
b Music with a rhythm similar to your heartbeat
c Music that you really love
d Special music composed by researchers

5 Music makes a powerful connection with memory and emotions, so companies can use it to ...
a encourage teamwork
b inspire new product ideas
c help workers concentrate
d sell products.

4 Which idea (a-c) can be inferred from the article?

a The power of music comes from our body's natural understanding of rhythm - a heartbeat or the ticking of a clock.
b People invented music as a way of sharing thoughts, ideas and emotions with other people. Music's main purpose is bringing people together.
c Music is powerful because it makes a connection with our hearts and minds, expressing thoughts and feelings more directly than words can.

5 Answer the questions. Refer back to the article.

1 The drum - which usually gives music its rhythm - is one of the simplest and oldest musical instruments in the world. It's the human voice, which can be used to sing the rhythm of a song.
2 People often remember the lyrics of a song they listened to at a special time in their life, because the brain tends to store information that has a strong emotional connection.

2 Which words a-g could go in each blank?

Things you should know about MUSIC

1 The drum - which usually gives music its rhythm - is one of the simplest and oldest musical instruments in the world. It's the human voice, which can be used to sing the rhythm of a song.
2 People often remember the lyrics of a song they listened to at a special time in their life, because the brain tends to store information that has a strong emotional connection.

a tempo d hit f lyrics
b melody e beat g rhythm
c track

Abstract nouns

3 Match each description 1-3 to two abstract nouns a-f.

Three things you didn't know about the Beatles

1 The Beatles got the idea for the song "A Hard Day's Night" after drummer Ringo Starr said, after a long recording session that started in the day but ended late at night, "It's been a hard day ... [um] ... night".

2 Joyful fans at Beatles' concerts often screamed and applauded so loudly that no one could hear the music.

3 According to one newspaper, when Beatle Paul McCartney married Linda Eastman in 1969, the streets were wet with the tears of young women who would never marry Paul McCartney.

a sadness d excitement
b love e inspiration
c creativity f happiness

4 Complete the text with the words below.
beauty creativity excitement harmony
inspiration low sadness the truth

CAN COMPUTERS WRITE LOVE SONGS?

We think of computers as the ability to invent new things - as a human quality. But computers have been analyzing music for decades - its rhythm, repeating melodies, and structure - and using the data as a kind of "recipe" to write their own songs. At the moment, it seems that people are probably better than computers at capturing the "soul" of a sunset in lyrics, writing about the "beauty" of a broken heart, or simply telling "the truth" about their own feelings. Even if they can copy humans' musical ideas, computers have never felt "inspiration". Nor has a computer felt the "sadness" of hearing a favorite song played live.

6 Complete the description of graph D using the verbs in parentheses in the correct tense, and the adverbs below.
dramatically rapidly slightly (x2) steadily

D

In the early 1960s, country music's popularity (fall). Then between 1964 and 1968, it (go up) and then went down again three (times). Then, after 1994, it (decline). After that, it (decline) before going up again. Since hitting the top around 2010, it's (decrease).

5 Match graphs A-C with the correct explanation 1-3.

1 Since increasing slightly in the early 1960s, the popularity of jazz has steadily decreased. There have been no popular jazz songs in recent years.

2 The popularity of hip-hop rose sharply in the late 1980s and early 1990s, then fell again in the mid-1990s. However, in the late 1990s, it jumped, before declining rapidly around 2005. Since about 2015, it's been going up quickly.

3 Rock's popularity climbed dramatically in the 1960s and then again in the 1980s, but after reaching a peak in the mid-1980s, it has been steadily going down though increasing slightly in 2014.

A
B
C
Source: thedatafactory.com

Unit 1 How is music a part of our lives?

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 A group of students is preparing a presentation about how some people can "see" music. What do you think this means?

2 Listen to the students and answer the questions.

1 What is sound synesthesia?

2 What do some people see when they hear music?

3 What two outcomes do the students want their presentation to achieve?

4 How will they achieve the second outcome?

5 What colors will they show for lower notes and higher notes?

6 At the end, what result do they predict?

3 Listen again and check your answers. What do you think about sound synesthesia?

Speaking

4 Complete the dialogue with the words below.

about convinced expect likely propose recommend surprised

Art How should we organize our presentation?

Ros I'd like to start with sound synesthesia first. That way, people can understand what we're talking about before we show the video.

Fran Yes, good idea. But how do we start with the video? It's a bit confusing that will get people's attention - people will want to know why we're showing a video of musical notes and colors.

Art I think that showing the video first would get their attention.

Ros Actually, I wouldn't be confused if it confused them. Won't they wonder what it's about?

Fran I see what you mean, Ros. But I'm not sure that it will work to show the video first because it will get their attention.

Art I agree. I think that we start by showing the video with the sounds and colors, and then explain sound synesthesia.

5 Study the speaking strategy. Then choose one of these situations and write a dialogue.

Speaking strategy

Making a recommendation

Making a recommendation is about offering good solutions. Whatever situation you are discussing, make sure you:

- make your recommendation positively and confidently.
- justify your recommendation: can you predict the outcomes?
- listen and consider other opinions.
- Deciding what sort of music to play at a class party.
- Deciding how to organize a presentation about the effect of birdsong on groups of people.
- Deciding what sound- or music-related topic to give a presentation on.

Unit 1 How is music a part of our lives? 9

Writing

Writing task and model text

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

Writing strategy

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

Writing

A competition entry

1 Look at the title of the essay. Have you ever heard this song?

2 Read the essay and answer the questions.

1 What is the simple, positive message of "Don't Worry, Be Happy"?

2 How many musicians sing or play an instrument on the song?

3 What three things does the writer say people love about the song?

LANGUAGE POINT Words for ordering events

3 What order did these steps take place? Number the sentences 1-5.

Recording "Don't Worry, Be Happy"

a To begin with, he recorded one part.

b Finally, the last part was recorded, and the song was complete.

c That was in 1988, but the song is still popular today.

d Following that, he added more parts.

e It was recording day. McFerrin had written the lyrics earlier, so he was ready to record.

4 Complete the chart with the words below.

at first meanwhile previously recently soon after ultimately

BEFORE	earlier, *
FIRST	* to begin with
NEXT	following this, * later
AT THE SAME TIME	while, during, *
LAST	in the end, finally, *
NOW	*, today, nowadays

"Don't Worry, Be Happy" by Bobby McFerrin is the best song ever written. It has a positive message and shows us that a simple idea and an upbeat tune can be incredibly powerful. McFerrin describes the title as "a neat philosophy in four words." According to one story, he first saw the saying on a poster in a friend's apartment and soon after, wrote the song and ultimately recorded it. It's about problems - no girlfriend, no money, late rent - but always returns to "Don't worry, Be happy." The message? No matter how bad things are, we can always find happiness. We hear many voices on the song - a low bass, a high harmony, and even a drum-like rhythm. Impressively, they're all McFerrin. To begin with, he recorded just one part. Next, he added more, one on top of the others until finally, the song was complete. How many artists do that?

Soon after the song was released in September, 1988 it was an instant hit around the world - clearly everyone loved it. In fact, it was the very first voice-only song to become number one in the USA. And, it's still hugely popular nowadays. In conclusion, we love "Don't Worry, Be Happy" not only because of its beautiful harmony and upbeat tempo, but also because it's a great philosophy of life.

10 Unit 1 How is music a part of our lives?

Writing

5 Study the writing strategy. Then find an example for each bullet point in the essay in exercise 2.

Writing persuasively

If you want to persuade or encourage your reader to adopt your point of view:

- express your opinion strongly.
- support your opinion with interesting facts.
- use evaluative adverbs such as "impressively", to encourage the reader to think in the same way as you.
- ask rhetorical questions (questions that make a point without requiring an answer) that involve the reader and make them think.

8 Look at the paragraph plan. Make notes.

Paragraph 1: Introduce the song and summarize why you have chosen it.

Paragraph 2: Give background information about the song - when and where it was written and what it's about

Paragraph 3: Say how successful the song was. Give examples.

Paragraph 4: Summarize why you chose the song.

Write a first draft

9 Write a first draft of your competition entry. Write about 200 words. Use your answers from exercises 6-8 to help you.

Review and edit

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

Writing checklist

Content

- Have you clearly stated your opinion?
- Have you included facts to support your opinion?
- Have you given background information about the song?

Language

- Is your spelling correct?
- Is your grammar correct?
- Did you use evaluative adverbs?
- Did you ask a rhetorical question?
- Did you use suitable phrases for ordering events?

11 Now write a final draft of your competition entry.

Unit 1 How is music a part of our lives? 11

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 Look back at the essay on page 10. What is the topic of each paragraph in the essay?

2 What is the writer saying about each topic in exercise 1?

3 Answer the questions.

4 Think of a song about each of these topics.

Vocabulary and Grammar

Music

3 Answer the questions.

1 If you wanted to make a playlist for this year, what tracks would you put on it?

2 What three songs would you include in the soundtrack of a movie about your life?

3 Think of a recent hit or another song you know. Explain why it is popular (is it the lyrics, the beat, the melody, something else?). What genre is it?

Abstract nouns

4 Think of a song about each of these topics.

1 sadness

2 love

3 happiness

5 Answer the questions.

1 What school subject requires the most creativity? Why?

2 What event at school always causes a lot of excitement? Why?

3 When you need inspiration or a good idea for a project, what do you do?

Describing trends

6 Answer the question.

How would you describe your own learning of English? Have you improved steadily? Was there a time when your ability increased dramatically? Does it decrease slightly during school vacations?

Verbs that can be used as nouns

7 Write five sentences about recent trends in your school. Use the words below.

steady sharp sudden slow rise increase climb jump fall decrease decline drop

There's been a steady increase in the number of boys getting very short haircuts.

1

2

3

4

5

Adjectives to describe sounds

8 Think of a sound for 1-8. Say where you hear them.

1 emerging

2 cheering - I hear it at a soccer game

3 stimulating

4 soothing

5 relaxing

6 tedious

7 stressful

8 distracting

9 Which sounds in exercise 8 do you like? Which ones do you dislike? Explain why.

Speaking

10 Match each piece of advice about making recommendations 1-3 with two examples a-f.

1 Make your recommendation positively and confidently.

2 Justify your recommendation: can you predict the outcome?

3 Listen and consider other opinions.

a I'm convinced that if we play classical music, people won't like it.

b I hadn't thought of that.

c I'd recommend putting together a playlist of the class's favorite songs.

d It's likely that if we get the music right, people will want to stay.

e I propose that we ask people to bring their own music and take turns playing it.

f That's a great idea.

Writing

11 Your class is planning a party. Complete these sentences to make recommendations for the music.

1 How about if we

2 I wouldn't be surprised if

3 I'm convinced that

12 Look back at the essay on page 10 and find an example of each of the following features of writing persuasively.

1 An opinion expressed strongly.

2 An evaluative adverb that encourages the reader to respond or think in the same way as the writer.

3 An interesting fact.

4 A rhetorical question.

Reflect

How is music a part of our lives?

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

In your own words, how is music a part of our lives?

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

Unit 1 How is music a part of our lives?

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

Use of English

1 Study the exam strategy. Then read the text about Bitcoin in exercise 2 and find the value of one Bitcoin for years 1-4 below.

Exam strategy

It is essential to read the text of a multiple-choice test very carefully so that you can be sure that the vocabulary item you choose fits the context exactly. Even small details in the text can be important.

1 2011 \$_____ 3 2015 \$_____

2 2014 \$_____ 4 2018 \$_____

Exam task multiple choice

2 Read the text on the right and choose the answer (a, b, c, or d) that best fits each blank.

1 a Because b However c Although d Consequently

2 a bills b deals c goods d consumers

3 a benefits b deals c checkouts d transactions

4 a certainty b potential c opportunity d probability

5 a decreased b shrank c rose d declined

6 a a must-have b a sky-high c dropped d jumped

7 a slightly b gradually c slowly d dramatically

The ups and downs of Bitcoin

Bitcoin was the world's first cryptocurrency - a worldwide digital money system. "Bitcoin" can be exchanged like any other currency, in most other ways it's very different. It isn't controlled by any government or financial institution, and it has no actual coins or "cash". Each Bitcoin is a computer file that is stored in an app on a smartphone or computer. People can send Bitcoin to each other, and each of these "sends" is recorded in a public digital list called the blockchain. Like any other currency, Bitcoin has the "value" to make people very wealthy.

In 2018, American teenager Erik Finman became one of the world's youngest Bitcoin millionaires. He had bought his first Bitcoin in 2011 at the age of twelve with \$1,000 his grandfather had given him. At that time, one Bitcoin was worth \$10. Over the next few years its value "rised" to \$1,100, and in 2014 Finman sold \$100,000 of the currency just at the right time. He used the money he'd made from his investment to set up "an online educational business that linked students with teachers via video chat."

In 2015, Finman accepted an offer of 300 Bitcoin for the technology behind the business, even though at that time the value of one Bitcoin had "fallen" to just \$200. Did Finman make the right decision? It would appear so. By 2018, the value of one Bitcoin had gone up "to" \$6,500, making Finman a Bitcoin millionaire.

Listening

3 Study the exam strategy. Then look at the multiple-choice questions in exercise 4 on page 105. What is each one asking you to listen for? Match questions 1-5 with a-e below.

Exam strategy

In multiple-choice listening tasks, read the questions carefully to see what you need to listen for.

a the speaker's opinion _____

b the function of what the speaker says _____

c the purpose of what the speaker says _____

d a detail of what the speaker says _____

e agreement between two speakers _____

Exam task multiple choice

4 You will hear people talking in five different situations. Choose the best answer (a, b, or c).

1 You hear two people talking about a song they've just heard. What did they both like?

a the beauty of the melody

b the sadness of the lyrics

c the tempo

2 You hear a teacher talking about modern-day bartering. Why is he talking about it?

a She wants her students to benefit from it.

b She's warning her students not to do it.

c She's explaining how it works.

3 You hear a woman talking about a movie. What annoyed her about the soundtrack?

a It was distracting.

b The genre was wrong.

c It wasn't upbeat enough.

4 You hear two people talking about giving money to charity. What is the man doing?

a persuading the woman to give money to an environmental organization

b explaining why he supports a certain cause

c justifying why he never gives money to people on the street

5 You hear a musician talking about his work. What is he talking about?

a where he gets his inspiration from

b why his work is sometimes stressful

c how he wrote a hit 20 years ago

Speaking

5 Study the exam strategy. Then complete the phrases for talking about habits, routines, and preferences 1-4 with the words below.

Exam strategy

In an interview task, the interviewer will ask you for information about your habits, routines, and preferences.

generally often tend whole

1 On the _____, I ...

2 _____ speaking, I ...

3 I _____ to ...

4 More _____ than not, I ...

Exam task interview

6 Answer these questions.

1 When do you go shopping? What kinds of things do you buy?

2 Do you ever swap things with your friends? Why? / Why not?

3 Talk about something you bought recently.

4 How often do you pay for music?

5 Do you prefer spending money on material goods or on interesting experiences? Why?

Writing

7 Study the exam strategy. Then look at the exam task in exercise 8 and think about the essay question from these people's points of view. Make notes.

Exam strategy

It's really important to consider a variety of opinions before giving your own point of view in an opinion essay.

1 friends of yours who enjoy music

2 older members of your family who enjoy music

3 famous musicians / bands

4 musicians / bands who want to be famous

5 your favorite musician / band

Exam task an opinion essay

8 Write an opinion essay.

You've been talking about money and music in class, and your teacher wants you to write about the statement below. Write an essay using all of the notes and give reasons for your point of view. Music streaming services generate huge profits for record labels, but very little money for the musicians whose music they stream. Some people say this will have a damaging effect on how people create music. Do you agree?

Write about:

1 advantages for listeners (e.g., price, discovering new musicians)

2 musicians, creativity and payment

3 your own ideas

Write your essay in 140-190 words.

Exam preparation A

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.

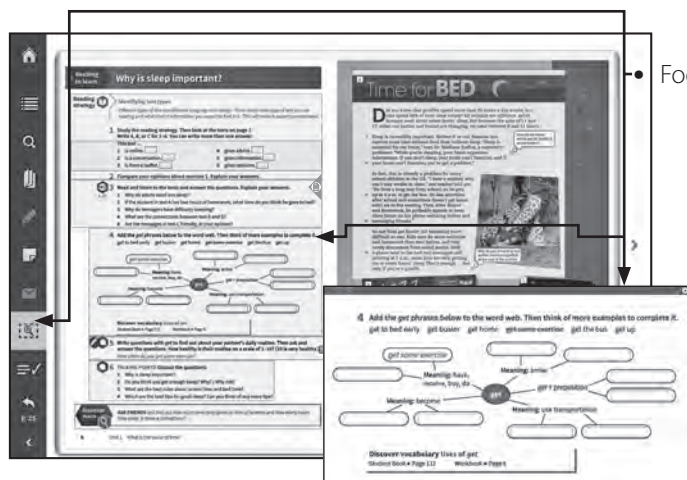
Oxford Discover Futures Classroom Presentation Tool

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.

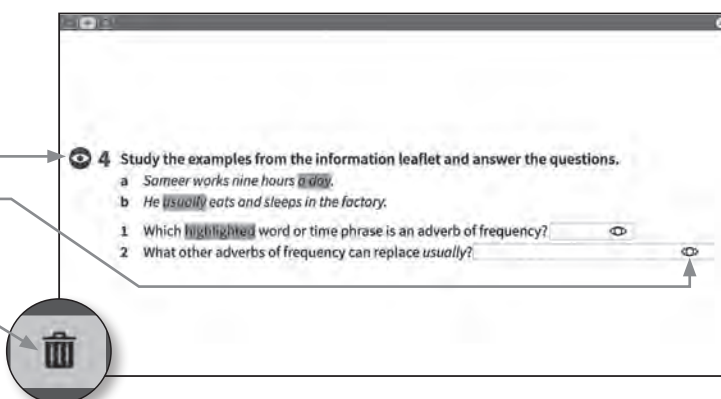
Play audio and video at the touch of a button and launch activities straight from the page. Answer keys reveal answers one-by-one or all at once to suit your teaching style. Capture your students' attention with the Focus tool: activities fill the screen so that everyone can participate, even large classes.

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.

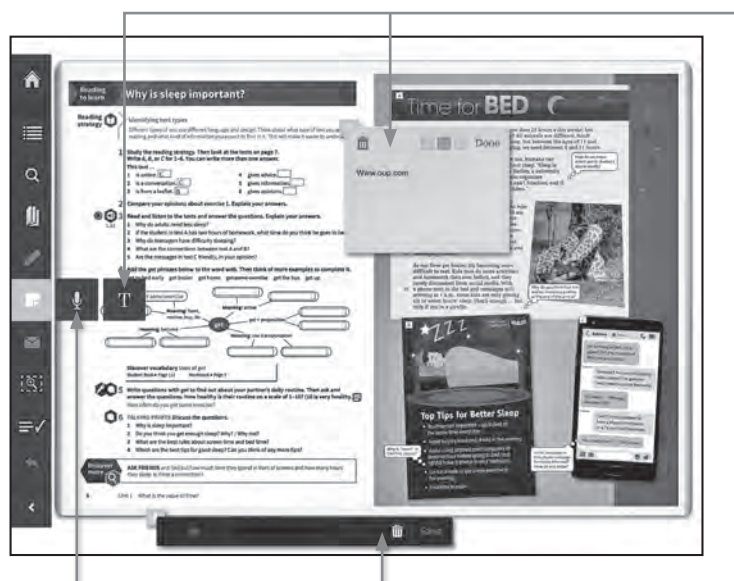
- Save time in class and mark answers all at once.
- Reveal answers after discussing the activity with students.
- Try the activity again to consolidate learning.



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

a Sameer 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)



How is MUSIC a part of our lives?

What does music bring to your life?

How does music influence us?

- Look at the picture and discuss the question. Where and when do we listen to music? Why?
- Work in pairs to do the quiz. Which questions are hard to answer?

The music in our lives

- In music, an "earworm" is a song:
 - with memorable lyrics.
 - that repeats itself in your head.
 - with a fast tempo.
- The maximum number of tracks a music app can have is:
 - 30 million.
 - 13 million.
 - 3 million.
- Music influences our circadian rhythm, which is:
 - how we move.
 - how we feel.
 - the times when we sleep and eat.
- Shopping malls and stores use playlists or background music to:
 - entertain us.
 - make us stay longer.
 - encourage us to shop quickly.
- Research suggests that we associate notes with a higher pitch with:
 - bitter flavors.
 - salty flavors.
 - sweet flavors.
- The genres and melodies we like throughout our life are usually from:
 - our childhood.
 - our teenage years.
 - our adult years.

Discover vocabulary Music
Student Book ► Page 112 Workbook ► Page 6

- Watch the Factflix video and check your answers. Which answers surprised you?
- Watch the video again. How many hours does the average teenager listen to music each day? What about you?
- Work in pairs. Discuss the questions.
 - What music do you usually listen to? What genres / artists?
 - Where and when do you listen to it?
 - What impact does the music have on you?
 - Do you think you will listen to the same music in five years' time?

Key phrases Talking about music in your life
I'm (not) intois good music for
It makes me feel My taste in music is / will ...
It sounds like

Discover more **SEARCH ONLINE** about **how music affects our emotions.**
Why do different types of music influence how we feel?

Vocabulary

- Music
- Abstract nouns
- Adjectives to describe sounds

Further practice

Discover vocabulary, Student Book, page 112

Workbook, pages 6 to 8

Vocabulary practice worksheet, Teacher's Resource Center

Reading

- Identifying paragraph topics
- Reading two articles about music

Further practice

Workbook, pages 4 to 5

Reading practice worksheet, Teacher's Resource Center

Grammar

- Describing trends
- Verbs that can be used as nouns

Further practice

Discover grammar, Student Book, page 113

Workbook, pages 6 to 8

Grammar practice worksheet, Teacher's Resource Center

Life skills

- Finding how you focus

Speaking

- Talking about music in your life
- Making a recommendation
- Predicting outcomes and making recommendations

Further practice

Workbook, page 9

Writing

- Competition entry
- Writing persuasively
- Ordering events

Further practice

Writing workshop, Student Book, page 132

Workbook, pages 10 to 11

Assessment

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

Online practice

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

How does music influence us?

Learning objectives

FACTFLIX VIDEO Learning about how music influences us

VOCABULARY Music

SPEAKING Talking about music in your life

Introducing the topic

- With books closed, write on the board: *What do these things all share? a TV show, a family party, a movie, a festival, your bedroom at home*
- Elicit a few ideas, and encourage students to think outside the box, to think about what connects all the things. Then ask: *What can you hear in all these places?* (music). Ask: *Where else can you hear music? Why do you think there is music in all these places? Why do people enjoy listening to music?* Elicit a few ideas and ask the *Discover* question: *How is music a part of our lives?* Encourage students to give their opinions.
- Students then open their books and start to look at the opening picture, caption, and lesson question.

1

- Focus on the picture and ask students to read the caption. Students discuss the question in pairs or small groups. Ask more questions to get them thinking, e.g., *How does music change the atmosphere at a family party? What would a movie be like with no music? Why do countries have a national anthem? How do you feel when you listen to your favorite music? Can it change your mood?*
- Elicit some ideas and encourage students to think about how music influences us, and what life would be like without it.

2

- Students read the quiz and work in pairs to answer the questions. Encourage students to try to guess the answers they are not sure about.
- Elicit which answers students are sure about, but don't confirm them at this stage.

Discover vocabulary Student Book page 112 Workbook page 6

- With weaker classes, do this vocabulary practice in class, before students take the quiz. With stronger classes, students can do it for homework.

3 

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

ANSWERS

1 b 2 a 3 c 4 b 5 c 6 a

DIFFERENTIATION

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

4 

- Read out the question and ask students if they can remember the answer. Play the video again for students to watch and take note of the answer.
- Check answer, then ask: *What about you? How many hours do you listen to music each day?* Elicit a few answers.

ANSWER

The average teen listens to music for three hours a day.

COMMUNICATION

5

- Read out the key phrases, giving an example of each phrase in use, e.g., *I'm not into loud rock music. I'm into R&B music. It makes me feel happy. It sounds really angry. Dance music is good music for a party. My taste in music will probably change as I get older.*
- Students work in pairs and discuss the questions. For feedback, have a brief class discussion on each of the questions. Encourage as many students as possible to join in and express their own ideas.

Extra activity: Critical thinking

- Ask these questions and have a brief class discussion: *Is music something that only humans enjoy? What about animals? Do animals respond to music? Is there music in the natural world? What role does it have?* Encourage students to think about things like birdsong and the calls of animals and about whether they have a connection to human music.

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 how different types of music make them feel.
- For feedback, after the research or at the beginning of the next lesson, students can discuss in groups what they found out. Ask some students to report back to the class. Ask: *Do you think it is right that companies use music to persuade us to buy things or behave in certain ways? How can we protect ourselves from being influenced in this way?*

Further practice

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

Workbook, page 6

Vocabulary practice worksheet, Teacher's Resource Center

Reading to learn

How does music connect us?

1 Was music important a) 100 years ago? b) 2,000 years ago? c) 10,000 years ago? How do you think it was used in everyday life (e.g., for entertainment, for work)? Discuss in pairs.

2 Read and listen to the article about music on page 7. Were your answers in exercise 1 correct?

Reading strategy

Identifying paragraph topics

When you read a long text, it's useful to think of the function of each paragraph. Usually the main message of the paragraph is found in the writer's topic sentence. This will help you identify the different ideas in the text, and think about how they connect.

3 Study the reading strategy. Then identify the main message of each paragraph and complete the chart. Compare your ideas in pairs.

A	Introduces the idea that music is an important part of society
B	
C	
D	
E	
F	concludes and speculates on what our music says about human civilization

4 Read the text again and answer the questions.

- What is the aim of the Golden Record?
- In what ways did music influence Greek society?
- Why is recognizing patterns important for human survival?
- How is music similar to human speech?
- What conclusion did the study with the Mbinzele pygmies come to?

Discover vocabulary Abstract nouns

Student Book ► Page 112 Workbook ► Page 6

5 Find these nouns in the article and answer the questions.

beauty creativity excitement happiness harmony inspiration love pattern
people record sadness truth universe

- Which nouns are concrete and which are abstract?
- What do the abstract nouns mean to you? Write example sentences to show their meaning.
- Which of the abstract nouns describe a) emotions, b) attributes, c) concepts?
- Think of more abstract nouns to add to each category.

TALKING POINTS Discuss the questions.

- Imagine you can choose three more tracks to add to the Golden Record. Decide which three tracks you would include and why.
- What do the tracks communicate about you and your culture?
- Do you agree that music is always a 'common language' that connects people, or are there times when it pushes people apart?

Discover more

SEARCH ONLINE Is there more about the Golden Record on Voyager 1? What else do you know about it? What do you think it says about us?

WHERE WORDS FAIL, MUSIC SPEAKS

A On September 5, 1977, a space probe was launched by NASA from Cape Canaveral in Florida. The space probe was called Voyager 1 and its purpose was to explore the outer limits of our solar system and beyond. Inside Voyager 1 was a very special cargo – the Golden Record. It was a disk that contained images, written documents, sounds, and music from our planet. If Voyager 1 encountered intelligent life, the Golden Record would help them understand life on Earth. It would also show them how music connects us and influences every aspect of society. The Golden Record had everything from a Beethoven Symphony to 1950s rock to Mexican Mariachi!

B Music has always played a big part in society. Over two thousand years ago, ancient Greek teens were into their lyres as much as today's teens are into streaming songs. In Greek society and mythology, music was linked to human creativity and divine inspiration. This inspiration came from a group of goddesses known as the Muses, who represented truth and beauty and influenced everything from theater and poetry to mathematics, philosophy, and medicine. The word *music* is the origin of the word *music*, and the Greeks believed music had the power to cure disease, improve athletic performance, and help people work.

C So music is clearly an important part of our lives, but what is less clear is why. We don't need it like we need food, but music is still everywhere. One explanation links our love of music to our ability to identify patterns. Some anthropologists think that we have evolved to recognize patterns because they help us to predict outcomes and to survive. If we smell smoke, for example, we understand that a fire is coming, so we can predict what will happen next and what action we should take. Music usually follows a pattern too, so we can often predict what might come next. It won't help us survive, but anthropologists believe that predictable patterns of harmony, pitch, and rhythm are one of the reasons we enjoy music so much.

D Another explanation is that music is similar to spoken language. Pitch and speed in speech express emotion. In music, they express emotion too, so our minds and bodies react to speech and music in a similar way. Fast-paced beats can make our bodies more alert, and our brains interpret this physical reaction as excitement. High-pitched sounds are associated with happiness, and slower, low-pitched sounds with sadness. Evolution taught us that it's important to understand how the people around us feel, so our brains are tuned in to interpreting sounds and the emotions they imply.

E But does everyone interpret music in the same way? In 2015, researchers from a Canadian university traveled in the depths of the rainforest in central Africa to play different musical compositions to an isolated tribe of 40 Mbinzele Pygmies. They used a mixture of Western and tribal music and recorded the Mbinzele's emotional and psychological responses to each piece. Then they played the same compositions to a group of 40 people from Montreal in Canada. The study found that the music caused similar feelings in both groups, either excitement or calmness depending on the pitch, rhythm, and tone. It speculated that music could be our common language.

F Back in the silence of space, Voyager 1 is traveling beyond our solar system, carrying a record of our civilization to the rest of the universe. If intelligent life forms eventually come across the Golden Record, what will the music tell them about our civilization? Will they understand our message? And if words fail, will music speak?

What does "tuned in" mean? Can you think of another context where this word is usually used?

What does "common" mean in this context? What other meanings does "common" have?

Reading to learn

How does music connect us?

Learning objectives

READING Identifying paragraph topics

READING Reading an article about how music connects people in a society

VOCABULARY Abstract nouns

Reporting back

- If students did the research activity from the previous lesson for homework, do the class feedback now. See the notes on the previous page.

Introducing the topic

- With books closed, ask students to sit in groups, facing each other. Ask them to imagine they are sitting with a group of people they don't know very well. Ask: *What might you talk about? How would you feel?* Elicit a few ideas. Say: *Now imagine I play a song that you all know. How would it change the mood?* Discuss the question with the class. Elicit that the music might make them feel more relaxed and happier, and would help them to connect. Ask: *Would it have the same effect if you were all from different countries and cultures?* Discuss the idea that people can sometimes communicate through music even if they can't speak the same language.

1

- Students open their books. Read out the questions, then put students into pairs to discuss them.

- Discuss the questions briefly as a class, but don't confirm students' ideas.

2 1.01

- Play the audio for students to listen and read and check their answers to the questions in exercise 1.
- Discuss with the class which of their ideas were mentioned, and which weren't.

Extra activity: Collaboration

- If any of the questions students discussed in exercise 1 were not answered by the text, suggest that they do some online research to find the answers in pairs.
- Students can report back to the class when they have done their research, or in the next lesson.

3

- Point to the article on page 7 and ask: *Is it a long article? How can you remember everything it said?* Elicit a few ideas.
- Ask students to read the reading strategy or read it aloud to the class. Ask: *How can you identify the main topic of each paragraph?* Elicit or explain that the first sentence of each paragraph often establishes the main message, which is then developed through the paragraph.
- Students then focus on each paragraph in turn to identify the main message and complete the chart.
- Check answers with the class, encouraging students to refer to the article and give reasons for their answers.

SUGGESTED ANSWERS

A introduces the idea that music is an important part of society

B says how music influenced society in ancient Greece

- C discusses how music is related to recognizing patterns
- D discusses how music can express emotions
- E shows that people respond to music in the same way
- F concludes and speculates on what our music says about human civilization

4

- Students read the article again and answer the questions.
- Check answers with the class, eliciting the part of the text which confirms each answer.

ANSWERS

- 1 The aim of the Golden Record is to communicate with intelligent life forms and give them information about our planet.
- 2 Music was used in many areas of Greek society – to entertain, to encourage creativity, and athleticism, to help people work, and to help people recover from illnesses.
- 3 Recognizing patterns is important for human survival because it can help people predict what will happen next and take action to avoid disaster.
- 4 Music is similar to human speech in that it expresses emotion through pitch, speed, and tone.
- 5 The study concluded that people from very different backgrounds can have a similar reaction to music. Music, therefore, could be seen as a universal language.

READING TEXT QUESTIONS

- Point to the questions next to the article 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 texts to justify their answers.

SUGGESTED ANSWERS

Something that is “divine” comes from a god, rather than being human.

If you are “tuned in” to something, you are aware of it and listening or watching for it. You can also be “tuned in” to a person, if you understand them.

Something that is “common” to people is shared by them. For example, people can have a common aim or goal. Other meanings of “common” include prevalent, large in number, widespread, ordinary, and familiar.

Discover vocabulary Student Book page 112 Workbook page 6

- Refer students to the exercises on page 112. With weaker classes, do the exercises in class, before students move on to exercise 5. With stronger classes, students can do the exercises for homework.

5

- Check that students understand the difference between concrete nouns (which refer to objects or people) and abstract nouns (which refer to ideas or feelings).
- Students find the nouns in the article and answer the questions. Weaker students could work in pairs, but stronger students could work individually and then compare their answers in pairs.
- Check answers and check that students understand all the nouns.

ANSWERS

- 1 Concrete nouns: pattern, people, record, universe; Abstract nouns: beauty, creativity, excitement, happiness, harmony, inspiration, love, sadness, truth.
- 2 Students’ own answers.
- 3 Emotions: excitement, happiness, love, sadness; Attributes: beauty, creativity; Concepts: harmony, inspiration, truth
- 4 Suggested answers: Emotions: anger, hate; Attributes: bravery, loyalty, honesty; Concepts: belief, justice, faith, liberty, knowledge.

6 Talking points

CRITICAL THINKING

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

Extra activity: Creativity

- Put students into groups. Ask them to think about music they know that expresses happiness and sadness. Ask them to agree on three songs or pieces of music that express each emotion. Ask groups in turn to tell the class their ideas, and discuss as a class what makes a happy or sad piece of music, thinking about elements like: is the music fast or slow? Is it loud or soft? What are the main instruments that it uses? See if the class can agree on the happiest and saddest piece of music students have chosen. Then ask them if they can think of music that expresses other emotions such as fear, excitement, triumph, and try to describe what it is about the music that expresses each emotion.

Discover more

- Explain that students should use the exact search term in the task. Students can do the research in class if they have internet access. Alternatively, they can do it for homework. Ask them to make notes on what they find.
- For feedback, after the research or at the beginning of the next lesson, ask individual students what they found out about the Golden Record, then ask other students to confirm the information and add more. Discuss with the class which choices for the Golden Record students agree and disagree with, and why.

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

Unit 1

Extra activity

- To reinforce the grammar, ask students these questions about other trends to do with technology: *Do you think sales of smartphones have increased or decreased over the last 20 years? What about sales of DVD players?* Then ask: *What do you think happened to sales of laptops after tablets came on sale?* As students answer, use their ideas to elicit or give more examples of ways of describing trends, e.g., *I think that sales of laptops have declined. I guess that sales of tablets have increased. There is a growing trend for people to use tablets rather than laptops.*

3

- Check that students understand *earbuds*, *headphones*, and *hearing loss*. Allow students time to write their sentences individually, then give them time to compare their sentences in pairs.
- Check answers with the class.

ANSWERS

- 1 has jumped dramatically
- 2 has increased slightly
- 3 grew steadily
- 4 fell gradually

Discover grammar Student Book page 113 Workbook page 8

- With weaker classes, go through the main points in the *Discover grammar* presentation with the class before you continue with the lesson.
- With stronger classes, students can do the exercises for homework.

4

- Read out the information in the *Discover grammar* box about verbs that can be used as nouns.
- Students read the examples and answer the questions.
- Discuss the questions as a class.

ANSWERS

- a 1 and 3 b 2 and 4 c The adjective goes before the noun. The adverb goes after the verb.

5

- Read out the first pair of sentences and point out how the second sentence has been rewritten using an adjective and a noun.
- Students rewrite the sentences.
- Check answers and use the answers to reinforce the language points.

ANSWERS

- 2 has been a steady rise in the price of concert tickets.
- 3 number of record stores dropped significantly.
- 4 was a sharp jump in the number of hours we used headphones in 2010.
- 5 has been a considerable fall in the popularity of CDs since 2000.

6

- Read out the task, then ask: *What do you think will happen with CDs?* Elicit a few possible answers, then put students into pairs to discuss all the trends and their own ideas.
- Go around monitoring and helping while students are working.
- Ask pairs in turn to tell the class some of their ideas.

Extra activity: Critical thinking

- Ask: *In what ways do you think technology and the internet have helped people to make their own music at home? How has this made it easier for people to reach an audience with their own music?*
- Discuss the questions as a class. Elicit that with computer technology and the internet, people can now record themselves singing and post videos online for lots of people to see. Then ask students to discuss the following questions in pairs: *Do you know any singers or musicians who have become successful or famous in this way? Is it a good thing that people can do this, or does it encourage people who have no talent to try to become singers or musicians?*
- Ask a few pairs to tell the class what they think.

Discover more

- Read out the task, then put students into groups to carry out their research. Ask them to prepare some questions. Encourage them to prepare their own questions, but they can use some of the ones in the *Discover more* task if they find it difficult to make up their own.
- Monitor and help while they are working.
- Tell students to move around the classroom, asking and answering their questions. Get groups to split up, with each student asking questions to two or three classmates. They should note down the names of the students they asked, and their answers.
- Students then work in their groups again to identify trends and write sentences. Ask groups in turn to tell the class what they learned.
- Alternatively, do the research as a class. Elicit some questions and write them on the board. Ask students the questions and make notes as they answer.
- Put students into groups to look at the information on the board, identify trends, and write sentences. Ask groups in turn to read their sentences to the class.

Preview

- Ask students to do the *Discover vocabulary* exercises on adjectives to describe sounds 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 does sound affect us?**



Life skills strategy **Finding how you focus**

Our sound environment can help us focus on a task. Sound influences our mood and our actions. Different sounds can help us, cause us stress or help us, or distract us. Finding the right sound can help you become more focused and productive.

1 Study the life skills strategy. How do you decide what to listen to?

2 Listen to six extracts and discuss where you might hear these sounds, for example, on a beach, in a computer game, in the street. How would you describe them? Use the adjectives below to complete the chart.

addictive alarming confusing distracting energizing irritating
relaxing soothing stimulating stressful tedious upbeat

Extract	Where you might hear it	Adjectives to describe it
1		
2		
3		
4		
5		
6		

3 How do the extracts affect you?
The second extract makes me feel stressed.

Discover vocabulary Adjectives to describe sounds
Student Book ► Page 312 Workbook ► Page 8

4 Listen to a talk about soundscapes. In what four ways does sound affect us?

5 Listen again and answer the questions.

- How do our bodies react to sounds associated with danger?
- Which sound has a similar tempo to our heart rate when we are sleeping?
- How do advertising agencies use sound?
- Why is birdsong relaxing?
- Why are noisy workplaces bad for our productivity?
- What type of sounds make us feel uncomfortable?
- Why do shopping malls use music with a slower tempo?
- In what ways can music with a fast tempo help us?

6 Study the life skills strategy again. Then look at the different activities below. Which type of soundscape might be suitable for each activity and why?

Waking up in the morning	Getting ready for a party
Traveling to school	Reviewing for an exam
Cleaning your bedroom	Going to bed

Speaking strategy **Making a recommendation**

Making a recommendation is about offering good solutions. Whenever you are discussing, make sure you:

- state your recommendation positively and confidently
- justify your recommendation (can you predict the outcome?)
- listen and consider other opinions

7 Study the speaking strategy. Then work in groups. Think about what these places are used for and the type of activities people do there. Consider the type of behavior you want to encourage.



A supermarket	A dentist's waiting room	A friend's party
A train station	A senior residence	A library
An aerobic exercise class	A pizzeria	A football stadium

8 Now design a playlist for three of the places in exercise 7. Consider the outcomes you want to achieve, and make recommendations.

Key phrases Predicting outcomes and making recommendations

I would / wouldn't recommend...	I expect that...
I propose that we...	It's dangerous that...
How about if we...?	It's likely that...
I wouldn't be surprised if...	

9 REFLECT Are there any changes you can make to your daily soundscapes to help you be more productive or to create a healthier environment?

Discover more **SEARCH ONLINE** and find out about the soundscapes in video games and how they are used.

Life skills

How does sound affect us?

Learning objectives

LIFE SKILLS Finding how you focus

LISTENING Listening to a talk about soundscapes

VOCABULARY Adjectives to describe sounds

SPEAKING Making a recommendation

SPEAKING Predicting outcomes and making recommendations

Reporting back

- If students did the *Discover more* activity from the previous lesson for homework, do the class feedback now. See the notes on the previous page.

Introducing the topic

- With books closed, ask: *What sounds do you like?* *What sounds are relaxing?* Elicit a few ideas, and make suggestions if necessary, e.g., the sound of the sea, birds singing, a fountain. Ask: *How do you feel when you hear these sounds?* Then ask: *What sounds don't you like?* Elicit a few ideas, and make some suggestions if necessary, e.g., thunder, big trucks, car alarms. Ask: *How do you feel when you hear these sounds?*

1

- Ask students to read the life skills strategy, or read it aloud to the class. Ask: *How do you decide what to listen to?*

2 1.02

- Students open their books. Explain that they will hear six different sounds and they need to think about where they might hear them and how they can describe them.
- Focus on the chart with the class and explain the task.
- Read through the list of adjectives with the class and check that students understand them all.
- Put students into pairs. Play the audio, pausing after each sound for students to discuss where they might hear it and what adjectives describe it, and fill in the chart.
- When students have listened to all the sounds, discuss the answers with the class.

ANSWERS

The sounds are the following:

- a fire alarm
- the ocean
- birdsong
- two people talking at the same time
- beeping sound from a reversing truck
- electronic music with a strong, fast beat

3

- Students discuss in pairs how the extracts affect them.
- Discuss their responses as a class, encouraging them to give reasons for their answers, and discussing any interesting differences between different students.

DIFFERENTIATION

- With weaker classes, brainstorm some adjectives to describe feelings before students work in pairs.
- Write a selection of adjectives on the board for them to refer to when they discuss the sounds, e.g., *relaxed, calm, angry, anxious, happy, cheerful, depressed*.

Discover vocabulary Student Book page 112 Workbook page 8

- Remind students that they had to do the *Discover vocabulary* exercises for homework.
- Check the answers to the exercises now, and check that students understand all the vocabulary.

DIFFERENTIATION

- With weaker classes, provide translations of the new vocabulary.
- With stronger classes, ask questions in English to check understanding in context: *Which word means this sound isn't interesting at all?* (tedious) *Which word means this music makes me want to get up and dance?* (energizing)

4 **1.03**

- Read out the task and explain the meaning of *soundscape* (sounds that we hear in different environments).
- Read out the question, then play the audio for students to listen and make notes on how sound affects us.
- When you check answers, write the words *physiologically*, *psychologically*, *cognitively*, and *behaviorally* on the board to help students with spelling. Check that they understand these words.

ANSWERS

Sound can affect us physiologically (affecting our bodies), psychologically (affecting our minds), cognitively (affecting our ability to do things), and behaviorally (affecting how we do things).

5 **1.03**

- Allow students time to read through the questions. Check that they understand everything.
- Play the audio again for them to listen and answer the questions. Check answers with the class.

ANSWERS

- 1 We breathe more rapidly, our heart rate speeds up, and our brainwaves increase. Hormones like cortisol are released and we start to feel stressed.
- 2 The sound of waves on the beach.
- 3 Advertising agencies use sound to encourage us to feel good about a product and buy it.
- 4 Because experience has taught us that when birds are singing, we are safe.
- 5 Because our brains can't process multiple sounds at the same time.
- 6 High-pitched sounds make us feel uncomfortable.
- 7 So we walk more slowly and spend more time in the stores.
- 8 It can keep us going during boring, repetitive tasks.

6

- Read aloud the life skills strategy and check that students understand everything.
- Put students into pairs to think about the soundscape that might be suitable for the activities.
- Discuss their ideas as a class, encouraging students to give reasons for their answers.

POSSIBLE ANSWERS

Waking up in the morning: a high-pitched alarm sound
Traveling to school: repetitive music

Cleaning your bedroom: fast music with lyrics

Getting ready for a party: music with a fast tempo

Reviewing for an exam: silence or relaxing music with no lyrics

Going to bed: relaxing music such as the sound of waves

7

- Ask students to read the speaking strategy. Explain that they are going to make recommendations for playlists in different places.
- Focus on the places and explain the meaning of *senior residence* if necessary.
- Put students into groups to think about what the places are used for, and the types of behavior they want to encourage there.
- When students have finished working in groups, discuss their ideas as a class.

8

- Read through the key phrases with the class and elicit a few examples of how they are used in context, e.g., *I would recommend relaxing music for a dentist's waiting room. I expect that this would make people feel less nervous.*
- Students work in their groups to design their playlists.
- Ask groups in turn to tell the class their ideas and reasons.

DIFFERENTIATION

- With weaker classes, choose one or two places with the class before students work in their groups in exercise 7. Elicit some recommendations for music from the class, encouraging students to use some of the key phrases. Then elicit some predictions of what effect the music will have on people, again encouraging students to use some of the key phrases.

9 Reflect

- Read aloud the question and point out to students that each person has different needs. Ask them to think about their own soundscapes in different situations, and what they can do to help them become more productive or give themselves a healthier environment.
- Put students into pairs or small groups to compare their ideas, or ask some students to tell the class their ideas, then ask other students: *Do you think this is a good idea for you, too? Why?*

Discover more

- Remind students that they should use the exact search term in the task. Students can do the research in class if they have internet access. Alternatively, they can do it for homework.
- For feedback, after the research or at the beginning of the next lesson, ask students in turn to tell the class what they learned. You could discuss which video games they play, and what they have noticed about the soundscapes in these games.

Further practice

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

Writing

How can music and musicians help society?

Writing task

Competition entry

Your school website has a new web page about music. This month, there is a competition to write about a musician who has made a positive contribution to society. Submit an entry about an artist chosen from the music website you think has made a positive contribution to society.

Understand the task

1 Read the writing task and answer the questions.

- Who are you writing for? Where will the competition entry appear?
- What do you have to write about?
- Check the things you think should appear in your competition entry:

a balanced argument ☐ dates ☐ facts ☐
 direct quotes ☐ an evaluation ☐ opinions ☐ a record review ☐

2 Read the competition entry about Chance the Rapper and check your ideas.

Writing persuasively

If you want to persuade or encourage your reader to do something, you need to:

- express your opinion strongly and support it with convincing facts,
- use evaluative adverbs, such as, "impressively," to encourage the reader to think the same way as you,
- ask rhetorical questions (questions that make a point without expecting an answer) to encourage the reader and make them think.

3 Study the writing strategy and the competition entry below. Answer the questions.

- How does the writer introduce his/her opinion? Which evaluative adverbs does he/she use?
- Can you find a rhetorical question? What effect does this have?
- Can you find any examples of the writer directly addressing the reader? Why do they do this?

5 Plan your competition entry.

Paragraph 1 – Introduce the artist or band and summarize why you have chosen them.

Paragraph 2 – Give background information about where they are from and how they became successful.

Paragraph 3 – Say how they have used their success in a positive way. Give examples.

Paragraph 4 – Summarize why you chose this person / band and what type of person / people they are.

Write a first draft

6 **LANGUAGE POINT** Read the competition entry again and complete the chart with the highlighted words for ordering events.

Before	earlier, previously
First	1, to begin with
Next	2, soon after, later
At the same time	3, during, meanwhile
Last	4, finally, ultimately
Now	5, today, nowadays

7 Write the first draft of your competition entry. Follow your plan in exercise 5.

Review and edit

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

- Content Have you included facts to support your opinion? Have you written persuasively, using evaluative adverbs or rhetorical questions?
- Content Have you given background information about the artist?
- Organization Did you use linking words to order events?

My hero:

Chance the Rapper



Chance the Rapper is a talented rap artist from Chicago in the USA. He has achieved a lot of success in recent years and has used his fame to support many good causes. Impressively, Chance has supported everything from charities helping the homeless to organizations improving education. He has shown how rap stars can have a positive influence on society.

Chance was born in Chicago, in 1993. At first, he recorded rap music on his own and made his first mix tape called 10 Days when he was still at school. His next mix tapes, Acid Rap, was a huge success, and following this, he produced Coloring Book, which, amazingly, was nominated for three Grammy awards. In the end, Chance won all three! Chance is clearly a talented musician; however, that's not the reason I chose him.

While Chance was developing his music, he was also involved in helping others. In 2014, he was named Outstanding Youth of the Year by Chicago's mayor for his help with the anti-violence #SaveChicago campaign. Recently, he donated \$1 million to arts programs in public schools to "give Chicago's kids a chance" in the music business. How many famous rappers can say they've done that?

In conclusion, Chance the Rapper, although only in his twenties, is making a big difference to the people around him. "I'm a good man and I'm gonna become a better man," he promises, "I want to help out people all over the world." And I really believe that's what he's doing. His positive contribution to society makes him a great role model for us all!

Think and plan

4 Now choose an artist or band you think has made a difference. Discuss these questions.

- Who is the artist / band? What type of music do they play?
- Where are they from and how did they become successful?
- How have they used their success to make a difference? Have they supported any charities or made a difference to their communities?

Reflect

How is music a part of our lives?

How does music influence us?

How does music connect us?

How has technology changed music?

How does sound affect us?

How can music and musicians help society?

- 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 13

Writing

How can music and musicians help society?

Learning objectives

WRITING Writing a competition entry

WRITING Writing persuasively

WRITING Ordering events

Reporting back

- If students did the *Discover more* activity from the previous lesson for homework, do the class feedback now. See the notes on the previous page.

Introducing the topic

- With books closed, ask students to think about some successful singers and musicians who are popular with young people. Elicit a few ideas.
- Ask: *What do these singers and musicians do with their success? Do they use their success to do something positive? How?* Elicit examples of singers who do work for charity or promote causes that they support.
- Ask: *Do you think that singers and musicians should use their success in this way? Why?*

Understand the task

1

- Students open their books. Read out the writing task and point out the text about Chance the Rapper.

- Ask questions to check that students understand it, e.g., *What kind of text should you write?* (a competition entry) *Should you write about Chance the Rapper?* (no, you should choose another singer) *What does "justify your choice" mean?* (give reasons to support your choice).
- Ask students to read the questions and answer them.
- Elicit a few possible answers, but don't confirm them.

2

- Ask students to read the competition entry to check their answers to exercise 1.
- Check these answers with the class.

ANSWERS

- School students. The entry will appear on the school website.
- A musician who has done something for society.
- dates (he was born in 1993), facts (he's from Chicago), direct quotes ("I want to help out people all over the world."), opinions (he has shown how rap stars can have a positive influence on society)

3

- Students read the writing strategy. To demonstrate some of the techniques, say a simple, neutral sentence, e.g., *She had her first hit when she was nineteen.*
- Then say: *Amazingly, she had her first hit when she was only nineteen. And she wrote the song herself.* Elicit that you have added an evaluative adverb and extra information to support your opinion.
- Then say: *Isn't that incredible?* Elicit that adding a rhetorical question encourages people to agree with you.
- Students look at the competition entry and answer the questions. Check the answers with the class.

12 Unit 1

ANSWERS

- 1 The writer outlines why they think Chance the Rapper is a musician who has made a positive contribution to society. They use the following evaluative adverbs: impressively, incredibly, clearly.
- 2 A rhetorical question: How many famous rappers can say they've done that? The rhetorical question emphasizes Chance's contributions.
- 3 The writer directly addresses the reader in the final sentence: His positive contribution to society makes him as great role model for us all! The effect of this is to persuade the reader that they should agree with the writer's argument.

Think and plan

4

- Students work in pairs to choose an artist or band and discuss the questions.
- Ask some pairs to tell the class their ideas.

DIFFERENTIATION

- With weaker classes, choose a singer with the class and brainstorm answers to the questions.
- Make notes on the board and discuss which facts can be used to support the idea that the singer has made a difference to society.
- Students can use these notes to help them write their competition entry later in the lesson.

5

- Read through the paragraph plan with the class and point out how the model text follows this plan.
- Students then plan their own competition entry.

DIFFERENTIATION

- With weaker classes, refer back to the information about a singer on the board and elicit how to organize it into paragraphs, to match the paragraph plan.
- Make notes on the board for students to follow when they write their competition entry.

Write a first draft

6 Language point

- Point out the highlighted words in the competition entry.
- Students study the words and add them to the chart.
- Check the answers and discuss as a class that they are useful because they allow you to make it clear when different events happened in someone's life.

ANSWERS

1 at first 2 following this 3 while 4 in the end
5 recently

7

CREATIVITY

- Students write their first draft. Encourage them to use evaluative adverbs and words for ordering events.
- Point out that students will check their work, so they don't need to worry about it being perfect at this stage.

Review and edit

8

- Students read the questions they should use for checking their work.
- Students 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 10 for each item, giving a total out of 30 for the task.

Reflect How is music a part of our lives?

1

- Read aloud the question *How is music a part of our lives?* and the five 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 into pairs or small groups to compare their answers. Monitor and try to determine if and when 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 127 for the ideas contained in the video.

4 ▶

- Now ask students to watch the video again, this time *with* narration. Ask them to watch and 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 videos.

5

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

6

- Ask students to answer the questions in their Workbook individually.
- Ask some students to tell the class what they most enjoyed in the unit. Ask what things they would like to learn more about, and why.

Further practice

Writing workshop, Student Book, page 132

Workbook, pages 10 to 11



What is the value of MONEY?

How do we use money in daily life?

14

VIDEO Learning about money and trade
READING Using mind maps to take notes
LANGUAGE IN USE The future in the past; Future tenses with will
LIFE SKILLS Making a group decision
SPEAKING Disagreeing politely
WRITING Presenting arguments objectively

Why does money exist?

1 Look at the picture and read the caption. How would your daily life be different without money?

2 Discuss in pairs. Do you agree?

Money matters

- 1 If you don't have money, you can negotiate deals by bartering.
- 2 Swapping goods is more convenient than using money.
- 3 People used to use bar's teeth as a currency.
- 4 In the USA, more than half of transactions are made by cell phone, not paying with coins and bills.
- 5 Some consumers can pay for things at the checkout counter just by using their hand.

Discover vocabulary Money and trade
 Student Book ► Page 114 Workbook ► Page 16

3 Watch the Factflix video. Do Ryan and Ava agree with the statements in exercise 2?

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____



4 Watch the video again and answer the questions.

- 1 Why is having money easier than bartering?
- 2 Why is paper money valuable?
- 3 What might happen to bills in the future?

5 Work in pairs. Discuss the advantages and disadvantages of the payment methods below. Which do teenagers in your country usually use in stores?

- cowry shells
- coins and bills
- a debit card
- a cell phone
- a microchip under your skin

Key phrases Talking about money

It makes things a lot ... *safer / more ...*
 You just have to ...
 money / not be worth ... in a few years.
 ... has the advantage of being ...
 that what would happen if ... ?



SEARCH ONLINE and find three interesting facts about the history of money.

15

Vocabulary

- Money and trade
- Compound adjectives
- World problems and solutions

Further practice

Discover vocabulary, Student Book, page 114

Workbook, pages 16 to 18

Vocabulary practice worksheet, Teacher's Resource Center

Reading

- Using mind maps to take notes
- Reading an online article about why prices go up or down

Further practice

Workbook, pages 14 to 15

Reading practice worksheet, Teacher's Resource Center

Grammar

- The future in the past
- Future tenses with will

Further practice

Discover grammar, Student Book, page 115

Workbook, pages 16 to 18

Grammar practice worksheet, Teacher's Resource Center

Life skills

- Making a group decision

Speaking

- Talking about money
- Disagreeing politely

Further practice

Workbook, page 19

Writing

- An opinion essay about money
- Presenting arguments objectively
- Linking words and phrases

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

Why does money exist?

Learning objectives

FACTFLIX VIDEO Learning about money and trade

VOCABULARY Money and trade

SPEAKING Talking about money

Introducing the topic

- With books closed, put students into groups and ask them to think about the most important things needed to live a happy and healthy life. Ask them to discuss their ideas and make a list of the top three things.
- Ask groups in turn to tell the class their ideas. If students included *money* on their lists, ask them to explain why. If no students included money on their lists, ask: *What about money? How important is that?* Discuss as a class.
- Students then open their books and start to look at the opening picture, caption, and lesson question.

1

- Focus on the picture and elicit what it shows (someone buying vegetables, possibly at a market).
- Put students in pairs to discuss the question in Exercise 1.
- Elicit a range of ideas, and ask more questions if necessary, e.g., How would you get things if money didn't exist? Encourage as many students as possible to join in and express their own opinions.

2

- Students read the statements and work in pairs to discuss which ones they agree with and why. Tell them they can guess the answers they are not sure of.
- Discuss the statements as a class and encourage as many students as possible to join in and express their opinions. Encourage them to give reasons to explain why they agree or disagree with the statements.

Discover vocabulary Student Book page 114 Workbook page 16

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

3 

- Play the video for students to check their answers. Ask students which facts surprised them. (If you are unable to play the video in the classroom, an audio-only version is available on the Teacher's Resource Center.)

ANSWERS

1 yes 2 no 3 yes 4 no 5 yes

DIFFERENTIATION

- With weaker classes, play the video again to check answers to exercise 3. Pause as each answer is discussed and elicit what Ava and Ryan say to confirm each answer. Explain any vocabulary that students don't understand.

4 

- Ask students to read the questions, then play the video again for them to answer the questions. Alternatively, students could guess the answers to the questions in pairs, then watch the video again to check their ideas.
- Discuss the answers with the class.

ANSWERS

- 1 Because with bartering it could take a long time to negotiate if people weren't just swapping things.
- 2 Because society has agreed that it's valuable.
- 3 They may not be worth anything in the future, because there are new ways to pay for things.

5

COMMUNICATION

- Read aloud the key phrases, giving an example of each phrase in use, e.g., *It makes things a lot easier / more complicated.*; *You just have to put your card in the machine to pay for things.*
- Read through the different payment methods with the class and make sure students understand them all. Point out that a cowry shell is a shell from a sea snail.
- Students work in pairs and discuss the advantages and disadvantages of the different payment methods. Ask them to make a note of two advantages and two disadvantages for each one.
- Discuss students' ideas as a class. Encourage as many students as possible to join in and express their own ideas.

Extra activity: Creativity

- Put students into pairs or small groups. Ask them to imagine that money does not exist, and we use bartering to pay for things. Ask them to use their imagination and think about what people could barter to get the following:
1 a pair of shoes, 2 a new phone, 3 a car
- Discuss students' ideas as a class and discuss who came up with the most practical and creative ideas.

Discover more

- Remind students that they should use the exact search term in the task. Students can do the research in class if they have internet access. Alternatively, they can do it for homework. Ask them to take notes on what they learn about the history of money.
- For feedback, after the research or at the beginning of the next lesson, students can discuss in groups what they found out. Ask some students to tell the class. Ask: *Do you think that modern life would be possible without money? Why? / Why not? Do you think people now see money as being too important? Why? / Why not?*

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 don't prices stay the same?

1 Look at the pictures on page 17. How are they connected to changing prices?

2 Read and listen to the online article on page 17. Were your answers to exercise 1 correct?

Reading strategy 1.04

Using mind maps to take notes

Mind maps are a good way to summarize all of the things you remember the information.

- 1. Choose a central point to write the title.
- 2. Choose a branch to write the main idea.
- 3. Add a branch to the main idea.
- 4. Add a branch to the main idea.

3 Study the reading strategy. Then copy this mind map and add four more branches to it. Add the information from the text.

WHY DO PRICES CHANGE?

- Perfect weather
 - lots of food
 - low food prices
- Weather and natural disasters
- Pay raises
 - production costs increase
 - price rises
- Workers' wages

4 Work in pairs. Look at your mind map and talk about three things that cause prices to rise or fall.

5 Find compound adjectives in the article to match these definitions.

1 very high	4 with advanced technology
2 that everyone wants	5 all around the world
3 difficult to say no to	6 very quick

6 Use the compound adjectives from exercise 5 in sentences.

I love buying high-tech gadgets.

Discover vocabulary Compound adjectives
Student Book Page 114 Workbook Page 16

7 TALKING POINTS In groups, discuss one of these questions. Then tell the class about your discussion.

- Have you noticed the price of anything going up or down? Give details. What do you think is the explanation for the change?
- What's the best deal you've seen recently? Do you think it's part of a price war? Why? / Why not?
- Is it always better to buy things at the cheapest price possible? Why? / Why not?

Discover more SEARCH ONLINE and compare the price of things in different countries. Find a movie ticket, a burger from a fast-food restaurant, and a computer tablet. How can you explain the price differences?

SIX REASONS WHY PRICES CHANGE

Fed up with prices going up? Then you're not alone. Rising prices are something people complain about all around the world. For some, the extra expense is a minor inconvenience. For others, it's much more serious, and they struggle to make ends meet.

But why exactly do prices change? Here are the six main reasons.

1 WORKERS' WAGES

Goods are cheaper to produce when the people who make them work for low wages. If workers get a pay raise, there's an increase in production costs. Although the company might choose to make less profit instead of putting up the price for consumers, the consumer often has to pay more.

2 WEATHER AND NATURAL DISASTERS

Perfect weather conditions can help to produce a bumper harvest for farmers, and when there's lots of a particular food, it's sold cheaply. On the other hand, too little rain or sun, or too much, can be bad news for food production, and hurricanes, pests, and diseases can be disastrous. If a food is in short supply, you can expect to have to pay more for it. And it's not only food that can be affected: in 2013, after earthquakes caused problems for Japanese factories, there was a shortage of some key components of high-tech gadgets, and this caused a worldwide rise in gadget prices.

3 THE PRICE OF FOSSIL FUELS

There wouldn't be many products in our stores without oil to power the ships and trucks that get them there. Oil and other fossil fuels power factories and farm equipment; they're the main ingredient in plastics; and they're also an important ingredient in many of the fertilizers spread on fields to help crops grow. When these fuels get more expensive, yes, you guessed it: we all have to pay more for the stuff we buy.

4 CHANGING DEMAND

We can all think of a product that became an overnight sensation. Remember those Yeezy sneakers? One week, no one had heard of them; the next, everyone just had to have a pair. If manufacturers can't make enough of a must-have gadget or fashion item, the price is likely to go sky-high. The higher price will put some people off, but that doesn't matter if there are enough people that are happy to pay. If the number of people wanting something increases more slowly, though, the price might go down. That's because there's time to organize machines to produce it in larger quantities, which will reduce the cost of making each item.

5 SPECIAL OFFERS

When high street or online stores want to tempt you to spend, they offer hard-to-resist deals. Sometimes there are price wars, in which one store lowers prices and others have to reduce theirs to match. In the short term, a price war is good news for shoppers, but watch out! Eventually, smaller stores may be forced out of business, and the bigger stores, with fewer competitors, can raise prices higher than they were before the process began.

6 TAXES

Governments sometimes change the tax on different products, and that affects the price you pay. Taxes might go up because more money is needed to run the country, or because your government wants to discourage you from buying things that are bad for you, like sugary drinks.

Glossary

components: a part or section of a larger whole, especially part of a machine or vehicle
must-have: a product or service that everyone that needs it
sky-high: very high, very expensive, etc.

With so many things affecting the price of what we buy, those nasty surprises at the checkout counter are probably here to stay. But at least you know why they happen. Happy shopping!

Reading to learn

Why don't prices stay the same?

Learning objectives

READING Using mind maps to take notes

READING Reading an online article about why prices go up or down

VOCABULARY Compound adjectives

Reporting back

- If students did the research activity from the previous lesson for homework, do the class feedback now. See the notes on the previous page.

Introducing the topic

- With books closed, ask: *How much does a typical can of soda or other kind of drink cost? How about a burger? How about a computer game? How about a cell phone?*
- Elicit a few answers, then ask: *Who decides how much something will cost? How do they decide?* Put students into pairs to discuss the questions and note down all the different things that might affect the price of something.
- Discuss students' ideas as a class.

1

- Students open their books. Read aloud the question, then put students into pairs to discuss. Ask them to think about how the pictures are connected to changing prices.
- Discuss the pictures briefly as a class, but don't confirm students' ideas.

2 1.04

- Play the audio for students to listen and read and check their ideas in exercise 1.
- Discuss with the class which of the students' ideas were mentioned, and which weren't.

SUGGESTED ANSWERS

- A pile of money, to indicate that wages have gone up but so have prices.
- Bad weather, to show that prices can go up if food crops are destroyed by bad weather.
- A gas pump, to show that a lot of prices depend on the price of fossil fuels.
- A long line, to show that some goods can become very popular if they become fashionable.
- A drink, to show that the price of many of the things you buy includes tax.

Culture note

In most modern economies, a small amount of inflation is considered to be a good thing, because it shows that the economy is growing. However, when inflation starts to rise too much, governments usually bring in measures to try to reduce it.

3

- Point to the mind map. Ask: *What do we use mind maps for?* Elicit that we use them to organize our ideas, often when we take notes or before we write something. Ask: *In what ways do you think mind maps are better than just a list of notes?* Elicit that with a mind map, you can easily see how different ideas are connected to each other.

- Ask students to read the reading strategy, or read it aloud to the class. Then ask students to add four more branches to the mind map and add information from the text. Weaker students could work in pairs for this, or you could brainstorm some ideas for what “branches” to add before students complete the task.
- To check answers, draw the mind map from page 16 on the board. Invite students to come up in turn and add ideas to it, connecting them with ideas already on it. Ask other students if their ideas were similar or different, and discuss any differences.

4

- Students work in pairs and use their mind maps to talk about things that can make prices rise and fall.
- Ask: *Did you find your mind map easy to refer to? How could you improve it?* Discuss with students how easy or difficult they found it to use their mind map to discuss different ideas.

READING TEXT QUESTIONS

- Refer students to the questions next to the article on page 17. Read aloud each question in turn and see if students can remember some of the answers.
- Ask students to find the information in the article to check their ideas.
- Discuss the answers with the class, encouraging students to refer back to the texts to justify their answers.
- For the question about a “bumper harvest”, ask: *How do you know it is a good thing, not a bad thing?* Elicit that the expression is explained later in the sentence, and looking for explanations like this is a good way to understand new vocabulary in a text.

SUGGESTED ANSWERS

If people “struggle to make ends meet”, they don’t have enough money to pay for all the things they need. They might not be able to pay bills, or they may not always have enough money for food.

When there is a “bumper harvest,” a lot of food is grown. The sentence “One week, no one had heard of them; the next, everyone just had to have a pair.” explains the meaning of “an overnight sensation” (something that becomes popular or fashionable very suddenly). The writer’s use of the words “Watch out!” acts as a warning. They suggest that although a price war might seem like a good thing, it might not be good in the long run because it might lead to less competition and an increase in prices.

5

- Check that students understand that compound adjectives are adjectives formed from two different words put together. You could elicit or give a few examples of simple compound adjectives, e.g., *an everyday experience*, *a three-star hotel*.
- Ask students to find compound adjectives in the article to match the definitions. Weaker students could work in pairs.
- Check answers and check that students understand all the compound adjectives.

ANSWERS

1 sky-high 2 must-have 3 hard-to-resist 4 high-tech
5 worldwide 6 overnight

6

- Students could work individually or in pairs to write sentences using the compound adjectives. Ask some students to read their sentences to the class.

POSSIBLE ANSWERS

- 1 Interest in the movie was sky-high after it won an Oscar.
- 2 Red sneakers are the must-have shoes of the summer.
- 3 I wish my parents wouldn’t keep hard-to-resist food like chocolate bars in the house.
- 4 High-tech gadgets like cell phones are often expensive.
- 5 Worldwide sales of tablet computers are going down.
- 6 His new hit song has made him an overnight success.

Discover vocabulary

Student Book page 114 Workbook page 16

- Refer students to the exercises on page 114. With weaker classes, do the exercises in class, before students do exercise 6. With stronger classes, students can do the exercises for homework.

7 Talking points

CRITICAL THINKING

- Put students into groups to discuss the questions. Allow students time to read the questions and think about their answers first, and encourage them to think of reasons to support their ideas.
- Alternatively, students could write the answers.
- Discuss the questions as a class.

Discover more

- Remind students that they should use the exact search term in the task. Students can do the research in class if they have internet access. Alternatively, they can do it for homework. Ask them to make notes on what they find.
- For feedback, after the research or at the beginning of the next lesson, ask individual students what they found out.
- Discuss with the class why some things might be cheaper or more expensive in other countries.

Extra activity

- Ask students in pairs to choose three different products, e.g., something electronic, some food, some clothes. Ask them to find out the average price of each one in their country 20 years ago, and the average price now. Ask them also to find out what the average salary was 20 years ago.
- When students have finished their research, ask them to present their findings to the class.
- Discuss as a class which things have increased in price relative to salaries, and which things are cheaper now, and discuss why this might be.

Preview

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

Further practice

Discover vocabulary, Student Book, page 114 (answers on TG page 112)
Workbook, pages 14 to 16
Reading practice worksheet, Teacher’s Resource Center

Language in use

How does money shape our lives?

- Look at the picture. What do you think the relationship is between the people shown?
- Read the article and check. Why did Jacob's plans change? What positives came out of the changes?

Lack of money closes doors, but it opens others.

Jacob shared his experience of financial difficulties and their unexpected consequences.

I was seventeen and I was taking my final school exams in a few weeks. After that, I had big plans. I was going to get an economics degree at a university a long way from home, and then try to get a job in business. But that all changed with Mom's accident. Because of her injury, she wasn't going to be able to work, so suddenly money at home was really tight. After a lot of thought, I decided to stay at home and help instead of going to college. It would be tough, but the best thing for my family.

After finishing high school, I started working in a supermarket. I also helped Mom look after my younger brother. Doing all the housework as well as taking care of Mom and my brother was often exhausting, but it gave me a really close bond with them that I wouldn't have had if I'd left home at eighteen. When my brother was older, I managed to fit in part-time study around my job. And because I had more life experience than I'd had earlier, it was easier to choose a career path that I was really passionate about.

Next year, I'll have gotten my nursing degree and I'll be making a difference in the lives of lots of patients like Mom. By then, my high school friends will have been working in their careers for years. It's taking me longer to get there, but I feel really lucky. I know I'll have a job that I love.

Discover grammar The future in the past
Student Book ► Page 115 Workbook ► Page 17

When we talk about past predictions, plans, or arrangements, we usually use the past form of future tenses: *would*, *could*, *might*, *was/were going to*, *was/were about to*, *was/were to*, *was/were*.

- Study the examples underlined in the text. Then match the uses (1-3) with the forms (a-c).

1 predictions made in the past	a was going to
2 arrangements made in the past	b would or wasn't going to
3 past plans and intentions	c past continuous

Language in use

- Read this paragraph. Find four examples of the future in the past. Which thing didn't happen?

Last summer I was going to go on vacation with my family to the beach. But then my dad got a pay raise and suddenly he was sending me to the USA on a summer exchange program instead! I was sad about missing my family vacation, but an exchange program would be a huge adventure. I was leaving for the USA in just three days!

- Complete these sentences using the future in the past. Then discuss your answers with a friend.
 - I used to think that by the time I was thirteen, I...
 - I once had to say "no" to an invitation from friends because...
 - One year my family was going to... but we changed our plans because...

Discover grammar Future tenses with *will*
Student Book ► Page 115 Workbook ► Page 17

Here are some future tenses with *will*. We use them to describe different types of events in the future.

- Study the examples from the article on page 18 and answer the questions.
 - will + verb*: I know I'll have a job that I love.
 - Future perfect*: Next year, I'll have gotten my degree in nursing.
 - Future continuous*: I'll be making a difference in the lives of lots of patients.
 - Future perfect continuous*: By then, my high school friends will have been working in their careers for years.

Which tense is for actions that...?

 - we predict will be in progress at or around a time in the future
 - we predict will be finished by a time in the future
 - we predict, promise, or decide will happen in the future
 - we predict will continue until a time in the future, with an emphasis on the length of time
- Predict your future and whether money will affect your life. Write a paragraph, using these or your own ideas.
buy a house earn money explore the world get a degree get a job have children
pay for my college education retire take care of my parents
By the age of ..., I'll have been ...
When I'm ..., I'll have ...
I won't have ... by the time I ..., because ...
- Predict three ways in which money will have changed the lives of people you know in 20 years' time.

Discover more **SEARCH ONLINE** for predictions about the future that affect your life.

Unit 2 | What is the value of money?
Unit 2 | What is the value of money?

Language in use

How does money shape our lives?

Learning objectives

GRAMMAR The future in the past

GRAMMAR Future tenses with *will*

Reporting back

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

Introducing the topic

- With books closed, ask the following questions one at a time, and elicit a few answers for each:
What effect does money have on our lives? In what ways is life different if we have a lot of money or very little money? Think about education, health, and free time. Do we make different decisions depending on how much money we have?
- Put students into groups to think of three ways in which money affects our lives.
- Ask groups in turn to tell the class their ideas.

1

- Students open their books. Ask them to look at the picture and guess the area the man is training to work in.
- Elicit a few ideas but don't confirm them.

ANSWER

The man is training to work in healthcare (he's a nursing student).

2

- Ask students to read the article to check their answer to exercise 1 and answer the questions.
- Check the answers with the class.

ANSWERS

His plans changed because his mom had an accident. She couldn't work and the family needed money.
Positives: He has a close relationship with his family, and was able to choose a career that he was really passionate about.

Discover grammar

Student Book page 115 Workbook page 17

- With weaker classes, go through the main points in the *Discover grammar* presentation with the class before you continue with the lesson.
- With stronger classes, students can do the exercises for homework.

3

- Ask students to find the underlined examples in the article, then match the uses with the forms.
- Check answers with the class.

ANSWERS

1 b 2 c 3 a

Extra activity

- To reinforce the grammar, ask students some questions about Jacob, e.g., *What were his plans before his mom became ill? Was he going to go to university? What was he going to study? What did he realize when his mom became ill? Did he realize he would have to look after her? Did he know he would have to get a job?* As students answer each question, repeat their answers and point out the verb forms that they are using. Point out that the sentences all refer to the future in the past.

4

- Explain to students that they are going to read a paragraph about what someone was planning to do in the past, and what they actually did.
- Ask students to read the paragraph and find the examples of future in the past.
- Check the answers with the class, then elicit which things didn't happen.

ANSWERS

Examples of future in the past: Last summer I was going to go on vacation; suddenly he was sending me to the USA; an exchange program would be a huge adventure; I was leaving for the USA in just three days!

What didn't happen: going on vacation with family

5

- Read out each sentence in turn and elicit or give an example answer, e.g., *I used to think that by the time I was thirteen, I would be independent from my parents.*
- Then ask students to complete the sentences with real answers about themselves.
- Put students into pairs to compare their answers and give more information about the situations.
- Ask some students to tell the class one of the things they discussed.

Discover grammar

Student Book page 115 Workbook page 17

- With weaker classes, go through the main points in the *Discover grammar* presentation with the class before you continue with the lesson.
- With stronger classes, students can do the exercises for homework.

6

- Students can work individually or in pairs to study the examples and answer the questions.
- Check the answers with the class.
- Alternatively, read out each example in turn, then read out descriptions 1–4 in turn and elicit which example each one matches.

ANSWERS

1 c 2 b 3 a 4 d

7

- Ask students to imagine themselves at the age of 20. Ask the following questions in turn: *Where will you be? What will you be doing? Will you be in college? Will you be living at home? Will you have finished studying? Will you have found a job? Will you have been working for a while?* Elicit a range of answers.
- Ask students to predict their own future at different ages, using the ideas in the exercise or their own ideas.
- Put students into groups to compare their ideas, then ask some students to tell the class about their lives at the age of 20, 30, and 40.

Extra activity: Critical thinking

- Ask: *Is it a good idea to have a clear plan for your future, for example, to be a doctor or a lawyer? Or should you wait and see what happens and then decide what to do?*
- Put students into pairs to discuss the questions and think of two advantages of having a clear plan, and two disadvantages.
- Discuss their ideas as a class, reminding them of the story of Jacob on page 18, as an example of why it is not always possible to have a plan.

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 some of the predictions they learn about.
- For feedback, after the research or at the beginning of the next lesson, ask individual students what they found out.
- Discuss with the class which things it is possible to predict and which things are impossible to predict. Ask questions to prompt them, e.g., *Is it possible to predict what will happen to the climate? What about technology? What about the economy?*

Preview

- Ask students to do the *Discover vocabulary* exercises on world problems and solutions 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 can we use money to help people?

Life skills strategy Making a group decision

When you need to reach a decision as a group, consider the following:

1. Agree on a common goal or purpose.
2. Listen to each other's opinions.
3. Discuss the pros and cons of each option.
4. Agree on a decision.

1 Study the life skills strategy. Then look at the decision map and find your own path through. Which type of good cause does it suggest you should support?

DECISION MAP: WHICH GOOD CAUSES SHOULD YOU SUPPORT?

START

There are thousands of organisations that try to benefit society, and they all need money to continue their work. If you fundraise, it can be hard to know which good cause to donate the money to. Use this decision map to help you sort out your priorities.

It's very important to me to feel a personal connection with the people I'm helping.

People living in poverty in other countries deserve more support than those in my own.

It's better to transform your life completely than help lots of people a tiny bit.

SPONSORING A CHILD

The priority should be to take care of the future, not the world in our own lifetime.

Human actions have the potential to do permanent damage to the environment.

It's impossible to stop humans from ruining our planet.

SPACE EXPLORATION

If everyone was paid a fair wage, their other problems would mostly disappear.

SOCIAL ENTERPRISE

A good education benefits people more than good health.

GLOBAL EDUCATION

It's very important to me to feel a personal connection with the people I'm helping.

People living in poverty in other countries deserve more support than those in my own.

It's better to transform your life completely than help lots of people a tiny bit.

SPONSORING A CHILD

Life skills

3 Look at leaflets for four good causes. Which organization do you think...?

- 1 works in very remote rural areas
- 2 tries to transform the lives of criminals
- 3 is a social enterprise
- 4 has the potential to reduce damage to the environment
- 5 helps young people as its priority
- 6 may be unlikely to succeed in its aims
- 7 provides vaccinations
- 8 helps people living in poverty

New Start

Bad choices shouldn't last a lifetime

SAY NO TO POLIO

Together we can beat this cruel disease

BASKETS FOR SCHOOLS

Fair wages for our basket makers. Schools for their kids.

SUNDANCE

Support our solar energy research

4 Listen to teenagers discussing the organizations and check your answers to exercise 3.

5 Listen again. What pros and cons do the teenagers give for supporting the organizations?

	Pros	Cons
Say No to Polio		
Sundance		
Baskets for Schools		
New Start		

Speaking strategy Disagreeing politely

When you want to express your disagreement with someone who is making a point, you can say:

- I see what you mean, but I don't think that's a good idea.
- I agree with you, but I think it's better to... (give your own point of view)
- I see your point, but I think it's better to... (give your own point of view)

6 Study the speaking strategy. Then work in small groups and discuss which of the four organizations you would prefer to raise money for, based on your priorities from the decision map in exercise 1.

Key phrases Disagreeing politely:

I see what you mean, but I don't think that's a good idea.

I agree with you, but I think it's better to... (give your own point of view)

I see your point, but I think it's better to... (give your own point of view)

7 REFLECT Is it easy to make a group decision? Why? / Why not?

Discover more SEARCH ONLINE for an organization that works on the issue you think is most important to you.

Life skills

How can we use money to help people?

Learning objectives

LIFE SKILLS Making a group decision

VOCABULARY World problems and solutions

LISTENING Listening to a discussion about charitable organizations

SPEAKING Disagreeing politely

Reporting back

- If students did the *Discover more* activity from the previous lesson for homework, do the class feedback now. See the notes on the previous page.

Introducing the topic

- With books closed, ask: *Imagine that you suddenly had a lot of money. What would you use it for?* Ask students individually to write down three things they would definitely spend the money on, then put them into groups to discuss their ideas and agree on three things they would definitely do with the money. Ask groups in turn to tell the class their ideas. If any groups mention using some money to help other people, ask them why they would do this. If no groups mention it, ask: *Would you use some of the money to help other people? Why? / Why not?*
- Ask: *Did you find it easy or difficult to agree on the three things you would spend your money on? Which things were easy to agree on? Which were difficult?*

1

- Students open their books. Read aloud the life skills strategy and check that students understand everything.
- Ask students to read the introduction to the decision map, then ask: *Do you already support some good causes? What are they? What other good causes do you know about?* Elicit a few ideas.
- Ask students individually to look at the decision map, decide if they agree or disagree with the statements, and find their path through it.

Discover vocabulary Student Book page 114 Workbook page 18

- Remind students that they had to do the *Discover vocabulary* exercises for homework.
- Check the answers to the exercises now, and check that students understand all the vocabulary.

DIFFERENTIATION

- With weaker classes, provide translations of the new vocabulary.
- With stronger classes, ask questions in English to check understanding in context: *Which word is the noun form of the adjective "poor"?* (poverty) *Which word means a shot to prevent someone from getting a disease?* (vaccination) *Which word means something that you think is more important than other things?* (priority)

2

- Students compare their results in pairs and discuss whether they agree with the suggestions and why.
- Ask some students to tell the class their results and their opinions of the results.

3

- Check that students understand *polio*.
- Ask students to read the four leaflets and match the questions to the leaflets.
- Elicit some possible answers, but don't confirm them.

Culture note

Polio has existed for thousands of years, and is spread by a virus. It often leaves people with disabilities. The disease has largely been eradicated in developed countries through the widespread use of vaccinations, but it is still relatively common in some developing countries.

4 1.05

- Play the audio for students to listen and check their answers to exercise 3.
- Check the answers with the class, playing the audio again and pausing it if necessary for students to hear the answers.

ANSWERS

1 B 2 A 3 C 4 D 5 A 6 D 7 B 8 C

5 1.05

- Focus on the chart and check that students understand *pros* and *cons*.
- Read aloud the question, then play the audio again for students to listen and note down the pros and cons the teenagers give for each organization.
- Allow students to compare their answers in pairs, then check with the class.
- Ask: *Which pros and cons do you find the most convincing? Why?*

ANSWERS

- 1 Say No to Polio: Pros: Once polio disappears, it can't come back; Cons: Polio doesn't affect many people
- 2 Sundance: Pros: Has potential to help the most people; Cons: Might achieve nothing
- 3 Baskets for Schools: Pros: Helps people to help themselves; Cons: Hard to feel a connection with them
- 4 New Start: Pros: Stops crime / Benefits all society; Cons: Spends money helping criminals

6

- Read through the speaking strategy with the class. Explain to students that they are going to discuss which of the four organizations they would prefer to raise money for. Point out that they will need to disagree with their classmates politely.
- Ask: *Why is it important to be polite when you disagree with someone?* Elicit that it is important to show respect for their opinion and not start an argument.
- Read aloud the key phrases with the class and elicit a few examples of how they are used in context, e.g., *I hear what you're saying, but I'm not sure I agree. That's a good point, but the way I see it, helping young people get a good education should be our priority.*
- You could play the audio again for students to hear the phrases in context.

- Allow students time to decide which of the four organizations they would prefer to raise money for. Remind them that they can use their ideas from the decision map in exercise 1 to help them choose an organization, but they don't have to use these ideas.
- Put students into groups to discuss which organization they will raise money for. Tell them they should disagree with each other politely, but they should try to persuade each other and reach a decision.
- Monitor and help while they are working.
- Ask groups in turn to tell the class their decision and their reasons.

7 Reflect

CRITICAL THINKING

- Read out the questions and point out to students that the question is not asking about the actual decision they made, but about how easy or difficult it was to make the decision as a group.
- Ask students to think about how their group worked together to make a decision, and what things they could have improved. Give them a few minutes to reflect and note down their ideas.
- Put students into pairs or small groups to compare their ideas, or ask some students to tell the class their ideas, then ask other students: *Was this true for your group, too? Do you think this is a good idea? Why?*

Extra activity: Critical thinking

- Ask these questions and have a brief class discussion: *Do you think that everyone should try to help other people in some way? Why? Is donating or raising money the only way you can help other people? What other things can you do?*

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.
- For feedback, after the research or at the beginning of the next lesson, ask students in turn to tell the class about the organization they researched. Write the names of all the organizations on the board, then discuss as a class which ones students would like to support and why.

Further practice

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

Writing Does money make us happy?

Writing task An opinion essay about money

Your teacher has asked you to write an essay called "Does money make us happy?"

Understand the task

- 1 Read the writing task and discuss these questions in pairs.
 - 1 Do these things influence your happiness? How? clothes and possessions, entertainment, family, free-time activities, friends, health, vacations, school and teachers, social media, where you live.
 - 2 What about the adults you know? Are the factors that influence their happiness different from yours? In what way?
 - 3 How might things from question 1 be different if you had a lot more money? What about if you had a lot less money?

Writing strategy Presenting arguments objectively

When you write an opinion essay, present your arguments as a reasonable claim (or why I am/ I am not/ I am not) overgeneralizing, or too emotional. It's good to include some examples to support your arguments, but avoid making all the examples about you.

- 2 Study the writing strategy. Then read the essay "Is money the best reward?". Choose the better option, a or b, to fill in blanks 1–4.

- 1 a It usually appeals more to young people than other rewards such as trophies or gift certificates.
b It is the only reward teenagers ever want.
- 2 a Few people want to do badly on exams, for example, I definitely do not want to do badly on exams, for example.
b I definitely do not want to do badly on exams, for example.
- 3 a their lives will be terrible if they cannot appreciate achievement for its own sake
b they should be encouraged to take pride in achievement for its own sake.
- 4 a its effect is always disastrous in high-pressure situations
b its effect may be more negative in high-pressure situations.

IS MONEY THE BEST REWARD?

Money is usually used as a reward for adults' work, but it is less usual to pay people under the age of eighteen for work they do at school or in the home. In this essay, I will explore the advantages and disadvantages of giving young people financial rewards.

Money as a reward certainly has the advantage of flexibility,¹ since it can be used to buy exactly what they want. Consequently, it can be effective in motivating hard work. However, there are several reasons to be cautious about giving money as a reward. First, if young people are paid to do regular chores or homework, they might sometimes decide not to do them because they have no particular need for money that week. A financial reward may also be a bad choice in situations that already involve a lot of pressure,² or let their team down in an important match. The feeling that mistakes will have financial consequences as well might make the pressure worse, and failure might therefore be more likely. Moreover, if young people are given financial rewards, they may start to connect achievement with money, *otherwise*.³

In summary, although a financial reward might motivate young people to put in extra effort in many contexts,⁴ in addition, it may cause unhelpful attitudes towards hard work.

Writing

- 3 LANGUAGE POINT Study the highlighted linking words and phrases in the essay on page 22 and match them with the functions below. Discuss any differences in how they are used, and add any other linkers you know for each function.
 - 1 adding another similar idea
 - 2 expressing a contrasting idea
- 4 Think and plan
- 4 Check the task again. What do you have to discuss in your essay?
- 5 Think about the aspects of life in which money adds to happiness and the aspects in which it makes no difference. Make two separate mind maps.
- 6 Choose your best ideas and write a paragraph plan for your essay.
- 7 Write a first draft of your essay, using your plan from exercise 6.
- 8 Review and edit
- 8 Read through your first draft. Check it and revise it if necessary. Then write your final draft.
 - Content Is everything in your essay relevant to the topic?
 - Organization Do you have an introduction, at least two main paragraphs stating your arguments, and a conclusion?
 - Style Have you used linking words? Do you present your arguments objectively?

Reflect What is the value of money?

Why does money exist? How can we use money to help people?

Why don't prices stay the same? Does money make us happy?

How does money shape our lives?

- 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.

Now go to the Reflect box in the Workbook and write your answers to the questions. Workbook ► Page 23



Writing Does money make us happy?

Learning objectives

WRITING Writing an opinion essay about money

WRITING Presenting arguments objectively

WRITING Linking words and phrases

Reporting back

- If students did the research activity from the previous lesson for homework, do the class feedback now. See the notes on the previous page.

Introducing the topic

- With books closed, write on the board: *I'm happy when ...*
- Ask students to complete the sentence with their own ideas.
- Put them into groups to compare their ideas, then ask some students to tell the class their ideas.
- Ask: *Did anyone mention money in their sentence? Do you think money makes you happy?* Elicit a few ideas.

Understand the task

- 1
 - Read aloud the writing task. Explain that in an opinion essay, you give your opinion on a topic, present arguments for and against the idea, then end with your own opinion.
 - Put students into pairs to discuss the questions, then discuss the questions as a class.

2

- Ask students to read the writing strategy.
- To demonstrate the strategy, say: *You can buy more things if you have money.* Elicit that this is a neutral sentence. Then say: *Life is really miserable without money because you can't buy any new things.* Point out that this is exaggerated and emotional and elicit that it isn't appropriate in an essay. Then say: *I absolutely have to have new things, otherwise I can't be happy.* Point out this is too emotional and too personal, so also isn't appropriate in an essay.
- Ask students to read the essay and choose the best sentences to complete it.
- Check the answers with the class, eliciting why the incorrect answer is less suitable in each case.

ANSWERS

- 1 a (b is an overgeneralization) 2 a (b is too emotional)
- 3 b (a is an exaggeration and generalization)
- 4 b (a is an exaggeration)

3 Language point

- Ask students to study the highlighted words in the essay and match them to the functions.
- Check answers. Explain that these words link ideas into longer sentences, to make your writing flow better for the reader.
- In pairs, students discuss differences between how the words are used, and add more linkers for each function.
- Discuss the answers as a class.

ANSWERS

- 1 also, as well, moreover, in addition
Moreover and *in addition* start a new sentence. *Also* goes before the main verb. *As well* goes at the end of a clause. Other options: *too*

- 2 but, however, whereas, although
But, whereas, and although link two clauses in a sentence. *However* starts a new sentence.
Other options: *nevertheless, yet, despite, in spite of*

Think and plan

4

- Students check the task again and answer the question.
- Check the answer with the class.

ANSWER

Does money make us happy?

5

- Students could work individually or in pairs to plan their ideas and make two mind maps.
- Ask some students to tell the class some of their ideas.

DIFFERENTIATION

- With weaker classes, draw two blank mind maps on the board, one with “money adds to happiness” in the middle and one with “money makes no difference.”
- As a class, brainstorm ideas to add to each mind map.
- Add students’ ideas to the board. Students can then use these ideas for their essay.

6

- Students write a paragraph plan for their essay.

DIFFERENTIATION

- With weaker classes, refer back to the information in the mind map and discuss how to organize it into paragraphs, to match the paragraph plan.
- Make notes on the board for students to follow when they write their essay.

Write a first draft

7

- Students write their first draft. Encourage them to present their arguments objectively, and to use linkers to add similar ideas and express contrasting ideas.

CREATIVITY

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

Extra activity: Creativity

- Before students write their first draft, ask them to read the essay on page 22 again and note down useful vocabulary that they could use, e.g., *In this essay I will explore ...*, *First (for ordering ideas)*, *In summary (for introducing a conclusion)*. Encourage them to see the essay on page 22 as a resource for their own writing.

Review and edit

8

- Students read the questions they should use for checking their work. Point out that these are similar to the checks that examiners use when grading exam writing tasks, and to get a good score they should be able to answer “yes” to all the questions.

- Students could check their work individually or in pairs.
- They then revise their work individually.
- When grading students’ work, refer to the three items in the checklist. You could give a grade out of 10 for each item, giving a total out of 30 for the task.

Reflect What is the value of money?

1

- Read aloud the question *What is the value of money?* and the five questions at the top of the Reflect panel.
- Students read and think about their own answers to the five lesson questions. Elicit 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 into pairs or small groups to compare their answers. Monitor and attempt to determine if and when students need additional support in order to complete the exercise. Encourage them to ask you questions if they need language support or help with ideas. Play the video a second time if necessary.

ANSWERS

Students’ own answers. See the transcript on page 128 for the ideas contained in the video.

4 ▶

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

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 20 to 21

- Students then work in their groups to complete the income and expenses sheets. Allow them to use the calculator on their phones or provide calculators.
- Play the audio again for them to listen and check the figures.
- Check answers with the class and ask: *Is this a good budget? Why?* (Yes, because the income is higher than the expenses).
- Ask: *Would you be interested in going to this festival?* Elicit some answers, encouraging students to give reasons for their answers.

ANSWERS

Merchandise stands total: \$1,000

Total income: \$153,000

Venue total: \$15,000

Bands with very little experience total: \$0

Bands starting to be known in your country total: \$10,000

Bands famous in several countries: \$100,000

Advertising: \$6,000

Fireworks total: \$500

Total expenses: \$131,500

Income - Expenses: \$21,500

Collaborate and plan

4

COLLABORATION

- Ask students to look at the pictures and read the information about the four venues.
- Ask: *How will you choose which venue is best for your festival?* Elicit a few ideas, e.g., think about the location and number of people, the number of stages that each one has, and the price.
- Students work in their groups to look at the festival venues and decide which would be best. Encourage them to discuss the advantages and disadvantages of each venue before they make a decision. Explain that there are no right and wrong answers, but they should have good reasons for their choice.
- Ask each group to tell the class which venue they have chosen and why. Discuss any differences of opinion as a class.

5

COLLABORATION CREATIVITY

- Ask students to read through the steps in exercise 1 again, or read them aloud to the class.
- Ask students to copy the income and expenses sheets, and explain that they should complete these as they plan their festival.
- Remind them that when they are working in groups, it is important that everyone should contribute, and everyone's ideas should be listened to and respected. Remind them that they should always be polite and respectful to each other, especially when they are disagreeing.
- Remind them also that they should be creative when planning their ideas, but should also think about their budget, so their festival will not make a loss.

- Students work in their groups to work through the steps and plan their festival.
- Monitor and help while students are working.

Share

6

COLLABORATION COMMUNICATION

- Explain to students that they will now organize their information into a presentation about their festival to the class. Explain that their presentation should include the details of their festival, the reasons for their decisions, and a balanced budget.
- Encourage them to prepare their presentation so that everyone in the group participates, and encourage them to write notes to refer to, but not to write out their presentation in full, so that they can speak in a more natural way when they give their presentation.
- Monitor and help while students are working.

Present

7

COLLABORATION COMMUNICATION

- Ask groups in turn to give their presentations to the class. They can come to the front of the class if possible, and use the whiteboard or other aids or facilities that you have to help with their presentations.
- As the other students listen, ask them to note down one thing they like about each festival and one possible problem with it.
- Allow time for feedback at the end of each presentation.
- Discuss as a class which festival will be the most successful financially and why. You could also discuss which festival sounds the most exciting and why, and discuss why the most exciting festival may not be the most successful financially.

Reflect

CRITICAL THINKING

- Remind students that reflecting in an honest way on what went well and badly during a project task will help them to learn and improve next time. Remind them that evaluating in this way should not involve blaming themselves or individuals in their group, but should focus on what they can learn from their experience of doing the task.
- Students work in their groups to discuss the questions.
- Discuss the questions as a class, encouraging different groups to share their experiences and opinions.
- Ask students individually to make a note of three things they should try to remember for the next time they do a project task in a group.

Assessment

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



VIDEO What are the benefits of reading?

READING Interpreting visual clues

LANGUAGE IN USE Talking about past habits and changing states; Narrative tenses

LIFE SKILLS Presenting data with infographics

LISTENING Listening for numbers

WRITING Presenting a counter-argument

What are the benefits of reading?

1 Look at the picture and read the caption. Do you agree or disagree? Why?

2 Work in pairs. Choose the correct options.

- 1 We are more likely to remember what we read in a printed book / on a screen.
- 2 You need 50 minutes / 15 minutes of reading a day to improve your ability to focus.
- 3 Reading exposes children to 15 per cent / 50 per cent more words than TV cartoons.
- 4 People are reading less because of TV / smartphones.
- 5 Nine-year-olds spend more time / less time reading for pleasure than 17-year-olds.

3 Which of these words do you associate with reading? Explain why.

boredom complexity concentration distraction empathy entertainment escapism knowledge relaxation stimulation stress



4 Watch the Factflix video and compare your answers to exercises 2 and 3. Did any of the facts surprise you?



Discover vocabulary Books and reading
Student Book ► Page 116 Workbook ► Page 26

5 Watch the video again and answer the questions.

- 1 Can you name three things that reading is good for?
- 2 Why is the number of teens who read declining?



6 Work in pairs. Discuss the questions.

- 1 Where and when do you like to read? How often do you read?
- 2 What type of books do you enjoy or would you recommend?
- 3 What was the last book that made a big impression on you? Why was it memorable?
- 4 What might prevent you from reading? Would you like to read more? Why? / Why not?

Key phrases Talking about reading and books

When I got the chance, I ...

The kind of things I enjoy are ...

For (not) a big fan of ...

The really should not ... because ...

I couldn't put it down because ...



ASK FRIENDS about the last book they read. Who wrote it? What was it about? Would they recommend it?

27

Vocabulary

- Books and reading
- Graphic novels
- Infographics

Further practice

Discover vocabulary, Student Book, page 116

Workbook, pages 26 to 28

Vocabulary practice worksheet, Teacher's Resource Center

Reading

- Interpreting visual clues
- Reading an article about graphic novels

Further practice

Workbook, pages 24 to 25

Reading practice worksheet, Teacher's Resource Center

Grammar

- Talking about past habits and changing states
- Narrative tenses

Further practice

Discover grammar, Student Book, page 117

Workbook, pages 26 to 28

Grammar practice worksheet, Teacher's Resource Center

Life skills

- Presenting data with infographics

Listening

- A podcast about infographics
- Listening for numbers

Further practice

Workbook, page 29

Speaking

- Talking about reading and books
- Analyzing infographics

Further practice

Workbook, page 29

Writing

- A for and against essay
- Presenting a counter-argument
- Phrases used for introducing a reason or result

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 are the benefits of reading?

Learning objectives

FACTFLIX VIDEO Learning about the benefits of reading

VOCABULARY Books and reading

GIVING OPINIONS Talking about reading and books

Introducing the topic

- With books closed, ask: *What different things can you read?* Elicit ideas and write the words on the board, e.g., *magazines, novels, comics, websites, emails*. Put students into groups and ask: *Why do we read?* Ask them to discuss the question and make a list of the different reasons for reading different kinds of books, magazines, and websites.
- Ask groups in turn to tell the class their ideas.
- Students then open their books and start to look at the opening picture, caption, and lesson question.

1

- Focus on the picture and ask students to read the caption. Ask: *Do you agree or disagree? Why?* Elicit reasons for agreeing and disagreeing.

2

- Put students into pairs to guess the answers.
- Elicit some possible answers and the reasons students chose them, but don't confirm the answers yet.

3

- Ask students to look at the words individually and decide which ones they associate with reading. Check for understanding.
- Put them into pairs to tell their partner which words they chose and why.
- Ask students to tell the class which words they chose, and see which words were chosen the most often by students. Discuss what this says about their attitudes to reading.

4 ▶

- Play the video for students to check their answers to exercise 2. (If you are unable to play the video in the classroom, an audio-only version is available on the Teacher's Resource Center.) Check the answers as a class, then ask students which facts surprised them and why.
- Ask: *Which words from exercise 3 do Ryan and Ava mention?* (complexity, concentration, distraction, escapism, relaxation) *What do they say about them?* Elicit what students can remember, and play the video again if necessary for students to watch and listen to what Ryan and Ava say.

ANSWERS

Exercise 2

1 in a printed book 2 15 minutes 3 50 per cent
4 TV 5 more time

Discover vocabulary

Student Book page 116 Workbook page 26

- With weaker classes, turn to page 116 and do this vocabulary practice in class, before students discuss the facts in exercise 2 and the words in exercise 3. With stronger classes, students can do the exercises for homework.

5 ▶

- Ask students to read the questions, then play the video again for them to answer the questions.
- Discuss the answers with the class.

ANSWERS

- 1 It can improve your concentration, it helps your memory, it's good for your vocabulary, it's escapism, it can help with relaxation, it can enable you to sleep well
- 2 Because there are a lot of other distractions, and teens have less free time.

6

COMMUNICATION

- Read out the key phrases, giving an example of each phrase in use, e.g., *When I get the chance, I sit down and read a book. The kind of things I enjoy are adventure stories.*
- Read through the questions with the class and make sure students understand them all. Students work in pairs and discuss the questions.

Extra activity: Critical thinking and Creativity

- Write the following statements on the board:
"Reading is dreaming with your eyes open."
"Once you learn to read, you will always be free."
"Reading is a way of going to different places when you have to stay at home."
- Put students into groups to discuss which statement they agree with the most and why. Then ask them to think of another statement to encourage young people to read.
- Discuss as a class which statement students agree with the most and why.
- Ask students to invent more statements to inspire young people to read. Discuss as a class which statements would be most likely to persuade young people to read and why.

Discover more

- Students can do the research in class by working in groups and asking each other about the last book they read. Alternatively, they can do it for homework and ask their friends outside the class or on social media.
- For feedback, after the research or at the beginning of the next lesson, students can discuss in groups what books their friends recommended.
- Discuss as a class which books students would now like to read and why.

Further practice

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

Workbook, page 26

Vocabulary practice worksheet, Teacher's Resource Center

Reading to learn

How can images tell a story?

1 Look at the pictures from a graphic novel on page 29. What do you think the story is about? Who are the people in the pictures? What is their relationship?

Reading strategy

Interpreting visual clues

When you read a story with images, try to guess:

- what the scene is about (what is happening)
- what the characters are like (what they are like)
- what the story is about (what the story is about)
- what the characters are like (what they are like)

2 Study the reading strategy and look at the images on page 29 again. Discuss the questions.

- 1 What is the setting for the story? Is it a safe place or a dangerous place?
- 2 Who is telling the story? Does the perspective change at all?
- 3 What does the use of color and shading say about mood? Is the mood positive or negative?
- 4 Do the pictures make you feel empathy for the main character? Why? / Why not?
- 5 What do you think the dragon's tail symbolizes?

3 Read and listen to the article and check your ideas.

4 Read the article again and answer the questions.

- 1 According to the writer, in what ways are graphic novels similar to movies? What about poetry?
- 2 What is the graphic novel *The Arrival* about? What themes do you think it might explore?
- 3 According to the writer, in what ways are pictures different from words? Do you agree?
- 4 Why do you think comic books were seen as simple and less mature than other types of books? Why might people still have this opinion today?
- 5 What don't readers have to do when they read graphic novels? What do readers have to do? Which do you think are easier to read – graphic novels or prose novels?
- 6 According to the writer, how can graphic novels help us?

Discover vocabulary Graphic novels

Student Book ► Page 114 | Workbook ► Page 26

5 Look at the elements of a graphic novel below. Which of them occur in a–c?

a dialogue imagery layout motion lines narrative panel sound effects storyline text bubbles

b movies

c prose books

d poetry

6 **TALKING POINTS** Discuss the questions.

- 1 Work with a partner. Choose a story that is both a novel and a movie, or imagine your favorite book as a movie. Discuss:
 - a the main differences between the two versions...
 - b which medium you prefer and why.
- 2 Are some types of stories better in graphic novel form than others?
- 3 Will you read graphic novels in the future? Why? / Why not?

Discover more

SEARCH ONLINE Find out about **manga comic books**. Write one (what were they chosen?) Why is manga comic books one of the most famous comic books in the world?

SUPER READS: GET GRAPHIC

This week, Super Reads is all about graphic novels: what are they exactly, are they easy to read, and how are they different from other books?

1 What is a graphic novel?

A graphic novel tells a story, just like a prose novel. However, it uses words and pictures, and sometimes only pictures, to get its message across. In some ways graphic novels are similar to movies, with dialogue, sound effects, and motion lines that suggest movement. In other ways they are similar to poetry, using images and color to suggest feelings and mood. Just like other novels, they use literary techniques, like symbolism and metaphor. And they often explore the same themes, such as adventure, belonging, and self-discovery.

Can you give an example?

The Arrival by Shaun Tan is a good example of a graphic novel, and it tells the story of a journey: a young man leaves his home and his family in search of a better life. *The Arrival* uses pictures rather than words as it follows his journey to a new land with new opportunities. The story opens with a sequence of small pictures showing someone packing a suitcase with personal items. The gloomy colors in the picture create a feeling of sadness. On the next page, the perspective changes, and we see the suitcase on a table and the man and woman carefully closing it. The final picture shows the family walking along the street outside. There is the shadow of a dragon's tail on the wall that looks dark and threatening. It's a symbol of the danger they want to escape.

So when did people start using pictures to tell stories?

People have been telling stories with pictures for thousands of years, from early cave paintings to hieroglyphs, to medieval tapestries. In the 20th century, comic books continued this visual tradition, combining words and pictures in a sequential narrative. The pictures showed emotion, perspective, and mood in a much more immediate way than words and by the 1940s comic had become incredibly popular. Millions of people read their tales of superheroes and supervillains every week.

However, in the 1950s things changed. Comic books began to be associated with poor literacy – they were seen as less "mature" than "real" books because of their text bubbles and simple storylines. In the 1960s, this criticism, combined with the rise of TV, meant that fewer and fewer people read comic books. However, some people still loved them, and in the 1970s, more sophisticated comic books were created, with longer, more complex narratives. They explored characterization, themes, and symbols in the same way as serious literature. These books were the first graphic novels.

But are graphic novels easier to read than prose books?

Not really. People think they are easier because readers don't have to imagine the characters, settings, and action. And imagery and metaphors are often visual and may seem simpler to interpret. However, it's not always easy to figure out visual clues, or to understand how the story develops and how meaning changes from one panel to the next. When you read a graphic novel, you need literary reading skills and visual literacy skills; you need to understand images, as well as prose. The skills we use when we read graphic novels help us navigate the other visual narratives that we see around us every day.

Can you give an example of a "metaphor"?

What opportunities do you think the man is looking for in the new land?

Can you find the opposite of "sophisticated" in this paragraph?

Can you find another word in this paragraph that means the same as "figure out"?

Reading to learn

How can images tell a story?

Learning objectives

READING Interpreting visual clues

READING Reading an article about graphic novels

VOCABULARY Graphic novels

Reporting back

- If students did the research activity from the previous lesson for homework, do the class feedback now. See the notes on the previous page.

Introducing the topic

- Ask: *Think about the books you enjoy now or enjoyed when you were younger. Do they have pictures?* Elicit a few examples of books that students have read that have pictures.
- Ask: *How do the pictures help to tell the story? In what ways are pictures better than words? In what ways are words better than pictures?*
- Put students into pairs to discuss how pictures can help to tell a story. Ask them to note down some advantages of pictures and some advantages of words.
- Discuss their ideas as a class.

1

- Students open their books. Focus on the pictures and teach the meaning of *graphic novel* (a novel that tells a story mainly through pictures).
- Read aloud the questions, then put students into pairs to discuss the pictures.

- Discuss the pictures briefly as a class, but don't confirm students' ideas.

2

- Ask students to read the reading strategy, or read it aloud to the class. Then put students into pairs to look at the images from the graphic novel and discuss the questions.
- Discuss their ideas as a class, but don't confirm them yet.

POSSIBLE ANSWERS

- 1 The opening is set in someone's house. The expressions on the characters' faces suggest that it's a dangerous place.
- 2 The first few pictures show the character's perspective. We can see the person's hands as they pack a suitcase with a picture of their family. Then the scene widens and we see it from the narrator's perspective, showing the man and his family leaving home.
- 3 The colors suggest a dark, negative mood.
- 4 Yes, because some of the story is told from the man's perspective. The family photo that he is carefully packing is an object that most of us will have. We understand that he is leaving home and can imagine how he feels. The colors and symbols the artist uses also help us understand his distress.
- 5 The dragon's tail probably symbolizes danger.

3 **1.07**

- Play the audio for students to listen and read. Ask them to check if any of their ideas in exercises 1 and 2 were mentioned.
- Discuss with the class which of the students' ideas were mentioned.

4

- Ask students to read the article again and answer the questions.
- Allow students to compare their answers in small groups, then discuss them as a class. Encourage students to give their own opinions as well as talk about information that is mentioned in the article.

ANSWERS

- 1 Graphic novels are similar to movies because they use dialogue, sound effects, and motion lines. They are similar to poetry because they use images and color to suggest feelings and mood.
- 2 It's about a young man who leaves his home in order to find a better life. It might explore the themes of family, belonging, alienation, and integration.
- 3 Pictures can show emotion, perspective, and mood in a much more direct way than words.
- 4 Because there are fewer words, the stories might be shorter, and the pictures may look less mature.
- 5 Readers of graphic novels don't have to imagine the characters, the settings, or the action. However, they do need to understand the visual clues and how meaning and perspective might change from panel to panel.
- 6 Graphic novels can help us navigate the visual narratives that we see around us every day.

READING TEXT QUESTIONS

- Ask students to read the questions next to the article on page 29. Point out that for the first question students must use their own ideas, but for the remaining three questions they need to find a word with a particular meaning.
- Elicit some examples of metaphors, and check that students understand what metaphors are.
- Discuss the other three answers with the class, encouraging students to explain how they found the words and worked out their meanings.

SUGGESTED ANSWERS

Example of a "metaphor": His words planted a seed of hope in us.

Looking for: job / employment opportunities

Opposite of "sophisticated": simple

Another word for "figure out": interpret

Discover vocabulary

Student Book page 116 Workbook page 26

- Refer students to the exercises on page 116. With weaker classes, do the exercises in class, before students do exercise 5. With stronger classes, students can do the exercises for homework.

5

- Read through the list of words with the class and check that students understand them all.
- Read through the three categories with the class and make sure students understand *prose books* ("normal" books such as fiction) and *poetry*.
- Ask students to decide which of the elements of a graphic novel occur in the three categories. Point out that some might be unique to graphic novels (*panel*, *text bubbles*), and not appear in any of a–c. Weaker students could work in pairs.

- Discuss the answers as a class, and discuss any differences of opinion between students.

POSSIBLE ANSWERS

- a movies: dialogue, imagery, motion lines, narrative, sound effects, storyline
- b prose books: dialogue, imagery, layout, narrative, storyline
- c poetry: dialogue, imagery, layout, narrative, sound effects

6 Talking points

CRITICAL THINKING

- Put students into pairs to discuss the questions. Allow students time to read the questions and think about their answers first, and encourage them to think of reasons to support their ideas.
- Alternatively, students could write the answers.
- Discuss the questions as a class.

Extra activity: Critical thinking

- Ask students in groups to think about comic books that they read as children. Ask them to think about the similarities and differences between comic books and graphic novels. Ask them to think about the characters, the stories, the dialogue, etc.
- Discuss as a class the differences between comic books and graphic novels. Elicit or point out that graphic novels are considered to be serious works of literature, whereas comic books are purely for entertainment.

POSSIBLE ANSWERS

Comic books are often simple stories about superheroes or magical characters. The characters are fairly simple (good or bad) and the dialogue is not sophisticated. Graphic novels are more serious stories, told in pictures.

Discover more

- Remind students that they should use the exact search term in the task. Make sure they understand the term *manga*. Ask if they are familiar with this type of comic book. 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.
- For feedback, after the research or at the beginning of the next lesson, ask individual students what they found out about manga comic books.
- Discuss with the class if any students have read any manga comic books or would like to, now they have learned about them.

Preview

- Ask students to look at the *Discover grammar* presentation on page 117 before the next lesson.

Further practice

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

Workbook, pages 24 to 27

Reading practice worksheet, Teacher's Resource Center

Language in use

How do we tell stories?

- Imagine you want to tell a story that people will remember, but you cannot write it down. How might people remember it?
- Read the article. How do the Tlingit people remember stories? Why do they tell them?



"When I was a child," says Clea Kala, "my grandma used to tell me traditional stories about Raven and how he brought light to our world." Clea is a member of the Tlingit tribe in North Alaska, and the oral stories her grandma told her preserve their culture and beliefs. Her grandmother remembered them because the Tlingit people had been telling the same stories for hundreds of years.

Storytelling predates writing. In early societies, people would tell stories orally, passing on information from one generation to the next. There used to be stories to remember historical events, and they were stories that taught important life lessons, too.

Today we are used to reading written accounts of past events. It would be hard to go around memorizing stories again.

Discover grammar Talking about past habits and changing states
Student Book ► Page 117 Workbook ► Page 27

We use *used to* and *would* to talk about repeated past actions that we no longer do. *Used to* can also be used to talk about past states that no longer exist. We use *used to* and *would* to talk about past states that are beginning to change.

- Study the examples from the article and answer the questions.
 - ... my grandma used to tell me traditional stories, ...
 - There used to be stories to remember historical events, ...
 - Today we are used to reading written accounts of past events.
 - It would be hard to get used to memorizing stories again.
 - Which sentences describe ... ?
 - a repeated past action
 - a past state
 - In which sentences can *used to* be replaced with *would*?
 - Which sentence describes something that was new, but that is a normal habit now?
 - Which sentence is about something that is not usual today and probably won't be normal in the future?
- Think about different ways stories were passed on in the past. Make sentences with *used to* or *would* and the ideas below to help you.

art dance and songs poetry and plays totem poles

The Tlingit people used to tell stories through images carved on totem poles.

Language in use

5 Work in pairs. Discuss the questions. Then read the story *The Raven*.

- Did anyone use to read you stories when you were a child? Who?
- What type of stories did you use to read on your own?
- Which stories were the most memorable?
- Did older relatives use to pass on family stories? Can you remember any?

Discover grammar Narrative tenses
Student Book ► Page 117 Workbook ► Page 27

We use the simple past, past continuous, past perfect simple, and past perfect continuous to talk about past events.



The Raven

Many years ago there was no moon, stars, or sun. All the animals were living in darkness.

However, Raven had learned that there was a chief who kept the sun, the moon, and the stars in three wooden boxes in his house. Raven turned himself into the chief's grandson, and pretended that he wanted to play. The chief gave Raven the boxes with the moon and the stars; then, when the chief wasn't looking, Raven threw them outside, and the moon and stars scattered across the sky. The chief was angry but he loved his grandson, so he didn't yell at him.

Next, Raven began crying for the loss with the sun. When the chief gave him the box, Raven turned back into a bird and flew away with it. He opened the box and let sunlight into the world!

Tlingit folk tale, Anna

- Study the examples a-d from the article and story, and match them with 1-4 below.
 - Her grandmother remembered them because she had been telling the same stories for hundreds of years.
 - Raven had learned that the chief kept the sun, the moon, and the stars in three wooden boxes, so he turned himself into the chief's grandson.
 - When the chief wasn't looking, Raven threw (the boxes) outside.
 - When the chief gave him the box, Raven turned back into a bird and flew away with it.
 - An action in the past that finishes before another past action.
 - An action in the past that continues some time before another past action.
 - A sequence of past actions.
 - A longer past action interrupted by a shorter past action.
- Work in pairs. Think of a story you know well – it can be a folk tale or a story about a family event.
 - Make notes about the main events in the story.
 - Rewrite the story in your own words. Think carefully about the narrative tenses you use.
 - Retell the story to another pair.

Discover more **RESEARCH ONLINE** about another culture with an oral storytelling tradition, e.g., the Hopi.

Language in use

How do we tell stories?

Learning objectives

GRAMMAR Talking about past habits and changing states

GRAMMAR Narrative tenses

Reporting back

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

Introducing the topic

- With books closed, write on the board: *old man, boat, gold, fish, horse*. Put students into pairs and give them two minutes to write a simple story including all those words.
- Put pairs together into groups of four to tell each other their stories. Tell students they should listen carefully to the story their classmates tell them, because they are going to try to remember it. Tell them they cannot make notes.
- Ask some pairs to tell the class the story their classmates told them.
- Discuss as a class who remembered the stories accurately, and discuss what techniques they used to help them remember the details of the story.

1

- Students open their books. Put students into pairs to discuss how they could help people to remember a story without writing it down.
- If they are struggling for ideas, prompt them with a few more questions, e.g., *What about using pictures? What about making the story into a song? What about making it into a poem that rhymes and has rhythm?*
- Discuss their ideas as a class.

2

- Use the pictures on pages 30 and 31 to teach the meaning of *raven*.
- Ask students to read the article and answer the questions.
- Discuss the answers as a class. Ask: *Can you remember any stories from your childhood that you heard over and over again? How many times did you hear them? How many times do you think you need to hear something to remember it perfectly?*

ANSWERS

The Tlingit people remember stories by retelling them over and over again. They tell the stories so they can remember their history, and also to teach life lessons to their listeners.

Discover grammar

Student Book page 117 Workbook page 27

- With weaker classes, go through the main points in the *Discover grammar* presentation with the class before you continue with the lesson. With stronger classes, students can do the exercises for homework.

3

- Ask students to find the examples in the article and read them in context, to understand the meanings, then answer the questions. They could work in pairs for this.
- Check answers with the class.
- To reinforce the grammar point, you could say some more sentences using the target language and ask concept questions, e.g., *My dad used to read stories to me – Is this sentence about the past or the present? Did my dad read to me once or many times? Was it a habit?*

ANSWERS

1a a 1b b 2 a 3 c 4 d

4

- Read aloud the task and the ideas, and use the pictures to teach the meaning of *totem pole* and to reinforce the idea of telling stories through dance and songs.
- Elicit a few more ideas about people students could make sentences about, e.g., the ancient Greeks, the Aboriginal Australians, Native Americans, etc.
- Ask students to write their sentences.
- Allow students to compare their answers in pairs, then ask some students to read their sentences to the class.

POSSIBLE ANSWERS

The ancient Greeks used to tell stories through poetry and plays.

Aboriginal Australians would remember their history through their art.

Tribes in Africa used to pass on stories through dance and songs.

5

- Allow students time to read the questions and think about their answers, then put them into pairs to discuss the questions.
- Ask some students to tell the class about their own experiences.

Discover grammar Student Book page 117 Workbook page 27

- With weaker classes, turn to page 117 and go through the main points in the *Discover grammar* presentation with the class before you move on to exercise 6.
- With stronger classes, students can do the exercises in *Discover grammar* for homework.

6

- Ask students to read the story about Raven.
- Ask: *How did Raven let light into the world? What was the world like before? What did Raven learn? How did he get the moon and the stars? How did he get the sun? What did he do with them?* Elicit answers and, as a class, see if students can retell the story in their own words.
- Ask students to study the examples from the article and story and match them with the uses.
- Check the answers with the class.
- Alternatively, read out each example in turn, then read out descriptions 1–4 in turn and elicit which example each one matches.

ANSWERS

1 b 2 a 3 d 4 c

7

- Elicit a few examples of stories that students might know, e.g., popular folk tales or children's stories.
- Put students into pairs. Ask them to think of a story they know well and make notes about the main events. Monitor while they are working and help with vocabulary if necessary.
- Ask students to rewrite the story in their own words, using narrative tenses.
- Put pairs together into groups of four to tell their stories to each other. You could allow students to use their notes to help them, or you could challenge them to retell their story from memory.
- Ask some pairs to tell their story to the class.

Extra activity: Critical thinking

- Dictate the following questions or write them on the board: *Are stories easier to remember than facts? Why? How could you use stories to help you remember facts and information you need to learn? Could you use them to help you revise for exams?*
- Put students into pairs to discuss the questions and think about how they could use stories to help them learn facts and information.
- Discuss their ideas as a class. Discuss how they could use stories to help them remember facts about other school subjects like history or geography, and how they could create stories using new vocabulary in English, to help them learn the vocabulary.
- Point out that it is easier to learn and remember things when you are working in a creative way.

Discover more

- Remind students that they should use the exact search term in the task. Students can do the research in class if they have internet access. Alternatively, they can do it for homework. Ask them to make notes on the main events of the story, but not to write the story out in full.
- For feedback, after the research or at the beginning of the next lesson, put students into groups to tell their stories to each other. Remind them to think about the narrative tenses they need to use.
- Ask some students to tell their stories to the class.
- Discuss with the class which stories they most enjoyed listening to and why.

Preview

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

Further practice

Discover grammar, Student Book, page 117 (answers on TG pages 112 to 113)

Workbook, pages 27 to 28

Grammar practice worksheet, Teacher's Resource Center

Life skills

How can we give information in a text?

Life skills strategy

Presenting data with infographics

Infographics use images, color, shape, size, and position to present information. They help present a lot of information in a more interesting and easy way. They are often used in newspapers, magazines, and on the internet to present information in a more interesting and easy way.

Discover vocabulary

Student Book ► Page 116 Workbook ► Page 28

- Study the life skills strategy and the infographic in the poster below. Discuss these questions.
 - What do you notice first? Why is it striking?
 - What stands out to you at a second glance? Why?
 - What information does the infographic present? What are the main points?
 - How are the main points presented? Through statistics, images, text? Through a pie chart, a bar graph, a line chart?
 - Does the size, style, and color of the text change? Why?
 - If you could improve this infographic, what would you change or add? How could you make it more eye-catching and impactful?
 - How do you feel about reading on digital devices?

Key phrases Analyzing infographics

Things that I notice are... When that I notice are...
 I noticed / I noticed that... It could be improved by...
 The layout / design looks nice because...

- Now complete the checklist for infographics with the advice below.

Infographics	
Do ✓	Don't X
1. Use pie charts, bar graphs, or line charts.	
2. Assume your audience knows about the topic.	
3. Check information is from reliable sources.	
4. Use words when you can use pictures.	
5. Use different shapes and backgrounds.	

3 You are going to listen to a podcast about infographics. Check to see if all of your ideas from exercise 2 are included. Are any other key elements mentioned?

*Statistics taken from <http://www.teachmeanings.com.au/articles/infographic-how-to-read-a-infographic>, 2017

Life skills

Listening for numbers

Listening strategy

Recognizing numbers in a text is important. Numbers are often used in a text to give information.

- Large numbers, e.g., 1,234,567,890,101,112,133,144,155,166,177,188,199,200,211,222,233,244,255,266,277,288,299,300,311,322,333,344,355,366,377,388,399,400,411,422,433,444,455,466,477,488,499,500,511,522,533,544,555,566,577,588,599,600,611,622,633,644,655,666,677,688,699,700,711,722,733,744,755,766,777,788,799,800,811,822,833,844,855,866,877,888,899,900,911,922,933,944,955,966,977,988,999,1,000,1,011,1,022,1,033,1,044,1,055,1,066,1,077,1,088,1,099,1,100,1,111,1,122,1,133,1,144,1,155,1,166,1,177,1,188,1,199,1,200,1,211,1,222,1,233,1,244,1,255,1,266,1,277,1,288,1,299,1,300,1,311,1,322,1,333,1,344,1,355,1,366,1,377,1,388,1,399,1,400,1,411,1,422,1,433,1,444,1,455,1,466,1,477,1,488,1,499,1,500,1,511,1,522,1,533,1,544,1,555,1,566,1,577,1,588,1,599,1,600,1,611,1,622,1,633,1,644,1,655,1,666,1,677,1,688,1,699,1,700,1,711,1,722,1,733,1,744,1,755,1,766,1,777,1,788,1,799,1,800,1,811,1,822,1,833,1,844,1,855,1,866,1,877,1,888,1,899,1,900,1,911,1,922,1,933,1,944,1,955,1,966,1,977,1,988,1,999,2,000,2,011,2,022,2,033,2,044,2,055,2,066,2,077,2,088,2,099,2,100,2,111,2,122,2,133,2,144,2,155,2,166,2,177,2,188,2,199,2,200,2,211,2,222,2,233,2,244,2,255,2,266,2,277,2,288,2,299,2,300,2,311,2,322,2,333,2,344,2,355,2,366,2,377,2,388,2,399,2,400,2,411,2,422,2,433,2,444,2,455,2,466,2,477,2,488,2,499,2,500,2,511,2,522,2,533,2,544,2,555,2,566,2,577,2,588,2,599,2,600,2,611,2,622,2,633,2,644,2,655,2,666,2,677,2,688,2,699,2,700,2,711,2,722,2,733,2,744,2,755,2,766,2,777,2,788,2,799,2,800,2,811,2,822,2,833,2,844,2,855,2,866,2,877,2,888,2,899,2,900,2,911,2,922,2,933,2,944,2,955,2,966,2,977,2,988,2,999,3,000,3,011,3,022,3,033,3,044,3,055,3,066,3,077,3,088,3,099,3,100,3,111,3,122,3,133,3,144,3,155,3,166,3,177,3,188,3,199,3,200,3,211,3,222,3,233,3,244,3,255,3,266,3,277,3,288,3,299,3,300,3,311,3,322,3,333,3,344,3,355,3,366,3,377,3,388,3,399,3,400,3,411,3,422,3,433,3,444,3,455,3,466,3,477,3,488,3,499,3,500,3,511,3,522,3,533,3,544,3,555,3,566,3,577,3,588,3,599,3,600,3,611,3,622,3,633,3,644,3,655,3,666,3,677,3,688,3,699,3,700,3,711,3,722,3,733,3,744,3,755,3,766,3,777,3,788,3,799,3,800,3,811,3,822,3,833,3,844,3,855,3,866,3,877,3,888,3,899,3,900,3,911,3,922,3,933,3,944,3,955,3,966,3,977,3,988,3,999,4,000,4,011,4,022,4,033,4,044,4,055,4,066,4,077,4,088,4,099,4,100,4,111,4,122,4,133,4,144,4,155,4,166,4,177,4,188,4,199,4,200,4,211,4,222,4,233,4,244,4,255,4,266,4,277,4,288,4,299,4,300,4,311,4,322,4,333,4,344,4,355,4,366,4,377,4,388,4,399,4,400,4,411,4,422,4,433,4,444,4,455,4,466,4,477,4,488,4,499,4,500,4,511,4,522,4,533,4,544,4,555,4,566,4,577,4,588,4,599,4,600,4,611,4,622,4,633,4,644,4,655,4,666,4,677,4,688,4,699,4,700,4,711,4,722,4,733,4,744,4,755,4,766,4,777,4,788,4,799,4,800,4,811,4,822,4,833,4,844,4,855,4,866,4,877,4,888,4,899,4,900,4,911,4,922,4,933,4,944,4,955,4,966,4,977,4,988,4,999,5,000,5,011,5,022,5,033,5,044,5,055,5,066,5,077,5,088,5,099,5,100,5,111,5,122,5,133,5,144,5,155,5,166,5,177,5,188,5,199,5,200,5,211,5,222,5,233,5,244,5,255,5,266,5,277,5,288,5,299,5,300,5,311,5,322,5,333,5,344,5,355,5,366,5,377,5,388,5,399,5,400,5,411,5,422,5,433,5,444,5,455,5,466,5,477,5,488,5,499,5,500,5,511,5,522,5,533,5,544,5,555,5,566,5,577,5,588,5,599,5,600,5,611,5,622,5,633,5,644,5,655,5,666,5,677,5,688,5,699,5,700,5,711,5,722,5,733,5,744,5,755,5,766,5,777,5,788,5,799,5,800,5,811,5,822,5,833,5,844,5,855,5,866,5,877,5,888,5,899,5,900,5,911,5,922,5,933,5,944,5,955,5,966,5,977,5,988,5,999,6,000,6,011,6,022,6,033,6,044,6,055,6,066,6,077,6,088,6,099,6,100,6,111,6,122,6,133,6,144,6,155,6,166,6,177,6,188,6,199,6,200,6,211,6,222,6,233,6,244,6,255,6,266,6,277,6,288,6,299,6,300,6,311,6,322,6,333,6,344,6,355,6,366,6,377,6,388,6,399,6,400,6,411,6,422,6,433,6,444,6,455,6,466,6,477,6,488,6,499,6,500,6,511,6,522,6,533,6,544,6,555,6,566,6,577,6,588,6,599,6,600,6,611,6,622,6,633,6,644,6,655,6,666,6,677,6,688,6,699,6,700,6,711,6,722,6,733,6,744,6,755,6,766,6,777,6,788,6,799,6,800,6,811,6,822,6,833,6,844,6,855,6,866,6,877,6,888,6,899,6,900,6,911,6,922,6,933,6,944,6,955,6,966,6,977,6,988,6,999,7,000,7,011,7,022,7,033,7,044,7,055,7,066,7,077,7,088,7,099,7,100,7,111,7,122,7,133,7,144,7,155,7,166,7,177,7,188,7,199,7,200,7,211,7,222,7,233,7,244,7,255,7,266,7,277,7,288,7,299,7,300,7,311,7,322,7,333,7,344,7,355,7,366,7,377,7,388,7,399,7,400,7,411,7,422,7,433,7,444,7,455,7,466,7,477,7,488,7,499,7,500,7,511,7,522,7,533,7,544,7,555,7,566,7,577,7,588,7,599,7,600,7,611,7,622,7,633,7,644,7,655,7,666,7,677,7,688,7,699,7,700,7,711,7,722,7,733,7,744,7,755,7,766,7,777,7,788,7,799,7,800,7,811,7,822,7,833,7,844,7,855,7,866,7,877,7,888,7,899,7,900,7,911,7,922,7,933,7,944,7,955,7,966,7,977,7,988,7,999,8,000,8,011,8,022,8,033,8,044,8,055,8,066,8,077,8,088,8,099,8,100,8,111,8,122,8,133,8,144,8,155,8,166,8,177,8,188,8,199,8,200,8,211,8,222,8,233,8,244,8,255,8,266,8,277,8,288,8,299,8,300,8,311,8,322,8,333,8,344,8,355,8,366,8,377,8,388,8,399,8,400,8,411,8,422,8,433,8,444,8,455,8,466,8,477,8,488,8,499,8,500,8,511,8,522,8,533,8,544,8,555,8,566,8,577,8,588,8,599,8,600,8,611,8,622,8,633,8,644,8,655,8,666,8,677,8,688,8,699,8,700,8,711,8,722,8,733,8,744,8,755,8,766,8,777,8,788,8,799,8,800,8,811,8,822,8,833,8,844,8,855,8,866,8,877,8,888,8,899,8,900,8,911,8,922,8,933,8,944,8,955,8,966,8,977,8,988,8,999,9,000,9,011,9,022,9,033,9,044,9,055,9,066,9,077,9,088,9,099,9,100,9,111,9,122,9,133,9,144,9,155,9,166,9,177,9,188,9,199,9,200,9,211,9,222,9,233,9,244,9,255,9,266,9,277,9,288,9,299,9,300,9,311,9,322,9,333,9,344,9,355,9,366,9,377,9,388,9,399,9,400,9,411,9,422,9,433,9,444,9,455,9,466,9,477,9,488,9,499,9,500,9,511,9,522,9,533,9,544,9,555,9,566,9,577,9,588,9,599,9,600,9,611,9,622,9,633,9,644,9,655,9,666,9,677,9,688,9,699,9,700,9,711,9,722,9,733,9,744,9,755,9,766,9,777,9,788,9,799,9,800,9,811,9,822,9,833,9,844,9,855,9,866,9,877,9,888,9,899,9,900,9,911,9,922,9,933,9,944,9,955,9,966,9,977,9,988,9,999,10,000,10,011,10,022,10,033,10,044,10,055,10,066,10,077,10,088,10,099,10,100,10,111,10,122,10,133,10,144,10,155,10,166,10,177,10,188,10,199,10,200,10,211,10,222,10,233,10,244,10,255,10,266,10,277,10,288,10,299,10,300,10,311,10,322,10,333,10,344,10,355,10,366,10,377,10,388,10,399,10,400,10,411,10,422,10,433,10,444,10,455,10,466,10,477,10,488,10,499,10,500,10,511,10,522,10,533,10,544,10,555,10,566,10,577,10,588,10,599,10,600,10,611,10,622,10,633,10,644,10,655,10,666,10,677,10,688,10,699,10,700,10,711,10,722,10,733,10,744,10,755,10,766,10,777,10,788,10,799,10,800,10,811,10,822,10,833,10,844,10,855,10,866,10,877,10,888,10,899,10,900,10,911,10,922,10,933,10,944,10,955,10,966,10,977,10,988,10,999,11,000,11,011,11,022,11,033,11,044,11,055,11,066,11,077,11,088,11,099,11,100,11,111,11,122,11,133,11,144,11,155,11,166,11,177,11,188,11,199,11,200,11,211,11,222,11,233,11,244,11,255,11,266,11,277,11,288,11,299,11,300,11,311,11,322,11,333,11,344,11,355,11,366,11,377,11,388,11,399,11,400,11,411,11,422,11,433,11,444,11,455,11,466,11,477,11,488,11,499,11,500,11,511,11,522,11,533,11,544,11,555,11,566,11,577,11,588,11,599,11,600,11,611,11,622,11,633,11,644,11,655,11,666,11,677,11,688,11,699,11,700,11,711,11,722,11,733,11,744,11,755,11,766,11,777,11,788,11,799,11,800,11,811,11,822,11,833,11,844,11,855,11,866,11,877,11,888,11,899,11,900,11,911,11,922,11,933,11,944,11,955,11,966,11,977,11,988,11,999,12,000,12,011,12,022,12,033,12,044,12,055,12,066,12,077,12,088,12,099,12,100,12,111,12,122,12,133,12,144,12,155,12,166,12,177,12,188,12,199,12,200,12,211,12,222,12,233,12,244,12,255,12,266,12,277,12,288,12,299,12,300,12,311,12,322,12,333,12,344,12,355,12,366,12,377,12,388,12,399,12,400,12,411,12,422,12,433,12,444,12,455,12,466,12,477,12,488,12,499,12,500,12,511,12,522,12,533,12,544,12,555,12,566,12,577,12,588,12,599,12,600,12,611,12,622,12,633,12,644,12,655,12,666,12,677,12,688,12,699,12,700,12,711,12,722,12,733,12,744,12,755,12,766,12,777,12,788,12,799,12,800,12,811,12,822,12,833,12,844,12,855,12,866,12,877,12,888,12,899,12,900,12,911,12,922,12,933,12,944,12,955,12,966,12,977,12,988,12,999,13,000,13,011,13,022,13,033,13,044,13,055,13,066,13,077,13,088,13,099,13,100,13,111,13,122,13,133,13,144,13,155,13,166,13,177,13,188,13,199,13,200,13,211,13,222,13,233,13,244,13,255,13,266,13,277,13,288,13,299,13,300,13,311,13,322,13,333,13,344,13,355,13,366,13,377,13,388,13,399,13,400,13,411,13,422,13,433,13,444,13,455,13,466,13,477,13,488,13,499,13,500,13,511,13,522,13,533,13,544,13,555,13,566,13,577,13,588,13,599,13,600,13,611,13,622,13,633,13,644,13,655,13,666,13,677,13,688,13,699,13,700,13,711,13,722,13,733,13,744,13,755,13,766,13,777,13,788,13,799,13,800,13,811,13,822,13,833,13,844,13,855,13,866,13,877,13,888,13,899,13,900,13,911,13,922,13,933,13,944,13,955,13,966,13,977,13,988,13,999,14,000,14,011,14,022,14,033,14,044,14,055,14,066,14,077,14,088,14,099,14,100,14,111,14,122,14,133,14,144,14,155,14,166,14,177,14,188,14,199,14,200,14,211,14,222,14,233,14,244,14,255,14,266,14,277,14,288,14,299,14,300,14,311,14,322,14,333,14,344,14,355,14,366,14,377,14,388,14,399,14,400,14,411,14,422,14,433,14,444,14,455,14,466,14,477,14,488,14,499,14,500,14,511,14,522,14,533,14,544,14,555,14,566,14,577,14,588,14,599,14,600,14,611,14,622,14,633,14,644,14,655,14,666,14,677,14,688,14,699,14,700,14,711,14,722,14,733,14,744,14,755,14,766,14,777,14,788,14,799,14,800,14,811,14,822,14,833,14,844,14,855,14,866,14,877,14,888,14,899,14,900,14,911,14,922,14,933,14,944,14,955,14,966,14,977,14,988,14,999,15,000,15,011,15,022,15,033,15,044,15,055,15,066,15,077,15,088,15,099,15,100,15,111,15,122,15,133,15,144,15,155,15,166,15,177,15,188,15,199,15,200,15,211,15,222,15,233,15,244,15,255,15,266,15,277,15,288,15,299,15,300,15,311,15,322,15,333,15,344,15,355,15,366,15,377,15,388,15,399,15,400,15,411,15,422,15,433,15,444,15,455,15,466,15,477,15,488,15,499,15,500,15,511,15,522,15,533,15,544,15,555,15,566,15,577,15,588,15,599,15,600,15,611,15,622,15,633,15,644,15,655,15,666,15,677,15,688,15,699,15,700,15,711,15,722,15,733,15,744,15,755,15,766,15,777,15,788,15,799,15,800,15,811,15,822,15,833,15,844,15,855,15,866,15,877,15,888,15,899,15,900,15,911,15,922,15,933,15,944,15,955,15,966,15,977,15,988,15,999,16,000,16,011,16,022,16,033,16,044,16,055,16,066,16,077,16,088,16,099,16,100,16,111,16,122,16,133,16,144,16,155,16,166,16,177,16,188,16,199,16,200,16,211,16,222,16,233,16,244,16,255,16,266,16,277,16,288,16,299,16,300,16,311,16,322,16,333,16,344,16,355,16,366,16,377,16,388,16,399,16,400,16,411,16,422,16,433,16,444,16,455,16,466,16,477,16,488,16,499,16,500,16,511,16,522,16,533,16,544,16,555,16,566,16,577,16,588,16,599,16,600,16,611,16,622,16,633,16,644,16,655,16,666,16,677,16,688,16,699,16,700,16,711,16,722,16,733,16,744,16,755,16,766,16,777,16,788,16,799,16,800,16,811,16,822,16,833,16,844,16,855,16,866,16,877,16,888,16,899,16,900,16,911,16,922,16,933,16,944,16,955,16,966,16,977,16,988,16,999,17,000,17,011,17,022,17,033,17,044,17,055,17,066,17,077,17,088,17,099,17,100,17,111,17,122,17,133,17,144,17,155,17,166,17,177,17,188,17,199,17,200,17,211,17,222,17,233,17,244,17,255,17,266,17,277,17,288,17,299,17,300,17,311,17,322,17,333,17,344,17,355,17,366,17,377,17,388,17,399,17,400,17,411,17,422,17,433,17,444,17,455,17,466,17,477,17,488,17,499,17,500,17,511,17,522,17,533,17,544,17,555,17,566,17,577,17,588,17,599,17,600,17,611,17,622,17,633,17,644,17,655,17,666,17,677,17,688,17,699,17,700,17,711,17,722,17,733,17,744,17,755,17,766,17,777,17,788,17,799,17,800,17,811,17,822,17,833,17,844,17,855,17,866,17,877,17,888,17,899,17,900,17,911,17,922,17,933,17,944,17,955,17,966,17,977,17,988,17,999,18,000,18,011,18,022,18,033,18,044,18,055,18,066,18,077,18,088,18,099,18,100,18,111,18,122,18,133,18,144,18,155,18,166,18,177,18,188,18,19

- Put students into pairs to study the infographic in the poster and discuss the questions. Encourage them to use some of the key phrases in their discussions.
- Discuss the questions as a class.

2

- Read out the first instruction and ask: *Where does this go in the checklist? Is it a "Do" or a "Don't"? (a "Do").*
- Ask students to read the rest of the instructions and decide where they go in the checklist.
- Check answers with the class and ask students if they can think of any more ideas to add to the checklist.

ANSWERS

Do: 1, 3, 5

Don't: 2, 4

3 1.08

- Read out the task, then play the audio for students to listen and answer the question.
- Elicit which ideas from exercise 2 are included, and what other key elements are mentioned.
- Ask: *What else did you learn about infographics?* Elicit other information that students learned.

ANSWERS

The podcast mentions all the ideas in exercise 2. It also mentions the fact that our brains can process pictures faster than it can process words.

4 1.08

- Read through the listening strategy with the class and model how to say all the different kinds of numbers.
- With weaker classes, write a few more examples of each kind on the board and elicit how to say them. You could also say some numbers ending in *-teen* or *-ty* (e.g., *fifteen*, *sixty*) and ask students to listen carefully to hear what numbers you are saying.
- Put students into pairs to look at the notes and guess what type of information is missing. Discuss the answers as a class.
- Play the audio again for students to listen and complete the notes.
- Allow students to compare their answers in pairs, then play the audio again if necessary for them to check and complete their notes.
- Check answers with the class, writing the numbers on the board to confirm them.

ANSWERS

1 an image 2 60,000 3 seven (7) 4 1960s 5 maps
6 eighteenth (18th)

5

- Put students into pairs and tell them they are going to create their own infographic.
- Ask them to read through the information first and check that they understand everything.
- They then work in their pairs and discuss the questions. Monitor and help while they are working.
- Weaker students could work in groups of three or four, to give them a bit more support. Alternatively, with weaker

classes, read through each question with the class first and elicit a few ideas before students work in pairs.

- If students are working online, encourage them to use a range of different typography and colors. If they are working on paper, encourage them to use different colors and different sizes of writing.

6

- Put pairs together into groups to compare their infographics answering the questions in exercise 1.
- Ask groups in turn to tell the class which infographics were the most effective and why.

7 Reflect

COLLABORATION

- Read out the question and put students into new groups. Ask them each to tell their group about a different infographic they have created or used, for example, as part of a school project for a different subject. Tell them they should describe the infographic, and say whether they found it useful and why.
- Ask them as a group to discuss the difference between an infographic and a poster, and to note down three ideas.
- Ask groups in turn to tell the class their ideas.

Extra activity: Creativity and Communication

- To demonstrate the difference between an infographic and a poster, divide the class in half. Tell half the students they are going to make an infographic about their classmates' reading habits. Tell the other half they are going to make a poster encouraging their classmates to read more.
- Conduct a quick class survey first to find out how many students read books regularly, how many hours per week they spend reading, how many books they read each week or month, and what kinds of books are popular. Make some notes on the board.
- Students can work in groups within their half of the class to produce their infographic or poster.
- When they have finished, ask groups in turn to present their infographic or poster to the class. Discuss as a class what the differences are between them.

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.
- For feedback, after the research or at the beginning of the next lesson, ask students in turn to tell the class about the infographic they found, and what they learned from it.
- Discuss as a class how easy they found it to understand the new information they found, and how effective the infographics they found were.

Further practice

Discover vocabulary, Student Book, page 116 (answers on TG page 113)

Workbook, pages 28 to 29

Writing

Is where we read and how we read changing?

Writing task

A for and against essay.

You have been asked to write a for and against essay. Choose one of these topics on the right, or think of your own idea. Write an essay presenting arguments for and against, and give your own opinion.

What are the arguments for and against ... ?

- keeping public libraries open
- reading digital books
- studying graphic novels at school

Understand the task

- 1 Read the writing task. Which topic can you think of the most arguments for and against? Choose this topic to write about.
- 2 Read Jared's essay. Which statement is he discussing? Does he have the same opinion as you?

Writing strategy

Presenting a counter-argument

We often present *reasons to change our mind* and *reasons to stay the same* in a for and against essay. This is when you consider an opposing idea to your main argument, but then show why it has a weaker idea. It can be a strong argument, but it is often a weaker argument than the following one:

- 1 Present a strong argument, e.g., "I completely believe / claim ..."
- 2 Follow it with a weaker argument, using 'but' and, however, nevertheless.
- 3 Support your argument with a reason or example.
- 4 End with your main argument with a phrase like:

3 Study the writing strategy. Then look at the model essay and answer the questions.

- a What opposing ideas does Jared mention? How does he present them?
- b What counter-arguments does he use?
- c What examples does he use to support the counter-arguments?
- d What are the outcomes of the counter-arguments?

What are the arguments for and against closing down public libraries?

By Jared Stern

Over the last few years, several public libraries have closed down and many people have argued that they should stay open. But in an age of digital downloads and cheap books, is there really a need for libraries anymore? Do the benefits of libraries justify the cost of keeping them open? Let's look at the arguments for and against.

One argument that a lot of people use is that it's easier to buy an e-book online than borrow a book from a library. It's also more convenient to do internet research at home, rather than on library computers. That said, libraries offer books and internet for free. As a result, everyone can access information, including people with limited resources. In short, libraries should be kept open because they are democratic.

Another argument claims that libraries are no longer used for social purposes. It says that internet forums provide an easier way to interact and exchange information. However, libraries are important for people who feel lonely and vulnerable since they offer a safe place for face-to-face communication. They can also provide a place for homeless people to go during the day and, therefore, play an important role in supporting communities.

In conclusion, we still have a need for libraries, and their usefulness justifies the cost. Libraries give everyone opportunities to learn and interact in a safe environment, and they connect communities in a way that benefits everyone. At the moment, there are more public libraries in the USA than there are Starbucks cafes, which proves that people still value them.

Reflect

Why do we read?

- What are the benefits of reading?
- How can images tell a story?
- How do we tell stories?

- How can we give information in a text?
- Is where we read and how we read changing?

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

Workbook Page 58

Writing

Is where we read and how we read changing?

Learning objectives

WRITING Writing a for and against essay

WRITING Presenting a counter-argument

WRITING Phrases used for introducing a reason or result

- ### Reporting back
- If students did the research activity from the previous lesson for homework, do the class feedback now. See the notes on the previous page.

- ### Introducing the topic
- With books closed, write on the board: *In the past, people used to read ... now they read ...*
 - Ask students to complete the sentence with their own ideas.
 - Put them into groups to compare their ideas, then ask some students to tell the class their ideas.
 - Discuss as a class how reading was different in the past, and how things have changed. Ask more questions if necessary to prompt students, e.g., *Do you think people used to read more? Why? Why don't people read so much now? What kinds of books did people use to read? What do they read now? Where did people use to read? Where do they read now?* Elicit answers and have a class discussion. Encourage students to think about some of the ideas they have discussed in this unit, e.g., whether people read online more now, read more graphic novels now, etc.

Understand the task

- 1
 - Students open their books. Read out the writing task and elicit or explain that in a for and against essay, you present arguments both for and against an idea, then end by giving your own opinion.
 - Put students into pairs to discuss arguments for and against the three topics. They can then choose individually which one to write about.
 - With weaker classes, you could brainstorm some ideas for and against each topic with the class and make notes on the board to support students.

- 2
 - Ask students to read the essay and answer the questions.
 - Discuss the answers with the class.

ANSWERS

What are the arguments for and against keeping public libraries open?

Think and plan

- 3
 - Students read the writing strategy. To demonstrate the idea of a counter-argument, say: *I don't think students should study graphic novels at school because the stories aren't very sophisticated.* Invite students to disagree with you, giving a reason. Explain that these students have presented counter-arguments.
 - Students read the essay again and answer the questions.
 - Check the answers with the class, referring to the model essay to explain the answers.

ANSWERS

- a It's easier to buy an e-book and do internet research at home than to use a library.; libraries are no longer used for social purposes. "an argument people use," "another argument claims / it says that."
- b His counter arguments are "libraries offer books and internet for free" and "libraries offer a safe place for face-to-face communication."
- c People with low incomes are able to access information in libraries. Vulnerable and homeless people are able to use the library as a place to meet or shelter.
- d Libraries are democratic and they play an important role in supporting communities.

4

- Read through the paragraph plan with the class and point out how the model essay on page 34 follows this plan.
- Students then plan how to organize their own essay.

DIFFERENTIATION

- With weaker classes, choose one of the topics in the writing task and elicit some of the ideas for and against that students brainstormed earlier.
- Elicit how these ideas can be organized into a paragraph plan, and make notes on the board for students to refer to when they write their own plan.

Write a first draft

5 Language point

- Point out the highlighted phrases in Jared's essay.
- Ask students to study the phrases in context and decide if they introduce reasons or results.
- Check the answers, and discuss as a class that these phrases are useful because they allow you to link ideas to help make your arguments stronger.
- Point out the use of commas with *As a result* and *therefore*.

ANSWERS

- a because, since b As a result, therefore

6

CREATIVITY

- Students write their first draft. Encourage them to present their arguments objectively and use linkers to introduce reasons and results.
- Point out that students will check their work, so they don't need to worry about it being perfect at this stage.

Extra activity: Creativity

- Before students write their first draft, ask them to read Jared's essay on page 34 again and note down any useful vocabulary or expressions that they could use, e.g., *One argument that a lot of people use is ...*, *That said*, (for presenting a counter-argument) *Another argument claims that ...*, *However*, (for introducing a counter-argument), *In conclusion*, ... (for introducing a conclusion).
- Encourage them to see the essay on page 34 as a resource that they can use to help with their own writing.

Review and edit

7

- Students read through the questions they should use for checking their work.
- Students could check their work individually, or they could work together in pairs to check each of their opinion essays in turn.
- 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 10 for each item, giving a total out of 30 for the task.

Reflect Why do we read?

1

- Read aloud the question *Why do we read?* and the five questions at the top of the Reflect panel.
- Students read and think about their own answers to the five lesson questions. Elicit 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 into pairs or small groups to compare answers. Monitor and try to determine if and when students need 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.

4 

- Now ask students to watch the video again, this time *with* narration. Ask them to watch and make 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 videos.

5

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

6

- Ask students to answer the questions in their Workbook individually. Ask some students to tell the class what they most enjoyed in the unit. Ask what things they would like to learn more about, and why.

Further practice

Writing workshop, Student Book, page 132

Workbook, pages 30 to 31

4

VIDEO Learning about why we compete
READING Using prefixes to guess meaning
LANGUAGE IN USE Reported speech; Indirect questions
LIFE SKILLS Performing well under pressure
SPEAKING Speaking confidently
WRITING Reporting data clearly

Why do we COMPETE?

Does competition bring out the best in people?



36

Does competition make us better?

1 Look at the picture and read the caption. Do you think that competition can help us to improve? Why? / Why not?

2 In pairs, discuss the statements. Do you agree with them?

- 1 You are most likely to do well on an intelligence test if you are the youngest sibling in your family.
- 2 Teens who play competitive sports get better grades in all school subjects than those who don't.
- 3 Competitions make you determined to try harder, even if you don't stand a chance of beating the other competitor.
- 4 It's better to lose than to almost win and end up with a draw.
- 5 You shouldn't aim for victory in a contest; you should aim to achieve your personal best.

Discover vocabulary Competition
 Student Book ► Page 118 Workbook ► Page 36

3 Watch the Factfile video. Do Ryan and Ava agree with the statements in exercise 2?

4 Watch the video again and answer the questions.

- 1 How does Ryan define competition?
- 2 How does Ava explain the different intelligence test results for older and younger siblings?
- 3 According to Ryan, why might competitive sports help you in your schoolwork?



5 In groups, discuss the statements. Do you agree with them?

- 1 If you compete against others, you become bitter. If you compete against yourself, you become better.
- 2 Competition makes you stronger.
- 3 Competition is the enemy of cooperation.

Key phrases Clarifying and explaining opinions

How do you mean?

Are you saying that ... ?

In other words ...

Maybe that explains why ...

The reason for that is ...

Discover more

SEARCH ONLINE Find out about an interesting international competition for teenagers, e.g. in sports, science, art, or public speaking. Who can compete? How are the winners decided?

37

Vocabulary

- Competition
- Prefixes (1): *inter-*, *intra-*, *co-*, *e/ex-*, *in/im-*, *eco-*
- Pressure

Further practice

Discover vocabulary, Student Book, page 118

Workbook, pages 36 to 38

Vocabulary practice worksheet, Teacher's Resource Center

Reading

- Using prefixes to guess meaning
- Reading two factual texts about competition in the natural world

Further practice

Workbook, pages 34 to 35

Reading practice worksheet, Teacher's Resource Center

Grammar

- Reported speech
- Indirect questions

Further practice

Discover grammar, Student Book, page 119

Workbook, pages 36 to 38

Grammar practice worksheet, Teacher's Resource Center

Life skills

- Performing well under pressure

Speaking

- Clarifying and explaining opinions
- Speaking confidently
- Giving yourself time to think

Further practice

Workbook, page 39

Writing

- A report on a survey
- Reporting data clearly
- Evidence verbs

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

Does competition make us better?

Learning objectives

VIDEO Learning about why we compete

VOCABULARY Competition

SPEAKING Clarifying and explaining opinions

Introducing the topic

- With books closed, ask: *In what situations do we compete?* Elicit a few ideas, e.g., we compete in sports, in exams, to get the best jobs. Ask: *Is competition useful? What advantages does it have? What disadvantages does it have?* Put students into groups and ask them to discuss the questions and note down two positive things and two negative things about competition.
- Ask groups in turn to tell the class their ideas.
- Students then open their books and start to look at the opening picture, caption, and lesson question.

1

- Focus on the picture and ask students to read the caption. Ask: *Do you agree or disagree? Why?* Elicit a few ideas.
- Put students into pairs and ask them to think of three situations where competition might help people improve, and three situations where it might have a different effect.
- Ask pairs in turn to tell the class their ideas and have a class discussion. Encourage as many students as possible to join in and express their own opinions.

2

- Read through the statements with the class and check that students understand them all.
- Put students into pairs to discuss which statements they agree with and why.
- Discuss as a class which statements students agree with and why. Encourage as many students as possible to give their opinions.

Discover vocabulary Student Book page 118 Workbook page 36

- With weaker classes, turn to page 118 and do this vocabulary practice in class, before students discuss the statements in exercise 2. With stronger classes, students can do the exercises for homework.

3 

- Tell students they are going to watch a video in which Ryan and Ava discuss the statements in exercise 2.
- Play the video for students to watch and listen and note down which statements Ryan and Ava agree with, and why. (If you are unable to play the video in the classroom, an audio-only version is available in the Teacher's Resource Center.)
- Check the answers with the class, then ask students which of Ryan and Ava's reasons they agree with the most, and why.

ANSWERS

- 1 No. Ava says it's the oldest sibling, not the youngest.
- 2 Yes.
- 3 No. If you know you can't win, you can feel less motivated.
- 4 Ryan agrees, but Ava disagrees.
- 5 Yes.

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. Explain any vocabulary that students don't understand.

4 

- Ask students to read the questions, then play the video again for them to answer the questions. Alternatively, students could guess the answers to the questions in pairs, then watch the video again to check their ideas.
- Discuss the answers with the class.

ANSWERS

- 1 He says it's when two or more people want the same thing, so they compete for it with their rivals.
- 2 Oldest children learn more from their parents in their early years because they have more of their parents' attention.
- 3 Because they improve your focus and confidence, which helps you in your studies.

5

- Read aloud the key phrases, giving an example of each phrase in use, e.g., *Are you saying that younger siblings have to try harder? In other words, we try harder because we want to win.*
- Read through the questions with the class and make sure students understand *bitter* and *cooperation*.

COMMUNICATION

- Students discuss the questions in small groups. Ask them to make a note of which statements they all agree with and why. Ask some groups to tell the class their ideas. Ask other students if they agree or disagree, and why.

Discover more

- Remind students that they should use the exact search term in the task. Students can do the research in class if they have access to the internet. Alternatively, they can do it for homework by looking online, using a library, or asking other people.
- For feedback, after the research or at the beginning of the next lesson, students can discuss in groups what competitions they found.
- Discuss as a class which competitions students would like to enter and why.

Further practice

Discover vocabulary, Student Book, page 118 (answers on TG page 113)

Workbook, page 36

Vocabulary practice worksheet, Teacher's Resource Center

Reading to learn

How does competition affect the natural world?

1.09

- Look at the titles and pictures in Texts A and B on page 39 and guess what the texts will be about. Then read and listen to the texts and check your answers.
- Read the texts again and discuss the questions.
 - What is the difference between intraspecies and interspecies competition?
 - Why, according to Text A, do some species become extinct?
 - Which animal behaviors in Text B are examples of intraspecies competition? Which are examples of interspecies competition?
 - Which text describes animals and plants with human personality adjectives? Why? Does it make the text more or less scientific?
 - Text B is much more informal in tone. Find some examples of informal words or phrases.

Reading strategy

Using prefixes to guess meaning

Remember: as long as you guess the meaning of words, it is OK to be wrong.

- Inter- words that come with this prefix. What do these words have in common?
- Inter- words that have to do with being between (inter- means between).
- Inter- words that have to do with being between (inter- means between).

Be careful! Some prefixes have different meanings, depending on the word they are attached to.

Discover vocabulary Prefixes (1): inter-, intra-, co-, e/ex-, in/im-, eco-
Student Book ► Page 118 Workbook ► Page 30

- Study the reading strategy. Then find words in the texts with the meanings below.

1 bring into a country	5 exist together
2 live together	6 a community of plant and animal species living in the same environment
3 not include	7 between different species
4 leave the area where you live to live somewhere else	8 within a particular species
- Look again at the words in exercise 3 and match the prefixes (1–6) with their meanings (a–f).

1 intra-	a together, with
2 inter-	b inside, within
3 co-	c connected to the environment
4 e/ex-	d between
5 in/im-	e out of
6 eco-	f in, into
- What other words do you know with these prefixes? Write three sentences using some of the words.

TALKING POINTS Discuss the questions in pairs.

- How might the following make these species more competitive?
 - the long necks of giraffes
 - rhino horns
 - plants that flower only at night
- What are the benefits of competition in the natural world?
- How might plants native to other parts of the world become invasive species?
- In what ways are humans in competition with other species? Are humans an invasive species?

Discover more

SEARCH ONLINE and find out about **invasive species**. Where does it occur most often? What can it do to a habitat? Why is it a problem?

A WIN or DIE: Biological Competition

The natural world is a battleground, with organisms locked in a constant struggle to survive. Air, water, food, space – all of these are limited resources, and if an organism can't get enough of them, its days are numbered.

Intraspecies competition is when members of the same species compete for resources, such as food or nesting sites. If you've ever seen two stags battling it out with their antlers, you've witnessed a dramatic form of intraspecies competition. Only the most successful individuals will have the opportunity to pass on their genes to the next generation. If an individual has a characteristic that puts it at a disadvantage in its environment, it is less likely to reproduce and be able to pass that characteristic on.

Interspecies competition is when two species living in the same ecosystem compete for resources. Generally, two species with similar resource needs and behaviors cannot coexist over the long term. The less competitive species will be unable to get the resources it needs. To survive, individuals might emigrate to another area where there is no competition from the other species, or the species might adapt so that it has different needs or behaviors. For instance, some birds and bats have evolved to share the same space and food resources, with birds operating by day and bats by night. If the weaker species fails to emigrate or adapt, it will eventually become extinct.

Invasive species are non-native species that arrive in a new area and damage the environment because other species cannot compete with them. A handful of wild rabbits were imported into Australia from Europe in the nineteenth century. With few predators, they thrived. By the 1920s, there were ten billion of them, eating the vegetation and driving many native mammal species near to extinction.

B FOUR SNEAKY TRICKS OF THE NATURAL WORLD

Species have so many creative ways to beat the competition. Here are our favorites:

- When it comes to trickery, the African drongo is king. This bird spends much of its time with meerkats. If it sees a predator nearby, it gives an alarm call and the meerkats run to safety. Sometimes, though, it gives a false alarm, and while the meerkats are hiding, the drongo eats up the food they've left behind. And why, you might ask, do the meerkats fall for this trick every time? Because the clever drongo has learned to copy the alarm calls of lots of different bird species. One drongo bird was observed making thirty different calls!
- Do you ever get annoyed that your brothers or sisters leave water more than their fair share of a meal? Family disagreements over food are common in hummingbirds, but blue-backed boobies take these disagreements to another level. There are usually two chicks in a nest, born a few days apart. If there's plenty of food to go around, they cohabit happily, but if not, the older sibling the younger to death or kicks it out of the nest later. That's not very loving!
- Although most species in this list are animals, plants can't be excluded – they're just as bad! The woad is a tree that has a cunning way to stop other plants from growing nearby: it releases a poisonous chemical through its roots. Directly under its branches, little can grow, so the tree gets maximum access to the water and other nutrients it needs. Crazy!
- Lost but not least, there are the antics of ants. One species, fed up with other species taking their food, has come up with a sneaky way to slow their rivals down. Early every morning, they push shovels into the openings of the competitors' nests. While the second species is digging its way out of its homes, the first species has plenty of time to collect its favorite foods unchallenged. Good strategy!

Reading to learn

How does competition affect the natural world?

Learning objectives

READING Using prefixes to guess meaning

READING Reading two factual texts about competition in the natural world

VOCABULARY Prefixes (1): inter-, intra-, co-, e/ex-, in/im-, eco-

Reporting back

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

Introducing the topic

- Remind students that in the last lesson they talked about competition. Ask: *Is there competition in the natural world, too? Do animals compete with each other? In what ways?* Elicit a few examples of ways in which animals compete with each other, e.g., animals such as wild dogs may compete with each other for food, or chimpanzees may compete with each other to be the strongest one in their group.
- Put students into pairs and ask them to note down examples of how and when animals compete with each other, either within their own species or between different species.
- Discuss their ideas as a class.

1.09

- Students open their books. Focus on the pictures and the titles on page 39. Ask students in pairs to look at the pictures, read the titles, and guess what the texts are about. Elicit a few ideas, but don't confirm them.
- Play the audio for students to listen and read the texts to check their ideas.
- Ask the class to explain what each text is about.
- Ask: *Where do you think you might read these texts?* Elicit that Text A might come from a biology textbook because it has a more academic style, and Text B might be an online article because it has a more "fun" and informal style.

ANSWERS

Text A is part of a study textbook and gives information about different ways in which animals compete within their species and between species.

Text B is part of a general interest article which focuses on interesting and entertaining examples of competition in the natural world.

2

- Ask students to read the texts again and discuss the questions in pairs.
- Check answers with the class, eliciting evidence from the texts to support the answers.

ANSWERS

- Intraspecies competition is competition between members of the same species. Interspecies competition is between different species.

- 2 Because different species within the same ecosystem with the same needs can't coexist longterm; if the weaker species can't adapt or emigrate, it will become extinct.
- 3 Intraspecies: blue-footed booby
Interspecies: drongo, walnut tree, ant
- 4 Text B. Because it helps us to relate to them. It makes the text less scientific.
- 5 Examples of informal words or phrases: "you might ask", "fall for this trick", "That's not very loving!", "they're just as bad!", "Crafty!", "Cool strategy!"

Discover vocabulary Student Book page 118 Workbook page 36

- Ask students to look at the *Discover vocabulary* heading. Elicit some examples of some familiar prefixes that students know and elicit how they change the meanings of words, e.g., *un-* to create an opposite, i.e., *unhappy*, *unkind*. Refer students to the exercises on page 118. You could assess whether students would benefit from doing the exercises now by asking if they can think of any words which use the prefixes that are listed. If they can think of some examples and explain the meanings, you could ask them to do the exercises for homework. If not, do the exercises in class, before students do exercise 3.

3

- Ask students to read the reading strategy, or read it aloud to the class. Then put students into pairs to find the words in the texts.
- Check answers with the class, and check that students understand all the words.

ANSWERS

- 1 import 2 cohabit 3 exclude 4 emigrate
5 coexist 6 ecosystem 7 interspecies 8 intraspecies

4

- Ask students to look at the words in exercise 3 again and match the prefixes with their meanings.
- Check answers with the class.
- Point out to students that it can be helpful to learn pairs of words with opposite prefixes, e.g., *include / exclude*, *import / export*, *immigrate / emigrate*.

ANSWERS

- 1 b 2 d 3 a 4 e 5 f 6 c

5

- Elicit a few other words that students know with these prefixes, e.g., *international*, *cooperate*, *eco-friendly*.
- Students work in pairs and think of more words with the prefixes. They could use a dictionary to help if necessary. They then write sentences using some of the words.
- Ask some pairs to read some of their sentences to the class.

READING TEXT QUESTIONS

- Point to the questions next to the texts on page 39. Ask students to read the questions and elicit or explain that they all ask about the meanings of unfamiliar words or phrases in the texts.

- Put students into pairs. Ask them to find the words and phrases in the texts and read them carefully in context to try to understand their meanings. They can then answer the questions.
- Discuss the answers with the class. Then discuss how easy or difficult students find it to work out the meaning of unfamiliar words, and what strategies they use.

SUGGESTED ANSWERS

"Its days are numbered" = it won't survive for long.
 "Thrived" = lived successfully and in large numbers.
 "Fall for" a trick = become a victim of it.
 Synonyms of "sneaky" in the text are "cunning" and "crafty."
 It means "clever, in a secretive way."

6 Talking points

CRITICAL THINKING

- Put students into pairs to discuss the questions. Allow students time to read the questions and think about their answers first, and encourage them to think of reasons to support their ideas.
- Alternatively, students could write the answers.
- Discuss the questions as a class.

Extra activity: Research

- Ask students in pairs to look online and find some examples of different animal species that cooperate with each other, and what benefits each species gets from it. Elicit or give one or two examples to give students ideas, e.g., crocodiles and plovers (plovers are birds that pick food out from between crocodiles' teeth while the crocodiles hold their mouths open for them – the relationship works because the birds get food and they keep the crocodiles' teeth clean for them).
- Ask pairs in turn to present their findings to the class. Discuss as a class which examples of cooperation students find the most unusual or surprising.

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.
- For feedback, after the research or at the beginning of the next lesson, ask individual students which invasive species they researched and what they found out about it.
- Discuss with the class if students know about any invasive species in their country and what problems they have caused.

Preview

- Ask students to look at the *Discover grammar* presentation on page 119 before the next lesson.

Further practice

Discover vocabulary, Student Book, page 118 (answers on TG page 113)

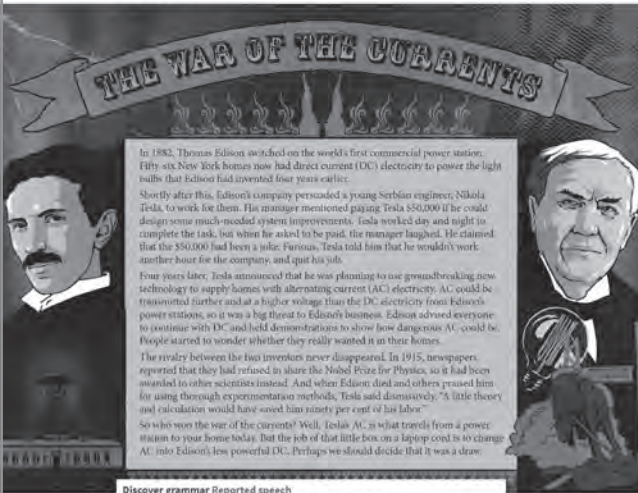
Workbook, pages 34 to 37

Reading practice worksheet, Teacher's Resource Center

Language in use

How does competition affect technology?

1 Read the article about two inventors, Edison and Tesla. Which of their inventions are mentioned? How did they become rivals?



In 1882, Thomas Edison switched on the world's first commercial power station. Fifty-six New York homes now had direct current (DC) electricity to power the light bulbs that Edison had invented four years earlier.

Shortly after this, Edison's company persuaded a young Serbian engineer, Nikola Tesla, to work for them. His manager mentioned paying Tesla \$50,000 if he could design some much-needed system improvements. Tesla worked day and night to complete the task, but when he asked to be paid, the manager laughed. He claimed that the \$50,000 had been a joke. Furious, Tesla told him that he wouldn't work another hour for the company, and quit his job.

Four years later, Tesla announced that he was planning to use groundbreaking new technology to supply homes with alternating current (AC) electricity. AC could be transmitted further and at a higher voltage than the DC electricity from Edison's power stations, so it was a big threat to Edison's business. Edison advised everyone to continue with DC and held demonstrations to show how dangerous AC could be. People started to wonder whether they really wanted it in their homes.

The rivalry between the two inventors never disappeared. In 1915, newspapers reported that they had refused to share the Nobel Prize for Physics, so it had been awarded to other scientists instead. And when Edison died and others praised him for using thorough experimentation methods, Tesla said dismissively, "A little theory and calculation would have saved him ninety per cent of his labor."

So who won the war of the currents? Well, Tesla's AC is what travels from a power station to your home today. But the job of that little box on a laptop cord is to change AC into Edison's less powerful DC. Perhaps we should decide that it was a draw.

Discover grammar Reported speech
Student Book ► Page 119 Workbook ► Page 37

Sometimes we want to quote the exact words that people say. At other times, we just want to report their general message. For this we use reported speech. We can report statements, questions, commands, and many other types of speech.

2 Underline the versions of a-f in the article. Then answer questions 1-4 below.

- The \$50,000 was just a joke!
- I won't work another hour for this company!
- I'm planning to use groundbreaking new technology.
- Do we really want to have it in our homes?
- A little theory and calculation would have saved him ninety per cent of his labor.
- It was a draw.

- Which sentence (a-f) is not reported in reported speech? Why not?
- Which verbs introduce the reported speech? Which one has to have an object?
- When does the tense change in reported speech? When does it NOT change?
- What other changes do we often have to make in reported statements? And in reported questions?

Language in use

3 Study the reporting verbs highlighted in the article. When and how are they used? What do you think the speakers' original words were?

4 Report the following imaginary statements, starting with the words given.

- "I've opened a new power station," Edison mentioned.
- "You should try using light bulbs, everyone," "Oh, Mr. Edison," Edison persuaded!
- "You've worked so hard this month, Tesla!" Tesla's co-workers praised.
- "No, I won't pay you \$50,000, Tesla," Tesla's manager refused.
- "You shouldn't listen to Edison's warnings, everyone," Tesla advised.
- "Could you please give me your views on Mr. Edison's achievements, Mr. Tesla?" The newspaper reporter asked.

5 Discuss the questions in pairs.

- Has anyone ever persuaded you to do something you didn't want to do? How did they persuade you? What were the consequences?
- Think of some rivals, either famous people or people you know. How do they compete with each other? What have they said about each other? Is their rivalry friendly or bitter?

6 Listen to a conversation in a cell phone store. Why do some people like using vintage cell phones like the one in the picture?

Discover grammar Indirect questions
Student Book ► Page 119 Workbook ► Page 37

Subject questions are a form of indirect question. Listen to the conversation.

7 Study these indirect questions from the conversation. How could the questions be asked more directly?

- I was wondering if you could help me with this cell phone.
- Do you know if you sell the right charger for it?
- Do you have any idea why they want to do that?
- Could you tell me where I might find a used charger for it?

8 Work in pairs. You are a customer and a sales assistant at a vintage cell phone store. Ask and answer indirect questions about these phones.

Said you please tell me whether the BlackBerry has a camera?

	Nokia 3210	BlackBerry 7230	iPhone
Release year	1999	2004	2007
Battery life	7 days +	2 days +	1 day +
Camera	no	no	yes
Wi-Fi	no	yes	yes
Number of games	3	1	100s

Discover more **SEARCH ONLINE** and find out about two rival scientists, inventors, or technology companies. What did their rivalry mean for them?

Language in use

How does competition affect technology?

Learning objectives

GRAMMAR Reported speech

GRAMMAR Indirect questions

Reporting back

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

Introducing the topic

- Tell students the following scenario: *Imagine there are two scientists in different cities or countries. They are both working on a new kind of airplane that uses green energy and doesn't cause any pollution. They both know that the other scientist is also working on it. What's the quickest way for them to complete their invention – working together or working separately? Why?*
- Put students into groups and ask them to discuss the question in pairs. Discuss their ideas as a class.

1

- Students open their books. Read out the title of the article and elicit or explain that a *current* is the way that electricity flows through wires. Write the abbreviations AC and DC on the board and elicit or explain that they are different kinds of electric current.

- Ask students to read the article and answer the questions. Check that students understand *rivals*.
- Check the answers with the class.

ANSWERS

Edison: light bulb

Tesla: alternating current technology

They became rivals because Edison's company treated Tesla badly when he worked there; also because Tesla's AC technology was a threat to Edison's business, and Edison tried to persuade people that it wasn't safe.

Discover grammar

Student Book page 119 Workbook page 37

- Remind students that they had to look at the grammar presentations for homework.
- Go over the main points in the *Discover grammar* presentation with the class.

2

- Ask students to find the version of the sentences in the article and answer the questions, individually or in pairs.
- Check answers with the class.

ANSWERS

- He claimed that the \$50,000 had been a joke.
- Tesla told him that he wouldn't work another hour for the company.
- Tesla announced that he was planning to use groundbreaking new technology.
- People started to wonder whether they really wanted it in their homes.
- Tesla said dismissively, "A little theory and calculation would have saved him ninety per cent of his labor."
- Perhaps we should decide that it was a draw.

- 1 e, because the exact words add detail and interest to the story, it's a direct quote.
- 2 *claim, tell (someone), announce, wonder, decide. Tell* has to have an object.
- 3 The tenses changes when the reporting verb is in a past tense. No tense change when the reporting verb is in a present tense.
- 4 Statements: pronouns, other place and time words;
Questions: word order, add *if / whether*

3

- Students can work in pairs to look at the reporting verbs in the article, then answer the questions and decide what the original words were. Check answers with the class.

SUGGESTED ANSWERS

How the verbs are used: persuade someone to do something, mention doing something, ask to do something, advise someone to do something, refuse to do something, praise someone for doing something
Original words:

Edison's company: Please, come and work for us.

Tesla's manager: I will pay you \$50,000 if you can design some much-needed improvements.

Tesla: I'd like you to pay me.

Edison: If I were you, I would continue using DC.

Edison and Tesla: We will not share the award!

Others: Edison's experimentation methods were excellent, and very thorough.

4

- Students complete the reported sentences.
- Allow students to compare their answers in pairs, then check answers with the class.

ANSWERS

- 1 opening a new power station
- 2 everyone to try using light bulbs
- 3 him for working hard that month
- 4 to pay him \$50,000
- 5 everyone not to listen to Edison's warnings
- 6 (Mr.) Tesla to give him/her his views on (Mr.) Edison's achievements

5

- Allow students time to prepare their answers individually, then put them into pairs to discuss the questions.
- Ask pairs in turn to tell the class their experiences or ideas.

6  1.10

- Read out the question and focus on the picture. Teach the meaning of *vintage*. Ask students why they think people like using vintage cell phones. Elicit a few answers.
- Play the audio for students to listen and answer the question.
- Check the answer with the class.

ANSWER

Vintage cell phones are hard to break, and the battery lasts longer than the ones in newer phones.

Discover grammar Student Book page 119 Workbook page 37

- Go over the main points in the presentation with the class before continuing with the lesson.

7

- Read out the first indirect question and elicit how to ask it more directly.
- Students then look at the remaining indirect questions and think about how to ask them more directly.
- Ask: *Why do you think people ask questions in an indirect way?* Elicit that they do it to be more polite.

ANSWERS

- 1 Can you help me with this cell phone?
- 2 Do you sell the right charger for it?
- 3 Why do they want to do that?
- 4 Where might I find a used charger for it?

8

- Refer back to exercise 7. Point out the different ways of wording indirect questions, e.g., *I was wondering if ...*, *Do you know if ...*, *Do you have any idea why ...*?
- Focus on the chart and check that students understand *release year* (the year the phone became available).
- Read out the example indirect question, then elicit one or two more examples from the class. Students then work in pairs to ask and answer indirect questions.

POSSIBLE ANSWERS

Please could you tell me when the Blackberry was released?

I was wondering how long an iPhone battery lasts.

Do you know if the Nokia has Wi-Fi?

Do you have any idea how many games the Nokia has on it?

Discover more

- Remind students that they should use the exact search term in the task. Students can do the research in class if they have internet access. Alternatively, they can do it for homework. Ask them to make notes on the two rival scientists, inventors, or technology companies that they researched.
- After the research, put students into groups to tell each other what they learned.
- Discuss with the class whether competition was good or bad for the scientists or companies.

Extra activity: Critical thinking

- Ask: *How do you think it would affect you if you had to compete against your classmates in your homework or exams? Would it make you work harder, or would it make you feel bad about your achievements?*
- Put students into pairs to discuss the questions and think about how they personally respond to competition.
- Point out that some people respond well to competition and others don't, and it is important to understand what best motivates you as an individual.

Preview

- Ask students to do the *Discover vocabulary* exercises on pressure 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 do people deal with pressure?

Life skills strategy Performing well under pressure

In pressure situations such as tests, sports competitions, interviews, and concerts, performing well under a lot of pressure is to do well. Some people seem to be better at coping with pressure than others. Imagine you are in a pressure situation. What tips do you think are the most useful for different high-pressure situations? Why?

STAY CALM UNDER PRESSURE

1 Practice
The more times you practice something in a low-pressure environment, the more likely you are to do it well when it really matters.

4 Breathe your best
When you're nervous, adrenaline pumps through your body, raising your heartbeat and getting you ready for action. Don't call this feeling "nerves"; call it "excitement" or "energy" and welcome the power it gives you.

2 Focus on the now
Try not to think about the results of what you're doing. Block out thoughts about the future and just focus on the task itself: the notes you're playing, the view you're expressing, the ball you're throwing.

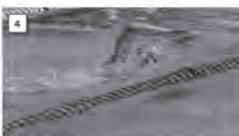
5 Remember past successes
Focus your mind on times when you rose to a challenge and performed well. This will help your self-confidence. If you believe you can do it, you probably will.

3 Take control!
Some aspects of the situation are under your control, but others aren't. If you think about the things you can't control, your anxiety is likely to increase. Instead, just focus on what you can do to make a success of the situation.

6 Know there'll be other chances
Many of the world's most successful people have failed before they've succeeded. Remind yourself that this is not the only chance you'll have to succeed in life.

3 Listen and match the four speakers with the high-pressure situations in pictures 1–4. Which are talking about their own experiences, and which are giving advice to others?



4 Listen again. Which tips (1–6) from exercise 2 best fit what the speakers are saying?

Speaker A: and Speaker C: and
Speaker B: and Speaker D: and

5 Choose a topic below or one of your own. You have five minutes to prepare a one-minute talk about it.

a place I love my hobby someone I admire the environment what music means to me

Speaking strategy Speaking confidently

- Make eye contact with the people you are talking to.
- Speak clearly and slowly, breathing in and out.
- When you don't know what to say next, pause for a moment to give yourself time to think. But don't use any expressions to do this.

6 Study the speaking strategy. Then work in groups and take turns giving your talk, using the key phrases if you need them and trying to speak confidently. Whose talk was the best?

Key Phrases Giving yourself time to think

Well, ... I've got to ... I'm not sure ...
... you know ... What's the next I'm thinking of?

7 REFLECT What strategies for performing well under pressure will you try to use in the future? In what circumstances?

Discover more SEARCH ONLINE and find out how a famous person that you admire deals with pressure

Unit 4 - Why do we compete?

Life skills

How do people deal with pressure?

Learning objectives

LIFE SKILLS Performing well under pressure

VOCABULARY Pressure

LISTENING Four people talking about high-pressure situations

SPEAKING Speaking confidently

SPEAKING Giving yourself time to think

Reporting back

- If students did the research activity from the previous lesson for homework, do the class feedback now. See the notes on the previous page.

Introducing the topic

- Say: *Imagine you have a really important exam tomorrow. How will you feel this evening? What effect will it have on your body and your mood?* Elicit a few ideas and then ask students more questions about the situation, e.g., *Will you study harder than usual? Will you go to bed and sleep as usual? Will you wake up early or late? Will you feel happy and relaxed, or worried and stressed?*
- Put students into pairs to discuss how they think they will feel and behave.
- Discuss their ideas as a class and introduce the word *pressure*.

1

- Students open their books. Read aloud the life skills strategy and check that they understand everything.
- Put students into pairs to discuss the questions.
- Discuss their ideas as a class.

2

- Ask students to read the tips and decide which they think are the most useful for high-pressure situations.
- Put students into groups to compare their ideas, then ask groups in turn to tell the class their ideas.
- Ask: *Have you used any of the ideas in the tips before? Which ones do you think you might try?*

Discover vocabulary

Student Book page 118 Workbook page 38

- Remind students that they had to do the *Discover vocabulary* exercises for homework.
- Check the answers to the exercises now, and check that students understand all the vocabulary.

DIFFERENTIATION

- With weaker classes, provide translations of the new vocabulary.
- With stronger classes, ask questions in English to check understanding, e.g., *If you have anxiety, do you feel relaxed?* (no) *If you block out a thought, do you think about it a lot?* (no, you stop thinking about it) *If you let your nerves get the best of you, do you do well under pressure?* (no) *If you rise to a challenge, do you do something well?* (yes) *If you underperform, do you do well or badly?* (badly)

42

Unit 4

3 1.11

- Focus on the four pictures and elicit what situation each one shows.
- Read out the question, then play the audio for students to listen and match the speakers with the situations.
- Check these answers, then elicit which speakers are talking about their own experiences, and which are giving advice to others.

ANSWERS

1 B, own experience 2 C, giving advice 3 D, giving advice 4 A, own experience

4 1.11

- Refer students back to the tips in exercise 2. Allow them time to read through these again if necessary.
- Ask: *Can you remember which tips fit what the speakers are saying?* Elicit a few ideas.
- Play the audio again for them to listen and decide which tips fit what the speakers are saying.
- Allow students to compare their answers in pairs, then check answers with the class, playing the audio again if necessary and pausing to confirm the answers.

ANSWERS

Speaker A: 3 and 5

Speaker B: 6

Speaker C: 2 and 4

Speaker D: 1

5

- Tell students you are now going to put them under pressure, to see how well they deal with it.
- Read aloud the task and tell students they will give their talk to a group of classmates, and they should try to make it as good as possible.
- Tell them they can make notes for their talk, but they shouldn't try to write it out in full because they don't have time for this.
- Give students five minutes to prepare their talks.
- To increase the pressure, you could add time warnings when there are two minutes remaining, one minute remaining, and 30 seconds remaining.

6

- Explain to students that they are now going to give their talks to each other in groups.
- Read through the speaking strategy with the class. Discuss why each of the ideas in the strategy are important, e.g., to engage the audience, to allow people to hear what they are saying clearly, and to appear confident.
- Read through the key phrases with the class. Elicit or give an example of each phrase in context, e.g., *Well, someone I admire a lot is ... , How can I put this? If we don't take action on the environment now, it might be too late soon.*
- You could play the audio again for students to hear the phrases in context.
- Put students into groups to give their talks to each other. Ask students to listen carefully to each other's talks and notice which of the things in the speaking strategy each student does as they are speaking.

- Monitor and help while they are working.
- When they finish, ask groups in turn to tell the class whose talk was the best and why.
- Discuss with the class how students felt they responded to the pressure. Ask who felt it motivated them to work hard and do well, and who felt anxious and worried, and unable to do well.
- Point out that managing pressure and your own responses to pressure are necessary skills that students will have to learn as they go into higher education or into work.

7 Reflect

CRITICAL THINKING

- Read out the questions and ask students individually to think about two or three strategies they will use in the future and when.
- Allow students to discuss their ideas in pairs, then discuss their ideas as a class.

Extra activity: Creativity

- Ask students to imagine that they are in a situation in which they are feeling under pressure about something, e.g., an exam, a talk they are going to give, an audition, etc.
- Put students into pairs. Ask them to role-play a conversation in which one of them explains their situation and explains why they are under pressure, and their partner gives advice. Tell them they can use ideas from the tips in exercise 2 to help with their advice.
- Monitor and help while students are working.
- Students can then swap roles and practice again. Continue to monitor and help while students are working.
- When they finish, ask some students to tell the class what good advice their partner gave them. Point out to students that talking about the pressure they are under and asking for advice is another good way to help them deal with pressure.

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.
- For feedback, after the research or at the beginning of the next lesson, ask students in turn to tell the class about the famous person they learned about, and how they deal with pressure.
- Discuss as a class what ideas from their research they could use themselves, to help them deal with pressure in the future.

Further practice

Discover vocabulary, Student Book, page 118 (answers on TG page 113)
Workbook, pages 38 to 39

Writing

How does competition influence our free time?

Writing task

A report on a survey

A video game company has asked you to find out how competition affects teenagers' enjoyment of video games. Conduct a survey. Then write a report on the results, including recommendations for future games.

Understand the task

1 Study the writing task. Who will you be writing for? Will you use formal or informal language?

Writing strategy

Reporting data clearly

- Use headings in the report so that the reader can find the information they want easily.
- Only include data that is relevant to the purpose of the report.
- Be clear and...

2 Study the writing strategy. Then read the survey and the report below. Answer these questions.

- Under which heading can you find the following?
 - the purpose of the report
 - an outline of the report's contents
 - suggestions for the future
 - information about the people surveyed
 - data from the three questions in the survey
- What data from the survey might have been left out?

Competition in Clubs for Teenagers

Introduction

The purpose of this report is to examine the role that competition plays in teenagers' clubs, and assess its advantages and disadvantages. It analyzes the results of a survey and makes recommendations for club leaders in the future.

Survey group

Two hundred students aged 14–16 took part in the survey. 80% of them said that they were currently involved in at least one club per week end, of those, about three quarters said that activities at their club sometimes involved competition. The nature of the competitive element varied, but included auditioning for roles in drama productions, playing in weekly sports games, and entering art contests.

Survey results

The majority of students felt that competition helped them to enjoy the club. Some liked that it gave them a good reason to work together as a team. Others enjoyed the achievement of winning. Others noticed that they improved more rapidly because of increased motivation and effort. However, 20% stated that competition reduced their enjoyment. For some, this was because people were more likely to be linked to other club members in a competitive situation; others said that failing in competitions had lowered their self-confidence.

Conclusions

The survey clearly demonstrated that competition in extracurricular clubs has significant benefits, but it also highlighted some drawbacks. In the future, club leaders should consider introducing awards for the most supportive members of the club to encourage positive relationships, and ensure they give all club members encouragement and achievable challenges.

3 LANGUAGE POINT Match the evidence verbs highlighted in the report with definitions 1–5.

- look carefully at something
- clearly show the truth of something
- draw attention to something
- make a judgment about something after thinking carefully about it
- look at something in detail in order to explain it

Writing

Survey: Competition in Video Games

Multiple answers allowed

1 Which of these kinds of video games do you enjoy playing?

Action ☐ Shooter ☐ Sports ☐
Role playing ☐ Strategy ☐ Other ☐

2 What type of competition do you enjoy in video games? Why?

Competing against others, individually ☐
Competing against others, as a team ☐
Competing against the game ☐
No competition ☐

3 Which of these do you think is a problem with the video games that you play?

The competitive element makes people unkind ☐
Too addictive ☐ Too short ☐
No problems ☐ Other ☐

Think and plan

4 Look at the task again. Then ask ten people the questions in this survey and analyze the results.

Write a first draft

5 Write a plan for your report. Use the headings from the report in exercise 2.

6 Write the first draft of your report using your plan and information from your survey.

Review and edit

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

- Content** Have you included the data that's most relevant to the purpose of the report?
- Organization** Does your report have a title, clear headings, and recommendations at the end?
- Style** Do you use formal language?

Reflect

Why do we compete?

Does competition make us better?

How does competition affect the natural world?

How does competition affect technology?

How do people deal with pressure?

How does competition influence our free time?

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

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

3 Work together and compare your ideas.

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

5 Discuss the lesson questions in pairs.

Now go to the Reflect box in the Workbook and write your answers to the questions.
Workbook Page 63



I learned that in the natural world the success of one type of animal can indirectly cause problems for other animals.

Writing

How does competition influence our free time?

Learning objectives

WRITING Writing a report on a survey

WRITING Reporting data clearly

WRITING Evidence verbs

Reporting back

- If students did the *Discover more* activity from the previous lesson for homework, do the class feedback now. See the notes on the previous page.

Introducing the topic

- Ask: *Where do you have more competition: at school or in your free time?* Elicit a range of answers and brainstorm some free-time activities that involve competition, e.g., sports, music competitions, playing video games, etc.
- Ask: *How can you find out how many of your classmates' free-time activities involve competition?* Elicit the idea of asking questions and conducting a survey.
- Ask: *How can you present the results of your survey?* Elicit the idea of writing a report with the results.

Understand the task

1

- Students open their books. Read aloud the writing task and elicit or explain that in a report, you should present your findings and then make some recommendations.

- Discuss as a class who students will be writing for, and whether they should use formal or informal language.

ANSWERS

For a video game company; Formal language.

2

- Ask students to read the writing strategy.
- To demonstrate the idea of relevant data, say: *Imagine you learn that 12 of your classmates play video games that involve competition. For this report, is it relevant when they play? (no) Is it relevant who they play with? (no) Is it relevant if they enjoy the competition? (yes)*
- Ask students to read the model report and answer the questions. They can underline where they found the information in each section.
- Check the answers with the class, referring to the model report to show where each answer is located.

ANSWERS

- 1 a Introduction b Introduction c Conclusions
d Survey group e Survey group and Survey results
- 2 Students' own answers: e.g., the percentage that hate competition

3 Language point

- Point out the highlighted verbs in the model report.
- Ask students to study the verbs in context and match them with the definitions.
- Check the answers, and ask: *Which verb is followed by "that"?* (demonstrate) *What are the other verbs followed by?* (an object)

ANSWERS

- 1 examine 2 demonstrate 3 highlight 4 assess
5 analyze

Think and plan

4

- Ask students to read through the questions in the survey. Check that they understand everything.
- Explain that they are going to ask ten of their classmates the questions and analyze the results.
- Allow students to walk around the classroom to ask their questions and note down their classmates' answers.
- Before they analyze their results, ask them to read the *Survey results* section in the model report again. Point out some useful language they can use, e.g., *The majority of ...*, *Some ...*, *Others ...*, *20% ...*. You could elicit some other phrases they could use for expressing numbers, e.g., *Almost half ...*, *Three-quarters of students ...*, *A few ...*
- Allow students time to analyze their results individually.

5

- Read the headings in the model report on page 44 with the class and elicit what information is included under each heading. They can look again at their answers in exercise 2 to help them.
- Students then plan how to organize their own report.

DIFFERENTIATION

- With weaker classes, write the headings on the board and elicit from the class what information should go in each one. Make notes on the board for students to refer to when they plan their own report.

Write a first draft

6

CREATIVITY

- Students write their first draft. Encourage them to present their survey results clearly, using a range of evidence verbs.
- Point out that students will revise their work, so they don't need to worry about it being perfect at this stage.

Extra activity: Creativity

- Before students write their first draft, ask them to read the model report on page 44 again and note down any useful vocabulary or expressions that they could use in each section, e.g., *The purpose of this report is ...*, *Ten students aged ... took part in the survey. The survey clearly demonstrated that ...*
- Encourage them to see the report on page 44 as a resource that they can use to help with their writing.

Review and edit

7

- Students could check their work individually, or they could work together and check their work in pairs.
- They then revise their work individually.
- When grading students' work, refer to the three items in the checklist. You could give a score out of 10 for each item, giving a total out of 30 for the task.

Reflect Why do we compete?

1

- Read aloud the question *Why do we compete?* and the five questions at the top of the Reflect panel.
- Allow students time to 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 a version of the video *without* narration. Students watch this and predict what information the narration in the full version might give.
- Put students into pairs or small groups to compare their answers. Monitor and attempt to determine if and when 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 131 for the ideas contained in the video.

3

COMMUNICATION

- Put students into 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.

4 

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

5

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

DIFFERENTIATION

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

6

- Ask students to answer the questions in their Workbook individually. Ask some students to tell the class what they most enjoyed in the unit. Ask what things they would like to learn more about, and why.

Further practice

Writing workshop, Student Book, page 132

Workbook, pages 40 to 41

3 1.12

- Allow students time to read through the chart. Check that they understand *witches*, *crown*, and *flashlight*.
- Play the audio again for students to listen and complete the chart. You may have to pause the audio to allow them time to write.
- Check answers with the class and ask: *Does this sound like a good movie? Why? Do you think the props and lighting are realistic? Are the locations realistic?* Elicit that the people have chosen locations, costumes, props, and lighting that they can easily find and use. Advise students to do the same when they plan their own movie.

ANSWERS

Scene 1: Location: Antony's backyard; Props needed: bowl of green liquid, pen, paper; Lighting: flashlight

Scene 2: Location: town; Props needed: letter;

Lighting: none

Scene 3: Location: Antony's house; Props needed: fake knife, crown; Lighting: lamp

Collaborate and plan

4

COLLABORATION

- Students work in their groups to choose a famous story for their movie.
- Monitor and help while students are working, and make sure that different groups have chosen different stories so there is no duplication across the class.

5

COLLABORATION CREATIVITY

- Ask students to read through steps 1–3 in exercise 1 again, or read them aloud to the class.
- Suggest that students could copy the chart in exercise 3 and complete it as they plan their movie.
- Remind them to choose locations, props, costumes, etc., that they can easily find or use.
- Remind them that when they are working in groups, it is important to take advantage of the different strengths their group members have, especially when they are dividing up the jobs.
- Remind them that they should always be polite and respectful to each other, especially when they are disagreeing.
- Students, in their groups, work through the steps and plan their movie.
- Monitor and help while students are working.

Share

6

COLLABORATION COMMUNICATION

- Students work in their groups to practice their scripts. Encourage them to practice several times so they can improve the way they say their lines and express emotions.

- If some students in a group do not have an acting part, encourage them to listen carefully to their classmates and offer help and encouragement, to help them improve their lines.
- Monitor and help while students are working.

7

CREATIVITY

- Students can shoot their movies outside school, as a homework task. Remind them to think about safety if they are filming outside, and to get their parents' permission if they need to go to different locations or use props from their homes.
- Remind them that they will have to organize a time to shoot their movie, and they will have to remember to take costumes, props, etc., with them.
- They will also need to have someone familiar with making videos and editing them in their group or will need to learn how to do this.

Present

8

COLLABORATION COMMUNICATION

- Ask groups in turn to show their movie to the class. If you have the equipment in class, you could show the movies on a big screen.
- As students watch, ask them to note down two things they like about each movie and one thing that could be improved.
- Allow time for feedback at the end of each movie.
- Discuss as a class which movie students enjoyed the most and why.

Reflect

CRITICAL THINKING

- Before students evaluate this task, ask them if they can remember the lessons they learned from the previous project evaluation. Remind them that reflecting in an honest way on what went well and badly during a project task will help them to learn and improve next time. Remind them that evaluating their performance in this way should not involve blaming themselves or individuals in their group, but should focus on what they can learn from their experience of doing the task.
- Students work in their groups to discuss the questions.
- Discuss the questions as a class, encouraging different groups to share their experiences and opinions.
- Ask students individually to make a note of three things they should try to remember for the next time they do a project task in a group.

Assessment

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



VIDEO Learning about why we have museums
READING Analyzing an opinion piece
LANGUAGE IN USE Speculation about the past, present, and future
LIFE SKILLS How to learn from past mistakes
SPEAKING Showing understanding
WRITING Writing an article

Why do we have museums?

1 Look at the picture and read the caption. Why do you think the emperor was buried with this army? How can archaeological finds like these inform us about the past?

2 Think about a museum you have visited. Why are museums important? Rank the reasons below in order of importance.

Museums . . .

- store archaeological finds
- have exhibitions that bring our history and culture to life
- display valuable and beautiful artifacts
- encourage us to notice things
- enable archaeologists to make connections across cultures and time
- have exhibits that encourage tourism

Discover vocabulary Museums
 Student Book ► Page 120 Workbook ► Page 46

3 Watch the Facitix video. Which of the reasons from exercise 2 are mentioned by Ava and Ryan?



4 Watch the video again and answer the questions.

- 1 How many people visit the Louvre Museum in Paris?
- 2 Why might tourism be good and bad for museums?
- 3 How many objects are in the British Museum's collection?
- 4 How much of their collection is on display?
- 5 What happens to exhibits that aren't on display in the museum?

5 Work in pairs and discuss the questions.

- 1 Why do we have museums? What do you think museums can teach us?
- 2 What makes a good museum? Think of a museum you like. What makes you want to visit?

Key phrases Talking about museums

I reckon we have museums because . . .
 From my point of view, . . .
 It's obvious that . . .
 It'd govt for us to say that . . .
 It's in the museum because of . . .
 Museums are great for . . . owing to . . .

Discover more

SEARCH ONLINE and find out about a local museum or one of the museums in the script, e.g. the British Museum. Choose an exhibit you would like to visit there and explain why.

Vocabulary

- Museums
- Nouns and verbs
- Learning from mistakes

Further practice

Discover vocabulary, Student Book, page 120

Workbook, pages 46 to 48

Vocabulary practice worksheet, Teacher's Resource Center

Reading

- Analyzing an opinion piece
- An opinion piece about treasures in museums taken from other countries

Further practice

Workbook, pages 44 to 45

Reading practice worksheet, Teacher's Resource Center

Grammar

- Speculation about the past, present, and future

Further practice

Discover grammar, Student Book, page 121

Workbook, pages 47 to 48

Grammar practice worksheet, Teacher's Resource Center

Life skills

- How to learn from past mistakes

Speaking

- Talking about museums
- Showing understanding
- Talking about mistakes

Further practice

Workbook, page 49

Writing

- An article about a commemorative statue or monument
- Writing an article
- Emotive 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

Why do we have museums?

Learning objectives

FACTFLIX VIDEO Learning about why we have museums

VOCABULARY Museums

SPEAKING Talking about museums

Introducing the topic

- With books closed, ask: *How do we remember the past?* Elicit a few ideas, e.g., from books, movies, TV programs, museums. Ask: *What evidence is there to help us learn about the past? Think about: things people have written, pictures, objects.* Put students into groups and ask them to discuss how we learn about and remember the past. Ask them to note down all their ideas.
- Ask groups in turn to tell the class their ideas.
- Students then open their books and start to look at the opening picture, caption, and lesson question.

1

- Focus on the picture and ask students to read the caption. Ask: *Why do you think the emperor was buried with this army? How can archaeological finds like these inform us about the past?* Elicit a few ideas.
- Ask: *Are museums a good way for us to understand artifacts from the past? Why? / Why not?* Elicit some ideas. Then put students into pairs and ask them to think of three good things about museums and three problems.
- Ask pairs in turn to tell the class their ideas and have a class discussion. Encourage as many students as possible to join in and express their own opinions.

2

- Read through the reasons with the class and check that students understand them all.
- Put students into pairs to rank the reasons and discuss their reasons for the order they choose.
- Discuss as a class which reasons students think are the most and least important. Encourage students to discuss their reasons, and to agree or disagree with each other politely.

Discover vocabulary Student Book page 120 Workbook page 46

- With weaker classes, turn to page 120 and do this vocabulary practice in class, before students move on to exercise 3.

3 

- Tell students they are going to watch a video in which Ryan and Ava discuss the reasons for visiting a museum in exercise 2.
- Play the video for students to watch and listen and note down which reasons Ryan and Ava mention. (If you are unable to play the video in the classroom, an audio-only version is available on the Teacher's Resource Center.)
- Check the answers with the class, then ask students who they agree with the most and why.

ANSWERS

Ava: 1, 2, 4

Ryan: 5, 6

DIFFERENTIATION

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

4 

- Ask students to read the questions, then play the video again for them to answer the questions. Alternatively, students could guess the answers to the questions in pairs, then watch the video again to check their ideas.
- Discuss the answers with the class.

ANSWERS

- 1 Eight million people a year.
- 2 Tourism makes money for the museums, but the museums get crowded.
- 3 Eight million objects.
- 4 1% of the objects are on display.
- 5 Some of the objects are kept in storage and some are lent to other museums.

5

COMMUNICATION

- Read out the key phrases. For each phrase, elicit an example in a complete sentence, e.g., *From my point of view, museums are really useful.*
- Students work in pairs and discuss the questions. Ask them to make a note of ideas or opinions they both agree with and why.
- Ask some pairs to tell the class their ideas. Ask other students if they agree or disagree, and why.

Extra activity: Critical thinking and Creativity

- Ask: *What periods of history do you know about or are you interested in?* Elicit a few ideas and brainstorm some periods of history, e.g., Ancient Egypt, Ancient Greece, the 1960s. Ask: *Imagine you can meet someone from one of these periods. What will you ask them?*
- Put students into pairs to think of a period of history and write three questions they would like to ask someone from that time.
- Ask pairs in turn to read their questions to the class. Ask other students what they think the answers might be. Discuss where students can look to find the answers.

Discover more

- Remind students to use the exact search term in the task. Students can do the research in class if they have access to the internet. Alternatively, they can do it for homework.
- For feedback, after the research or at the beginning of the next lesson, students can discuss in groups what museums they researched and what they found out about them.
- Discuss as a class which museums students would like to visit and why.

Further practice

Discover vocabulary, Student Book, page 120 (answers on TG page 113)

Workbook, page 46

Vocabulary practice worksheet, Teacher's Resource Center

Reading to learn

Who owns museum objects?

1 Think about a museum you know. Discuss the questions.

- What do you know about the museum? Where are the objects displayed there from?
- Do you know who found the objects or gave them to the museum?
- Is the museum "encyclopedic" or "universal"? What do you understand by a "universal" museum?

2 Read and listen to the opinion piece on page 51. What museums does it mention? Which objects do they have? What does the author think museums should do?

- keep all their objects
- sell their objects
- lend them to different museums
- give them back to their country of origin

Reading strategy

1 Analyzing an opinion piece

An opinion piece is a text that expresses the writer's point of view. It is often written for a newspaper or magazine.

- Identify the author's position.
- Find the main argument in each paragraph. The topic sentence is often the first sentence.
- Find evidence or examples that support each argument of the writer.

3 Study the reading strategy. Match the main arguments in a-e with sections 1-5 of the article on page 51. What examples or evidence does the writer give for each idea?

- Some archaeologists acquired important objects dishonestly, by tricking people.
- Objects can be compared on the internet - the original objects should be returned.
- We should know how objects were acquired by museums, and why they are still there.
- Today, many countries have world-class museums, so objects should be returned to these countries.
- Many objects have a spiritual or emotional significance in their country of origin.

4 Read the article again and discuss the questions.

- What information do museum labels include? What do they not include?
- According to the writer, what did Elgin do wrong? What about Borchardt?
- What arguments do encyclopedic museums use to justify their collections?
- What does the writer think about these arguments? Why does she think these museums keep objects?

Discover vocabulary Nouns and verbs
Student Book ► Page 120 Workbook ► Page 46

5 Look at the article again and answer the questions.

- Find the verb forms of these nouns in the article.
dedication _____ excavation _____
preservation _____
- Find the noun forms of these verbs in the article. Can you think of other nouns with the same suffixes?
admire _____ permit _____ interpret _____
inspect _____ justify _____ civilize _____

6 Write a short description of a museum you know well using some of the words from exercise 5.

7 **TALKING POINTS** Discuss the questions in pairs.

- Who do you think owns museum objects: the people who created them, the people who found them, the people who gave them to the museums, the museum itself, or private collectors?
- Should museums around the world give back the treasures they acquired from other countries? Why? / Why not?

Discover more **ASK FRIENDS** In groups, discuss an artifact they have seen in a museum. What is it? Where is it from? Do they like it? Why?

STOLEN TREASURES

1 In Room 18 at the British Museum, London, visitors are lost in admiration of the ancient marble sculptures. Next to the sculptures, a label explains: "Friezes from the Parthenon in Athens. The Parthenon was built as a temple dedicated to the goddess Athena in 447 BC." On the other side of Europe, at the Neues Museum, Berlin, a group of tourists stop to look at the bust of a beautiful Egyptian queen. A label nearby says: "Nefertiti. The royal wife of the Egyptian pharaoh Akhenaten, 1345 BC." The labels in both these museums tell us what these exhibits are, where they are from, and when they were made. What they don't tell us is how these pieces ended up in these museums and why they are there.

2 The Parthenon marbles were taken from Athens in 1802. The British ambassador, Lord Elgin, was granted permission to make drawings of the sculptures and to take "a few" pieces of stone. However, in the document that Elgin received, "a few" was translated as "any." Elgin took advantage of this misinterpretation and greedily cut away huge parts of the Parthenon frieze. Most were taken back to England, where Elgin sold them to the British government.

3 Over one hundred years later, in 1912, the bust of Nefertiti was excavated in Amarna, Egypt, by a German archaeologist named Ludwig Borchardt. At the time, archaeologists had to share "finds" with the local Egyptian authorities. However, Ludwig shily wrapped up the bust and put it in a box before the inspection. When the Egyptian authorities arrived, they were shown a badly taken picture of the statue. They had no idea of its value.

4 Many of the world's top museums have exhibits that should be returned to their country of origin. In the past, important objects were taken by powerful nations, who argued that they could better preserve and take care of them in their world-class museums. But today these countries of origin have world-class museums of their own. As a result, museums like the New York Museum of Metropolitan Art are giving back their stolen treasures. In 2013, the museum returned two ancient statues to Cambodia. However, not everyone is doing the right thing. The British Museum and the Neues Museum are holding onto their treasures. What's their justification?

5 One argument is that these museums are "encyclopedic" or "universal." In the British Museum, for example, cultures are set side by side, so the visitor is able to compare the civilization of India with that of ancient Greece. The museum provides a broader context for the artifact and teaches us about universal traditions, skills, and habits. However, most museums have their collections online, so this comparison could be made virtually. In addition, copies could be made of the objects - the museums do not need to display the originals. Perhaps encyclopedic museums are more about ownership and status than world history?

6 In 2018, Tutuia Alarcon Rapa, the governor of Easter Island in the Pacific Ocean, visited Hoa Hakananai'a in the British Museum. Hoa Hakananai'a is an impressive four-ton statue or "Moai" that stands at the entrance of the hall. His name means "Lost or stolen friend" and 150 years ago, he was taken from Easter Island by British sailors and given to Queen Victoria's Governor. Rapa's visit was an emotional occasion, and she appealed to the British Museum to give the statue back to the Easter Islanders. "I believe that my children and their children ... deserve the opportunity to touch, see, and learn from him," she explained, with tears in her eyes. "We are just a body. You, the British people, have our soul." Will the British Museum return the statue? It's hard to know. But whatever side you take, we can't deny the cultural and spiritual importance of these stolen treasures.

What does the writer think the "right thing" is?

How does the writer use dates?

What do the adverbs "greedily" and "shily" imply? What opinion does the writer have of Lord Elgin and Ludwig Borchardt?

Why does the writer use this quote? How do they want the reader to feel?

Reading to learn

Who owns museum objects?

Learning objectives

READING Analyzing an opinion piece

READING An opinion piece about treasures in museums taken from other countries

VOCABULARY Nouns and verbs

Reporting back

- If students did the research activity from the previous lesson for homework, do the class feedback now. See the notes on the previous page.

Introducing the topic

- Say: *If I go on vacation to another country and I pick up a stone on the beach, is it mine? Can I bring it home with me?* Elicit a few ideas and encourage students to give reasons for their answers. Encourage them to think about the question of ownership: *Can the stone belong to you or does it belong to the country where you found it?*
- If students think it is OK to bring a stone home, ask more questions to see where they would draw the line between what it is acceptable and unacceptable to bring home, e.g., *What if I dig in the ground and find gold? What if I find a historical object?* Continue discussing and encourage students to think about when taking something home with you becomes stealing.

1

- Students open their books. Put them into pairs or groups to discuss the questions.
- Discuss the questions as a class and elicit some examples of objects that students have seen in museums that are from different countries.
- Discuss what an "encyclopedic" and "universal" museum might be, but don't confirm their ideas.

2 **1.13**

- Ask students to read the questions and possible answers. Make sure they understand everything.
- Play the audio for students to read and listen to the article to check their ideas.
- Check the answer with the class.

ANSWERS

British Museum (marble sculptures from the Parthenon)
Neues Museum (Nefertiti sculpture) d

3

- Ask students to read the reading strategy, or read it aloud to the class. Then ask students to read the article again, match the arguments with the paragraphs, and note down what examples or evidence the writer gives for each idea.
- Check answers with the class and discuss the relevant evidence and examples in each paragraph.

ANSWERS

a 2 b 4 c 1 d 3 e 5

4

- Ask students to read the text again and discuss the questions in pairs.
- Check answers with the class, eliciting evidence from the texts to support the answers.

POSSIBLE ANSWERS

- 1 Museum labels tell us where objects have come from, what they were used for, and when they were made, but they don't tell us why they are in a museum or how they got there.
- 2 Elgin used a poor translation of a document to justify taking the marbles. Borchardt hid the bust so that Egyptian inspectors would not realize its value.
- 3 They say visitors are able to compare different civilizations and periods in history since everything is under one roof.
- 4 The writer thinks people can make these cross-cultural comparisons by looking at the collections online. The writer also believes that copies can be made. The writer thinks museums keep their treasures because it makes the museum more important.

Discover vocabulary

Student Book page 120 Workbook page 46

- Refer students to the exercises on page 120. With weaker classes, do them in class. With stronger classes, students can do the exercises for homework.

5

- Ask students to look at the opinion piece again, find the words, and discuss the questions.
- Check answers with the class and check that students understand all the words.
- Elicit more examples of nouns with the suffixes.

ANSWERS

- 1 dedication – dedicate; excavation – excavate; preservation – preserve
- 2 admire – admiration; permit – permission; interpret – (mis)interpretation; inspect – inspection; justify – justification; civilize – civilization
Other nouns: destroy – destruction; add – addition; introduce – introduction; imagine – imagination; compete – competition, exclaim – exclamation, terminate – termination

6

- Read out the task, then ask students to find the words from exercise 5 in the article again and read them in context. Elicit how they are used in context, e.g., *permit – be granted permission to do something*. Elicit more examples of each word in context, or ask students to look in a dictionary to find examples. Remind students that when they learn new words, it is important to learn how they are used in a sentence.
- Students then write a short description of a museum they know well, using words from exercise 5.
- Allow students to compare their descriptions in pairs, then ask some students to read their description to the class.

READING TEXT QUESTIONS

- Read out the questions next to the article on page 51. Point out to students that these questions ask about the writer's intentions, and the meaning they are trying to get across, rather than about details of the text.
- Put students into pairs to look at the text again and discuss the answers to the questions.
- Discuss the answers with the class, encouraging students to refer back to the text to justify their answers.

SUGGESTED ANSWERS

The writer uses *italics* for emphasis.

"Greedily" implies that something was done for selfish reasons, with someone wanting more than is right. "Slyly" implies that something dishonest was done in a secret way, not in an open way. The writer thinks that Lord Elgin and Ludwig Borchardt were dishonest and behaved badly. The writer thinks the "right thing" is to return objects to the country they are from.

The writer ends on this quote to persuade people to agree that artifacts should be returned to the country they are from. The writer wants the reader to feel sorry for the people of Easter Island.

7 Talking points

CRITICAL THINKING

- Put students into pairs to discuss the questions. Allow students time to read the questions and think about their answers first, and encourage them to think of reasons to support their ideas. Discuss the questions as a class.

Extra activity: Creativity

- Ask students in pairs to write a paragraph putting forward the opposite point of view: "Museums should keep the artifacts they already have." You could brainstorm a few arguments for this opinion with the class first, e.g., the "stealing" was done a long time ago so it should be forgotten, etc.
- Explain that they should write their paragraph from this point of view, even if they don't agree with it.
- Ask pairs in turn to read their paragraphs to the class. Discuss with students which arguments they found convincing or not convincing, and why.

Discover more

- Students can work in groups to ask each other about artifacts they have seen. Alternatively, they can do it for homework and ask friends outside school. Ask them to make notes on what their friends tell them.
- For feedback, after the discussions or at the beginning of the next lesson, ask individual students to tell the class about the artifacts their friends described.

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 47

Reading practice worksheet, Teacher's Resource Center

1 Read the article about time capsules and answer the questions.

- 1 What is the Crypt and why do you think people created it?
- 2 What was the problem with the time capsule in New Zealand?
- 3 Why were people disappointed in Smithtown, New York?

TIME CAPSULES: treasure or trash?

It must be exciting to find a time capsule and uncover its secrets. People have been burying them for years, and one of the most famous is called the "Crypt of Civilization." This Crypt is a sealed room beneath Oglethorpe University, Georgia, USA. It was created in 1938 and is scheduled to be opened in an 813. That may seem like a long time to wait, but think of it this way: the pyramids in Egypt are over 5000 years old!

Most time capsules contain just a few trinkets or letters, but the Crypt has thousands of items, from records of historical events to everyday objects such as food, furniture, and toys. It can't have been easy choosing things to include.

However, not all time capsules are as interesting as the Crypt. In 1995, a 100-year-old time capsule was opened at an event in New Zealand. Archaeologists might have been hoping to find something historical inside, but all that was left was muddy water and an old button. The people at the event must have been very upset.

In 2015, another famous time capsule was opened in Smithtown, New York, USA. The capsule was buried



The Crypt of Civilization

in 1935, but again, the contents were disappointing – a phone book, a local newspaper, old pens, and a book that "The people who buried it can't have had much imagination," complained one spectator. "They could have put something interesting inside." The most interesting thing that came out of the capsule was the smell – "powerful, musty, and awful!"

In the future, many more time capsules will probably be opened, but what will we find inside? Will the contents be treasure – or will they be trash?

Discover grammar Speculation about the past, present, and future
Student book ► Page 121 Workbook ► Page 47

Why can we use the modal verbs *could*, *might*, *may*, and *will* to speculate about the past, present, and future?

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

- a It must be exciting to find a time capsule.
- b That may seem like a long time to wait.
- c Archaeologists might have been hoping to find something historical inside.
- d The people at the event must have been very upset.
- e The people who buried it can't have had much imagination.
- f In the future, many more time capsules will probably be opened.

- 1 Which sentences talk about ... ?
a the present b the future c the past
- 2 What form of the main verb can we use after the modal verbs?
- 3 Which sentences express certainty?
- 4 Which express uncertainty?

3 Look at the objects A-G from a time capsule. Discuss the questions.

- 1 What decade / century do you think the time capsule is from? Why?
- 2 What type of items do you see? Why might people have included these items?
- 3 Do the items provide historical information? Would you say they are everyday items? How do you think the items could have been used?
- 4 Which items may be interesting for people to study today? Why?



The time capsule must have been buried in the 1930s because...
It could have been used for weighing things.

4 You are going to create your own time capsule. Work in groups.

- 1 Select five or six things to include in your time capsule. What do the things represent? What do they say about your life, everyday life, and/or society in general?
- 2 Be practical. Will the objects survive for a long time? If you're including technology, will people in the future be able to use it and access information?
- 3 Decide when your time capsule is going to be opened and imagine the impact the objects might have. Do you think people will find these items interesting / useful? How might people interpret them? In the future, people might not be able to access the information as a smartphone. People may find a magazine interesting, but it might not survive for a long time.
- 5 Present your time capsules to the class. Explain why you chose certain items, what you think they represent, and how people could interpret them in the future.

6 Compare the time capsules. Did people select similar items? What were the main differences between the items selected? Vote for the most interesting / useful capsule.

Discover more

SEARCH ONLINE Find information about another famous time capsule, e.g. the Westinghouse Time Capsule.

Language in use

What can time capsules tell us?

Learning objectives

GRAMMAR Speculation about the past, present, and future

Reporting back

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

Introducing the topic

- Ask: *What is a time capsule? Why do people create them?* Discuss as a class that a time capsule is a collection of objects from a particular period, and people create them to leave evidence for people in the future about what life is like now.
- Ask: *What can a time capsules tell us?* Discuss the question as a class. Ask more questions if necessary to prompt students, e.g., *Can it tell us where people lived? Can it tell us about their clothes? What about their hobbies and free time? What about their family life? What about festivals and religious beliefs?* Encourage students to express their opinions and give reasons and examples to support them.

Culture note

The 1938 time capsule mentioned in the article was one of the first to be called a "time capsule" and deliberately left for future generations. However, some earlier examples have been discovered. For example, in 2017 a container was found in Burgos, Spain. Inside was a wooden religious statue and some written information about the society and culture of the time. It was dated 1777. Similarly, a time capsule was found in the US in 2014. It dated from 1795 and contained newspapers, coins, and other artifacts from the period.

1

- Students open their books. Read aloud the questions and check that students understand them. Teach the meaning of *crypt* (a small room underneath a public building).
- Ask students to read the article and answer the questions.
- Check the answers with the class.

ANSWERS

- 1 The Crypt is a time capsule from the 1930s containing objects from that era. It was created to give people of the future an insight into life in 1930s America.
- 2 The problem with the time capsule from New Zealand was that the objects inside the capsule hadn't survived. Perhaps the capsule hadn't been sealed properly.
- 3 People were disappointed with the time capsule in Smithtown because the objects inside it were boring.

Discover grammar Student Book page 121 Workbook page 47

- Remind students that they had to look at the *Discover grammar* presentation for homework.
- With weaker classes, turn to page 121 and go through the main points in the presentation with the students before you continue with the class.
- With stronger classes, students can do the exercises in *Discover grammar* for homework.

2

- Ask students to find the examples in the article and read them in context, then answer the questions. They could work in pairs for this.
- Check answers with the class.
- To help consolidate the grammar, you could read out some of the examples, then change them to use different modal verbs and elicit how the meaning changes, e.g.,
"It must be exciting." "It might be exciting."
What's the difference? Which is more certain?
"Archaeologists might have been hoping ..."
"Archaeologists must have been hoping ..."
What's the difference? Which one shows I don't feel sure?

ANSWERS**1a a, b 1b f 1c c, d, e****2 the infinitive or the present perfect infinitive (have + past participle)****3 a, d, e****4 b, c, f****3**

- Focus on the pictures and elicit the names of the objects. Teach any words that students don't know. (A – radio, B – doll, C – glasses and glasses case, D – weighing scales, E – typewriter, F – toy building set, G – camera)
- Students then work in pairs to look at the options and discuss the questions. Encourage them to use verbs from exercise 2 for speculating.
- Discuss the answers with the class, encouraging students to give reasons for their answers.
- During the discussion, monitor how well students use verbs for speculating about the past, present, and future. Correct any mistakes in a feedback session at the end.

4

- Read out the task and explain to students that they are going to work in groups for this activity.
- Remind them that when they work in groups, they should all work together and make sure everyone is included and listened to, and that they reach their decisions together.
- Read out the example answers and remind students that they should use modal verbs to speculate about the past, present, and future.
- Put students into groups to plan their time capsule.
- Monitor and help while students are working.

5

- Explain to students that they are going to present their time capsule to the class.

- Allow students time to read the task and plan their presentations. Tell them that, if possible, everyone in the group should be involved in the presentation, and remind them to use modal verbs to speculate about the past, present, and future.
- Ask groups to present their time capsule to the class.
- Ask other students to listen carefully to each presentation and note down the objects in it and the reasons for including these objects.

6

- Discuss with the class which similar items groups suggested, and what the main differences were.
- Discuss which items all students agree are useful to include and why.
- Have a class vote to decide on the most interesting capsule. Tell students they cannot vote for their own, but must vote for a different group's capsule.

Extra activity: Creativity and Critical thinking

- Put students into pairs and ask them to look at the time capsule in exercise 3 again.
- Ask them to imagine that they live 500 years in the future and have never seen any of these objects before.
- Ask them to imagine they are opening the time capsule and to speculate on the objects. You could give one or two examples, e.g., focus on the typewriter and say: *This might have been a machine for doing calculations.* Elicit a few more ideas, and encourage students to use their imaginations and be as creative as possible.
- Students then work in their pairs and continue to discuss the objects.
- Ask pairs in turn to share their best ideas with the class.

Discover more

- Remind students that they should use the exact search term in the task. Students can do the research in class if they have internet access. Alternatively, they can do it for homework. Ask them to make notes on the time capsule they learn about.
- For feedback, after the research or at the beginning of the next lesson, put students into groups to tell each other what they learned.
- Ask some students to tell the class what they learned.
- Discuss with the class which time capsules sound interesting and why.

Preview

- Ask students to do the *Discover vocabulary* exercises on learning from mistakes on page 120 before the next lesson.

Further practice*Discover grammar, Student Book, page 121 (answers on TG page 113)**Workbook, pages 47 to 48**Grammar practice worksheet, Teacher's Resource Center*

Life skills What can the past teach us?

Life skills strategy How to learn from past mistakes

If you make a mistake, don't panic, and try not to make excuses. Admit your mistake, learn from it, and start to change your behaviour. Don't be afraid to ask for help if you need it.

- Study the life skills strategy. Then look at the teenage problems below. Do you agree that these are typical teenage mistakes? Why might teenagers make these mistakes? What other types of mistakes might teenagers make?

WHAT'S YOUR PROBLEM?

Home Articles FAQ Message Board

Teenagers:

- worry too much about what their friends think
- are disorganized and messy
- don't consider other people's feelings
- don't take school seriously
- don't ask for help when they need it
- think too much about their appearances

- Listen to a radio show about how to deal with mistakes. Which mistakes do they mention from exercise 1?

Discover vocabulary Learning from mistakes
Student Book ► Page 120 Workbook ► Page 48

- Complete the advice, then listen again and check. Do you agree with the advice? Why? / Why not? choose admit blame change talk learn

How to: learn from your mistakes

- It's important to _____ your mistakes.
- Try not to make excuses or _____ others.
- Accept responsibility so you can _____ from the experience.
- You can't _____ mistakes, but you can _____ how to respond to them.
- You should _____ to someone and ask for help.

Speaking strategy Showing understanding

People might feel awkward discussing a problem or mistake. To encourage them to express themselves clearly, show understanding. Don't panic. Do 1-3. Listen and give advice. Give reasons and say how people feel. If you say all about mistakes you have made, and how you came to get them.

- Study the speaking strategy, then listen to two conversations. In which conversation does a person show understanding? How do they do that?
- Listen again and answer the questions.
 - What type of mistakes did the people make?
 - What advice are they given? Do they follow it? Why? / Why not?
 - Would you give the same advice in the same way? Give reasons.
- Role-play the situations. Student A: Explain your mistake and try not to make excuses. Student B: Give advice.

Situation 1

You often arrive late for school. You find it difficult to get up because you go to bed too late. After finishing your homework you often stay up until midnight looking at social media or playing a computer game.

Situation 2

You have let a friend down by not keeping a secret. You were just trying to help, but the person you told has told other people. Your friend can't believe that you betrayed their trust.

Situation 3

You always leave your rooming until the last minute and didn't do well on your last tests. You're worried and you don't want to tell your parents, but they are going to find out eventually.

Key phrases Talking about mistakes

I made a mistake.
I lied and about.
I didn't mean to.
I can't seem to do it properly.
You're absolutely right.
I understand.
I'm sorry to admit...

- REFLECT Think about a difficult situation that happened to someone you know. Why did it happen? What would you do differently if this situation happened to you? What kinds of changes would you make?

Discover more SEARCH ONLINE to find out how you can use humor to diffuse a bad situation.

Life skills

What can the past teach us?

Learning objectives

LIFE SKILLS How to learn from past mistakes

VOCABULARY Learning from mistakes

LISTENING A radio show about how to deal with mistakes

SPEAKING Showing understanding

SPEAKING Talking about mistakes

Reporting back

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

Introducing the topic

- Ask: *What mistakes have you made recently?*
- Elicit a few ideas and examples, e.g., forgetting to do homework, getting the time wrong for an event, forgetting to set your alarm, leaving something such as a phone on the bus, etc.
- Ask: *How do you feel when you make a mistake?* Do you feel silly? Do you feel relaxed about it? Elicit a few ideas.
- Ask: *How can you learn from your mistakes?* Discuss with students how they can learn from these mistakes and avoid making them again in the future.

1

- Students open their books. Read aloud the life skills strategy about learning from past mistakes.
- Put students into pairs to look at the list and discuss the questions. Discuss the answers with the class.

2 1.14

- Read out the question, then play the audio for students to listen and answer the question. Check the answers.

ANSWERS

They worry too much about what their friends think, they don't take school seriously, they don't ask for help when they need it.

Discover vocabulary Student Book page 120 Workbook page 48

- Remind students that they had to do the *Discover vocabulary* exercises for homework.
- Check the answers to the exercises now, and check that students understand all the vocabulary.

DIFFERENTIATION

- With weaker classes, provide translations of the new vocabulary.
- With stronger classes, ask questions in English to check understanding, e.g., *If I say something was your fault, am I blaming you for it?* (yes) *If I admit a mistake, do I hide it?* (no) *If I obsess about something, do I forget about it?* (no, I think about it a lot) *If I come up with a solution, do I find a solution to a problem?* (yes) *Is a consequence something that happens before a mistake?* (no, after) *If I get defensive, do I try to justify my mistake?* (yes) *If I cover up an error, do I admit it?* (no, I try to hide it)

54

Unit 5

3 1.14

- Students could work in pairs to complete the advice.
- Play the audio again for them to listen and check their answers.
- Check answers with the class, then discuss with students which advice they agree with and why.

ANSWERS

1 admit 2 blame 3 learn 4 change, choose 5 talk

4 1.15

- Read through the speaking strategy with the class and make sure students understand the idea of showing understanding.
- Play the audio for students to listen and decide in which conversation someone shows understanding.
- Check the answer with the class and discuss how the person shows understanding.

ANSWER

Conversation 2: They ask their friend if they want to talk, they don't judge them, they listen and sympathize, they show understanding and empathy, and they give good advice that is accepted.

5 1.15

- Allow students time to read through the questions.
- Play the audio again for them to listen and answer the questions.
- Alternatively, students could answer the questions from memory, then listen again to check their answers.

ANSWERS

- 1 Conversation 1: he didn't study enough, failed his exam and hasn't told his parents.
Conversation 2: had an argument with a friend, made him look silly in front of other people.
- 2 Conversation 1: advice = tell parents and retake exams
Conversation 2: advice = send a message and apologize to the friend
- 3 Sample answers:
Conversation 1: I would give the same advice but in a different way. The speaker giving the advice is too judgmental and unsympathetic.
Conversation 2: I would give the same advice in the same way. The speaker is understanding and doesn't judge. He listens, sympathizes, and then offers good advice.

6

- Tell students they are now going to role-play some situations.
- Read through the situations with the class and check that they understand everything.
- Read through the key phrases for talking about mistakes with the class. Elicit or give a few examples of them in context, e.g., *I feel bad about forgetting your birthday. I didn't mean to break your phone. You shouldn't have taken it without asking me. If I were you, I would apologize.*

- Ask students if they can remember any of the phrases for showing understanding and giving advice from the conversations in exercise 4. Elicit these or remind students, and write them on the board: *Do you want to talk about it? Poor you! I know. Why don't you ...?*
- Put students into pairs to role-play the situations. Monitor and help while they are working.
- Discuss with students how easy or difficult they found the task, and give feedback on any mistakes you noticed.
- Ask students to swap roles and practice again.

DIFFERENTIATION

- With weaker classes, ask students to role play Situation 1 first. Monitor and give assistance while they are working, then discuss how easy or difficult they found it and give feedback.
- Invite a confident pair to perform the role-play for the class. Students continue in their pairs.

7 Reflect

CRITICAL THINKING

- Ask students individually to think about a mistake they made and prepare their answers to the questions. Encourage them to be as honest as possible, and point out that no one is going to judge them for making the mistake.
- Put students into pairs to discuss their mistakes and how they can learn from them.
- Invite some students to tell the class about their mistake if they feel comfortable to do this.

Extra activity: Critical thinking

- Ask: *Why do you think people feel uncomfortable about admitting mistakes?* Discuss the question with the class, encouraging as many students as possible to join in the discussion.
- Ask: *What changes could schools, families, and friends make to help people feel more comfortable about admitting their mistakes?* Put students into groups to discuss this question.
- Discuss their ideas as a class.

Discover more

- Remind students that they should use the exact search term in the task. Students can do the research in class if they have internet access. Alternatively, they can do it for homework.
- For feedback, after the research or at the beginning of the next lesson, ask students in turn to tell the class what they learned about using humor.
- Discuss their findings as a class. Ask: *Do you ever use humor in this way? Do you know anyone who does?* Discuss the questions as a class.

Further practice

Discover vocabulary, Student Book, page 120 (answers on TG page 113)
Workbook, pages 48 to 49

Writing **What should we remember?**

Writing task

An article about a commemorative statue or monument.

We have been asked to write an article about a statue or monument that celebrates a person or event in history. Include:

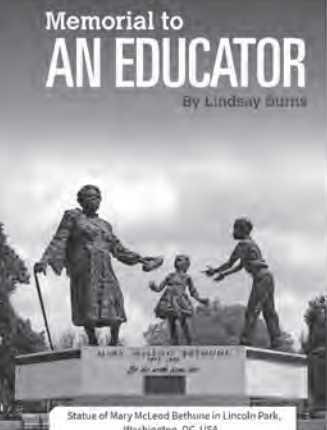
1. what the statue or monument commemorates;
2. what happened in the past and how this past is remembered today;
3. why it is important to remember this person or event.

Understand the task

1. Read the writing task and decide what or who you will write about. Why is it important to remember this person or event?
2. Choose what you would expect to find in this article:

arguments for and against the statue or monument	☐	a headline that sums up the story	☐
background information about the statue or monument	☐	practical information, e.g., opening/closing times, how to get there	☐
direct quotes from people	☐	the writer's opinion and supporting reasons	☐
3. Read the article below and check your answers to exercise 2.

Memorial to AN EDUCATOR
By Lindsay Burns



Recently, we had a school trip to Lincoln Park, in Washington, DC. It was an interesting excursion, and we visited an important statue of Abraham Lincoln there. However, another memorable statue in Lincoln Park was of an African American woman and two children. The woman is activist and educator Mary McLeod Bethune, and the statue shows her giving the children a scroll or her "Legacy of Learning." The memorial remembers how she bravely fought for every child's right to an education.

Mary McLeod Bethune was born on July 10, 1875, in South Carolina. Her parents were slaves, and Mary worked with them in the fields from the age of five. However, she was able to attend a small school for African Americans, too. The school had very few resources, but Mary became passionate about education; each day she taught her family what she had learned.

Mary realized the importance of learning at an early age, and became determined to help other African American children. In 1904, she founded a girls' school in Daytona that eventually became a university. She also raised money for a hospital for African Americans and was the founder of the National Council of Negro Women, a civil rights organization that worked to support black women.

Mary selflessly dedicated her life to giving African American children the chance of a good education. She generously supported people in their fight for equality and inspired many others to do the same. The words on the Lincoln Park memorial are from Mary herself and say "I leave you love. I leave you hope. I leave you a thirst for education."

It is important that we remember Mary McLeod Bethune and how she helped children get a good education.

Statue of Mary McLeod Bethune in Lincoln Park, Washington, DC, USA

Writing

Think and plan

Writing an article

All articles usually contain these elements:

- a headline that already discusses the main idea of the article
- a memory that gives more details: What? When? Where?
- some other form of proof that the story happened in the past

4. Study the writing strategy. Then look again at the article on page 56. Find examples of each point.
5. Now plan your own article. Decide on a statue or monument that celebrates local history.
 1. Describe the statue or monument: Where is it? Who or what does it represent?
 2. Give background information about the statue. Why is it important?
 3. Summarize why it is important to remember the person or event.

Write a first draft

6. **LANGUAGE POINT** Emotive language is often used in news reports. It encourages an emotional response from the reader. Find six examples of emotive language in the model.
7. Write the first draft of your article. Follow your plan from exercise 5.

Review and edit

8. Read through your first draft. Check it and revise it. Then write your final draft.
 - Content Did you set the scene in the opening paragraph? Did you include direct quotes?
 - Organization Did you give your report a catchy headline that sums up the story?
 - Style Did you use some emotive language?

Reflect **How do we remember the past?**

- Why do we have museums?
- Who owns museum objects?
- What can time capsules tell us?
- What can the past teach us?
- What should we remember?

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.

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

Workbook ► Page 53

Writing

What should we remember?

Learning objectives

WRITING Writing an article about a commemorative statue or monument

WRITING Writing an article

WRITING Emotive language

Reporting back

- If students did the research activity from the previous lesson for homework, do the class feedback now. See the notes on the previous page.

Introducing the topic

- With books closed, ask: *What are the most important events from history in your country? Who are the most important people from history?* Put students into pairs and give them two minutes to list some important events and people.
- Write their ideas onto the board, then ask: *Which of these events and people is it important to remember? Why?* Discuss the questions with the class.

Understand the task

1

- Students open their books. Read out the writing task and allow students time to decide what or who they will write about.
- Put them into pairs to compare their ideas and suggest some ideas to help their partner.

2

- Ask students to read through the list and choose the things they would expect to find in the article.
- Elicit a few possible ideas, and reasons why students think they should be included, but don't confirm them yet.

3

- Ask students to read the article and check their answers to exercise 2. Check the answers with the class.

ANSWERS

background information about the statue or monument, a headline that sums up the story, the writer's opinion and supporting reasons

Think and plan

4

- Ask students to read the writing strategy.
- Ask students to look at the article again and find examples of each point. Check the answers with the class.

ANSWERS

Headline: Memorial to an educator

An introduction: Paragraph 1

Main body: Paragraphs 2 and 3: Who? Mary McLeod Bethune; What? founded a school, raised money for a hospital, founded National Council of Negro Women; When? 1904 (she founded the girl's school); Where: Washington, DC

Direct quotes: from Mary McLeod Bethune: "I leave you love. I leave you hope. I leave you a thirst for education." She is related to the topic because she is the person whose statue the article is about.

5

- Students plan how to organize their own article.

DIFFERENTIATION

- With weaker classes, choose a statue or monument with the class and elicit what information should be included in an article about it.
- Make notes on the board, then discuss with the class what should be included in the introduction and what should be included in the main paragraphs.
- Brainstorm some ideas for people students could include quotes by. Make notes on the board for students to refer to when they plan their own article.

Write a first draft

6 Language point

- Read through the language point with the class. Elicit or explain that emotive language is language that is not based on fact, but makes the reader feel strong emotions.
- Ask students to find examples in the article. If they find it difficult, tell them to look for three adverbs, two adjectives, and one verb.
- Allow students to compare their answers in pairs, then check with the class. Discuss with the class the effect that the words have on the reader as they read the article, e.g., they make the reader feel admiration for the person.

ANSWERS

bravely, passionate, determined, selflessly, generously, inspired

7

CREATIVITY

- Students write their first draft. Encourage them to make sure they include all the points in the writing strategy, and encourage them to use emotive language when they can.
- Point out that they will have a chance to check and correct mistakes later.

Extra activity: Creativity

- Before students write their first draft, ask them to read the model article on page 56 again and note down any useful vocabulary or expressions that they could use in each section, e.g., *Another memorable statue was ...*, *She was born ...*, *dedicated her life to ...*, *The words on the memorial say ...*, *It's important that we remember ...*
- Encourage them to see the article on page 56 as a resource that they can use to help with their writing.

Review and edit

8

- Students check and revise their work individually, then write their final article, 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 10 for each item, giving a total out of 30 for the task.

Reflect How do we remember the past?

1

- Read aloud the question *How do we remember the past?* and the five questions at the top of the Reflect panel.
- Allow students time to 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 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 into pairs or small groups to compare their answers. Monitor and attempt to determine if and when students need additional support in order to complete the exercise. Encourage them to ask you questions if they need language support or help with ideas. Play the video a second time if necessary.

ANSWERS

Students' own answers. See the transcript on page 133 for the ideas contained in the video.

4

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

5

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

DIFFERENTIATION

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

6

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

Further practice

Writing workshop, Student Book, page 132

Workbook, pages 50 to 51



VIDEO Learning about the meaning of home
READING Comparing poems
LANGUAGE IN USE Talking about wishes, regrets, and consequences
LIFE SKILLS How to plan, prioritize, and organize
LISTENING Matching speakers with statements
WRITING Noticing and describing

What is special about HOME?

What makes a house a home?

What does "home" mean to you?

- 1 Look at the picture and read the caption. Discuss the questions.
 1 How is it similar to your home? How is it different?
 Think about:
 the building the furniture the objects the people the room
 2 What do you think makes it a home?

- 2 Choose three words you associate most with home. Explain why.

Qualities of home

belonging convenient cozy
 peaceful permanent ritual
 security shelter tradition

Discover vocabulary Houses and homes
 Student Book ► Page 122 Workbook ► Page 56

- 3 Watch the Factfile video. How do Ryan and Ava describe home?

- 4 Watch the video again and answer the questions.

- 1 What type of living arrangement has doubled in numbers in the USA?
- 2 How many times does the average American move in his/her lifetime?
- 3 How much stuff does each household take with them?
- 4 Why did people stop moving in the past?
- 5 What example is given of an existing nomadic culture?



- 5 Work in pairs. Do you agree or disagree with the quotes? What does "home" mean to you?

"Home isn't a place you live in permanently. Home can be anywhere."
 "Home is where the heart is."

Key phrases Talking about home

For me, home is the place where ...

It's a ... environment.

It's more than just shelter, it's a ...

My ... is what makes it home.

Home is less about ... and more about ...

... reminds me of home because ...



SEARCH ONLINE Find out about another modern-day nomadic tribe, e.g., the Bedouin or Kuchi. What type of environment do they live in? How often do they move? Why do they move?

59

Vocabulary

- Houses and homes
- Describing poetry
- Simplifying your life

Further practice

Discover vocabulary, Student Book, page 122

Workbook, pages 56 to 58

Vocabulary practice worksheet, Teacher's Resource Center

Reading

- Comparing poems
- Reading two poems about feeling homesick

Further practice

Workbook, pages 54 to 55

Reading practice worksheet, Teacher's Resource Center

Grammar

- Talking about wishes, regrets, and consequences

Further practice

Discover grammar, Student Book, page 123

Workbook, pages 56 to 58

Grammar practice worksheet, Teacher's Resource Center

Life skills

- How to plan, prioritize, and organize

Listening

- Matching speakers with statements

Further practice

Workbook, page 59

Speaking

- Talking about home
- Evaluating

Further practice

Workbook, page 59

Writing

- A description of your favorite room
- Noticing and describing
- Describing the senses

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 does “home” mean to you?

Learning objectives

FACTFLIX VIDEO Learning about the meaning of home

VOCABULARY Houses and homes

SPEAKING Talking about home

Introducing the topic

- With books closed, write on the board: *Home is ...*. Elicit a few ideas to finish the sentence, e.g., *...a safe place / warm and comfortable / where your family is*. Ask students in pairs to complete the sentence with their own ideas.
- Ask pairs in turn to read their sentences to the class. Add them to the board, adding sentences with similar ideas close to each other.
- Focus on the ideas on the board and discuss as a class what they say about our attitudes about home.

1

- Students open their books. Focus on the picture and ask students to read the caption. Elicit that this home is temporary because the people are nomadic. Teach the meaning of *nomadic* and *yurt* or *ger* (= a kind of large tent).
- Put students into pairs and ask them to discuss the questions and note down their ideas.
- Ask pairs in turn to tell the class their ideas and have a class discussion. Encourage as many students as possible to join in and express their own opinions.

2

- Read through the words with the class and check that students understand them all.
- Ask students to choose three words individually. In pairs, have students compare their ideas and explain why they chose each word.
- Ask some students to tell the class their ideas.
- You could hold a class vote to find out the most popular quality with the class, and you could also compare the words with the ideas on the board from the warm-up activity and see which ones are similar.

Discover vocabulary

Student Book page 122 Workbook page 56

- With weaker classes, turn to page 122 and do this vocabulary practice in class, before you continue with the lesson.

3

- Tell students they are going to watch a video in which Ryan and Ava discuss what home means to them.
- Play the video for students to watch and listen and note down how Ryan and Ava describe home. (If you are unable to play the video in the classroom, an audio-only version is available on the Teacher's Resource Center.)
- Check the answers with the class, then ask students which person, Ryan or Ava, they agree with the most and why.

ANSWERS

Ryan: It's the place where my Wi-Fi connects automatically. It's a safe, peaceful environment full of familiar things.
Ava: It's about security and family. It's a cozy place where I can relax and be myself.

DIFFERENTIATION

- With weaker classes, play the video again to check answers to exercise 3. Pause as each speaker talks about what home means to them and elicit what the speakers say to confirm each answer. Explain any vocabulary that students don't understand.

4

- Explain the meaning of *household* (= all the people who live together in a home).
- Ask students to read the questions, then play the video again for them to answer the questions. Alternatively, students could guess the answers to the questions in pairs, then watch the video again to check their ideas.
- Discuss the answers with the class.

ANSWERS

- 1 Households where grandparents live with their children and grandchildren have doubled in the last 50 years.
- 2 The average American moves over eleven times in their lifetime.
- 3 They take about eight tons of stuff with them.
- 4 People stopped moving in the past because agriculture started to develop.
- 5 Nomads in Mongolia.

5

COMMUNICATION

- Read out the key phrases. Elicit a way to complete each one, e.g., *For me, home is the place where I can relax. It's a peaceful environment. It's more than just shelter, it's a place of safety.*
- Read out the quotes and make sure students understand them. Students then work in pairs and discuss the quotes. Ask them to note down the ideas or opinions they both agree with and why.
- Ask some pairs to tell the class their ideas. Ask other students if they agree or disagree, and why.

Extra activity: Critical thinking and Creativity

- Refer students back to the picture on page 58.
- Ask: *What questions would you like to ask the people about their home?*
- Put students into pairs to think of three questions to ask.
- Ask pairs in turn to read their questions to the class and explain why they would like to ask them. Ask other students what they think the answers might be.

Discover more

- Students can do the research in class if they have access to the internet. Alternatively, they can do it for homework by looking online, using a library, or asking other people.
- For feedback, after the research or at the beginning of the next lesson, students can discuss in groups what nomadic tribes they researched and what they found out about them.
- Discuss as a class which way of life sounds the most interesting and the most difficult, and why.

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

What do we miss about home?

1 Look at the pictures. How are they similar or different? Which adjectives would you use to describe each place?

calming / disturbing cozy / isolated crowded / deserted dull / bright
familiar / unfamiliar friendly / hostile noisy / silent urban / rural



2 Read and listen to the poems on page 61.

1 What are the poems about?
2 What type of poems are they?
descriptive (describing something) ☐ lyrical (talking about thoughts and feelings) ☐
narrative (telling a story) ☐

3 Which adjectives from exercise 1 can you use to describe the places in the poems? How do the writers feel about the places they describe?

Reading strategy

Comparing poems

When you compare two poems, start with a personal response. How does the poem make you feel? What is the tone of the poem? Which words of ideas do you notice?

Then give a critical analysis. Look at the poems' structure and language.

- **Theme** (Is this poem about war and its effects? Are there any universal themes?)
- **Structure** (Does the structure help the meaning? Is it repeated in the poem?)
- **Language** (How do the poems use descriptive language? Do they appeal to the senses?)

Discover vocabulary Describing poetry
Student Book ► Page 122 Workbook ► Page 56

3 Study the reading strategy, then compare "Things I Miss" by Nadia Fayidh Mohammed and "Homesick" by Shukria Rezaei. Answer the questions.

1 What is the tone of the poem? How do you feel when you read it?
2 Who is the speaker in each poem? What is their attitude to their past homes? What do they miss?
3 Which of these themes does each poem focus on?
family / relationships power / conflict time / place youth / age
4 What type of structure do the poems have and why? Are the lines long or short? Do the poems use rhyme or repetition?
5 How does each poet use descriptive language? Which senses does it appeal to?
6 Which of the poems do you prefer? Why?

TALKING POINTS Discuss the questions.

1 Think about your home and the town where you live. How would you describe it?
2 If you had to leave your home and your town, what would you miss?
3 Do you know anyone who has moved from one country or town to another? What did they miss?

Discover more **SEARCH ONLINE** and find another poem. Look at the themes and words in the poem. How does the poet use the structure and language to help you understand it?

Unit 6 What is special about home?

A Things I miss
by Nadia Fayidh Mohammed

Can you explain what "yearning" means?

When I wake up to the cloudy sky
Of London,
I feel overwhelmed:
A fit of yearning.
It is not that I want to go back;
but simply miss the way it was:
The sunny mornings,
The fresh smell of cardamom
My mother used to make with tea
Or the smell of fresh bread.
When my father is back from the bakery ...
Maybe I miss those Fridays,
When all the sisters gather around;
Voices of playing kids
Filling the air with delicious noise.
"The house can't take us all,"
I would say.
My mother would stop me ...
She likes it when we're all there;
when his granddaughters
Greet him with a kiss.
I miss watching all the girls
Working in the kitchen,
Or sit to the table laughing loud ...
Dad would come in, take a picture,
To remember those moments I miss!
© Nadia Fayidh Mohammed

What effect does this direct quote have?

B Homesick
by Shukria Rezaei

Does the poet feel threatened or reassured by the "looming" mountains? Why?

Today, I thought of my mud house:
The rough walls standing tall.
The fresh smell of clay on the floor;
The scraping of dirt from my shoes.
Today, I remembered my school:
The straight marching lane up and down;
The fresh milk in my back pack
Churning to butter as I marched.
Today, I missed the jagged roads.
The horizons of mountains looming
with calming familiarity.
The way the sky flowered
The way I used to live.

Reading to learn

What do we miss about home?

Learning objectives

READING Comparing poems

READING Reading two poems about feeling homesick

VOCABULARY Describing poetry

Reporting back

- If students did the research activity from the previous lesson for homework, do the class feedback now. See the notes on the previous page.

Introducing the topic

- Say: *When you go on vacation, what things do you miss about home?* Elicit a few ideas, e.g., a family pet, friends, your own bed.
- Ask: *When people move from one country to another, what kinds of things do you think they miss about their old home?* Elicit a few ideas, e.g., the weather, the food, friends.
- Put students into pairs to discuss the question and note down five things they think people might miss.
- Ask students to tell the class their ideas and reasons.

1

- Students open their books. Read the list of adjectives and check that students understand them all.
- Students could work in pairs to decide which adjectives they would use to describe each place.
- Discuss their ideas as a class.

2 1.16

- Ask students to read the questions. Check that they understand *descriptive*, *lyrical*, and *narrative*.
- Play the audio for students to listen and read the two poems and check their answers.
- Check the answers with the class.

ANSWERS

1 They are about missing home.

2 descriptive and lyrical

3 Poem 1: cozy, friendly, crowded, noisy, familiar
Poem 2: calming, familiar, rural
They miss them.

Culture note

Nadia Fayidh Mohammed (born 1978) is an Iraqi poet and translator. She is also a professor of American and English literature. She left Iraq because of the political instability and violence in the country.

Shukria Rezaei is a refugee from Afghanistan. She arrived in Oxford, in the UK, when she was fourteen years old. Since arriving in the UK, she has become a respected poet. She has also gone on to study politics, philosophy, and economics at a UK university.

Discover vocabulary

Student Book page 122 Workbook page 56

- Refer students to the exercises on page 122. With weaker classes, do the exercises in class, before students read the reading strategy and do exercise 3. With stronger classes, students can do the exercises for homework, as consolidation.

3

- Ask students to read the reading strategy. Then ask them to read the poems again and answer the questions.
- Check answers with the class and discuss the relevant evidence and examples in each poem.

POSSIBLE ANSWERS

- 1 Students' own answers.
- 2 Sample answer: The poet is the speaker in both poems. Their attitude is one of nostalgia, talking about the things that they miss. "Things I Miss" focuses on how the poet misses family, rituals, and the climate. "Homesick" focuses on the house (which is safe, sturdy, and comfortable) and the landscape (which is wild and dramatic, but familiar and comforting). "Things I Miss" mentions the contrast with the poet's present home. The poet also qualifies her nostalgia and recognizes things have changed. She acknowledges the impossibility of going back, but misses the way things were.
- 3 Both poems tackle themes of family / relationships and time / place.
- 4 "Things I miss" has one long stanza. The poem has short lines and reads like a list of the things the poet misses. Each line is a small piece of a much bigger picture. "Homesick" has three stanzas. It uses repetition since each stanza begins with "Today," then most lines after start with "The ..." to introduce the objects, activities, and landscapes that she misses. Neither poem uses rhyme. Maybe they want us to read each line carefully, rather than rhythmically rush through the list of things they miss.
- 5 "Things I Miss": the "cloudy sky" of London contrasts with the "sunny mornings" of the poet's former home. The poet uses unusual collocations, e.g., *delicious noise* (usually something tastes delicious). Appeals to sense of smell – smell of cardamom and fresh bread, and sound "voices of playing kids," "delicious noise." "Homesick" appeals to smell "fresh smell of clay", sound "scraping of dirt," sight "jagged roads", "straight marching lane", and movement "churning to butter as I marched."
- 6 Students' own answers.

READING TEXT QUESTIONS

- Point to the questions next to the poems on page 61. Tell students that the questions require them to interpret parts of the poems and express their opinions.
- Ask students to answer the questions individually, then put them into pairs to compare their ideas.
- Discuss the answers with the class, encouraging students to refer back to the poems to justify their answers.

SUGGESTED ANSWERS

"yearning" refers to a sad feeling of wanting something very badly, especially when it is not possible to have it. The direct quote has the effect of making the memory feel more vivid and real. The repetition of "miss" emphasizes the word and reinforces the feeling of missing something. The poet feels reassured by the mountains because they are calm and familiar.

4 Talking points

CRITICAL THINKING

- Put students into pairs to discuss the questions. Allow students time to read the questions and think about their answers first and encourage them to think of reasons to support their ideas.
- Alternatively, students could write the answers.
- Discuss the questions as a class.

Extra activity: Creativity

- Focus on the poem by Shukria Rezaei again. Elicit that the first stanza is all about the poet's home, the second stanza is about school, and the third stanza is about the countryside.
- Ask students to imagine they are living in a different country and write their own "Homesick" poem. Tell them they should use the same structure as Shukria Rezaei and begin each stanza: *Today, I thought of / remembered / missed ...*
- Monitor and help while students are working.
- Invite some students to read their poems to the class.

Discover more

- Remind students that they should use the exact search term in the task. Students can do the research in class if they have internet access. Alternatively, they can do it for homework. Ask them to make a copy of the poem and note down the themes, tone, structure and language, and what they like about it.
- For feedback, after the research or at the beginning of the next lesson, put students into groups to read their poems to each other and explain what they like about them.
- Ask groups to choose one poem they all like to present it to the class.
- Ask groups in turn to present their chosen poem to the class.
- Discuss as a class what each poem is about, and which ones students like and why.

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, pages 54 to 56

Reading practice worksheet, Teacher's Resource Center

1 Read the accounts A–C, then discuss the questions. Which possession did each person lose? Why did they value it?

practical, used a lot sentimental value worth a lot of money

A "When I went to summer camp, I took some stuff that had sentimental value, including an old photo of my family. It reminded me of home. In the end, I wish I hadn't taken it, because after a few days I lost it. If I'd made a digital copy, I'd still have that photo today. There are some things that you just can't replace."

B "I was on a day trip with my friends when it happened. I was getting off a train when someone stole my new phone. I'd put it in my pocket, which was pretty stupid. If only I'd put it somewhere safe, like my bag! My parents were annoyed, and replaced it with a cheaper phone. The battery is always running out. If I'd been more careful on the trip, I'd still have a good phone today."

C "I wish my younger brother would stop making me late. This morning we missed the 8:40 bus, and the next one was 20 minutes later! I was so worried about missing math that I left my schoolbag on the seat, with all my books inside. If we hadn't been late, I would have avoided this mess. If only my brother was older – he could get to school on his own!"

2 Think about a possession you value. Why do you value it? How would you feel if you lost it?

Discover grammar Talking about wishes, regrets, and consequences

Student Book ► Page 123 Workbook ► Page 57

We use *wish* and *I wish* to talk about wishes, regrets, and consequences. We use *if only* to talk about consequences of past mistakes.

3 Match examples a–f with situations 1–5.

- a *If I'd made a digital copy, I'd still have that photo today.*
b *I wish I hadn't taken it.*
c *If only I'd put it somewhere safe.*
d *If only my brother was older.*
e *I wish my younger brother would stop making me late.*
f *If we hadn't been late, I would have avoided this mess.*

- 1 A situation in the present that is unreal and that we wish was different.
2 A situation in the past that we regret and that can't be changed.
3 A habit in the present that we find annoying and that we can't change.
4 A possible past action with a present result.
5 A hypothetical result based on a past result that cannot be changed.

4 Find more examples of wishes, regrets, and consequences in the accounts A–C.

5 Look at these scenarios. Imagine they have happened to you. Say what you regret. How would losing these things affect your life now?

- 1 You spill your drink over your cell phone.
2 You lose your games console in a house move.
3 You leave your schoolbooks at a cafe.
4 An airline loses your suitcase at the beginning of a vacation.
5 You accidentally throw out a new T-shirt when sorting your clothes.
6 You misplace your headphones. They were a birthday present from your parents.



6 Look at these pictures. Describe to your partner what has happened and how you think it happened.



7 What do you think the people in the pictures in exercise 6 regret? How would you feel in each situation? Write what you think each person might be thinking. Try to use a mixed conditional.

- 1 *I wish I hadn't put the coffee cup so close to my laptop! If I put the cup further away, I wouldn't need to move my laptop now.*

2

3

8 Decide on the three things in your home that you value the most. Imagine they have gone missing.

- a Decide how they have gone missing, maybe you have moved house or left something on the school bus. Make sentences with *I wish* and *if only*.
b Imagine the present consequences of each situation. Say how the present could be different.



Discover more

SEARCH ONLINE Find out about the Lost and Found Department for the New York City Subway. What types of things do people often find on public transportation? Have you ever lost something? Describe what happened and any regrets you had.

Language in use

Why do we value our possessions?

Learning objective

GRAMMAR Talking about wishes, regrets, and consequences

Reporting back

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

Introducing the topic

- Ask students to imagine their bedroom at home. Ask: *What can you see?* Elicit a few ideas, e.g., a bed, a desk.
- Then ask: *What personal possessions can you see?* Give one or two examples, e.g., photographs, clothes, toys from childhood, etc. Ask students to make a note of five personal possessions they can "see."
- Put students into groups to compare their ideas, then elicit some of the possessions students mentioned.
- Ask: *Are our possessions important to us? Why do you think we value our possessions?* Discuss the questions as a class.

1

- Students open their books. Read out the questions and possible answers. Check that they understand *sentimental value* (= value based on your feelings, not money or practical use).

- Ask students to read the extracts and answer the questions. Check the answers with the class.

ANSWERS

- A** an old photo of their family: sentimental value
B a new smartphone: worth a lot of money
C their schoolbag: practical, used a lot

2

- Tell students about a possession of your own that you value, and explain why you value it.
- Allow students time to prepare their ideas individually, before they compare their ideas in pairs or groups.
- Ask one or two students to tell the class their ideas.

Discover grammar Student Book page 123 Workbook page 57

- Remind students that they had to look at the grammar presentation for homework.
- With weaker classes, turn to page 123 and go through the main points in the *Discover grammar* presentation with the class before you move on to exercise 3.
- With stronger classes, students can do the exercises in *Discover grammar* for homework.

3

- Ask students to find the examples in the accounts A–C and read them in context, then match them with the situations. They could work in pairs for this.
- Check answers with the class.
- To check understanding, read out each example in turn and ask questions about the meaning, e.g., *If I'd made a digital copy, I'd still have that photo today – Do I have the photo today? Why not?*

ANSWERS

1 d 2 b+c 3 e 4 a 5 f

4

- Ask students to find more examples of wishes, regrets, and consequences in the accounts.
- Check the answers with the class and discuss the meaning of each example.

ANSWERS

I wish I hadn't taken it, because after a few days I lost it.
If only I'd put it somewhere safe, like my bag!
If I'd been more careful on the trip, I'd still have a good phone today.
If only my brother was older – he could get to school on his own!

5

- Read out the task and explain to students that they should imagine all the scenarios and say what they regret in each one.
- Allow students to prepare their ideas individually, then put them into pairs to compare their ideas. Encourage them to use a range of different language structures to talk about their regrets.
- Monitor and help as necessary while students are working.
- Alternatively, students could write the answers. Ask some students to read their regrets to the class.

SUGGESTED ANSWERS

- 1 Oh no, that was stupid! I wish I hadn't spilled water on my cell phone. If I'd been more careful, my phone would still work!
- 2 I lost my games console when I moved house. If only I'd packed it more carefully. If I'd looked after it, I would still be able to play my favorite games.
- 3 I left my schoolbooks at a cafe. I wish I'd been more careful. If I'd been more careful, I wouldn't be in trouble with my parents!
- 4 I can't believe the airline lost my suitcase. If I'd brought a smaller case, I could have taken it onto the plane with me. If I'd done that, I'd still have all my clothes now.
- 5 I must have thrown my new T-shirt out with my old ones. If only I hadn't been in such a hurry! If I'd taken better care of it, I would still have it now.
- 6 I can't find my new headphones. If I hadn't been so tired when I got home from school, I would have focused more on putting them in a safe place.

6

- Focus on the first picture. Elicit a description of the picture and what has happened.
- Put students into pairs to describe what happened in each picture.
- Elicit answers from the class.

POSSIBLE ANSWERS

- 1 The girl put her coffee cup next to her laptop, then spilled it over her laptop. Her laptop probably doesn't work now.
- 2 The man left his glasses on his chair, and then sat on them. They are now broken.
- 3 The woman went out and forgot to take her key with her. Now she can't get into her house.

7

- Focus on the first picture and ask: *What do you think the girl regrets?* Elicit a few ideas, then read out the example answer.
- Put students into pairs to write the regrets for the other two pictures. Remind them to use mixed conditionals.
- Check answers with the class.

POSSIBLE ANSWERS

- 2 I wish I hadn't left my glasses on the chair. If I'd put them away, they wouldn't be broken now.
- 3 I wish I'd taken my key with me. If I'd taken my key, I'd be able to get into my house now.

8

- Ask students to decide on the top three things that they value in their home. You could brainstorm some ideas with the class first.
- Students work individually to imagine the things have gone missing and make sentences using *I wish* and *if only*, then imagine the present consequences of each situation.
- Ask students to compare their answers in pairs and check that their partner has used mixed conditionals correctly.
- Check answers with the class.

Extra activity: Critical thinking

- Ask: *Why is it so easy to leave things on buses, trains, and subways? What can you do to help you remember to take all your possessions with you when you get off?*
- Put students into groups to discuss why people leave things on public transportation and brainstorm some tips on how to prevent this from happening.
- Discuss as a class why it is so easy to forget, e.g., thinking about other things, listening to music, in a hurry to get somewhere, etc.
- Elicit students' tips for ways to remember your possessions when you get off, e.g., put everything together into one bag rather than carrying lots of different things.
- Discuss as a class which tips are the most useful and why.

Discover more

- Remind students that they should use the exact search term in the task. Students can do the research in class if they have internet access. Alternatively, they can do it for homework. Ask them to make notes on the types of things that people leave behind and think about their own experiences.
- For feedback, after the research or at the beginning of the next lesson, put students into groups to tell each other what they learned and about their own experiences.
- Discuss their findings about the New York City subway as a class, then ask some students to tell the class about things they have lost. Encourage them to express their regrets.

Preview

- Ask students to do the *Discover vocabulary* exercises on simplifying your life on page 122 before the next lesson.

Further practice

Discover grammar, Student Book page 123 (answers on TG page 114)

Workbook, page 57

Grammar practice worksheet, Teacher's Resource Center

Life skills How should we organize our personal space?

1 Look at the pictures of two famous writers at their desks. Discuss the questions.



Mark Twain



Simone de Beauvoir

- Does the room in each picture appeal to you? Do you find messy rooms distracting or stimulating? Should people get rid of stuff / put things away?
- Would you say your room is neat / untidy / somewhere in the middle? Do you hoard things you don't use, throw them out, recycle them, or give them to your younger sister / brother?
- Can you think of ways to reduce the amount of stuff you have without harming the environment?

Discover vocabulary Simplifying your life
Student Book ► Page 122 Workbook ► Page 58

Life skills strategy

4 Discuss the questions.

- Do you agree that a neat room is good for your health? What health benefits might it bring?
- Do you think that a bit of mess is good for your creativity? How could it make you more creative?
- Is it better to throw out items in an environmentally friendly way or simply not buy them in the first place? What things could you live without in your room?

How to plan, prioritize, and organize
Plan of planning, prioritizing, and organizing your time so you can do everything you want to do. It helps you to use your time, prioritizing (deciding which things you want to do first), and organizing your time. Can help you feel more focused and in control.

5 Study the life skills strategy and create a plan to organize your time.

1 Make a chart to show you / five time after school and on the weekend. Divide your time into 2-hour slots.

	Sunday	Monday	Tuesday
2:00-4:00	TV / Sports	At school	At school
4:00-6:00	Math homework	Study for tests	Math homework
6:00-8:00	Read / Relax	Check out books	Check out books
8:00-10:00	Reading	Watch TV	Exercise / homework

- First, complete the chart with activities you enjoy, such as meeting friends or playing sports. It's important to do this first so you have something to look forward to.
- Next, add the times when you will do homework and study.
- Then, add the times when you will organize your stuff.

6 Which of these other areas do you need to organize? Which do you think is a priority?
books and papers, computer games, clothes, desk, electronic devices, homework, vacation souvenirs

7 Now look at these solutions for organizing your stuff. Rank them in order of usefulness. Can you think of any other solutions?

- Sort your stuff and put it into boxes. If you don't use something for a month, give it away.
- Borrow rather than buy books and magazines.
- Have a "one in, one out" policy. If you buy something new, throw away something old.
- Have a place for everything and put things in order so you can find things.
- Pass things on that you have finished with or put them on a recycling website.
- Repurpose something you don't use into something else, e.g., coat hangers into a lampshade!

Key phrases Evaluating
It's important to... It's difficult to... It's a waste of... It's more useful... It's better to... It's not worth...

8 REFLECT Choose another area of your life. How could you organize and improve it?
+ studying during vacations + time you spend with friends + your digital space

Discover more SEARCH ONLINE [what is a blog by a teenage minimalist](#) What is a minimalist? What is a blog?

Life skills

How should we organize our personal space?

Learning objectives

LIFE SKILLS How to plan, prioritize, and organize

VOCABULARY Simplifying your life

LISTENING People talking about their rooms

LISTENING Matching speakers with statements

SPEAKING Evaluating

Reporting back

- If students did the research activity from the previous lesson for homework, do the class feedback now. See the notes on the previous page.

Introducing the topic

- Ask: *What is your personal space?* Elicit that it is a place in your home which is just for you, e.g., in your bedroom.
- Ask: *How should we organize our personal space?* Elicit that it is important to keep it tidy, so you don't lose things.
- Ask: *Is it important for it to look nice, too?* Discuss with students how you feel when your personal space is clean and tidy, and how you feel when it is messy and dirty.

1

- Read through the questions with the class and check that students understand *stimulating* (= interesting and exciting) and *hoard* (= to keep things that you don't need).
- Ask: *Do you know what these people were famous for?*

- Mark Twain – wrote *The Adventures of Huckleberry Finn*; Simone de Beauvoir – French writer and feminist.
- Put students into pairs to look at the pictures and discuss the questions.
- Discuss the questions as a class.

Discover vocabulary Student Book page 122 Workbook page 58

- Remind students that they had to do the *Discover vocabulary* exercises for homework.
- Check the answers to the exercises now, and check that students understand all the vocabulary.

DIFFERENTIATION

- With weaker classes, provide translations of the new vocabulary.
- With stronger classes, ask questions in English to check understanding, e.g., *If a place is messy, is it neat and tidy?* (no) *If I put things in order, do I make them less messy?* (yes) *If I put things away, what do I do with them?* (put them in a cupboard or drawer) *If I clear things out, do I keep them or throw them away?* (throw them away)

2 1.17

- Read out the questions, then play the audio for students to listen and answer the questions.
- Check the answers with the class and ask: *Which speaker is most like you? Why?* Elicit a few answers.

ANSWERS

An organized room is a good thing – A, C
Being messy can be positive – B

64

Unit 6

Unit 6 What is special about home?

65

3 1.17

- Read the listening strategy with the class. Point out that students have already listened to the speakers to get a general idea of what they say and their opinions.
- Ask students to read the statements and underline key content words. You could do the first one or two with the class.
- Check these answers, then put students into pairs to look at the key content words and think about other words the speakers might use to express the ideas, e.g., *Your room can look messy, but still be organized.* = *Although it isn't very tidy, you can still know where things are.*
- Play the audio again for students to listen and match the speakers with the statements.
- Check the answers with the class, playing the audio again and pausing to confirm each answer. Discuss how each speaker expresses the idea in the statement.

ANSWERS

1 B 2 D 3 A 4 A 5 C 6 B 7 D 8 C

4

- Allow students time to prepare their ideas individually, then put them into pairs to discuss the questions.
- Discuss the questions as a class, encouraging as many students as possible to join in and express their opinions.

5

- Read out the life skills strategy.
- Ask students to make a chart and complete it first with their free time activities after school and on the weekend.
- When they have finished this, ask them to add the times when they will do their homework and study.
- Finally, they add times when they will organize their stuff.
- Allow students to compare their charts in pairs.
- Ask: *Do you have enough time to do all the things you enjoy?*

6

- Allow students time to think about the areas they need to organize. Encourage them to add more ideas of their own.
- Students then decide which of the areas is a priority for them. Point out that there are no right and wrong answers, because each person's priorities will be different.
- Students could compare their answers in pairs and explain which areas are a priority for them and why.

7

- Read through the solutions with the class. Check that students understand *repurpose*, *coat hangers*, *lampshade*.
- Allow students time individually to rank the solutions and think of any more ideas.
- Read through the key phrases with the class and check that students understand them all. Elicit some examples of the phrases in use, e.g., *Passing things on is more effective than putting them into boxes because then someone else can use the things. It's a waste to keep things that you don't use. It's worth borrowing books because you don't want to keep them after you've read them. It's difficult to repurpose some things. On the one hand, it's good to put things on a recycling website. But on the other hand, it's a lot of effort.*

- Put students into pairs to compare the way they have ranked the solutions and evaluate which solutions are the most effective and why.
- Ask some pairs to tell the class which of their ideas they agreed on and why.

8 Reflect

CRITICAL THINKING

- Read out the task and elicit how each of the three areas can be difficult to organize, e.g., it is easy to leave studying until the last few days at the end of a vacation.
- Ask students individually to choose an area of their life and think about how to organize and improve it. Ask them to make notes on their solutions. Remind them that there are no right and wrong answers, because different solutions will work for different people.
- Put students into pairs to discuss and evaluate their solutions.
- Invite some students to tell the class about the area of their life they want to organize and improve, and the solutions they think would be effective.

Extra activity: Critical thinking

- Say: *In this lesson, we have looked at how to organize your things or your time. Do you think it's possible to organize your studying better, too? How could you organize your learning of English better?* Elicit a few ideas, e.g., keep a vocabulary list and revise some vocabulary each week, look back through previous units of the book, etc.
- Put students into pairs to discuss ways to organize their learning of English better. Ask them to note down four ideas.
- Discuss students' ideas together as a class.

Discover more

- Remind students that they should use the exact search term in the task. Students can do the research in class if they have internet access. Alternatively, they can do it for homework.
- For feedback, after the research or at the beginning of the next lesson, discuss with the class what useful advice they learned.

Further practice

Discover vocabulary, Student Book page 122 (answers on TG page 114)
Workbook, page 59

Writing What do you like about your home?

Writing task

A description of your favorite room

For this task, you will write a description of your favorite room in your own country. It is typical to include objects and any people or family (or animals) that you associate with the room. How do you feel when you spend time in it?

Understand the task

- Read the writing task and answer the questions.
 - Think about the rooms in your house. What are they used for?
 - Which rooms do you often use? Which do you rarely use?
 - Think about your favorite room. Rank the qualities below in order of importance to you: comfort, decoration, light, memories, privacy, size, smells, sounds.

Think and plan

Writing strategy

Noticing and describing

When you write a description, don't just describe what you can see. Think about the senses and notice what you can hear and smell, too. This will help you describe the room.

- Study the writing strategy. Then choose a room you want to describe and follow these steps.
 - Imagine you are standing outside the room. Open the door and walk in. What do you see inside? What furniture and objects do you see?
 - Are there any objects that are special in the room? Why are they special? How are they used?
 - How does the room smell? If it's the kitchen, for example, can you smell food cooking?
 - What noises do you hear in the room? Are there people in the room? What are they doing?
 - Think of any happy memories you associate with the room. Have you celebrated special occasions there? How does being in the room make you feel?

My favorite room

by Sandra

1 The most special room in our house is the kitchen. When I open the door, what's the first thing I notice? The smell of cooking and the noise. You can often hear people talking or laughing, and the sound of pots and pans, because someone is usually preparing food. I always feel comfortable and at home in the kitchen – it's the center of family life.

2 In the middle of the kitchen is my favorite piece of furniture – a long wooden table. It looks old and worn, but it's the place where people sit and work or talk. It's used for special occasions like my grandma's birthday, when we all sit around the table. It's also used for everyday activities, like my brother's homework. My dad sometimes makes pancakes there, too – they taste delicious! The table is always messy because everyone leaves their stuff on it. There are house keys, schoolbooks, letters to mail,



as well as notes and reminders about school trips and homework assignments. The things on the table tell you a lot about our family and what we do.

3 To sum up, the kitchen is my favorite room because it's full of life. It's the busiest and noisiest place in the house, and I like it that way. It's the room where I feel most comfortable and happy. And that's why I love it.

3 Read the description on page 66. Which questions from exercise 2 does the description answer?

4 Read the description again and match the paragraphs A–C with the summaries 1–3.

Paragraph A:
Paragraph B:
Paragraph C:

- Focuses on a special piece of furniture or an object in the room. Describes it and says what it is used for, and what it reminds her of, e.g., a special occasion.
- Sums up why she chose this room and what makes it special.
- Introduces the room. Says what she notices first – the sounds and smells. Gives a brief description of the room, and says how she feels about it.

5 Read the writing task again. Decide which of your ideas from exercise 2 you will use in your description. Write notes using the summaries in exercise 4 as paragraph headings.

Write a first draft

LANGUAGE POINT Study the highlighted words and phrases in the description. Which senses do they refer to: sight, hearing, taste, or smell? Which writing structures are used in each phrase?

7 Use your notes from exercise 5 to write a first draft.

Review and edit

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

- Content: Did you describe a special object?
- Content: Did you include any memories? Did you describe your feelings?
- Style: Did you include any noises, sounds, or tastes?

66 Unit 6 What is special about home?

Reflect What is special about home?

What does "home" mean to you?

What do we miss about home?

Why do we value our possessions?

How should we organize our personal space?

What do you like about your home?

- 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 43.

66 Unit 6 What is special about home?

Unit 6 What is special about home? 67

Writing

What do you like about your home?

Learning objectives

WRITING Writing a description of your favorite room

WRITING Noticing and describing

WRITING Describing the senses

Reporting back

- If students did the research activity from the previous lesson for homework, do the class feedback now. See the notes on the previous page.

Introducing the topic

- With books closed, ask students to imagine their perfect living room. Ask: *What makes a room nice to be in? Is it the furniture and decoration, is it the possessions, is it the smells or sounds in the room?*
- Put students into pairs and ask them to think about different living rooms they have been in and think about what makes some feel nicer than others. Ask them to note down their ideas.
- Discuss their ideas together in a class discussion.

Understand the task

1

- Students open their books. Read out the writing task.
- Ask students to read the questions and answer them.

- Put them into pairs to compare their ideas and talk about their favorite room and why they like it.
- Ask some students to tell the class which room in their house is their favorite and why.

Think and plan

2

- Ask students to read the writing strategy or read it to the class.
- Ask students to decide which room they want to describe, then follow the steps and answer the questions.

3

- Ask students to read the description and check which questions from exercise 2 it answers.
- Check these answers with the class.

ANSWERS

The description answers all the questions from exercise 2.

4

- Ask students to read the description again and match paragraphs A–C with the summaries.

ANSWERS

Paragraph A: 3 Introduces the room.

Paragraph B: 1 Focuses on a special piece of furniture.

Paragraph C: 2 Sums up why she chose the room and what makes it special.

5

- Ask students to read the writing task again.
- Ask them to use the paragraph summaries in Exercise 4 to plan their description and to decide which ideas from exercise 2 they will use in each paragraph.
- Monitor and help while students are working.

DIFFERENTIATION

- With weaker classes, write the following shortened description from exercise 4 on the board: *Introduce the room, Focus on a special piece of furniture, Sum up why you chose the room.*
- Focus on each sentence in turn and ask: *What ideas could you include here?* Elicit ideas from individual students about what ideas they could include under each paragraph heading. Make notes on the board.
- Tell students they can refer to the notes on the board to help them plan their own description.

Write a first draft

6 Language point

- Ask students in pairs to find the highlighted words and phrases in the description and decide which sense they refer to.
- Discuss the answers as a class, and then discuss which structures are used in each phrase.
- Write the basic structures on the board and elicit some more ways to complete them, e.g.,
You can ...: You can smell the cooking / hear people talking / feel the warmth from the fire
It looks, tastes, etc: it looks beautiful / tastes amazing / feels warm / sounds friendly
The ... of: the smell of cooking / the sound of laughter / the sight of everyone together / the taste of warm bread

ANSWERS

The smell of cooking – sense of smell;

Structure used: The smell of + noun

You can often hear people – hearing;

Structure used: You can (often) hear + noun + -ing form
the sound of pots and pans – hearing;

Structure used: The sound of + noun

It looks old and worn – sight;

Structure used: It looks + adjective

taste delicious – taste; Structure used: It tastes + adjective

7

CREATIVITY

- Students write their first draft. Encourage them to make sure they include all the points in the writing strategy, and encourage them to use a range of structures to talk about the different senses.
- Point out to students that they will check their work, so they don't need to worry about it being perfect at this stage.

Extra activity Creativity

- Before students write their first draft, ask them to read the model description on page 66 again and note down any useful vocabulary or expressions that they could use in their own description, e.g., *The most special room in our house is ..., I always feel comfortable and at home in ..., it's the center of family life, It's used for ..., To sum up, ..., it's my favorite room because it's full of life, And that's why I love it.*
- Encourage them to see the description on page 66 as a resource that they can use to help with their own writing.

Review and edit

8

- Students check and revise their work individually, then write their final description, 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 10 for each item, giving a total out of 30 for the task.

Reflect What is special about home?

1

- Allow students time to 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 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 into 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 again if necessary.

ANSWERS

Students' own answers. See the transcript on page 134 for the ideas contained in the video.

4

- Now ask students to watch the video again, this time *with* narration. Ask them to watch and 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 videos.

5

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

6

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

Further practice

Writing workshop, Student Book page 132

Workbook, pages 60 to 61

Project

How do we evaluate people from history?

Project task

Taking part in a balloon debate

We choose a group of important people from history to be in a hot-air balloon. You have to decide if they should stay in the balloon or be thrown out. Half of your group must be chosen and be given three reasons for each choice. Do some research on your list, and prepare a slide presentation about your historical significance. Then join in a debate using your slide presentation to persuade your audience that you deserve to stay in the balloon and not be thrown out.

UNDERSTAND

- 1 Read the instructions for the project task. What do you have to do to succeed in the balloon debate?
- 2 Read the statements 1–5 for assessing the historical significance of different people. Decide which three statements are the best criteria to use to judge this. Then, in pairs, rank the people below in order of their historical significance.

1 Three actions affected people's lives very deeply.

2 They did more good than bad in the world.

3 Their actions affected people over a long period of time.

4 These actions affected a large number of people.

5 A lot of people are interested in their lives.



Nelson Mandela, South Africa's first black president



J. Robert Oppenheimer, the scientist in charge of developing the first nuclear weapon



Marilyn Monroe, an American movie star

3 Read the slide presentation about Genghis Khan. How effective is it in persuading you of his historical significance? Why?



I am Genghis Khan (1162–1224)

I am historically significant because ...

1 my empire was huge

- I conquered an enormous empire, from the Caspian Sea in the west to the Sea of Japan in the east.
- I sent armies into Europe, which provided information that helped my grandsons invade as far west as Poland and Hungary.
- After my death, the empire that I founded became the second largest in world history, covering 16% of all the land on the planet.

2 I brought death to millions

- I was responsible for the death of about 40 million people through battle, murder, and famine.
- I had many great cities completely destroyed.
- It has been estimated that 3% of the world's population died because of my empire's founding.



3 world trade thrived because of me

- My conquests brought peace to the regions along the ancient trade route called the Silk Road, and allowed it to thrive.
- Silk Road trade between China, the Middle East, Europe, and North Africa taught contrasting parts of the world about each other's cultures and technologies.
- Eastern Asians could buy weapons, horses, and glass from the West, while Europeans could buy spices, paper, and medicines from the East.

Project

4 Listen to part of a balloon debate and complete the chart with the arguments for and against the historical significance of Napoleon Bonaparte and Genghis Khan.

	Arguments for staying in the balloon	Arguments for not staying in the balloon
 Genghis Khan (Mongolia)		
 Napoleon Bonaparte (France)		

COLLABORATE AND PLAN

- 5 In pairs, find out about your historical person and take some notes.
- 6 In pairs, prepare a slide presentation like the one in exercise 3, with the three best reasons why your person is historically significant, and facts to justify your arguments.

SHARE

- 7 Work in new groups of four. Practice giving your presentations about your historical figure.
- 8 In your group, take turns practicing a debate. Two of you should try to argue that you are more historically significant than the other, and the other two people should judge your arguments.
- 9 Give feedback, and help each other to improve your presentations and arguments.

PRESENT

- 10 Form two new groups. You should be in a different group from your partner in exercise 5. Half of the group gives its presentation and has a balloon debate. The other half votes to decide who should go in the balloon. Then swap roles.

Reflect

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

- What was effective about your presentation and debate arguments? What was less effective?
- Whose presentation and debate arguments were most interesting? Why?
- Is it easy to decide who is more historically significant than another? Why? / Why not?
- What did you learn about debating that could help you do it better in the future?
- Would you like to take part in debates in the future? Why? / Why not?

Project

How do we evaluate people from history?

Learning objectives

Take part in a balloon debate

COLLABORATION Work collaboratively to find information about a historical person

CREATIVITY Think creatively to plan arguments to explain why your historical person is important

COMMUNICATION Present your historical person to the class

CRITICAL THINKING Use critical thinking skills to reflect on the task

Introducing the topic

- Ask: *Who was Nelson Mandela? Why was he important?*
- Elicit that he was an important South African leader, and he helped end the system of apartheid in South Africa. Use this information to teach the term *historical figure* (= an important person from the past).
- Ask: *What important historical figures can you name?* As students make suggestions, ask: *Why is he/she important? What did he/she do? What effect did he/she have?*
- When students have made a few suggestions, ask them to compare some of the people they have suggested, e.g., *Who is more important? Why?* Encourage them to start thinking about how we evaluate people from history and how we decide who are more important than others.

Understand

1

CRITICAL THINKING

- Students read the instructions for the project task. Check that they understand *hot-air balloon* and *Hall of Fame*. Discuss what you have to do to succeed in the balloon debate.

ANSWER

You have to persuade your audience that you deserve to remain in the hot-air balloon and not be thrown out.

2

- Put students into pairs to read the statements for assessing historical significance and decide which three criteria are the best to use and why.
- They should then use the criteria they have chosen to rank the three people in the pictures.
- Ask pairs in turn to tell the class which criteria they chose and why, and how they ranked the people according to their criteria.
- Discuss as a class any differences in ranking in criteria that students came up with.

3

- Focus on the picture of Genghis Khan and elicit what students know about him.
- Ask students in pairs to read the slide presentation and discuss how effective it is in persuading them of his significance, and why. Discuss students' ideas as a class.

4 1.18

- Allow students time to study the chart. Elicit what they know about Napoleon Bonaparte.
- Play the audio once and ask students to complete as much of the chart as they can.
- Students compare their answers in pairs. Play the audio again for them to complete their answers.

ANSWERS

Genghis Khan:

Arguments for staying in the balloon: Founded a bigger empire than Napoleon; Killed more people than Napoleon; Helped trade to thrive, and people in different continents to learn about each other's technologies.

Arguments for not staying in the balloon: The changes that he made don't influence today's world; The people who died because of him might have made their own contributions to history if they had lived.

Napoleon Bonaparte:

Arguments for staying in the balloon: His rule changed countries forever; Science contributions thanks to his education system; Made society fairer; 70 countries still have a legal system based on Napoleon's; Made people drive on the right.

Arguments for not staying in the balloon: By the end of his rule, he had lost most of his empire; Killed fewer people than Genghis Khan.

Collaborate and plan

5

COLLABORATION

- Students work in their pairs to choose a historical person and find out about them. They can do this by looking online or in reference books.
- Students take notes as they do their research, to help them with their slide presentation.

6

COLLABORATION CREATIVITY

- Ask: *What is a slide presentation?* Elicit that it is a presentation in which you give a talk and show a series of slides on a big screen to support what you are saying.
- Ask: *What can your slides show?* Elicit that they can show pictures, graphs, or words.
- Ask: *How will you show your slides?* Elicit that they will use a computer, and prepare their slides in a program such as PowerPoint.
- Students work in their pairs to prepare their presentation.
- Point out that they should use only the three best reasons why their person is significant. Remind them that they need to persuade their classmates that their person should be saved.
- Make sure they each have a copy of their slide presentation, as they will be working in new groups for the next task.

Share

7

COLLABORATION COMMUNICATION

- Put students into new groups of four, dividing pairs so that they are no longer working together.

- Explain that they will now take turns practicing their presentations for their group. They shouldn't have a debate at this point, but just practice giving their talk.

8

- Explain that they will now have a debate in their group, in order to prepare for a debate in a larger group.
- Explain that two people in the group should each give their presentation, and the other two people should judge the arguments and decide which are more persuasive. They then swap roles and practice again.

9

- Students work in their groups and give each other feedback on their presentations, to help them improve their arguments and the way they presented them.
- Discuss with the class what they learned from listening to the presentations. Ask: *What makes a presentation effective? What kinds of arguments persuade you the most?*

Present

10

COLLABORATION COMMUNICATION

- Divide the class into large groups containing 8–10 students. Make sure that students who worked together in exercise 5 are in separate groups.
- Explain that they will now hold their balloon debate.
- Explain that within each group, half the students are in the balloon and will have a balloon debate. The other half will listen and then vote to decide who stays in the balloon.
- Set a time limit and start the activity – half debating and half listening.
- Stop the activity when time is up, and tell students it is time to vote.
- When they have finished voting, they swap roles within their groups and hold a second debate.
- When voting is finished, ask each group in turn to tell the class who they decided to save and why. Ask: *What persuaded you more – the facts about the people or the arguments in the presentation?*
- Discuss as a class which people they think are the most historically significant overall and why.

Reflect

CRITICAL THINKING

- Before students evaluate this task, remind them that reflecting in an honest way on what went well and badly during a project task will help them to learn and improve.
- Students work in their groups to discuss the questions.
- Ask students individually to make a note of three things they should try to remember for the next time they do a project task in a group.

Assessment

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



Why do COLORS matter?

Would you want to swim in a lake with water this color? Why? / Why not?

Do colors have a meaning?

- Look at the picture on page 70 and answer the questions.
 - Does the lake's pink color make you want to visit it more or less than if it was blue? Why?
 - What other things can you think of that are an unexpected color? How does their color affect the way you feel about them?

Discover vocabulary Color idioms
Student Book ► Page 124 Workbook ► Page 66

- Work in pairs. Ask and answer the questions.
 - Do you often get angry? What's most likely to make you see red?
 - Which of your school rules are clear? Which have some gray areas?
 - How do you cheer yourself up when you're feeling blue?
 - What are the disadvantages of buying things on the black market?
 - Have you ever been green with envy? What made you so jealous?
 - Do you like going on white-knuckle rides such as rollercoasters?
- Guess the colors that are associated with these topics.

Which colors have these different meanings and associations around the world?

luxury, royalty, eating too much
caring about the environment, lack of experience, spring
good luck, romance, weddings
weddings, innocence, death
- Watch the Factfile video and check your answers. Which meanings and associations surprise you?
- Watch the video again. What other color meanings and associations did the presenters mention? Which was a personal association? Which were more general?
- Work in pairs. Use the key phrases to discuss what different colors mean to you. Think about color idioms you use, and your ideas from exercise 3. Do you and your partner have similar associations? Why? / Why not?

Key phrases Talking about the meaning of colors
What else does the color... represent?
It's a symbol of...
...has a strong association with...
...is the traditional color for...
The color... is connected with...

Discover more  **SEARCH ONLINE** Use find out more facts about the meanings of colors around the world. Check your facts carefully. Can you find pictures as evidence?

Vocabulary

- Color idioms
- Adjective / Noun families
- Multi-word verbs: the environment

Further practice

Discover vocabulary, Student Book, page 124

Workbook, pages 66 to 68

Vocabulary practice worksheet, Teacher's Resource Center

Reading

- Reading critically
- Reading three articles about colors

Further practice

Workbook, pages 64 to 65

Reading practice worksheet, Teacher's Resource Center

Grammar

- Passives
- have / get something done

Further practice

Discover grammar, Student Book, page 125

Workbook, page 66 to 68

Grammar practice worksheet, Teacher's Resource Center

Life skills

- Understanding our impact on the environment

Listening

- Signpost language
- Listening to a presentation

Further practice

Workbook, page 69

Speaking

- Talking about the meaning of colors
- Discussing ideas

Further practice

Workbook, page 69

Writing

- A factual essay about colors in nature
- Structuring a paragraph
- Introducing examples

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

Do colors have a meaning?

Learning objectives

FACTFLIX VIDEO Learning about the meaning of colors

VOCABULARY Color idioms

SPEAKING Talking about the meaning of colors

Introducing the topic

- With books closed, ask students to imagine they are holding a glass of their favorite drink. Ask them to think about the drink and how it is going to taste when they drink it. Ask: *Are you looking forward to it?*
- Then say: *Imagine I add some coloring to your drink, so it is now bright blue. How do you feel about it now? Do you still want to drink it? Why / Why not?* Discuss students' reactions.
- Students then open their books and start to look at the opening picture, caption, and lesson question.

1

- Focus on the picture and read aloud the caption. Elicit responses and reasons from a few individual students.
- The pink lake, pictured on page 70, is Lake Hillier, which is located on Middle Island, off the coast of Western Australia. Scientists do not know the exact cause for the pink color, but it's thought that it's related to the presence of the *Dunaliella salina* microalgae.
- Put students into pairs and ask them to discuss the questions in exercise 1, then discuss their ideas as a class.

Discover vocabulary Student Book page 124 Workbook page 66

- With weaker classes, turn to page 124 and do this vocabulary practice in class, before students do exercise 2. With stronger classes, students can do it for homework.

2

- Read through the questions with the class. Focus on the color idioms and check that students understand them.
- Allow students time to think about their answers individually, then put them into pairs to ask and answer.

3

- Students could guess the colors individually, then compare their ideas in pairs or groups.
- Elicit a few ideas about the colors for each topic, but don't confirm them.

4 

- Tell students they are going to watch a video and find out which colors are associated with the topics in exercise 3.
- Play the video for students to watch and listen and note down the answers. (If you are unable to play the video in class, an audio-version is available on the Teacher's Resource Center.)
- Check the answers with the class, then discuss which meanings and associations surprised students and why.

ANSWERS

luxury, royalty, eating too much – purple
caring about the environment, lack of experience, spring – green
good luck, romance, weddings – red
weddings, innocence, death – white

5 

- Students read the questions. Elicit what associations they can remember from the video.
- Play the video again. Have students note down other associations and think about whether they are personal or general associations.

ANSWERS

green: a basketball club (personal), jealousy (general)

red: negative emotions and anger (general)

white: fear (general)

black: death (general)

6

- Read aloud the key phrases. Elicit a way to complete each one, e.g., *A red rose is a symbol of love. Black has a strong association with death.*

COMMUNICATION

- Students work in pairs and discuss what colors mean to them. Encourage them to think about personal associations as well as more general ones.

Extra activity: Critical thinking

- Put students into pairs and tell them you are going to dictate some color idioms from around the world. Ask them to try to guess the meanings.

1 *I can see nothing but blue.*

2 *He made me see green mice.*

3 *I had a white night.*

4 *She's wearing black socks.*

5 *He's got white ears.*

- Elicit students' ideas, then explain the meanings.
- Reinforce the point that associations are different in other cultures, and associations that we find normal and natural may not be understood by people from other cultures.

ANSWERS

1 **I don't understand anything.** (French)

2 **He threatened me.** (Italian)

3 **I didn't sleep well.** (Romanian)

4 **She's jealous.** (Finnish)

5 **He's stingy with money.** (Tagalog)

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 students what they found out about different colors.
- Discuss as a class which associations are similar in different cultures, and which are very different.

Further practice

Discover vocabulary, Student Book page 124 (answers on TG page 114)

Workbook, page 66

Vocabulary practice worksheet, Teacher's Resource Center

Reading to learn

How can colors affect us?

1 Read quickly through the articles on page 73. Which of the areas below are discussed?
education evolution fashion food health sleep sports

Reading strategy

2.01

2 Study the reading strategy. Then read and listen to the articles. What do they say on these subjects? What evidence is given, if any?

- red sports uniforms
- animals with red coloring
- the amount of sleep people get in bedrooms of different colors
- the reason that blue is a restful color
- the human response to blue food
- how color might help us to be healthier

3 In pairs, discuss which article is the least convincing, and why.

Discover vocabulary: *adjectives / Noun families*
Student book ► Page 124 Workbook ► Page 86

4 Scan the articles to find the noun forms of adjectives 1–7. What other nouns do you know that are made with the same suffixes?

- strong
- possible
- significant
- prior
- thick
- creative
- sick

5 Make nouns from the adjectives below. Which of the new nouns do you think are influenced by color? How?

happy violent intelligent active warm visible patient
/ I think my happiness is influenced by the color of the clothes I'm wearing.
/ I feel more cheerful when I'm wearing bright colors.

6 TALKING POINTS: Discuss the questions.

- What color is your bedroom? Would you like to change it? Why? / Why not?
- What color food do you often / rarely / never eat? Give details.
- What factors apart from color can affect your performance in sports, in class, or in other areas?

Discover more

SEARCH ONLINE for images of blue foods. Which does not belong? Which would you eat?

A Want to win at sports? WEAR RED

Competitors in red are more likely to win, according to a new study. University of Durham's Russell Hill and Robert Barton looked at boxing, wrestling, and taekwondo results in the Olympic Games. In these sports, competitors are randomly given either a blue or a red uniform. The researchers found that, when one competitor was much better than the other, the color of the uniforms had no effect on the results. However, in matches between competitors with a similar level of strength and skill, over 60% were won by people dressed in red. That could not be explained by chance alone. Statistics from English soccer also showed an unexpectedly high success rate for teams that wore red.

Joanna Setchell, who studies monkeys at the University of Durham, may have an explanation for these surprising results. She has found that male monkeys with red coloring tend to be more powerful in their group than the other males. Similar trends have been observed in birds. If red coloring sends a signal of power in the natural world, there's a possibility that it is doing the same in sports.

So choose red for your sports team's uniform while you can. If future research confirms the significance of Hill and Barton's findings, the color may have to be banned to keep contests fair. And then a lot of fans will be seeing red!

What examples of teamwork language can you find in this article?

B Blue: the secret to a good night's sleep

What makes the perfect bedroom? If your priority is getting plenty of sleep, the answer isn't indoor string lights, cool posters, or the thickness of your comforter. It's the color blue.

A survey into sleep patterns has revealed that blue bedrooms give people an average of 7 hours and 32 minutes' sleep each night. Green and yellow bedrooms also score well in the survey, providing sleep for about 7 hours and 40 minutes.

The results come as no surprise to interior designer and color expert Jackie Bellini. She explains the restful effect of the color blue by its associations with calming things such as water and cloudless skies, and says that certain shades of yellow and green are known to reduce stress.

Purple scored worst in the survey, with less than six hours' sleep per night. According to Jackie, it's thought that the color stimulates creativity, which makes it an environment where vivid dreams and nightmares are more likely.

The survey, conducted by hotel chain Indigo, involved 200 homes around the country.

What do you think a comfortable is?

How many bedrooms of each color might there have been in the survey?

What color is Indigo?

G Is color the answer to a healthier diet?

An Oxford University psychologist thinks color can help us eat less sugar.

When we think about our response to food, we usually focus on its taste and smell. According to Oxford's Charles Spence, however, our eyes influence our experience of food even more than our tongues and noses.

Take blue food, for example, which is rare in the natural world. Spence believes evolution gave our ancestors an instinct to avoid it, especially in meat, because it was likely to be rotten. In a 1970s experiment, a researcher gave his guests steaks for dinner. In low lighting, they ate happily. Then the lighting changed to reveal that the steaks were blue. The guests' visual disgust was strong enough to cause sickness, even though they knew the meat tasted good.

Red and pink have much more positive food associations. It is thought that these colors signaled ripe fruit to our ancestors, and they usually mean "sweet" in food products today. Again, the color message can be stronger than the taste itself. In recent tests, many people thought a pink drink tasted sweeter than a green one, even though the green one contained 10% more sugar.

If color can trick us into tasting something that isn't real, argues Spence, it can help us reduce our unhealthy addiction to sugar. Now, that really would be sweet.

What's something like it's taste?

Why is "sweet" in quotes?

Which of the things listed in this article are associated? What language makes this clear?

Glossary

addictive – without methods of "breaking the habit"

addict – "someone who is addicted"

addictive – "something that is addictive, not addictive"

addictive – "something that is addictive, not addictive"

addictive – "something that is addictive, not addictive"

Reading to learn

How can colors affect us?

Learning objectives

READING Reading critically

READING Reading three articles about colors

VOCABULARY Adjective / Noun families

Reporting back

- If students did the research activity from the previous lesson for homework, do the class feedback now. See the notes on the previous page.

Introducing the topic

- Say: *Imagine you are in a living room in a big house. You're sitting on a comfortable sofa, with big cushions, and you're watching TV. There are curtains on the windows, and a rug on the floor. How do you feel? What colors do you imagine there are in the room?*
- Elicit a few answers, then say: *Now imagine that everything in the room is black – the sofa, the cushions, the walls, the curtains, the rug. Now how do you feel?*
- Elicit a few answers and ask: *Do you think that colors can affect the way we feel? Which colors make us feel relaxed? Happy? Sad?* Elicit a few answers.

1

- Ask students to read the articles quickly and note down which areas are discussed.
- Check the answers with the class, eliciting the parts of the articles which confirm the answers.

ANSWERS

sports, sleep, health, food, evolution

2 2.01

- Ask students to read the reading strategy, or read it aloud to the class.
- Ask students to read through subjects 1–6. Check that they understand everything.
- Play the audio for students to read and listen to the articles. Tell them to note down what is said on each subject, and what the evidence is.
- Check the answers with the class.

SUGGESTED ANSWERS

- People with red uniforms are more likely to win. Evidence is from a university study of results at the Olympic Games and statistics from English soccer.
- Male monkeys with red coloring tend to be more powerful than other male monkeys. It's the same with birds with red coloring. A university scientist who studies monkeys says so.
- People sleep almost eight hours in blue bedrooms, over seven hours in green and yellow bedrooms, and less than six hours in purple bedrooms. The evidence comes from a survey of 200 homes, organized by a hotel chain.
- Because of its associations with water and cloudless skies. An interior designer and color expert says so.
- The instinct is to avoid it, because in the past it was likely to be rotten. A university scientist believes so. Knowing that we've eaten blue meat can make us sick. An experiment in the 1970s proved this.
- Red and pink coloring makes us think something tastes sweeter than it is, so it might help us to reduce sugar consumption. Evidence for this comes from recent tests.

3

- Put students into pairs to discuss which article is the least convincing and why. Discuss their ideas as a class.

POSSIBLE ANSWER

Article B is probably the least convincing. If the survey was of 200 homes, there might only be one or two purple bedrooms, so the results may not prove very much. The hotel is called Indigo, which is a shade of blue, and it wants people to think that staying in a hotel with blue associations will give you a good night's sleep. Finally, an interior designer and color expert might not be as reliable a source as university scientists.

READING TEXT QUESTIONS

- Point to the questions next to the articles on page 73. Explain that for some of the questions, students must use their general knowledge and their thinking skills to guess. Ask students to look at the articles again and answer the questions.
- Discuss the answers with the class, encouraging students to refer back to the articles to justify their answers.

SUGGESTED ANSWERS

Examples of uncertain language: "there's a possibility that ...", "the color may have to be banned ..."

A comforter is a warm covering for a bed.

It depends on the color. There were probably a lot of white and yellow bedrooms, and fewer blue and green ones.

Indigo is a shade of dark blue.

Something that is rotten is spoiled, so it should not be eaten and may smell bad.

"Sweet" in quotes is a short way of saying "that something tastes sweet or sugary".

Article C opinions: evolution gave our ancestors an instinct to avoid blue food ("believes"); the colors red and pink in food signaled ripe fruit to our ancestors ("It is thought"); color can help us reduce our unhealthy addiction to sugar ("argues")

Discover vocabulary

Student Book page 124 Workbook page 66

- Refer students to the exercises on page 124. With weaker classes, do the exercises in class, before students do exercise 4. With stronger classes, students can do the exercises for homework.

4

- Ask students to scan the first article quickly to find the noun form of *strong*. Check this with the class, then ask them to scan the rest of the articles to find the remaining nouns.
- Check the answers with the class.
- Write the suffixes on the board: *-th*, *-ity*, *-ance*, *-ness*. Put students into pairs to brainstorm other nouns they know that are made with the same suffixes.
- Elicit ideas and add them to the board.
- Check that students understand all the new verbs and nouns that the class has brainstormed.

ANSWERS

1 strength 2 possibility 3 significance 4 priority
5 thickness 6 creativity 7 sickness

Possible answers: *-th*: width, length; *-ity*: ability, diversity; *-ance*: importance, acceptance; *-ness*: happiness, kindness

5

- Read through the adjectives with the class and check that students understand them all.
- Ask students to make nouns from the adjectives.
- Check their answers, then put students into pairs to discuss how the nouns might be influenced by color.
- Discuss their ideas as a class.

POSSIBLE ANSWERS

violent – violence: Violence might be influenced by color. For example, bulls are thought to attack when they see something red.

intelligent – intelligence: I don't think intelligence is influenced by color, but I guess people might feel more intelligent when they are surrounded by bright colors.

active – activity: Activity might be affected by color. I feel less relaxed when I'm in a brightly colored room, so I probably move around more.

warm – warmth: Warmth is definitely affected by color. Dark colored clothes absorb light like sunlight so you feel warmer when you wear black than when you wear light colors.

visible – visibility: Visibility is affected by color. White and other bright colors, particularly fluorescent colors, are easier to see outside at night than dark colors.

patient – patience: Patience probably isn't affected by color. Or maybe people are less patient in brightly colored rooms, because they don't feel relaxed.

6 Talking points

CRITICAL THINKING

- Put students into pairs to discuss the questions. Allow students time to read the questions and think about their answers first, and encourage them to think of reasons to support their ideas.
- Alternatively, students could write the answers.
- Discuss the questions as a class.

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 save examples of the images they find, and think about whether they would eat the foods or not, and why.
- For feedback, after the research or at the beginning of the next lesson, put students into groups to show their images to each other and discuss as a group which foods they would eat and why.
- Ask groups to show the class one blue food they would all eat and one they definitely wouldn't eat and explain why.

Preview

- Ask students to look at the *Discover grammar* presentation on page 125 before the next lesson.

Further practice

Discover vocabulary, Student Book page 124 (answers on TG page 114)
Workbook, pages 64 to 66

Reading practice worksheet, Teacher's Resource Center

Language in use **How is color used to celebrate?**

1 Look at the picture and discuss what it shows. Then read the interview and check.

HOME NEWS ARTICLES FORUM

Holi

Every year, Indian streets explode into color for the traditional celebrations of Holi. I talked to Asian travel expert Asha Singh before booking a trip to enjoy the world's most colorful festival.

What are the origins of Holi?
It's thought that the festival is at least 2,000 years old. In earlier times, it was celebrated only by married women, to pray for the health and happiness of their families. These days, it's a huge celebration that's enjoyed by people of all ages. It's a festival of spring, of new birth, and new hope.

What date is the festival?
It varies, depending on the date of the full moon, but it's usually in March. This year it starts on March 28, a Sunday, and Monday will be one long party.

Sounds fun! What will the celebrations involve exactly?
On Sunday night, there'll be songs and dances around a big fire. Then, on Monday, everyone will chase each other through the streets and attack each other with paint powder and water, or sometimes with balloons full of colored liquid. By the end of the day, everyone will have been covered from head to toe in a rainbow of colors.

Didn't I hear something about a Holi celebration with elephants, too?
You're probably thinking of the Elephant Festival in the city of Jaipur. It used to be very popular at Holi, with a parade of beautifully decorated elephants. But the festival was canceled after concerns had been raised about the welfare of the elephants. It has been banned by the government every year since then, and people say it isn't going to be brought back any time soon.

Fair enough. So where's the best place to join in?
Pretty much anywhere in India or Nepal. Holi will be celebrated in many parts of Southeast Asia, too, and in cities around the world where there's a big South Asian population.

Discover grammar Passives
Student Book ► Page 125 Workbook ► Page 67
We use the passive when we want to focus on the action or on the person / thing that experiences the action, rather than on the person / thing that performs the action.

2 Find nine examples of the passive in the text. In which examples:
1 is the identity of the people that perform the action not stated, because it is not of interest?
2 is the identity of the people that perform the action stated?
3 is the passive used to describe a belief or opinion?

74 Unit 7 Why do colors matter?

3 Change these active sentences into the passive.

- 1 People are throwing blue paint across the street. (Blue paint ...)
- 2 They've performed some wonderful music. (Some wonderful music ...)
- 3 People say that Holi is the best time of year to visit India. (It ...)
- 4 People will already have booked most of the hotel rooms. (Most of ...)
- 5 The town's young people are going to celebrate Holi all right. (Holi ...)
- 6 No one had warned me that it was difficult to remove the colors from my clothes. (I ...)

4 Think of a traditional festival in your country. Answer the questions.

- 1 How long has it been celebrated?
- 2 Who is it celebrated by? Why?
- 3 Where, when, and how will it next be celebrated?

Discover grammar have / get something done
Student Book ► Page 125 Workbook ► Page 67
We use have / get something done when we arrange for someone else to do something for us.

5 Some teenagers are preparing for a St. Patrick's Day party. Listen to their conversation. Which of these things is Jonah going to do?

make a cake

blow up balloons

put up decorations

paint people's faces

6 Study these sentences. Which is about someone doing something themselves? Which are about people arranging for someone else to do something?

- 1 We had a cake made professionally last year.
- 2 Brandon made a fantastic green cake.
- 3 I need to have the other decorations put up.
- 4 Get your face painted before the party starts.

7 Ask and answer in pairs.

- 1 Have you ever needed a costume for a special event? Did you buy it, make it yourself, or get it made for you?
- 2 Have you ever had your face painted? With what design?
- 3 When did you last get your hair cut? Who cut it for you?

8 Work in small groups. Choose a festival or special event. You are in charge of the celebrations at your school, and you want them to be colorful. Discuss what you should get done and what you should do yourselves.
Why don't we have people cut our hair?

Discover more **SEARCH ONLINE** Find out about a colorful festival in another country. What is it? How is it celebrated? Why?

75 Unit 7 Why do colors matter?

Language in use

How is color used to celebrate?

Learning objectives

GRAMMAR Passives

GRAMMAR have / get something done

Reporting back

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

Introducing the topic

- Ask: *What are popular festivals and celebrations in your country?* Elicit ideas, e.g., Christmas, Carnival, New Year.
- Ask: *What colors are associated with the celebrations?* Put students into pairs to think about the colors associated with each of the festivals or celebrations.
- Discuss their ideas as a class, and discuss any differences of opinion between students. Ask: *How are the colors used for each celebration? In what ways are the colors important?*

1

- Students open their books. Focus on the picture and elicit a description. Ask: *Where do you think this is? What do you think the people are doing? Why?* Elicit a few ideas, but don't confirm if they're correct.
- Ask students to read the interview and check their ideas.
- Check the answers with the class, then ask: *What questions would you like to ask about this celebration?* Elicit ideas.

ANSWERS

The picture shows people celebrating the festival of Holi in India or Nepal. They are attacking each other with paint powder.

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 before you continue with the lesson.

2

- Ask students to find the nine examples of the passive in the text. Check these with the class.
- Students then answer the questions. They could work in pairs for this. Check the answers with the class.

ANSWERS

- 1 By the end of the day, everyone will have been covered from head to toe in a rainbow of colors.
The festival was cancelled.
Concerns had been raised about the welfare of the elephants.
It isn't going to be brought back any time soon.
Holi will be celebrated in many parts of Southeast Asia.
- 2 It was celebrated only by married women.
It's a huge celebration that's enjoyed by people of all ages.
It has been banned by the government every year since then.
- 3 It's thought that the festival is at least 2,000 years old.

3

- Ask students to rewrite the sentences in the passive. Tell them to decide if the person who performs the action is of interest, and if so, to include it with *by*.
- Check answers with the class.
- You could ask students to match the sentences to the meanings in exercise 2.

ANSWERS

2 Some wonderful music has been performed.

3 It is said that Holi is the best time of year to visit India.

4 Most of the hotel rooms will have already been booked.

5 Holi is going to be celebrated all night by the town's young people.

6 I had not been warned about the difficulty of removing the colors from my clothes.

4

- Students can ask and answer the questions in pairs. Encourage them to use passive sentences.
- Ask pairs in turn to tell the class their ideas.

Discover grammar Student Book page 125 Workbook page 67

- Remind students that they had to look at the *Discover grammar* presentation for homework.
- With weaker classes, turn to page 125 and go through the main points in the *Discover grammar* presentation with the class before you move on to exercise 5.
- With stronger classes, students can do the *Discover grammar* exercises for homework.

Culture note

St. Patrick's Day is celebrated on March 17. It is an important celebration in Ireland, and also in many US cities where there are a lot of people who were originally from Ireland. The color green is strongly associated with the celebration. People wear green clothes, dye their hair green, and in some cities the river is colored green for the day. A shamrock is a small plant which grows in Ireland and is considered to be lucky.

5  2.02

- Focus on the pictures and elicit what students know about St. Patrick's Day. Teach *shamrock*.
- Read aloud the task. With weaker classes, warn students that the people will mention all the things in the pictures, so they must listen carefully to hear which one Jonah is going to do.
- Allow students to compare their answers in pairs. If they are not sure of the answer, play the audio again for them to listen and check.
- Check the answer with the class.

ANSWER

blow up balloons

6

- Ask students to study the sentences and answer the questions. Students could work in pairs for this.

- Alternatively, read out each sentence in turn and ask questions to elicit the answers, e.g., *Who made the cake? Did the people make it themselves? Did they arrange for someone else to do it?*

ANSWERS

Doing something themselves: 2

Arranging for someone else to do something: 1, 3, 4

7

- Read aloud the questions and elicit or give one or two answers using *have / get something done*, e.g., *I had a costume made last year. I once had my face painted as a tiger. I got my hair cut a few weeks ago.*
- Put students into pairs to ask and answer the questions. Monitor while they are working, and encourage them to use *have / get something done* in their answers where possible.
- Ask some students to tell the class something they learned about their partner.

8

- Read aloud the task. Explain to students that they can choose a traditional festival or special event, or they could invent one of their own, e.g., a film festival or a celebrity's birthday celebration. Remind them to bear in mind the role of color in the celebration.
- With weaker classes, brainstorm ideas for things students could plan, e.g., decorations, costumes, food, etc.
- Put students into groups to discuss their festival or special event and make notes. Point out that they should try to use *have / get something done* in their discussions.
- Ask groups in turn to present their events to the class. The class could vote for their favorite.

Extra activity: Critical thinking

- Ask: *Are festivals and special events important for cultures? Why?* Put students into groups to discuss their ideas.

Discover more

- Students can do the research in class if they have internet access. Alternatively, they can do it for homework. Ask them to make notes on where and when the festival is, how it is celebrated, and the colors associated with it.
- For feedback, after the research or at the beginning of the next lesson, put students into groups to tell each other what they learned.
- Ask each group to present one of the festivals to the class.
- Discuss as a class which festivals students would like to go to and why.

Preview

- Ask students to do the *Discover vocabulary* exercises on multi-word verbs: the environment on page 124 before the next lesson.

Further practice

Discover grammar, Student Book page 125 (answers on TG page 114)

Workbook, pages 67 to 68

Grammar practice worksheet, Teacher's Resource Center

Life skills

How does our love of color impact the environment?

Life skills strategy Understanding our impact on the environment

Watercolor paints, we can cause problems for the oceans. We need to think about the potential damage of the products that we use.

1 Study the life skill strategy. Then read the web page below. What advice does it give to consumers?

THE COST OF COLOR

HOME | ARTICLES | FORUM

BEAUTY PRODUCTS

Everyone wants to look their best, but did you know that many types of makeup, nail polish, hair dye, and other beauty products contain harmful chemicals? They don't break down over time, so when they are washed down the sink, they build up in our lakes, rivers, and oceans, and kill off the species that live there.



GREEN TIP: To see how much harm your favorite products cause, look them up on the Environmental Working Group's Skin Deep website. Put down on your use of the most harmful ones, or try to find more eco-friendly alternatives.



PENS AND INK

We all love our homework to look colorful. But how many colored pens do you go through in a year? They're often lost after a few months, or disposed of because they stop working or they run out of ink. Then, because they're made of plastic, they stick around as trash for decades, if not centuries. And printer ink is usually no better. Empty cartridges have to be replaced every month or two, and then gotten rid of.

GREEN TIP: Buy pens and printer cartridges that can be refilled with ink so they last for years. You could also choose pens made from recycled or recyclable materials.



2 With your partner, talk about the color products that you and your family buy. What could you do to be more eco-friendly consumers?

Discover vocabulary Multi-word verbs: the environment
Student Book Page 124 Workbook Page 68

3 Look at the pictures below from a student's presentation. What do you think happened to the dog? What do you think the presentation is about?





Listening strategy Signpost language

4 Study the listening strategy. Copy the chart below. Then listen to the presentation and write the signpost language that you hear in the middle column of the chart.

	Signpost language	What the speaker says
Subject of presentation		
Points made		
Conclusion		

5 Listen to the presentation again and complete the right-hand column of the chart with notes on the presentation.

6 Work in pairs. Discuss the questions.

- Why is our love of colorful clothing a problem?
- Have you ever bought clothes that you've hardly ever worn? Why?
- Have you ever owned two or more items of clothing that are identical apart from the color? Why?

7 Study the key phrases. Then discuss ideas for reducing your impact on the environment as a consumer. Decide on three things you are going to do differently when you are shopping in the future.

Key phrases Discussing ideas

I think it would be a great idea to... Maybe I/we could...
 I would like to... The problem is...
 I don't think it'll be possible... Unfortunately, ... isn't an option for me.

8 REFLECT For you, what are the biggest challenges to being an eco-friendly consumer? Does your taste in color influence this?

Discover more SEARCH ONLINE and find out about an eco-friendly product that you would be interested in buying. What is it? Search for the environment then alternative products?

Life skills

How does our love of color impact the environment?

Learning objectives

LIFE SKILLS Understanding our impact on the environment

VOCABULARY Multi-word verbs: the environment

LISTENING Signpost language

LISTENING A presentation

SPEAKING Discussing ideas

Reporting back

- If students did the research activity from the previous lesson for homework, do the class feedback now. See the notes on the previous page.

Introducing the topic

- With books closed, ask: *What things do you do that have an impact on the environment?* Elicit one or two general areas, e.g., transportation, food, heating, then put students into pairs and ask them to brainstorm five things they do that have an impact on the environment and explain why.
- Ask students to tell the class their ideas. As each idea is mentioned, get a show of hands to see how many students have chosen it. Write them on the board, using bigger letters for words that more students have chosen, to produce a word picture of their ideas.

- Point to the board and say: *The topic of this unit is color. How does our love of color impact the environment?* Elicit ideas from students and discuss the question as a class.

1

- Read aloud the life skills strategy.
- Ask students to read the web page and note down the advice it gives to consumers.
- Check the answer with the class, then refer back to the ideas on the board. Ask: *Are you surprised that these products have an impact on the environment?*

ANSWER

Avoid beauty products that contain harmful chemicals or try to find more eco-friendly alternatives.

Buy pens and printer cartridges that can be refilled, or pens made from recycled or recyclable materials.

2

- Put students into pairs to discuss the color products that they and their families buy, and to think about how they could be more eco-friendly.
- Discuss their ideas as a class.

Discover vocabulary Student Book page 124 Workbook page 68

- Remind students that they had to do the *Discover vocabulary* exercises for homework.
- Check the answers to the exercises now, and check that students understand all the vocabulary.

DIFFERENTIATION

- With weaker classes, ask students to find the multi-word verbs in the web page on page 76.

- Read out the examples and use them to check that students understand all the verbs. You could elicit or provide translations of the verbs in context.

3

- Students could work in pairs to look at the pictures and answer the questions.
- Discuss their ideas as a class, but don't confirm them.

4 2.03

- Read through the listening strategy with the class. Check that students understand that speakers use signpost language to help the listener understand where they are, during a presentation. Check that they understand it all.
- Ask: *What do you think happens if there is no signpost language in a presentation?* Elicit that it would be more difficult to follow and pick out the important ideas.
- Ask students to copy the chart into their notebooks, leaving plenty of space in each section for them to add notes.
- Explain that the middle column is for the phrases the speaker uses as signpost language, and the right-hand column is for the ideas the speaker discusses.
- Play the audio for students to listen and note down the signpost language.
- Check answers with the class, playing the audio again if necessary and pausing for students to hear the phrases.

ANSWERS

Subject of presentation: My presentation today is about

Points made: First of all, Next I'm going to look at, Let's look now at, Firstly, Secondly

Conclusion: I'd like to leave you with

5 2.03

- Explain to students that they are going to listen again and add notes about what the speaker says after each signpost phrase.
- With stronger classes, students could discuss in pairs what the speaker said before they listen again.
- Play the audio again for students to listen and make notes.
- Check answers with the class, playing the audio again if necessary and pausing for students to hear the answers.

SUGGESTED ANSWERS

Subject of presentation: damage by color in fashion industry

Points made: history – only rich had colorful clothes until chemical dye invented; environmental problems with dyes – poison rivers, kill fish, cause health problems for humans; what we can do – buy brands that don't use harmful dyes, cut down on number of clothes we buy

Conclusion: change shopping habits

6

- Students discuss the questions in pairs.
- Have a brief class discussion. If students are struggling to explain why they have bought clothes they haven't worn, or why they have similar clothes but different colors, ask more questions to prompt them, e.g., *How do you think advertising affects you? Do you sometimes buy things because you have seen them advertised? What about special offers? Have you sometimes bought two for the price of one? What about peer pressure, if your friends seem to have more clothes than you?*

7

- Read through the key phrases with the class and check that students understand them all. Elicit or give some examples of the phrases in use, to show how they are used in context and also to present some possible ideas, e.g., *I think it would be a great idea to make a list before you go shopping, It wouldn't be hard to buy more natural products, I don't think I'd be prepared to buy second-hand clothes.*
- Put students into pairs to discuss their ideas and decide on three ways they are going to change their shopping habits in the future. Ask pairs to tell the class their ideas.
- Discuss as a class which ideas are the easiest to follow and how they will have an impact on the environment.

8 Reflect

CRITICAL THINKING

- Read the questions and encourage students to think about the different things they have discussed in this lesson.
- Ask students individually to reflect on the challenges they face to being an eco-friendly consumer, and how this relates to their taste in color.
- Put students into groups to compare and discuss their ideas.
- Ask groups to tell the class the things they agreed about, and ask other students if they agree or disagree, and why.

Extra activity: Critical thinking

- Write on the board: *I may be only one person, but I can be one person that makes a difference.*
- Ask: *Do you think that individuals can make a difference, or is it only governments and organizations that can make a difference?*
- Divide the class in half. Tell one half they are going to argue in favor of individuals. Tell the other half they are going to argue against.
- Put students into pairs within their half of the class, and ask them to prepare two arguments.
- Ask pairs in turn to tell the class their ideas, alternating between the two halves of the class. As each pair presents their ideas, ask students from the other half of the class: *What do you say to this?* Encourage them to disagree in a respectful way.
- At the end, ask: *Which arguments did you find the most convincing? Why?*

Discover more

- Students can do the research in class if they have internet access. Alternatively, they can do it for homework.
- For feedback, after the research or at the beginning of the next lesson, put students into groups to talk about the products they researched.
- Students discuss which products they think they will definitely buy in the future, and what habits they won't change, and why.

Further practice

Discover vocabulary, Student Book page 124 (answers on TG page 114)
Workbook, pages 68 to 69

Writing Why is color important in the natural world?

Writing task A factual essay about colors in nature
Write an essay to answer your homework essay on the subject: "How do animals use color?"

Understand the task

- Study the writing task and decide which types of information can be included in a factual essay. Check (✓) a-d.
a facts ☒ b research ☐ c opinions ☐ d examples ☐
- With a partner, discuss the ways that animals use color.
- Read the essay plan below. Are your ideas from exercise 2 included? Are any other ideas given?

How do animals use color?

Para 1: Introduction
Para 2: Camouflage. Predators get close to prey.
Para 3: Warning. Scare off from surroundings.
Para 4: Bright colors to attract mates.
Para 5: Conclusion.

Writing strategy Structuring a paragraph
A paragraph is the main part of an essay should:
• start with a topic sentence that tells the reader what the paragraph will be about.
• have some more supporting sentences that explain the subject of the paragraph and give sentences to help the reader understand it.
• end with a concluding sentence that summarizes the main message of the paragraph.

4 Study the writing strategy. Then read this extract from the essay written from the plan in exercise 3 and answer the questions.

- Which paragraph is it?
- What is the topic sentence?
- What examples are given in the supporting sentences?
- What is the concluding sentence?

Many animals use color as camouflage, to make themselves less visible. This is an advantage for predators such as big cats, who want to get close to their prey without being noticed. It is also an advantage for prey animals, for example mice, who do not want to be seen by their predators. Some animals are the same color as the plants around them. Examples include lions, which are the color of the dry grass of their environment, and stick insects, which exactly match the green of the plants that they live on. Other animals have a strongly contrasting pattern that disguises their outline against many different backgrounds. A tiger's stripes and a leopard's spots are typical of this kind of camouflage. In its different forms, camouflage is a highly effective survival strategy.

Writing

5 **LANGUAGE POINT** Study the way the examples are introduced in the paragraph in exercise 4. Then complete these sentences with the words below. Sometimes there is more than one correct answer.
include for example for instance like such as

- Bright colors, red and yellow, are often a warning sign to other animals.
- Examples of animals with warning coloring snakes and slugs.
- Even young children can recognize the warning stripes of stinging insects bees.

Think and plan

6 Look at the pictures. Where could these examples be used in the exercise 3 essay plan?

ladybug (tastes terrible) bee (stings) male frigate bird (puffs up chest)

7 Find out any extra information you will need in order to write your essay.

Write a first draft

8 Write the first draft of your essay using the notes in exercise 3. You can reuse paragraph 2.

Review and edit

9 Read through your first draft. Check it and revise it if necessary. Then write your final draft.

- Content Did you include a topic sentence and examples in each main paragraph?
- Organization Did you follow the essay plan provided?
- Style Did you use formal language and linking words, and introduce examples in varied ways?

Reflect Why do colors matter?

- Do colors have a meaning?
- How can colors affect us?
- How is color used to celebrate?
- How does our love of color impact the environment?
- Why is color important in the natural world?

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.

Now go to the Reflect box in the Workbook and write your answers to the questions.
Workbook Page 73

Writing

Why is color important in the natural world?

Learning objectives

WRITING Writing a factual essay about colors in nature

WRITING Structuring a paragraph

WRITING Introducing examples

Reporting back

- If students did the research activity from the previous lesson for homework, do the class feedback now. See the notes on the previous page.

Introducing the topic

- With books closed, put students into groups. Ask them to write down the names of six animals, but tell them that no two animals can be the same colors.
- Write their ideas on the board and see how many different colors are represented in the animals they have chosen.
- Ask: *Why are animals different colors?* Elicit a few ideas.

Understand the task

1

- Students open their books. Read aloud the writing task and teach the meaning of *factual* if necessary.
- Ask students to read the different types of information and decide which can be included in a factual essay.

- Check the answers with the class, encouraging students to give reasons for their answers.

ANSWERS

a, b, and d

2

- Put students into pairs to discuss the ways that animals use color. Ask them to note down their ideas.
- Discuss their ideas as a class.

3

- Ask students to read the essay plan. Check that they understand *camouflage*, *predators*, *prey*, *disguise*, *surroundings*, and *mate*.
- Ask students which of their ideas are mentioned, and what new ideas are given.

4

- Ask students to read the writing strategy, or read it to the class.
- Students read the extract and answer the questions.
- Check answers with the class.

ANSWERS

1 paragraph 2

2 Many animals use color as camouflage, to make themselves less visible.

3 big cats, mice, lions, stick insects, tigers, leopards

4 In its different forms, camouflage is a highly effective survival strategy.

5 Language point

- Ask students in pairs to find the examples in the paragraph in exercise 4 and notice how they are introduced.

- Ask students to read the sentences and complete them with the correct words.
- Check the answers with the class.
- Point out that *such as* and *like* are always followed by a noun, whereas *for example* can be followed by a noun or a clause. Point out the use of a comma before *for example*.

ANSWERS

- 1 for instance / for example
- 2 include
- 3 such as / like

Think and plan

6

- Ask students to look at the pictures and decide where the examples could be used.
- Check the answers with the class.

ANSWERS

Ladybug and bee: paragraph 3

Male frigate bird: paragraph 4

DIFFERENTIATION

- With weaker classes, refer students back to the essay plan in exercise 3. Elicit some more examples that could be used in paragraphs 2, 3, and 4.
- You could also discuss what could be included in the introduction and conclusion and make a few notes on the board to help students.

7

- Discuss with the class what extra information they might need to include in their essay.
- Allow them time to do the research online.
- If you are short of time, you could leave out this stage.

Write a first draft

8

CREATIVITY

- Students write their first draft. Encourage them to make sure they structure each paragraph carefully, and encourage them to use a range of different words and phrases for introducing examples.
- Point out that students will review their work, so they will have a chance to check and correct language mistakes.

Extra activity: Creativity

- Before students write their first draft, ask them to read the model paragraph on page 78 again and note down any useful vocabulary or expressions that they could use in their own essay, e.g., ... *use camouflage to make themselves less visible*, *This is an advantage for ...*, ... *exactly match the color of ...*, *have a strongly contrasting pattern*, *a highly effective survival strategy*.
- Encourage them to see the essay on page 78 as a resource that they can use to help with their own writing, but warn them not to copy sentences word for word.

Review and edit

9

- Students check and revise their work individually or in pairs, then write their final essay, 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 10 for each item, giving a total out of 30 for the task.

Reflect Why do colors matter?

1

- Read aloud the question *Why do colors matter?* and the five questions at the top of the Reflect panel.
- Allow students time to 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 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 into pairs or small groups to compare their answers. Encourage them to ask you questions if they need language support or help with ideas. Play the video a second time if necessary.

ANSWERS

Students' own answers. See the transcript on page 136 for the ideas contained in the video.

4 

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

5

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

6

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

Further practice

Writing workshop, Student Book page 132

Workbook, pages 70 to 71



How does WATER affect our lives?

"Water is the driving force of all nature." Leonardo da Vinci

Why is water valuable?

- 1 Look at the picture and read the quote. What does the quote mean? Where does your water come from?
- 2 Discuss in pairs. Are sentences 1–6 true (T) or false (F)?
 - 1 70% of Earth's surface is covered with water.
 - 2 A person can live about a month without food, but only a week without water.
 - 3 Only 10% of the planet's water is fresh, not salty.
 - 4 Almost 70% of the world's fresh water is frozen in glaciers.
 - 5 Coastal areas have more extremes of temperature than inland areas.
 - 6 17% of the world's electricity is hydroelectricity, produced with the help of dams and reservoirs.

Discover vocabulary Water
Student Book ► Page 126 Workbook ► Page 76

- 3 Watch the Factfile video and check your answers.
- 4 Watch the video again. What benefits of water does it mention?

Key phrases Describing cause and effect
As a result ...
Thanks to ... / I saw / they can ...
That's why ...
If I / we / they didn't have ... / I'd / we'd / they'd ...
That's one of the reasons for ...ing
The consequence of that is ...

- 5 Work in pairs. Discuss the questions.
 - 1 Do you live near a river, lake, or ocean? How does that affect your area and your own life?
 - 2 How much water do you usually drink every day? How do you feel if you don't drink enough?
 - 3 Do you know of any dams in your country? How do they benefit the area?
 - 4 How much rain does your area get at different times of year? How does that affect farmers and crops?

Discover more  **SEARCH ONLINE** and find out more about **dams**. Why do some people disagree with building them?

Vocabulary

- Water
- Prefixes (2): *over-* and *under-*
- Water use

Further practice

Discover vocabulary, Student Book, page 126

Workbook, pages 76 to 78

Vocabulary practice worksheet, Teacher's Resource Center

Reading

- Understanding figurative meaning
- Reading an article about providing clean drinking water

Further practice

Workbook, pages 74 to 75

Reading practice worksheet, Teacher's Resource Center

Grammar

- Modifying comparisons

Further practice

Discover grammar, Student Book, page 127

Workbook, pages 76 to 78

Grammar practice worksheet, Teacher's Resource Center

Life skills

- Be water-wise

Listening

- A podcast about ways to save water

Further practice

Workbook, page 79

Speaking

- Describing cause and effect
- Stressing words for emphasis
- Talking about changing habits

Further practice

Workbook, page 79

Writing

- Writing a cause-and-effect essay
- Cause-and-effect verbs

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

Why is water valuable?

Learning objectives

FACTFLIX VIDEO Learning why water is valuable

VOCABULARY Water

SPEAKING Describing cause and effect

Introducing the topic

- With books closed, ask: *What are the most important things that you need to live? What things couldn't you live without?* Ask students individually to write down five things. Put them into pairs to compare their ideas and agree on five things together. Ask pairs in turn to tell the class their ideas. Write them on the board, and see which ideas students mention the most often.
- If students have mentioned water, circle this now and ask: *Why is it important? Does everyone in the world have enough water? Why not? Do we value it enough?*
- If students have not mentioned water, add it to the board and ask: *Is water important? Why?* Then ask: *Why do you think you forgot to mention water?* Elicit that we take it for granted and don't think about how important it is.
- Students then open their books and start to look at the opening picture, caption, and lesson question.

1

- Focus on the picture and read out the quote. Elicit the different ways in which people are interacting with water (jumping in, traveling on it by boat, fishing for food).
- Put students into pairs and ask them to discuss the questions in exercise 1 and note down their ideas.
- Ask pairs in turn to tell the class their ideas and have a class discussion. Encourage as many students as possible to join in and express their own opinions.

2

- Students work in pairs to guess whether the sentences are true or false.
- Elicit a few ideas and reasons for each sentence, but don't confirm them.

Discover vocabulary Student Book page 126 Workbook page 76

- With weaker classes, turn to page 126 and do this vocabulary practice in class, before students do exercise 3. With stronger classes, students can do it for homework, as consolidation.

3 

- Tell students they are going to watch a video and find out the answers to the sentences in exercise 2.
- Play the video for students to watch and listen and note down the answers. (If you are unable to play the video in the classroom, an audio-only version is available on the Teacher's Resource Center.)
- Check the answers with the class, then discuss with the class which facts surprised them and why.

ANSWERS

- 1 T 2 T 3 F 2.5% of the planet's water is fresh. 4 T
5 F Inland areas have more extremes of temperature.
6 T

4 

- Read out the question and elicit what students can remember from the video about the benefits of water.
- Play the video again for them to note down the benefits.
- Check answers with the class, then ask: *What problems with water does the video mention?* (glaciers melting, more extreme weather because the sea is absorbing more heat, water shortages due to climate change).

ANSWERS

Because of water, there are fewer extremes of temperature on Earth; Water keeps us alive; It gives us fish and seaweed to eat; It allows crops to grow; It can give us electricity without using fossil fuels.

5

- Read the key phrases. Elicit or give an example of each one in a sentence, e.g., *The glaciers are melting. As a result, sea level is rising. Thanks to dams, we can grow more crops.*
- Students work in pairs and discuss the questions.
- Bring their ideas together into a class discussion of each question. Encourage students to share what they know about dams, rainfall, and water supply in their own country.
- Ask: *What other questions do you have about water?* Encourage students to think about what else they would like to know. See if other students can help them answer their questions.

Extra activity: Critical thinking

- Draw two bowls of water on the board, one bigger than the other. Tell students the larger bowl holds five liters of water, and the smaller one holds three liters.
- Say: *You can use as much water as you want. How can you measure four liters of water?*
- Put students into pairs to solve the puzzle.
- When one pair finds the solution, invite them to come to the front of the class and show on the board how it works.

ANSWER

You fill the 5 liter bowl, then pour the water into the 3 liter bowl (leaving 2 liters in the large bowl). Empty the 3 liter bowl and pour in the 2 liters from the large bowl. Refill the large bowl and use this to fill the 3 liter bowl to the top (1 more liter). This leaves 4 liters in the large bowl.

Discover more

- Students can do the research in class, if they have access to the internet. Alternatively, they can do it for homework by looking online, using a library, or asking other people.
- For feedback, after the research or at the beginning of the next lesson, students can discuss in groups what they found out about dams.
- Discuss as a class what advantages and disadvantages dams bring to an area.

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

How do we get drinking water?

1 Look at the pictures on page 83. What do they show? Read and listen to the article and check.

2 Read the article on page 83 again and answer these questions:

- What are the main problems regarding water in Delhi?
- What similarities and differences are there between Kibera in Nairobi and Sangam Vihar in Delhi?
- According to the text, what problems are there when water sources in rural areas are far from people's homes?
- How can cloud-catching nets help?
- How does the Hippo Water Roller work, and what are its benefits?

Reading strategy

Understanding figurative meaning

Selecting a word or phrase has a figurative meaning that is different from its literal meaning. For example, 'overhead' can mean 'above' or 'over', 'undercover' can mean 'secretly' or 'without being noticed', 'overhead' can mean 'above' or 'over', 'undercover' can mean 'secretly' or 'without being noticed'.

3 Study the reading strategy. Then find phrases 1–6 in the article. In pairs, discuss their meaning, using the questions to help you.

- see of people: Is a see big or small? Do you think there are a lot of people or a few?
- elbow their way: What part of the body is an elbow? Is it used in this phrase as a noun, a verb, an adjective...?
- scratching the surface of: How deep is the surface of something? Are the deliveries solving the problem?
- under cover of darkness: If something has a cover on it, can you see inside it?
- burn a blind eye: Can a blind person see?
- it burns calories: Can something be used after it's been burned?

Discover vocabulary Prefixes (2): over- and under-
Student Book ► Page 126 Workbook ► Page 76

4 Find words 1–7 in the article and discuss their meaning in pairs. Are the words verbs or adjectives? Which prefix (over-/ under-) can mean: a) above, b) below, c) too little, or d) too much?

- overwhelming
- underground
- overexploited
- overcharged
- overhead
- overcrowded
- underfed

5 Add the prefixes over- or under- to these or other words and use the new words in a sentence.

achiever cooked eightens paid water weight worked
I thought the chicken was undercooked because it was pink inside.

6 TALKING POINTS: Discuss the questions.

- What do you have to do to get clean, fresh water?
- What happens to the water before it reaches you?
- Imagine you have to collect water for your family from a distant well every day. How would you transport it without buying anything new?

Discover more

SEARCH ONLINE Find out if an organization that is working to improve access to clean water. What has it achieved? What are its plans for the future? (Lower secondary only.)

The cost of WATER

In a poor Delhi neighborhood called Sangam Vihar, a sea of people are waiting patiently. They have large plastic containers at their sides and determination on their faces. Suddenly someone shouts, "It's here!"

There's a frenzy of activity as a water tanker backs slowly down the narrow street. Some jump on top of the vehicle with hoses, while the rest try to elbow their way to the front of the crowd. The lucky ones fill their containers with clean water. Behind them, fights break out between people desperate to be next. A few children, crouching with little buckets, collect the drips running down the vehicle's sides.

About one in five of the residents in India's capital city have no access to running water. And the city government's tanker deliveries of free, clean water are only scratching the surface of the growing population's overwhelming demand. After fifteen minutes, the tanker in Sangam Vihar has run out of water. Many people's containers are still empty, and the next delivery may not be for another ten days.

Families don't want to drink from streams because they know the water might carry disease – 2,000 children around the world die of water-related diseases every day. But their only other option is to turn to illegal gangs. Under cover of darkness, these gangs pump water from unauthorized wells and sell it at sky-high prices. "200 liters costs \$10," complains one resident, "and that only lasts my family a few days. I only earn \$30 a month." Police and politicians are accused by desperate residents of turning a blind eye to the problem. And meanwhile, the underground water beneath Delhi is being overexploited. Large amounts of water are being pumped out of the ground, but only small amounts can drain back in when it rains. Because the way is blocked by the city's concrete surfaces. Most of the water evaporates instead. Rising temperatures are adding to the problems, as they increase both evaporation and the need to drink. Delhi is close to a major water crisis. Dramatic changes are needed, fast.

Across the Indian Ocean, dramatic changes have already arrived in a slum in Nairobi, Kenya. Until recently, criminal gangs disrupted the water supply to the Kibera neighborhood by damaging the underground and ground-level pipes. Women and children would spend an hour or more each day lining up to buy their water from the gangs, who overcharged them massively. Up to 20% of household income in Kibera was spent on water, and families there were sometimes paying 50 times more for it than families in richer parts of the city. Now, however, there are overhead water pipes above the iron roofs of the slum's overcrowded homes. According to the organization responsible, the pipes are safe from criminals because they're visible but inaccessible. They supply 21 affordable water points in the area, and 11,000 residents are already benefitting.

Other organizations are working hard to solve water problems in rural areas. For one person in nine around the world, sources of water are far from home, and the task of collecting it can take hours each day. This keeps women from earning money and children from attending school. It burns calories that are precious if you're underfed and hungry, and the weight of the water can cause back problems. While installing more convenient pumps and taps is a long-term goal, there are other options. In some desert areas, clever "cloud-catching" nets can extract water from fog and mist. Another life-transforming invention is the Hippo Water Roller. Rather than carrying 20 liters of water on their heads, people in rural Africa can now roll 10 liters home in a big barrel with a handle – a method that's gentler on the back and a much more efficient use of time.

Change is possible. With investment and inventiveness, we can provide clean water for all communities. And with it the health and hope that people deserve.

Cloud-catching nets

Hippo Water Rollers

Reading to learn

How do we get drinking water?

Learning objectives

READING Understanding figurative meaning

READING Reading an article about providing clean drinking water

VOCABULARY Prefixes (2): over- and under-

Reporting back

- If students did the research activity from the previous lesson for homework, do the class feedback now. See the notes on the previous page.

Introducing the topic

- Ask: *How much water do you think you have already used today?* Give one or two examples of how you have used water, e.g., took a shower, made coffee for breakfast. Ask students to think about things they have done today and note down all the ways they have used water.
- Elicit all the different ways in which students have used water, then ask: *Do you think about how much you are using? Would you use water differently if you had to carry it into your home first?* Discuss the questions as a class.

1 2.04

- Students open their books. Ask students to look at the pictures and discuss in pairs what they show.
- Elicit a few ideas, but don't confirm them.
- Play the audio for students to read and listen to the article and check their answers.

- Check the answers with the class, eliciting the parts of the article which confirm the answers.

ANSWERS

The pictures show (from top to bottom): people in an Indian slum collecting water from a water tanker; someone using a Hippo Roller, a "cloud-catching" net

2

- Check that students understand *running water* (= a water supply from a tap).
- Ask students to read the article again and answer the questions.
- Allow students to compare their answers in pairs, then check with the class, eliciting the part of the article which confirms each answer.

SUGGESTED ANSWERS

- 1 in 5 people have no running water, and tanker deliveries aren't enough for them. They have to buy water at expensive prices from illegal gangs. The underground water beneath Delhi is being pumped out for human use more quickly than rainwater is going back underground.
- Similarities: Both slums, and a lot of people have no running water. Both have had problems with illegal gangs selling water at high prices. Differences: Kibera now has overhead pipes and more people are accessing cheap water.
- It takes people a long time to collect water, which stops women from earning money and children from going to school. The walk uses up calories, and carrying heavy loads of water causes back problems.
- They can extract water from fog and mist in desert areas.
- It is a barrel containing 90 liters of water which people can roll by pushing. It is less harmful to the back and quicker than carrying water on their heads.

3

- Ask students to read the reading strategy, or read it aloud.
- Put students into pairs to find the phrases in the article and discuss the meanings.
- Discuss the meanings as a class. Ask: *Do these words have similar figurative meaning in your language?*

ANSWERS

- 1 a lot of people 2 push their way using their elbows
3 dealing with only a small part of something
4 hidden by darkness 5 ignore, pretend not to see
6 it uses up calories

Discover vocabulary

Student Book page 126 Workbook page 76

- Refer students to the exercises on page 126. With weaker classes, do the exercises in class, before students do exercise 4. With stronger classes, students can do the exercises for homework, as consolidation.

4

- Students work in pairs to find the words in the article and discuss their meanings.
- Check the answers and that students understand all the words. Ask: *Can you think of any other words that use these prefixes?* Elicit a few ideas, e.g., *overpriced, under-confident*.

ANSWERS

- 1 adjective, so big that you can't cope with it
2 adjective, below the surface of the earth
3 verb, used too much
4 verb, made to pay too much for something
5 adjective, in the air above you
6 adjective, with too many people in it
7 adjective, having too little food to eat
over: a) above, d) too much; under: c) too little, b) below

5

- Students can work individually or in pairs to add prefixes to the words and write sentences using them.
- Check answers by asking students to read some of their sentences to the class. You could ask them to leave out the word with the prefix and see if other students can guess the missing words.

POSSIBLE ANSWERS

underachieve: He's an underachiever – he could do so much better at school if he made the effort.
undercooked: This fish tastes undercooked. I'll put it back in the oven for a bit.
underage: If you are under the age of 21, you are underage and aren't allowed to buy cigarettes in this country.
underpaid: I've been underpaid – only \$10 for all that work is ridiculous!
underwater: I'd love to have an underwater camera so I can take pictures of fish.
overweight: If you're overweight, it's a good idea to do more exercise or eat less food.
overworked: If you're overworked, you can't perform at your best. Your boss should give you less work to do.

READING TEXT QUESTIONS

- Point to the questions next to the article on page 83. Tell students they need to use their thinking skills and their own ideas to answer some of the questions. Put them into pairs to look at the article again and answer the questions.

- Discuss the answers with the class, asking students to explain how they deduced the answers.

SUGGESTED ANSWERS

"It" refers to the water. We don't know this when we read the first sentence, but we can guess from the title of the article.

"Crouching" means holding your body in a low position, just above the ground.

There might not be running water in every home because the population is growing quickly and there aren't enough water pipes to cope with the demand.

"Unauthorized" wells aren't provided by the authorities. People pay a lot more for the water.

A "slum" is an area of poor-quality homes. It is different from "richer parts of the city" where wealthier people live. The lack of a convenient water source stops some children from going to school because their families need them to go and fetch water instead.

6 Talking points

CRITICAL THINKING

- Put students into pairs to discuss the questions. Allow students time to read the questions and think about their answers first, and encourage them to think of reasons to support their ideas.
- Alternatively, students could write the answers.
- Discuss the questions as a class. See who came up with the most creative solutions for collecting water.

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 the organization has achieved, and what it plans to do in the future.
- For feedback, after the research or at the beginning of the next lesson, discuss as a class what students learned, and discuss what people can do to help.

Extra activity: Creativity and collaboration

- Put students into groups. Ask them to plan a fundraising event to help the organization they learned about in the *Discover more* task. Tell them the aim of their event should be to raise as much money as possible, but in a fun way, and in a way that makes people more aware of problems with drinking water in some countries. You could brainstorm some ideas as a class first, e.g., a sponsored water-carrying walk.
- Monitor and help while students are working, then ask groups in turn to present their events to the class.
- Discuss as a class which events might raise the most money, which would be the most fun, and which would make people more aware of the issues.

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 77

Reading practice worksheet, Teacher's Resource Center

Language in use

How does water affect our homes?

1 Look at the picture. What do you think makes this part of Amsterdam unusual?

2 Read the blog. Would you like to live in IJburg? Why? / Why not?

Home About Latest post Older posts Contact

Staying afloat

Worried about the impact of rising sea levels on coastal communities? Meet the Dutch homeowners who think they've found a solution.

Welcome to IJburg, one of Amsterdam's newest neighborhoods. Built on artificial islands in the IJmeer (also known as Lake IJ), it was designed with water firmly in mind. Some of its houses even have water directly beneath them. They sit on concrete tanks that float just below the surface of the lake.

About a third of the Netherlands is below sea level and most of the rest is only a little higher. For centuries, the Dutch built stronger and stronger sea defenses, which were then destroyed by devastating floods. They know eventually the floods will come again. Floating homes are an interesting answer to the problem.

"Homes in IJburg are far more spacious than in the overcrowded older parts of the city," says resident and mother-of-two, Kirsten. "We don't have a garden here, but living right by the water brings a real feeling of freedom." Her fifteen-year-old son, Stan, agrees. "It's nearly as quick to get downtown from IJburg as from other parts of Amsterdam, but it's way more chilled here. I think the water relaxes people somehow."

There are roughly as many boats here as there are homes. "I love getting out in my kayak after school," says Stan's sister, Anouk. "You get some exercise, hang out with friends, and watch the sunset. Perfect!"

The innovative building method has its disadvantages. "Floating houses are slightly more expensive to take care of than traditional ones," admits Kirsten. "But that extra cost is nowhere near as much as repairs after flood damage. And it's great to know that we're safe, whatever the weather brings."

Can floating homes help us face the challenges of global warming around the world? As sea levels continue to rise, they're looking more and more attractive.



Discover grammar Modifying comparisons

Student Book ► Page 127 Workbook ► Page 77

When we compare things, we can add modifying words to make the comparisons more accurate.

Language in use

3 Look at the phrases highlighted in the text on page 84. Copy the chart below and add the phrases.

No meaningful difference	Small difference	Big difference	Difference is increasing

4 Read the sentences. Find the modifiers and add them to the chart in exercise 3.

- IJburg is far younger than Amsterdam's 17th-century canal district.
- Houseboats in Amsterdam's canal district are much smaller than the floating homes in IJburg.
- Amsterdam's flat landscape encourages bike riding, and there are about as many bicycles as people.
- IJburg is not quite as convenient as older neighborhoods for biking downtown.
- The city is considerably better protected against flooding than it was a hundred years ago.
- Amsterdam is almost as famous for its canals as the Italian city of Venice.

5 Rewrite the sentences in exercise 4 so they have a different modifier but the same meaning.

6 Look at this chart. Make sentences comparing Amsterdam and Venice, using modifiers.

Amsterdam is slightly lower than Venice.




How far above or below sea level is it?	2 m below	0.8 m above
What's the average annual rainfall?	80 cm	85 cm
How often does it flood?	last big flood was in 1953	4 times a year
How long are its canals and waterways?	100 km	41 km
How old are its historic buildings?	about 400 years	450 years or more

7 How does your neighborhood compare with others that you know or that are pictured on pages 84 and 85? Make comparisons using modifiers on these or other topics.

- the most used forms of transport
- the size, style, and age of the homes
- outside space, and what people do there
- how often there are floods or other weather-related problems
- how homes are designed to cope with the weather

Discover more

SEARCH ONLINE and find out about a floating community in Peru, Cambodia, or Canada. What are the advantages and disadvantages of living there? How are the homes built?

Language in use

How does water affect our homes?

Learning objectives

GRAMMAR Modifying comparisons

Reporting back

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

Introducing the topic

- Remind students that in the last lesson they looked at how a lack of water affects people's lives. Ask: *Is too much water sometimes a problem? In what ways?* Elicit a few ideas, e.g., it can cause flooding in towns and cities, and in the countryside.
- Ask: *Is too much water a problem in your country? Where is it a problem? How do people deal with it?*

Culture note

Amsterdam is the largest city in the Netherlands, and is known for its many canals, which criss-cross through the city. Much of the Netherlands is below sea level, including a large part of Amsterdam, so protecting buildings from flooding has always been a priority.

1

- Students open their books. Focus on the picture and explain that it shows a part of Amsterdam. Elicit what students know about Amsterdam (see Culture note).

- Discuss with the class what makes this part of Amsterdam different, but don't confirm their ideas.

2

- Ask students to read the blog quickly, to check their ideas from exercise 1. Check them with the class, then discuss whether they would like to live in IJburg or not, and why.

ANSWER

The homes in this part of Amsterdam are built on an artificial island, and some of them are built on the water.

Discover grammar Student Book page 127 Workbook page 77

- Remind students that they had to look at the grammar presentation for homework.
- With weaker classes, turn to page 127 and go through the main points in the *Discover grammar* presentation with the class before you move on to exercise 3.
- With stronger classes, students can do the exercises in the *Discover grammar* presentation for homework.

3

- Ask students to find the highlighted phrases in the text and add them to the chart.
- Check answers with the class, and check that students understand all the phrases in context.
- Ask students to look at the highlighted phrases again. Point out that some phrases are at the end of a sentence (e.g., *a little higher*), but some are followed by a second part of the sentence which completes the comparison. Ask: *What word is used after each phrase, to complete the comparison?* Elicit some examples, e.g., *far more spacious than ...*, *nearly as quick as ...*.

- Elicit or point out that phrases with standard comparative forms are followed by *than*, e.g., *slightly more expensive than ...*, and the phrases with *as* are followed by *as*, e.g., *roughly as many boats here as ...*

ANSWERS

No meaningful difference: roughly as many

Small difference: a little higher, nearly as quick, slightly more expensive

Big difference: far more spacious, way more chilled, nowhere near as (much)

Difference is increasing: stronger and stronger, more and more attractive

4

- Students read the sentences and find the modifiers, then add them to the chart in exercise 3.
- Check answers, and check that students understand all the comparisons.

ANSWERS

No meaningful difference: about as many

Small difference: not quite as convenient, almost as famous

Big difference: far younger than, much smaller, considerably better protected

5

- Students can rewrite the sentences individually, then compare their answers in pairs.
- Check answers by focusing on each sentence in turn and eliciting the different ways in which it can be rewritten.

POSSIBLE ANSWERS

- IJburg is much younger than Amsterdam's 17th-century canal district.
- Houseboats in Amsterdam's canal district are way smaller than the floating homes in IJburg.
- Amsterdam's flat landscape encourages bike riding, and there are roughly as many bicycles as people.
- IJburg is a little less convenient than older neighborhoods for biking downtown.
- The city is far better protected against flooding than it was a hundred years ago.
- Amsterdam is nearly as famous for its canals as the Italian city of Venice.

Culture note

Venice is a city in the northeast of Italy. It is built on a series of islands which are separated by canals and linked by a large number of bridges (over 400). With rising sea levels, the city is experiencing more and more problems with flooding, and some people now fear that the city will become uninhabitable in the near future.

6

- Focus on the pictures and elicit what students know about Venice (see Culture note).
- Allow students time to read through the information in the chart, and check that they understand everything.
- Students work individually or in pairs to write sentences comparing the two cities. They should use a range of different phrases for modifying the comparisons.
- Check answers by asking students to read out some of their sentences to the class.

POSSIBLE ANSWERS

Amsterdam is slightly lower than Venice.

Venice has roughly as much rain as Amsterdam.

It floods considerably more often in Venice than in Amsterdam.

The canals and waterways in Venice are nowhere near as long as the ones in Amsterdam.

The historic buildings in Amsterdam aren't quite as old as those in Venice.

7

- Read out the task, then elicit some ideas of different neighborhoods that students could use in their comparisons.
- Students can work in pairs to make comparisons. Monitor and help while they are working, and encourage them to use a wide range of different phrases in their comparisons.
- With weaker classes, you could choose two neighborhoods as a class, then elicit information to make a chart on the board with information about each one, using the categories in the bullet points. Students could then refer to this information to help them make their comparisons.
- Ask pairs to read some of their comparisons to the class.

Extra activity: Critical thinking

- Ask: *Which do you think is more of a problem – too much water, or not enough water? Why?*
- Write on the board the two headings: *Too much water* and *Not enough water*. Brainstorm a few ideas about the kinds of problems each situation brings.
- Put students into groups to continue adding ideas under each heading, and then decide which situation is more of a problem and why. Ask them to try to agree on an answer and on three reasons to support it.
- Ask groups in turn to tell the class their ideas and reasons. Ask: *Which reasons do you find the most convincing?* Encourage students to express their own opinions.

Discover more

- Remind students that they should use the exact search term in the task. Students can do the research in class if they have internet access. Alternatively, they can do it for homework. Ask them to make notes on the community they found out about.
- For feedback, after the research or at the beginning of the next lesson, put students into groups to tell each other what they learned.
- Discuss as a class what students learned about each of the communities.

Preview

- Ask students to do the *Discover vocabulary* exercises on water use 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 save water?

Life skills strategy **Be water-wise**

Discovering water is the total amount of water we use, not just what we drink, as at water we also use water to produce what we eat, wear, and use. It is a water footprint. It is the amount of water that is used to produce the goods and services that we use, and the water we use.

- 1 Study the life skills strategy. Do you think you could reduce your water footprint? How?
- 2 Take the survey and compare your answers with a friend's. Who uses more water? Can you add to your answer in exercise 1?

Are you a water warrior or a water waster?

- 1 How much time per day do you usually spend in the shower?
 - A More than 15 minutes – or I have a good soak in the bathtub.
 - B 6–15 minutes, depending on whether I'm washing my hair.
 - C Less than 5 minutes, and I usually turn the shower off while I apply soap or shampoo.
- 2 How often do you leave the water running while you brush your teeth?
 - A Always – isn't that what everyone does?
 - B Sometimes, if I forget to turn off the faucet.
 - C Never – what a waste of water!
- 3 How does your family do the dishes?
 - A In a dishwasher, even if it isn't a full load.
 - B In the kitchen sink.
 - C In a dishwasher, but only when it's full and on an economy setting.
- 4 How often are your clothes washed?
 - A Every time I wear them.
 - B Every day for underwear, but after a couple of days for other clothes.
 - C When they look dirty.
- 5 Do you use outdoor swimming pools? Are they covered when they're not in use?
 - A I often use outdoor pools. I've no idea if they ever have covers on them.
 - B Outdoor pools are great, but I would never swim in one that wasn't covered after use.
 - C I never use outdoor swimming pools. Far too much water evaporates from them!

Key
Mostly As: Oh dear! You're a water waster. If everyone in the world had a massive water footprint like yours, our oceans would dry up.
Mostly Bs: Not bad, but there's plenty more you could do to be water-wise.
Mostly Cs: What a water warrior! You'll do well if you ever have to survive a drought. Congratulations, and keep up the good work.

Discover vocabulary Water use
 Student Book ► Page 126 Workbook ► Page 78

Life skills

4 Listen to Paddy's Planet Patrol podcast and write the correct numbers. Are there any that surprise you?

	1. Water footprint:	2. Paddy's water-wise idea
A	litres	
B	litres/glass	
C	litres/cup	
D	litres	
E	litres/hour	

5 Listen again and complete column two of the chart. How do our choices affect rivers in China?

Speaking strategy **Stressing words for emphasis**

If you want to make your point strongly, you can stress certain words in your speech. Stressing different words can change the meaning of the sentence.

6 Study the speaking strategy. Then listen to these sentences said twice. Which word is stressed each time? How does the different emphasis affect the meaning of the sentence? Practice in pairs.

- 1 You should try not to buy a new smartphone too often.
- 2 What can we do to help?
- 3 Food is another area where our choices make a big difference.
- 4 That's such a waste of water.

7 In small groups, discuss ways to reduce water usage at school. Use appropriate emphasis when you speak, and choose the best idea.

Key phrases Changing habits

We could try to... It isn't too much to ask!
 It would be a lot better to... If we could... we should...
 We need to... It's a bit of a hassle, but...
 It would be a lot better to... If we could... we should...

8 REFLECT What can you do differently at home or at school to reduce your use of water? Will it be easy to change?

Discover more **SEARCH ONLINE** Go to [National Water Footprint Explorer](#) and find out the water footprint per person for your country and the others. Can you explain the differences? Is yours a lot higher?

Life skills

How can we save water?

Learning objectives

LIFE SKILLS Be water-wise

VOCABULARY Water use

LISTENING A podcast about ways to save water

SPEAKING Stressing words for emphasis

SPEAKING Talking about changing habits

Reporting back

- If students did the research activity from the previous lesson for homework, do the class feedback now. See the notes on the previous page.

Introducing the topic

- With books closed, ask: *Do you think that people now use more water than they did in the past? Why? What do people use water for now that they didn't in the past?* Discuss as a class how the use of water has increased with things like washing machines, dishwashers, swimming pools, etc.
- Ask: *Is it important to think about how much water you use and not to use too much? Why?* Discuss as a class how using water has an impact on the environment, e.g., by drying up rivers.

1

- Students open their books. Read out the life skills strategy about our water footprint.

- Put students into pairs to discuss how they could reduce their water footprint. Ask them to note down at least three ideas. Discuss their ideas as a class.

2

- Students do the survey individually, then compare their answers in pairs.
- Find out who in the class is a water warrior, and elicit ideas that students could use in order to reduce their water footprint.

Discover vocabulary Student Book page 126 Workbook page 78

- Remind students that they had to do the *Discover vocabulary* exercises on water use for homework.
- Check the answers to the exercises now, and check that students understand all the vocabulary.

DIFFERENTIATION

- With weaker classes, ask students to find the new vocabulary in the survey on page 86.
- Read out the examples and use them to check that students understand all the words. You could elicit or provide translations of the verbs in context.

3

- Focus on the chart and elicit what it shows. Point out that the water footprint for each item refers to the amount of water that it takes to produce each one.
- Put students into pairs to guess the number of liters for each item.
- Discuss their ideas as a class, but don't confirm them.

4 2.05

- Tell students they are going to listen to a podcast about people's "water footprint." Elicit that this is the amount of water someone uses, considered from the point of view of their impact on the planet.
- Play the audio for students to listen and note down the correct numbers.
- Ask: *Which numbers do you find the most surprising? Why?*

ANSWERS

1 A 2,400 B 336 C 136 D 13,000 E 4

5 2.05

- Focus on column 2 and point out that the podcast also includes ideas for how to save water. Ask: *What do you think Paddy's water-wise ideas might be?* Elicit one or two ideas for each item.
- Play the audio again for students to listen and complete column 2. Check answers with the class.

ANSWERS

2 A Eat chicken instead of beef.

B Drink water.

C Drink tea.

D Try not to buy a new smartphone too often.

E Avoid leaving a light bulb on if you don't need it.

The rivers in China are drying up because a lot of water is being used for agriculture and industrial purposes.

6 2.06

- Ask students to read the speaking strategy, or read it aloud to the class. Elicit or explain that when we stress words, we say them a bit more strongly and a bit more slowly than other words.
- Play the audio for the first sentence and elicit which word is stressed each time. Discuss how this affects the meaning.
- Play the rest of the audio for students to listen and note down which words are stressed, then put them into pairs to compare their answers and discuss how the stress affects the meaning.
- Discuss the answers as a class, playing the audio again if necessary to confirm the answers.
- Students can then practice saying the sentences in pairs.
- Ask some students to say one of the sentences aloud and stressing one of the words. Elicit from the class which word they stressed.

ANSWERS

1 A too (you can buy a new smartphone from time to time, but not too often) B new (you could think about buying a second-hand phone instead)

2 A help (we want to help) B we (other people might be able to help, but we're not sure that we can)

3 A our (it's not just other people that can make a difference; we can, too) B big (the difference that we can make is a big one)

4 A such (it's a big waste) B water (it's water, not anything else, that's being wasted)

7

- Brainstorm as a class how water is used at school, e.g., for food, cleaning the school, providing drinks, maintaining grass and plants, etc.

- Read through the key phrases with the class and check that students understand them all. Elicit or give some examples of the phrases in use, to show how they are used in context and also to present some possible ideas, e.g., *We should try not to leave the tap running for too long. It would be far better to drink water at school than to drink milk. We need to avoid eating meat.*
- Put students into pairs to discuss ways for reducing water usage at school. Encourage them to use a range of different phrases and to stress words for emphasis.
- Monitor and help while students are working, then ask pairs in turn to tell the class their ideas.

8 Reflect

CRITICAL THINKING

- Read out the task and encourage students to think about all the different ways of using and saving water that they have discussed in this lesson.
- Ask students to reflect individually on what things they could do differently to reduce their use of water at school and at home.
- Put students into groups to compare and discuss their ideas, and to discuss which changes will be easy and difficult to make.
- Ask groups in turn to tell the class some of the things they talked about.

Extra activity: Critical thinking

- Ask: *Do we all agree that it is important to make changes in our own life, to help save water and protect the environment?* Elicit that most people agree about this.
- Ask: *Why do we find it so difficult to make the changes that we need to make?*
- Put students into pairs to discuss why individuals find it difficult to control their own behavior, e.g., it's easier to continue on as usual, it costs more money to make changes, we have to give up things that we enjoy, etc.
- Ask: *How can you make it easier for yourself to make changes?* Discuss some strategies as a class. Ask more questions to prompt students if necessary, e.g., *Is it easier to make big changes or small changes? What about if other people make changes with you? What about if you think of something to reward yourself with?* Discuss as a class what strategies we can use to encourage ourselves to make necessary changes.

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.
- For feedback, after the research or at the beginning of the next lesson, put students into groups to talk about the countries they researched, the differences they found, and the reasons for them.
- Have a brief class discussion.

Further practice

Discover vocabulary, Student Book, page 126 (answers on TG page 115)

Workbook, pages 78 to 79

Writing **How can our actions affect water?**

Writing task A cause-and-effect essay
Write an essay on this subject: "The causes and effects of water shortages."

Understand the task

1 Read the writing task. Then discuss the questions below in pairs. Which question is about the causes of water shortages? Which is about their effects?

- 1 What makes water shortages happen?
- 2 What happens because of water shortages?

Think and plan

Writing strategy Writing a cause-and-effect essay
A good way to write a cause-and-effect essay is to have:

- An introduction.
- A paragraph for causes (In an essay on water pollution, you might write about things that cause water pollution, such as the use of chemicals in farming.)
- A paragraph for effects (In a water pollution essay, you would write about things that happen because of water pollution, for instance, damage to river ecosystems.)
- A conclusion.

2 Study the writing strategy and then read the essay. Copy and complete the planning diagram below.

THE CAUSES AND EFFECTS OF FLOODS

Floods occur when water covers land that is usually dry. This essay will explore some of the causes of floods, and their short-term and long-term effects.

Flooding has a wide range of causes. The most common is excessive rainfall, which makes the water level of a river rise until it overflows its banks. An earthquake on the ocean floor can also cause a flood because it sometimes starts a huge wave called a tsunami. Other causes are due to human activity. Concrete laid on the earth's surface, for example, leads to rainwater running across the ground rather than down into it. Cutting down trees contributes to flooding, too, because the leaves of trees can hold a lot of rainwater. Without trees, much more rainwater reaches the ground.

Whatever the cause of a flood, its effects can be very damaging in the short term. It can result in the destruction of buildings, possessions, and crops. It can even kill people. In the longer term, it can be difficult to grow crops on farmland that has been flooded with salt water. However, river floodwater can have a more positive long-term effect. It often carries rich soil onto farmland, which can help crops to grow.

In conclusion, floods have a wide variety of natural and human causes. They can be very destructive, but they can also have a positive long-term effect.

CAUSES

- excessive rainfall
-
-
-

EFFECTS

-
-
-
-

FLOODS

88 Unit 8 How does water affect our lives?

Writing

3 **LANGUAGE POINT** Study the cause and effect verbs highlighted in the essay in exercise 2. Use them to complete the sentences. There may be more than one correct answer.

- 1 Low rainfall over months or years often _____ to water shortages.
- 2 Water shortages in some parts of the world _____ people buy water from criminal gangs.
- 3 Population growth is one of the many factors that _____ to water shortages.
- 4 Water shortages can _____ disease.
- 5 Water shortages can _____ in more careful use of water.

4 Look at the words underlined in exercise 3. Which are causes of water shortages? Which are effects? How else could you express these causes and effects?

5 Find out more about the causes and effects of water shortages. Then create a planning diagram for your own essay, like the one in exercise 2.

Write a first draft

6 Write the first draft of your essay, using your plan from exercise 5.

Review and edit

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

- Content Did you express cause and effect correctly using a variety of language?
- Organization Do you have an introduction, a conclusion, and a topic sentence at the start of each paragraph?
- Style Did you use formal language?

Reflect **How does water affect our lives?**

- Why is water valuable?
- How do we get drinking water?
- How does water affect our homes?
- How can we save water?
- How can our actions affect water?

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

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

3 Work together and compare your ideas.

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

5 Discuss the lesson questions in pairs.

6 Now go to the Reflect box in the Workbook and write your answers to the questions. Workbook Page 83.

Unit 8 How does water affect our lives? 89

Writing

How can our actions affect water?

Learning objectives

WRITING Writing a cause-and-effect essay

WRITING Cause-and-effect verbs

Reporting back

- If students did the research activity from the previous lesson for homework, do the class feedback now. See the notes on the previous page.

Introducing the topic

- With books closed, divide the class in half. Remind students that in this unit they have thought about the problems associated with not enough water and with too much water.
- Ask: *What causes water shortages, and what causes floods?* Ask the students in one half of the class to work in pairs and discuss what causes water shortages. Ask students in the other half of the class to do the same with floods.
- Elicit ideas from each half of the class in turn.

Understand the task

1

- Students open their books. Read out the writing task, then put students into pairs to discuss the two questions and decide what each one is about.
- Check the answers with the class.

ANSWERS

- 1 causes of water shortage (lack of rainfall, too much water use, e.g., by factories or individual homes)
- 2 effects of water shortage (not enough water to drink, not enough water for crops, plants and animals may die, people may become sick)

Think and plan

2

- Ask students to read the writing strategy, or read it aloud. Students copy the planning diagram into their notebooks, then read the essay and complete the diagram.
- Allow students to compare their answers in pairs, then check answers with the class.

ANSWERS

Causes: excessive rainfall, tsunamis caused by earthquakes, concrete on ground, cutting down trees, no leaves to catch rain

Effects: damage to buildings, possessions, and crops, loss of life, flooding with salt water (bad for farmland), river floods carry rich soil onto farmland (good for farmland)

3 Language point

- Ask students in pairs to find the highlighted verbs in the essay and read them in context, to work out their meaning. Remind them to study how the verbs are used in a sentence, especially which prepositions they are used with. They then use the verbs to complete the sentences.
- Check answers with the class.

ANSWERS

- 1 leads / contributes
- 2 make
- 3 lead / contribute
- 4 cause
- 5 result

4

- Students look at the underlined parts of the sentences and decide which are causes and which are effects.
- They could work individually or in pairs to think of different ways of expressing the causes and effects.
- Elicit some possible answers from the class.

POSSIBLE ANSWERS

- 1 **cause:** There are water shortages due to low rainfall.
- 2 **effect:** People have to buy water from criminal gangs because of water shortages.
- 3 **cause:** The population is growing, and consequently there is less water for everyone.
- 4 **effect:** Disease is spreading as a result of the water shortages.
- 5 **effect:** Since there are water shortages, people are using water more carefully.

5

- Discuss with the class what extra information they might need to write their essay.
- Allow them time to do the research online and create a planning diagram individually. They then compare their diagrams in pairs.

DIFFERENTIATION

- With weaker classes, create a planning diagram on the board. Elicit the examples of causes and effects that you have discussed in this lesson, and elicit other causes and effects students know about. Add these to the board.
- Refer back to the paragraph structure in the writing strategy, then focus on the essay on page 88 and show students how it follows the paragraph plan.
- You could also discuss what could be included in the introduction and conclusion and make a few notes on the board to help students.

Write a first draft

6

CREATIVITY

- Students write their first draft. Remind them to make sure they structure each paragraph carefully, and encourage them to use a range of different words and phrases for introducing causes and effects.
- Point out that students will review their work, so they will have a chance to check and correct language mistakes.

Extra activity: Creativity

- Remind students that when they do a writing task, they can use the model text as a resource to find useful words and expressions. In pairs, ask them to read the model essay on page 88 again and note down any useful vocabulary or expressions that they could use in their own essay, e.g., *This essay will explore ...*, *The most common cause is ...*, *Other causes are due to human activity, the effects can be very damaging, in the short term ... / in the long term ...*, *In conclusion, ...*
- Remind them that they shouldn't copy whole sentences word for word.

Review and edit

7

- Students could check their work individually, or they could work together in pairs to check each of their essays.
- 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 10 for each item, giving a total out of 30 for the task.

Reflect How does water affect our lives?

1

- Read aloud the question, *How does water affect our lives?* and the five questions at the top of the Reflect panel.
- Allow students time to 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 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 into 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 137 for the ideas contained in the video.

4 

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

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 80 to 81

Project

What can scientific experiments tell us about colors?

Project task

Conducting a scientific experiment

Design a scientific experiment to investigate the question: *Does color affect how much people eat?* Write a plan for your experiment.

UNDERSTAND

1 Read the instructions for the project task and the advice for designing a scientific experiment. Answer the questions in pairs.

- What area of science will your experiment be about?
- What's a variable?
- How do you make sure your experiment is a "fair test"?
- What else is important to consider when you're planning your experiment?

How to design A SCIENTIFIC EXPERIMENT

You have come up with a fascinating science question. But how do you design an experiment to find the answer?

1 Decide on the variable
The variable is something that you're going to change. For example, if your question is "Does plate color affect how much you eat?", your variable would be the plate color. You would change the color and see if that had a measurable effect on how much people ate.

2 Decide what you're going to measure
What effect do you expect to observe when you change the variable? You have to be able to measure that effect, for example, as a number, weight, time, or simply a yes/no answer. In the plate-color experiment, you might count the number of cookies that people eat, or ask people to say how hungry they are on a scale from one to ten after seeing some pictures.

3 Make sure it's a fair test
To make the test fair, you must not change anything except the variable. If you changed other things too, you wouldn't know which change caused the result you observed. In the plate-color experiment, for example, the test wouldn't be fair if you had chocolate cookies on a blue plate and lemon cookies on a red plate, or if you tested blue plates right after lunch and red plates several hours after a meal. There might be other less obvious things that affect the results, like a person's mood or the temperature of the room.

4 Make sure it's practical
Do you have all the equipment you will need, and if not, can you afford to buy it? Will you have enough time to complete your experiment? Finally and most importantly, is your experiment 100% safe?

5 Collect enough data
If you do your plate-color experiment on only two people, your results will not prove anything. If you do it on 30 or 50 people, your results will be more significant.

COLLABORATE AND PLAN

2 In small groups, discuss these or other scientific questions that you could explore. How might you go about planning your experiment?

- What causes fabric to lose its color?
- Does the color of a drink affect how people think it tastes?
- Beetroot juice or red cabbage juice: which liquid's color changes can measure pH more accurately?
- Does the color of the writing in review notes affect how well people remember them?
- How does the color of an image that we stare at on a screen affect what we see when we then stare at something white (the afterimage)?
- Do we perceive time as moving faster or slower in different color environments?
- Does color affect temperature?

Project

3 Look at these pictures and match them with questions from exercise 2. Then listen to two people talking about their experiments and check. Who changed his/her question slightly?

2/27

A B

4 Listen again and answer these questions.

- What was the variable in experiment A, and what was measured?
- How does the speaker explain the unexpected results from experiment A?
- Why do you think colorless liquids were chosen to add to the cabbage juice in experiment B?
- What did the experiment B group do to stay safe?

5 In your group, plan your experiment. Do any necessary research and complete this information.

- What scientific question do you want to answer?
- What will you measure?
- What is your variable? What will you keep the same to ensure it's a fair test?
- What equipment will you need?
- How will you conduct your experiment? How will you record your data?
- Are there any safety issues? What will you do to protect yourselves?

6 Conduct your research and collect the data. You might want to take some pictures.

SHARE

7 Analyze your results as a group. Consider the following:

- If you repeated your experiment, do you think your results would be the same again? Why? / Why not?
- Did you get the results you expected? If not, what reasons might there be?
- What, if anything, do your results prove?
- Is there a scientific theory that explains your results?

8 Plan a presentation to report your group's experiment and its results to the class. Use the questions in exercise 5 and exercise 7 to help you, and include pictures if you can.

PRESENT

9 Give your presentation to the class.

Reflect

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

- What did you learn about planning an experiment that could help you do it better in future?
- What was the most difficult thing about conducting your experiment?
- How effective was your group's presentation?
- What did you learn about working as a team for this project?
- Which other group's experiment was the most interesting? Why?

Project

What can scientific experiments tell us about colors?

Learning objectives

Conduct a scientific experiment

COLLABORATION Work collaboratively to plan and carry out a scientific experiment

CREATIVITY Think creatively to plan and carry out a scientific experiment safely

COMMUNICATION Present a report on your experiment to the class

CRITICAL THINKING Use critical thinking skills to reflect on the task

Introducing the topic

- Say: *Imagine I want to sell a new kind of cola, which has a light color rather than a dark color. Do you think people would buy it? Why?*
- Elicit a few answers, then ask: *How can I find out if it's a good idea? How can I find out if people prefer light or dark cola?*
- Put students into pairs to discuss the question.
- Elicit ideas from the class, and elicit the idea that you can conduct an experiment to find out the information you need.
- Explain to students that in this project they are going to design an experiment and present it to the class.

Understand

1

CRITICAL THINKING

- Students open their books. Ask students to read the instructions for the project task, or read them aloud.
- Ask them to read *How to design a scientific experiment*.
- Put students into groups to discuss the questions.
- Discuss the answers with the class. Ask more questions to check that students understand the details of what they will do, and encourage them to think about the reasons for this, e.g., *Why is it important not to change anything except the variable? Why is it important to do your experiment with as many people as possible?*

ANSWERS

- color
- something that you're going to change in the experiment
- Don't change anything except the variable.
- equipment, time, and safety

Collaborate and plan

2

COLLABORATE AND PLAN

- Read the questions with the class. Check that they understand *fabric*, *beetroot*, and *pH* (= the level of acidity).
- Put students into groups to discuss the questions and think of ways to plan experiments about them.

- Elicit ideas from different groups in turn.
- For each scientific question, refer back to the ideas in exercise 1 and ask questions to check that students are thinking in a scientific way, e.g., *What is the variable? What are you going to measure? How do you know it's a fair test? How much data will you collect?*

3 2.07

- Students work in their groups to match the pictures to two of the questions in exercise 2. Elicit a few possible answers, but don't confirm them.
- Play the audio for students to listen and check their answers.
- Check answers with the class and elicit who changed their question slightly, and how.

ANSWERS

A 6

B 3 (They changed their question slightly: they used black grape juice instead of beetroot.)

4 2.07

- Allow students time to read the questions.
- Play the audio again for them to listen and answer the questions.
- Check answers with the class, playing the audio again if necessary and pausing to confirm the answers.

ANSWERS

1 The variable was the color of the lenses. They measured the perception of time.

2 He says they only tested 20 people, and that was perhaps not enough. It was not a fair test because there were variables like location, time of the day, and level of noise.

3 Colorless liquids were chosen so they wouldn't interfere with the results.

4 They wore gloves and glasses.

5

CREATIVITY

- Students work in their groups to plan their experiment. Point out that they can choose one of the questions in exercise 2, or they can use an idea of their own.
- Remind them that when they work in groups, they should make sure that everyone gets the chance to contribute and express their opinion.
- Ask students to work through the questions in exercise 5 and make notes about their experiment.
- Monitor and help while students are working, and remind them if necessary to make sure their experiment is fair and also practical and safe.

6

- Students can work in their groups and conduct their research.
- If at all possible, allow them to do their research in class, otherwise they can do it for homework.
- If they are doing the research for homework, suggest that they take pictures to show what they did and what they learned.

Share

7

COLLABORATION COMMUNICATION

- Students work in their groups to discuss the questions and analyze their results. Point out to students that it doesn't matter if their results were inconclusive or don't seem right, as long as they can understand why this is and what they could change next time to get better results.
- Monitor and help while students are working.

8

- Students work in their groups to plan a presentation about their experiment. If necessary, you could play the audio from exercise 3 again, for students to listen to the presentations and focus on how the people presented their experiments.
- Monitor and help while they are working, and encourage them to use the questions in exercises 5 and 7 to plan their presentations in a logical, scientific way.

Present

9

COLLABORATION COMMUNICATION

- Ask groups in turn to give their presentations to the class.
- Point out that if they did their research for homework, they can use the pictures they took to show what they did and what they learned. If they did the research in class, they can show the equipment that they used.
- Allow time for feedback at the end of each presentation, and encourage students to make suggestions on how each experiment could be improved next time.

Reflect

CRITICAL THINKING

- Before students evaluate this task, ask them if they can remember the lessons they learned from the previous project evaluation. Remind them that reflecting in an honest way on what went well and badly during a project task will help them to learn and improve next time. Remind them that evaluating their performance in this way should not involve blaming themselves or individuals in their group, but should focus on what they can learn from their experience of doing the task.
- Students work in their groups to discuss the questions.
- Discuss the questions as a class, encouraging different groups to share their experiences and opinions.
- Ask students individually to make a note of three things they think they can do well, and three things they can try to improve.

Assessment

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

VIDEO Learning about how speed affects daily life

READING Predicting content using section headings

LANGUAGE IN USE Reduced relative clauses; Reflexive and reciprocal pronouns

LIFE SKILLS Staying safe on the roads

LISTENING Taking notes

WRITING Making your description interesting

Is speed IMPORTANT?

On the African plains, speed can be a matter of life or death. But how does speed help us in our own lives?

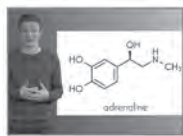


What is the need for speed?

- Look at the picture on page 92. Why is speed useful in this situation? When else is speed useful?
- Work in pairs. Read the statements. Are they true (T) or false (F)?
 - Your heart beats more rapidly when you're traveling at breakneck speed because your body is producing adrenaline.
 - Traffic in most cities is speeding up, thanks to road building programs.
 - Internet connections around the world are slowing down, because they can't keep up with the growing number of users.
 - In some cities, delivery of online shopping can be so speedy that it arrives in less than an hour.
 - It's never a good idea to rush.

Discover vocabulary Speed
Student Book ► Page 128 Workbook ► Page 86

- Watch the Factflix video and check your answers.
- Watch the video again. What advantages of speed do Ryan and Ava mention?
- Use the key phrases to discuss the advantages and disadvantages of doing things very fast. Think about these or other activities.



adrenaline

ball sports eating homework reading a book
shopping for clothes sightseeing

Doing homework too rapidly is never a good idea, because you can make silly mistakes.

True, but at least when you've finished you can relax. You never get any free time if you do all your homework at a snail's pace.

Key phrases Explaining advantages and disadvantages

It's too fast that ...

... is really handy ...

... is such a waste of time.

At least you can ...

It's better (not) to ... because ...

Another advantage / disadvantage of ... is that ...

Discover more

SEARCH ONLINE and find out about the **fastest ever passenger plane**

Vocabulary

- Speed
- Word families
- Road safety

Further practice

Discover vocabulary, Student Book, page 128

Workbook, pages 86 to 88

Vocabulary practice worksheet, Teacher's Resource Center

Reading

- Predicting content using section headings
- Reading an article about the relativity of time

Further practice

Workbook, pages 84 to 85

Reading practice worksheet, Teacher's Resource Center

Grammar

- Reduced relative clauses
- Reflexive and reciprocal pronouns

Further practice

Discover grammar, Student Book, page 129

Workbook, pages 86 to 88

Grammar practice worksheet, Teacher's Resource Center

Life skills

- Staying safe on the roads

Listening

- Taking notes

Further practice

Workbook, page 89

Speaking

- Explaining advantages and disadvantages
- Planning a campaign

Further practice

Workbook, page 89

Writing

- A description of an experience
- Making your description interesting
- Describing feelings

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 is the need for speed?

Learning objectives

FACTFLIX VIDEO Learning about how speed affects daily life

VOCABULARY Speed

SPEAKING Explaining advantages and disadvantages

Introducing the topic

- With books closed, tell students you are going to ask them some questions and they should write honest answers.
- Ask some questions beginning: *How long does it take you to ...?*, e.g., *How long does it take you to have a shower / have breakfast / choose a new pair of shoes / do your homework / decide what to wear to a party?*
- Put students into groups to compare their answers.
- Find out who in each group is generally the fastest, then ask: *Is speed a good thing? When is it good and when is it bad?* Discuss the questions briefly as a class.
- Students then open their books and start to look at the opening picture, caption, and lesson question.

1

- Focus on the picture. Elicit that it shows a cheetah and a young antelope.
- Put students into pairs and ask them to discuss the questions in exercise 1 and note down their ideas.
- Ask pairs in turn to tell the class their ideas and have a class discussion. Encourage as many students as possible to join in and express their own opinions.

SUGGESTED ANSWERS

In the picture: The antelope needs to be faster than the cheetah to survive. The cheetah needs to be faster than the antelope to have something to eat.

2

- Students work in pairs to guess whether the sentences are true or false.
- Elicit a few ideas and reasons for each sentence, but don't confirm them.

Discover vocabulary

Student Book page 128 Workbook page 86

- With weaker classes, turn to page 128 and do this vocabulary practice in class, before students do exercise 3. With stronger classes, students can do it for homework.

3

- Tell students they are going to watch a video and find out the answers to the sentences in exercise 2.
- Play the video for students to watch and listen and note down the answers.
- Check the answers with the class, then discuss with the class which facts surprised them and why.

ANSWERS

1 T 2 F 3 F 4 T 5 F

DIFFERENTIATION

- With weaker classes, play the video again to check answers to exercise 2. Pause as Ryan and Ava discuss each fact and elicit what they say to confirm each answer. Explain any vocabulary that students don't understand.

4

- Read out the question and elicit what students can remember from the video about the advantages of speed.
- Play the video again for them to watch and listen and note down the advantages that Ryan and Ava mention.
- Check answers with the class and ask: *Can you think of any more advantages of speed?* Elicit a few ideas and ask more questions to prompt students if necessary, e.g., *being helped or rescued in an emergency / ordering food in a fast food restaurant / traveling long distances.*

SUGGESTED ANSWERS

Adrenaline from traveling fast makes you feel great and helps you focus.

Internet connections are faster.

You can buy birthday gifts online and have them delivered quickly if you forget someone's birthday.

Quick warnings can give you time to escape earthquakes and save your life.

5

- Read out the key phrases. You could play the video again, pausing for students to hear each of the phrases in context and to check that they understand. Elicit one or two examples of the phrases in complete sentences, e.g., *It's too bad that our internet connection is so slow. Waiting for buses is such a waste of time!*
- Students work in pairs and discuss the advantages and disadvantages of doing things very fast. Encourage them to discuss their own ideas as well as the ideas that are given.
- Monitor and help while they are working, then focus on the activities in turn and elicit students' ideas about the advantages and disadvantages of speed for that activity.

Extra activity: Critical thinking

- Write on the board: *Slow food, Slow tourism, Slow living.* Explain to students that these are all movements that more and more people are starting to follow. In pairs, ask them to choose one and find out what they can about it online.
- Discuss their findings as a class, and point out that they all focus on not doing things quickly in order to enjoy them more. Ask: *Do you agree that modern life is too fast in some ways? In what ways would you like to slow down?* Discuss the questions as a class.

Discover more

- Remind students to use the exact search term in the task. Students can do the research in class if they have access to the internet. Alternatively, they can do it for homework by looking online, using a library, or asking other people.
- For feedback, after the research or at the beginning of the next lesson, students can discuss in groups what they found out about the fastest passenger plane.
- Ask: *Do you think that travel will become even faster in the future? Why? / Why not? What other examples do you know of very fast forms of transportation?*

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

Can the speed of time change?

1 Discuss the statement in pairs. "We all experience time passing in different ways." When does time go quickly and when does it go slowly?

Reading strategy Predicting content using section headings
Read the section headings and predict the main topic of the article. Write down your predictions.

2 Study the reading strategy. Then look at the question headings in the article on page 95. In which paragraphs (A-E) would you expect to find information about the following?

- How the Theory of Special Relativity was born.
- How we might be able to travel in time.
- Situations where the Theory of Special Relativity is important.
- An astronaut who was in space for a long time.
- Activities that seem to make time pass extra quickly or slowly.

3 Read and listen to the full article on page 95. Answer the questions.

- Why might your first week at a new school seem longer than a normal week?
- If you travel through space faster than before, how does the speed at which you experience time change?
- Why is the Theory of Special Relativity important for GPS satellites?
- What effect does a person's time in space have on his/her age?
- Why might travelers on a superfast spaceship not have any friends left on their return to Earth?

Discover vocabulary Word families
Student Book Page 128 Workbook Page 88

4 Complete this chart with words from the article.

verb	noun	adjective
perceive		
	theory	
relate		
	proof	different

5 Write four sentences about the topics below or your own ideas. Use words from exercise 4.

evolution experiments gases and liquids genes light plants sound

6 TALKING POINTS Discuss the questions.

- Would you want to travel forward in time, knowing that you would never be able to travel back again? Why? Why not?
- Can you think of a book or movie relating to the speed of time or time traveling? What happened in it?
- If humans ever develop affordable space tourism, who do you think it will appeal to? Why?

Discover more **SEARCH ONLINE** Find out more about the astronaut Gennady Padalka.

THE RELATIVITY OF TIME

The faster you travel through space, the slower you experience time.

Scientists tell us that time is relative, but what exactly does this mean? If you're interested in enjoying longer vacations, aging more slowly, or traveling in time, read on.

A Do people really experience the passing of time at different speeds? Yes, they do – in two different ways. The first is at a psychological level. People's experience of time differs, depending on what they're doing. People often say "Time flies when you're having fun," but scientists have found that sometimes the opposite is true. During exciting or unfamiliar activities, your brain has a lot of new information to process, and this can slow down your perception of time. That's why your first week at a new school or an action-packed vacation might seem much longer than the same period in an environment that you're used to. In situations where your brain has less new information to process – when you do more or less the same thing every day, for example – time might seem to pass more quickly. The clock will tick at the same speed, but the way you perceive it will change.

B And isn't the Theory of Special Relativity something about time changing speed, too? Yes, it is. Albert Einstein's Theory of Special Relativity explains differences in the speed of time at a physical level. That's the second way that the speed of time can change. Einstein was sitting in a streetcar, watching a clock tower growing smaller as he traveled away from it. He imagined what would happen if the streetcar was traveling at the speed of light – about 300,000 kilometers per second. For people traveling at this speed, the hands of the clock would stop moving, because the same light image would reach their eyes at all times. People standing next to the clock tower, however, would continue to see the hands moving at their normal speed. Einstein theorized that time was relative: the faster you travel through space, the slower you experience time.

C Is relativity just theoretical, or does it have real-world applications? Since Einstein published his theory of Special Relativity in 1905, scientists have proved it many times. And the proven facts help us in a daily basis. They're important for Global Positioning Systems (GPS), for example.

D So do astronauts on the ISS get older more slowly than the rest of us? A very perceptive question! Yes, they do, by a very small amount. Gennady Padalka has spent 679 days in space, so he has had one forty-fourth of a second less life than someone else born on Earth at exactly the same time as him.

E Does that make him a time traveler? Yes! And the Special Relativity of Time has exciting potential for much more dramatic time travel in the future. If we could invent a spaceship that could travel almost as fast as light, people could go right across our galaxy, the Milky Way, and back to Earth in about twenty-four years. But time on Earth would have passed much more quickly than on their spaceship. That's due to the high speed of the spaceship through space, and the slow speed of Earth. During the twenty-four years of the spaceship's journey, 226,000 years would have elapsed on Earth. When the space travelers returned to Earth, they would have traveled so far into the future that their loved ones would have been dead for thousands of years.

What examples of real-world applications does the article give?

Does the writer think traveling across the galaxy and back in twenty-four years is something that might be possible soon? How do you know?

Why does the writer use a colon (:) after the word "relative"?

Fastest car ever: 0.34 km/sec
Fastest spaceship ever: 70 km/sec
Speed of light: 300,000 km/sec

Reading to learn

Can the speed of time change?

Learning objectives

READING Predicting content using section headings

READING Reading an article about the relativity of time

VOCABULARY Word families

Reporting back

- If students did the research activity from the previous lesson for homework, do the class feedback now. See the notes on the previous page.

Introducing the topic

- Tell students you are going to do an experiment with them to see how well they can measure time.
- Ask them to close their eyes. Tell them you are going to time 30 seconds, and they should put their hand up when they think 30 seconds has passed. Tell them not to count, but just to think about the time passing, and try to imagine how long half a minute is.
- Say: Go, and start timing. Make a note of the times that students put up their hands.
- When everyone has put up their hands, ask them to open their eyes and tell them the range of times when they put up their hands. Ask: *Why do you think we find it difficult to measure time?*

1

- Students open their books. Put them into pairs to discuss the statement and question.

- Discuss with the class situations where time goes quickly, and where it goes slowly.

2

- Ask students to read the reading strategy, or read it aloud to the class.
- Remind students that predicting what you will read can help you to understand a text more easily because it means that some of the ideas are already in your mind before you read.
- Ask students to read the headings. Check that they understand that the *Theory of Special Relativity* is a theory developed by Einstein, and that the *ISS* is the International Space Station (see Culture note).
- Students then decide which paragraph they are likely to find the information in.
- Check answers with the class.

ANSWERS

1 B 2 E 3 C 4 D 5 A

Culture note

The ISS (International Space Station) is a joint project between five space agencies: the NASA (USA), Roscosmos (Russia), ESA (Europe), JAXA (Japan), and CSA (Canada). Astronauts and scientists from different countries spend time on the space station doing experiments and studying the physical effects of living in space. The space station has been occupied continuously since 2000.

3 2.08

- Allow students time to read through the questions. Check that they understand that *GPS* is the system used in satellite navigation devices.

- Play the audio for students to read and listen, then ask them to answer the questions.
- Allow students to compare their answers in pairs, then check them with the class, eliciting the part of the text which confirms each answer.

ANSWERS

- 1 Because your brain has more new information to process.
- 2 Time goes more slowly if you are traveling fast.
- 3 Because clocks on the satellites run more slowly than clocks on Earth, and have to be corrected.
- 4 It makes them age very slightly less quickly than people on Earth.
- 5 Because time on their spaceship would pass much more slowly than time on Earth, so everyone on Earth would already be dead when they returned.

Discover vocabulary Student Book page 128 Workbook page 86

- Refer students to the exercises on page 128. With weaker classes, do the exercises in class, before students do exercise 4. With stronger classes, students can do the exercises for homework,.

- 4
- Focus on the words already in the chart and check that students understand them.
 - Students work individually or in pairs to find the words in the article and complete the chart.
 - Check the answers, and check that students understand all the words. Model pronunciation of the words.

ANSWERS

1 perceive, perception, perceptive 2 theorize, theory, theoretical 3 relate, relativity, relative 4 differ, difference, different 5 prove, proof, proven

- 5
- Read through the topics with the class and check that students understand them.
 - Students can work individually or in pairs to write sentences using some of the words.
 - Ask students to read their sentences to the class.

POSSIBLE ANSWERS

An example of a plant's perception is its ability to sense where the sun is in the sky.

Darwin theorized that species change over time because of evolution.

Relative to gases, the molecules in liquids are close together. The results of the first experiment differed slightly from the results of the second experiment.

There's very little difference between the genes of chimpanzees and humans.

It's easy to prove that sound travels more slowly than light.

READING TEXT QUESTIONS

- Point to the questions next to the article on page 95. Students could work individually or in pairs to look at the article again and answer them.
- Discuss the answers with the class, encouraging students to refer back to the article to justify their answers.

- When you discuss the answer about the use of the colon, point out that it is important to notice punctuation when you read, because the punctuation can help with or change the meaning of a sentence. You could briefly review the use of punctuation marks in English, and discuss any differences with the students' own language.

SUGGESTED ANSWERS

"Time flies when you're having fun" would be appropriate in any enjoyable situation, such as a vacation or party. The writer uses a colon to show that the second part of the sentence gives an explanation of the idea expressed in the first part.

The article gives the examples of having to change the clocks on satellite clocks and on the International Space Station. One forty-fourth of a second is less than a second. It is 0.44 seconds.

The writer doesn't think it might be possible soon. We know this because he/she uses the second conditional to describe this situation. We use the second conditional to talk about an imaginary or very unlikely situation.

6 Talking points

CRITICAL THINKING

- Put students into pairs to discuss the questions. Allow students time to read the questions and think about their answers first, and encourage them to think of reasons to support their ideas.
- Alternatively, students could write the answers.
- Discuss the questions as a class. Encourage students to tell the class about books or movies about time traveling that they have seen. See who in the class would like to travel forward in time or try space tourism.

Extra activity: Creativity

- Put students into pairs. Ask them to imagine that someone who has been traveling in space for a long time comes back to Earth. Ask: *What questions would you like to ask them?*
- Allow students time to prepare some questions, then invite them in turn to read one of their questions to the class. Ask other students to suggest what the person's answers might be.

Discover more

- Students can do the research in class, if they have internet access, or they can do it for homework. Ask them to make notes on what they learn about the astronaut.
- For feedback, after the research or at the beginning of the next lesson, discuss as a class what students learned, and discuss what other astronauts students have heard of, and what they did.

Preview

- Ask students to look at the *Discover grammar* presentation on page 129 before the next lesson.

Further practice

Discover vocabulary, Student Book page 128 (answers on TG page 115)

Workbook, pages 84 to 86

Reading practice worksheet, Teacher's Resource Center

Language in use

What makes things go faster?

- Look at the picture. Do you think the car is fast? Why? / Why not?
- Read the blog. What helped the club's car to travel fast enough to win the race?

GREENPOWER CAR CLUB

Follow our progress as we design and build an electric car, and then race it against other teenagers in the Greenpower competition.

ABOUT NEW POSTS ARCHIVES LOG IN

February 6th
We've had fun drawing various design ideas. We think the air will flow most smoothly over the car in the final design chosen.

February 14th
The lightweight materials needed to build our car have arrived, and we've made a start on construction. There are only four months before our first race!

May 7th
The car is coming together. Since February, we've put in the motor, battery, and steering system. Today we stuck foam onto the front and sides and cut it into an aerodynamic shape. Then we put the wheels on. The next job will be painting the car and covering it with sticky plastic to give it a smooth surface.

June 6th
Only nine days until race day! We've made cone-shaped covers for the wheels so that the air will pass over them smoothly, and we've checked that all four wheels point in exactly the same direction. Misaligned wheels would really slow us down.

June 15th
Race day at last! Our first job was to check the tire pressure. A vehicle driving on tires with too little air in them loses a lot of speed. Then it was time to race. We took turns sitting in the driver's seat, and it was so much fun! Our top speed was a race-winning 42 kilometers per hour — much better than all the other teams competing today. We're feeling very proud of ourselves and of our fantastic car!



Discover grammar (Reduced relative clauses
Student Book ► Page 129 Workbook ► Page 57)

1. Reduced relative clauses with who, whom, or that and a full verb, can often be replaced by a participle (the following participle is the subject of the verb). This makes the writing more concise.

- Find the reduced form of these relative clauses in the blog. When do we use a present participle? When do we use a past participle?

- which has been chosen - that are needed to build our car	- which drives on tires with too little air in them - who competed today
---	---

Language in use

- Reduce these relative clauses if possible. Which cannot be reduced? Why not?

- The drivers who were waiting at the starting line looked nervous.
- The cars that were built from the lightest materials tended to go fastest.
- The car battery that we took out of the car was really old.
- Teams can compete in Greenpower Car races, which are held every month around the country.
- We're very grateful to the people who help us build the cars.
- One of the drivers that I beat won the race last year.

- Write definitions for the words labeling the car diagram. Then work in pairs. Can your partner guess the word?

Discover grammar Reflexive and reciprocal pronouns
Student Book ► Page 126 Workbook ► Page 57

We've sometimes pronounced (to be, myself, themselves, and each other) as very when the subject and the subject are the same.

We use the reciprocal pronouns we/you/they to describe the reciprocal relationship between two or more people (to them, to us, to you).

- Read the tips. What helps your bike go faster in a bike race?

BEN'S BIKING: RACE TIPS FOR BEGINNERS

If you're planning to compete in your first bike race, you'll need to prepare yourself physically, of course, but you'll also need to think about strategy. Here are my top tips:

- Ride close behind another rider. As the rider in front of you pedals himself forward, the air spins behind him and pulls you with him. The rider ahead can also shelter you from the wind.
- Work as a team. It's exhausting being at the front, so team members take turns in that position. They help each other, and that way they help themselves, too.
- Don't get mad at yourself if you don't do well in your first race. Success only comes with experience.

- Find reflexive and reciprocal pronouns in the text. What's the difference in meaning between they help each other and they help themselves?
- Ask and answer in pairs.

- Think of a team you were on. Did all the team members like each other? Did you help each other? How?
- Think of a challenge that you completed. How did you prepare yourself for it physically and/or mentally?
- To what extent do you think people can make themselves faster runners or bike riders? How can they do it?
- Would you and your friends enjoy yourselves if you were in a Greenpower car club or on a biking race team? Why? / Why not?

Discover more **SEARCH ONLINE** and find out about a person or vehicle that has broken a world speed record. Write a paragraph to describe it and the technology factors that went into it.

Language in use

What makes things go faster?

Learning objectives

GRAMMAR Reduced relative clauses

GRAMMAR Reflexive and reciprocal pronouns

Reporting back

- If students did the *Discover more* activity in the previous lesson for homework, discuss their findings as a class.

Introducing the topic

- Ask: *What are the fastest forms of transportation?* Elicit a few ideas, then ask students in pairs to write down the six fastest forms of transportation in order of speed.
- Put pairs together into groups of four to compare their ideas and agree on the fastest six forms of transportation.
- Elicit ideas from groups in turn.
- Ask: *Why are some forms of transportation faster than others? What makes them faster?* Discuss the questions with the class.

1

- Students open their books. Focus on the picture and explain that it shows an electric car.
- Put students into pairs to discuss the questions.
- Discuss their ideas and reasons as a class.

2

- Read aloud the question, then ask students to read the blog and find the answer.

- Check the answer with the class.

ANSWER

The design of the car, the lightweight materials, the aerodynamic shape, the alignment of the wheels, and the correct tire pressure all helped the car to win.

Discover grammar Student Book page 129 Workbook page 87

- Remind students that they had to look at the *Discover grammar* presentation for homework.
- With weaker classes, turn to page 129 and go through the main points in the *Discover grammar* presentation with the class before you move on to exercise 3.
- With stronger classes, students can do the exercises in *Discover grammar* for homework.

3

- Ask students to find the reduced form of the relative clauses in the text.
- Check answers with the class, and check that students understand the relative clauses in context.
- Students then answer the questions. They could work in pairs to complete this exercise.
- Check the answers with the class.

ANSWERS

1 chosen

2 needed to build our car

3 driving on tires with too little air in them

4 competing today

Present participle: when the relative pronoun has an active verb

Past participle: when the relative clause has a passive verb

4

- Students could work in pairs to reduce the relative clauses where possible and decide which ones cannot be reduced and why.
- Check answers with the class.

ANSWERS

- 1 The drivers waiting at the starting line looked nervous.
- 2 The cars built from the lightest materials tended to go fastest.
- 3 Not possible, because the relative pronoun *that* isn't the subject of the verb *took out*. (However, we could change to a passive verb: The car battery that was taken out of the car was really old.)
- 4 Teams can compete in Greenpower Car races, held every month around the country.
- 5 We're very grateful to the people helping us build the cars.
- 6 Not possible, because the relative pronoun *that* isn't the subject of the verb *beat*.

5

- Elicit a definition for one of the words as an example.
- Students write their definitions individually, using reduced relative clauses. They then work in pairs to read their definitions to each other and guess the words.
- Ask some students to read some of their definitions to the class.

SUGGESTED ANSWERS

motor: It's the device changing electricity into movement in a machine.

battery: It's a device producing electricity to power a car or other machine.

wheel: It's a round object found under a car or other vehicle.

tire: It's the black rubber object put on the outside of a wheel.

steering wheel: It's the wheel turned by a driver to control the direction of a car.

seat: It's the place where the driver or passengers sit.

Discover grammar Student Book page 129 Workbook page 87

- Remind students that they had to look at the *Discover grammar* presentation for homework.
- With weaker classes, turn to page 129 and go through the main points in the *Discover grammar* presentation with the class before you move on to exercise 6.
- With stronger classes, students can do the exercises in *Discover grammar* for homework.

6

- Read out the question and elicit a few ideas on what might make a bike go faster. Ask students to read the tips and check their ideas.
- Check the answer with the class.

ANSWER

Riding close behind other riders, working as a team, and experience.

7

- Students could work in pairs to find examples of reflexive and reciprocal pronouns in the text and discuss the difference in meaning between the two sentences.
- Check answers with the class.

ANSWERS

Reflexive pronouns: prepare yourself, pedals himself forward, they help themselves, get mad at yourself

Reciprocal pronoun: help each other

"They help each other" means that two or more people both help other people, and other people help them.

"They help themselves" means that two or more people help with their own problems only.

8

- Ask students to read the questions and think about their answers individually.
- Put them into pairs to ask and answer the questions and discuss their experiences and opinions.
- Discuss as a class how people can make themselves faster, and discuss who would enjoy being on a racing team and why.

Extra activity: Critical thinking

- Ask: *What were bikes like in the past? How are they different now?*
- Elicit a few ideas, e.g., bikes in the past were heavier, didn't have as many gears, and were not as aerodynamic.
- Ask: *How do you think cycling clothes were different in the past?* Elicit that clothes were probably heavier and not as well designed for racing.
- Ask: *Is it fair to compare modern cyclists with cyclists from the past? Are they really faster, or is their equipment better?*
- Discuss the questions as a class. You could also bring in other sports, e.g., running, and discuss how equipment, clothing, and race times have improved.

Discover more

- Remind students that they should use the exact search term in the task. Students can do the research in class if they have internet access. Alternatively, they can do it for homework. Ask them to make notes on the person or vehicle they found out about.
- For feedback, after the research or at the beginning of the next lesson, put students into groups to tell each other what they learned.
- Discuss as a class what students learned about each of the people and vehicles.

Preview

- Ask students to do the *Discover vocabulary* exercises on road safety 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

Road traffic can be very dangerous, especially when it's traveling fast. Drivers need to control their speed, and pedestrians have to take responsibility for their own safety, too, by being careful around motorists.

KILL YOUR SPEED, NOT A PERSON

Unit 9 ■ Speed important?

9

SEARCH ONLINE and find out more: **Road Safety Week**. What could you do to save a life this week of road safety?



Unit 9 ■ Speed important?

9

- ## Unit 9

DIFFERENTIATION

- With weaker classes, elicit translations of the vocabulary to check understanding. With stronger classes, ask questions to check understanding, e.g., *Is it a good thing or a bad thing to distract a driver? Why? What might a car do on an icy road? Where is it safe to cross a road? What should you wear so that cars can see you?*

4 2.09

- Read out the question and ask: *What is a road safety campaign?* (a campaign to persuade drivers and pedestrians to think more about safety).
- Play the audio for students to listen and note down why Omar and Alice became involved.
- Check the answer with the class.

ANSWER

Alice hit Omar when she was driving, and both of them realized that they hadn't been taking road safety seriously enough.

5 2.09

- Ask students to read the listening strategy, or read it aloud. Emphasize the fact that it is important to be concise when taking notes because there is not time to write much, so it is important to write just the key words. Point out that once the audio has finished, there is an opportunity to go back and add a few more details to the notes.
- Ask students to read the questions in exercise 3 again, Suggest that they prepare themselves for taking notes by writing the questions in their notebooks and leaving space for the answers and extra information.
- Play the audio for students to listen and take notes.

ANSWERS

- 1 No. Sometimes people slow down when they pass a speed camera and then speed up again.
- 2 Because most pedestrian and bike rider deaths (8 out of 10) happen at night, so it helps if you're easy to see.
- 3 Yes. They've reduced accidents by 60% near schools.
- 4 People might leave their cars at home and travel by bike. That's good for safety, air quality, and people's fitness.

6

- Put students into pairs to compare their notes, then check the answers with the class.
- Ask whose opinions have changed and why.

7

- Allow students time to read the questions and think about their ideas individually before they discuss the questions in pairs.
- Discuss the questions as a class and elicit the ideas that students have agreed on for making the roads safer in their area.

8

- Read out the task and ask students to remember what Omar and Alice have done and plan to do for their campaign (visited local schools, got the local newspaper involved, persuaded the council to install speed bumps, plan to persuade them to introduce bike paths).

- Brainstorm a few more ideas for a road safety campaign, e.g., put up posters, organize talks and other events, organize bike training for children, etc.
- Read through the key phrases with the class and check that students understand them all. Elicit one or two examples of the phrases in sentences, e.g., *I think our starting point should be to slow the traffic down near the school. The main people we need to convince are the motorists.*
- Students then work in their pairs to plan a campaign.
- Monitor and help while students are working, then ask pairs in turn to tell the class about their campaign.
- Discuss as a class which campaigns would be the most effective and why.

9 Reflect

CRITICAL THINKING

- Read out the task and encourage students to think about ways in which their behavior and the behavior of other road users is not safe.
- Ask students individually to reflect on what things they could do differently to be safer, and how they could encourage other road users to change their behavior.
- Put students into groups to compare and discuss their ideas.
- Ask groups in turn to tell the class some of the things they agreed about.

Extra activity: Critical thinking

- Ask: *In what ways will self-driving cars be safer than human-driven ones? In what ways will they be more dangerous?*
- Put students into pairs to discuss the advantages and disadvantages of self-driving cars, from a safety point of view.
- Discuss their ideas as a class, and discuss how students feel about the idea of self-driving cars in their city or town.

POSSIBLE ANSWERS

Self-driving cars should be safer because they will not make "human" mistakes. They will not get distracted, they will not drive too fast, they will slow down in bad conditions, etc. But the computers could malfunction, and they might not be as good as humans at reacting to unexpected situations.

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.
- For feedback, after the research or at the beginning of the next lesson, put students into groups to talk about what they learned and what they think they could do to observe the week at their school.
- Have a brief class discussion.
- If students are motivated, they might like to organize a school event to coincide with Road Safety Week.

Further practice

Discover vocabulary, Student Book page 128 (answers on TG page 115)

Workbook, pages 88 to 89

Writing

How does speed make us feel?

Writing task

A description of an experience

We find language magazine for teenagers is running a competition for young writers called "What a story". Write an interesting description of a faster-than-light experience to enter in the competition.

Understand the task

1 Read the writing task. What readers will you be writing for? What do you think they will want to know about the experience you describe?

the location ☐ details of what happened ☐ your feelings ☐ who you were with ☐

your exact speed ☐ your thoughts ☐ how the experience ended ☐

2 Read the description below. Which things from exercise 1 does it include? In which paragraph? Is there anything you would want to add to the description, or remove from it, to improve it?

There was nothing except white snow below me as my heart thumped nervously in my chest. Usually this part of the mountain was full of skiers zigzagging slowly downhill in their brightly colored clothes. But today (was ski) race day. No one was allowed on the slopes except racers, and I was in the first group to compete.

Three ... two ... one ... go! We threw ourselves over the start line – we were off! Caution zigzagging has never won races, so I headed down the slope with hardly any turns. As I sped up, the cold air whipped my face, and I needed all my strength to control my skis. I glanced at either side of me and realized with excitement that I was in the lead! A bump lying in my path sent me up, up into the air. Fear turned through me. Could I keep my balance? Yes! I landed on two feet with a great sense of relief, and continued downhill at breakneck speed.

My leg muscles burned, and I felt sure I would lose control. But just then, the finish line came into view. Maybe I could do it. Closer ... closer ... yes, I'd finished the race first in my group! What an amazing feeling!



Writing strategy

Making your description interesting

When you are writing a description, think about how to keep your reader interested. You could use:

- an opening sentence that really grabs the reader's attention
- interesting vocabulary
- descriptions of the writer's sensations so the reader can really "feel" what you're describing
- a variety of short and long sentences...

3 Study the writing strategy. Find examples of suggestions 1–4 in the description.

4 **LANGUAGE POINT** Match the highlighted descriptions of feelings in the text with these alternatives. Which version is more interesting to read? Why?

- excitedly
- it felt great
- I was scared
- I waited nervously
- relieved

Reflect

Is speed important?

What is the need for speed?

Can the speed of time change?

What makes things go faster?

Why is speed dangerous?

How does speed make us feel?

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.

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

Unit 9 Is speed important? 101

Writing

How does speed make us feel?

Learning objectives

WRITING Writing a description of an experience

WRITING Making your description interesting

WRITING Describing feelings

Reporting back

- If students did the research activity from the previous lesson for homework, do the class feedback now.

Introducing the topic

- With books closed, ask: *What activities do you do where you experience going fast?* Elicit a few ideas, e.g., running, cycling, skiing, going on theme park rides, etc.
- Ask: *Do you enjoy the feeling of speed? Why? How does it make you feel?*
- Discuss the question as a class. Encourage students who enjoy speed to explain to the class why they like it and how it makes them feel, and encourage students who don't enjoy speed to explain why they feel the opposite.

Understand the task

1

- Students open their books. Read out the writing task, then put students into pairs to discuss the questions and check the ideas that they think readers will want to know about.
- Discuss the answers with the class, encouraging students to give reasons for their answers.

ANSWERS

You will be writing for teenage readers of an English language magazine.

2

- Ask students to read the description and notice which things from exercise 1 it includes.
- Check these answers, then discuss with students what they might add to or remove from the description to improve it.

ANSWERS

It includes: your feelings, how the experience ended, details of what happened, your thoughts

3

- Read the writing strategy to the class.
- Students could work in pairs to find examples of each suggestion in the description.
- Discuss their ideas with the class.

ANSWERS

- There was nothing except white snow below me as my heart thumped nervously in my chest.
- thumped, zigzagging, whipped, at breakneck speed
- my heart thumped nervously in my chest, the cold air whipped my face, my leg muscles burned
- Could I keep my balance? Yes! I landed on two feet with a great sense of relief, and continued downhill at breakneck speed.

4 Language point

- Ask students in pairs to find the highlighted descriptions in the model text and match them with the alternatives.
- Check answers, and check that students understand all the phrases.

- Discuss with the class which versions are more interesting to read and why.

ANSWERS

- 1 with excitement
- 2 What an amazing feeling!
- 3 Fear rushed through me
- 4 my heart thumped nervously in my chest
- 5 with a great sense of relief

5

- Students rewrite the underlined words, adapting the phrases from exercise 4.
- Allow students to compare their sentences in pairs, then ask some students to read their sentences to the class.

POSSIBLE ANSWERS

- 1 I ran toward him with a great sense of happiness.
- 2 When I heard the news, anger rushed through me.
- 3 What a huge shock!
- 4 An incredible sense of calm washed over me as I lay in the boat.

Think and plan

6

- Ask students to read the task again. Ask the question to the class and elicit the answer.

ANSWER

A fast or slow experience.

7

- Allow students time to think of a fast or slow experience they could write about.
- You could brainstorm some ideas with the class first, e.g., a theme park ride, a trip on a boat, etc.

8

- Tell students they are now going to plan their description.
- To help them, choose an experience as a class, e.g., a fast theme-park ride. Brainstorm some details about the event, based on the ideas in exercise 1. Make notes on the board.
- Focus on the description on page 100 again and elicit what the function of each paragraph is. (*paragraph 1: grabs the reader's attention and sets the scene; paragraph 2: describes the main activity and how the person felt; paragraph 3: describes the end of the event*)
- Write these paragraph descriptions on the board and then brainstorm what details should go in each one and add notes to the board.
- Students can use the notes on the board to help write their own plan.

Write a first draft

9

CREATIVITY

- Students write their first draft. Remind them to make sure they structure each paragraph carefully, and encourage them to use some of the tips from the writing strategy to make their writing interesting and a range of different phrases for describing feelings.

Review and edit

10

- Students check their work individually, or they could work together in pairs to check their descriptions.
- 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 10 for each item, giving a total out of 30 for the task.

Reflect Is speed important?

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 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 into pairs or small groups to compare their answers. Monitor and attempt to determine if and when 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 139 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, use the audio-only version.)
- Finish by asking students to comment on anything new that they learned from the videos.

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 90 to 91

10

VIDEO Learning about the purpose of art
READING Making inferences
LANGUAGE IN USE Auxiliaries for emphasis and reply questions
LIFE SKILLS Developing your powers of observation
LISTENING Listening for gist
WRITING Using a timeline to plan a biography



Why do we need ART?

These cave paintings were created at Lascaux, France, about 17,000 years ago.

102

What is the purpose of art?

1 Look at the picture and read the caption. Why do you think people in the past created cave paintings?

2 Do you agree or disagree with these statements? Discuss in pairs.

- 1 Cave paintings of animals were meant to bring good luck to hunters.
- 2 Traditional stories that are depicted in art can be passed on to people who can't read.
- 3 Portraits and statues are a good way to commemorate important historical people and events.
- 4 Art installations can change people's opinions or behavior.
- 5 The best works of art are the ones that are the most beautiful.

Discover vocabulary Visual arts
 Student Book ► Page 130 Workbook ► Page 96

3 Watch the Factfile video. What do Ryan and Ava say about the statements in exercise 2?

4 Watch the video again. What do Ryan and Ava say about the topics below?

- 1 Ryan's purpose when he paints
- 2 cave painting
- 3 ancient Greek pottery
- 4 a fish sculpture
- 5 contemporary artists



5 Discuss these questions in pairs.

- 1 Do you ever create art? Why? / Why not?
- 2 How are people or events commemorated in your country through art? Think of some examples and discuss what you think of them.
- 3 What's your favorite work of art? Why do you like it? How does it make you feel?
- 4 In general, what kinds of art do you like / dislike? Why?

Key phrases Talking about art

Art's a great way to
 Through art, you can
 It made me feel
 It helps us remember
 It was created to commemorate ... / to draw attention to ...
 It highlights the problem of ...



SEARCH ONLINE and find out about a famous work of art. What do you think the artist intended with the work?

103

Vocabulary

- Visual arts
- Dependent prepositions
- Observation verbs

Further practice

Discover vocabulary, Student Book, page 130

Workbook, pages 96 to 98

Vocabulary practice worksheet, Teacher's Resource Center

Reading

- Making inferences
- Reading an article about contemporary Aboriginal art

Further practice

Workbook, page 94 to 95

Reading practice worksheet, Teacher's Resource Center

Grammar

- Auxiliaries for emphasis and reply questions

Further practice

Discover grammar, Student Book, page 131

Workbook, pages 96 to 98

Grammar practice worksheet, Teacher's Resource Center

Life skills

- Developing your powers of observation

Listening

- Listening for gist

Further practice

Workbook, page 99

Speaking

- Talking about art
- Observation and inference

Further practice

Workbook, page 99

Writing

- A biography
- Using a timeline to plan a biography
- Expressions for describing a life

Further practice

Writing workshop, Student Book, page 132

Workbook, pages 100 to 101

Assessment

- Self-assessment, Workbook, pages 102 to 103
- Unit test, Teacher's Resource Center
- Exam practice and speaking test, Teacher's Resource Center
- Cumulative test, Teacher's Resource Center

Online practice

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

What is the purpose of art?

Learning objectives

FACTFLIX VIDEO Learning about the purpose of art

VOCABULARY Visual arts

SPEAKING Talking about art

Introducing the topic

- With books closed, tell students you are going to read out some words and phrases that can all describe something, and they must guess what you are describing.
- Read out these words and phrases, pausing after each one to allow students to guess: *beautiful, creative, colorful, skillful, realistic, modern, abstract, hanging on a wall, created with a brush.*
- When students guess that you are describing a painting, ask: *Why do people put pictures on their walls? Why do we like looking at art?* Discuss the question as a class.
- Students then open their books and start to look at the opening picture, caption, and lesson question.

1

- Focus on the picture and elicit that it shows an ancient cave painting.
- Put students into pairs and ask them to discuss the question in exercise 1 and note down their ideas.
- Ask pairs in turn to tell the class their ideas and have a class discussion. Encourage as many students as possible to join in and express their own opinions.

2

- Students work in pairs to discuss the statements.
- Ask pairs in turn to tell the class which statements they both agree with and why.
- Find out which statements all students agree or disagree with and why.

Discover vocabulary Student Book page 130 Workbook page 96

- With weaker classes, turn to page 130 and do this vocabulary practice in class, before students do exercise 3. With stronger classes, students can do it for homework.

3 

- Tell students they are going to watch a video in which Ryan and Ava discuss the statements in exercise 2.
- Play the video for students to watch and listen and note down what Ryan and Ava say about each statement.
- Check the answers with the class and elicit what else students can remember from the video.

ANSWERS

- 1 Ava thinks it might be true. Or perhaps the paintings just told stories of exciting hunts.
- 2 Ryan agrees.
- 3 Ryan agrees.
- 4 Ava agrees.
- 5 Ava says artists used to think that, but not anymore.

DIFFERENTIATION

- With weaker classes, play the video again to check answers to exercise 2. Pause as the speakers discuss each statement and elicit what they say to confirm each answer. Explain any vocabulary that students don't understand.

4 

- Allow students time to read through the topics.
- Play the video again for them to watch and listen and note down what Ryan and Ava say about each topic.
- Allow students to compare their answers in pairs, then check answers with the class.

ANSWERS

- 1 To get good grades and keep his teacher happy.
- 2 It's the oldest surviving art, and often depicts animals.
- 3 It depicted Greek myths.
- 4 It draws attention to plastic waste in the oceans.
- 5 They want people to have strong emotions about their art.

5

- Read out the key phrases. Elicit an example of each of the phrases in a sentence, e.g., *Art's a great way to express yourself. Through art, you can change people's ideas.*
- Students work in pairs and discuss the questions.
- Monitor and help while they are working, then discuss the questions as a class.

Extra activity: Critical thinking

- Point out to students that a lot of the great artists in the past were not famous or respected while they were alive, and their paintings only became valuable after their death. Ask: *Why do you think this is?*
- Discuss as a class why new or unfamiliar kinds of art are often unpopular before they gradually become accepted, and why people might be slow to accept new ideas. Ask: *Have you ever disliked something at first, then started liking it after a while? What was it?*

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 access to the internet. Alternatively, they can do it for homework by looking online, using a library, or asking other people. If they are doing the research for homework, ask them to download a picture of the work of art they find out about and bring it to the next class.
- For feedback, after the research or at the beginning of the next lesson, students can work in groups to talk about the works of art they found out about and show pictures of them.
- Discuss with the class which works of art they like the most and why, and which they think are the most effective 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

Does art reflect our cultural identity?

1 Look at pictures A and B on page 105, and answer the questions below. Then read and listen to the article and check.

- Where do you think this style of art comes from?
- How old do you think the type of painting in picture A is?

2 Read the article on page 105 again and answer the questions.

- Why wasn't Papunya a very nice place to live?
- Where did the Papunya children get their inspiration for their art?
- What did the sand designs of the Aboriginals at Papunya represent?
- Why did the art movement spread from Papunya to other Aboriginal communities?
- Why did some Papunya artists decide to change their painting style?
- Why do stores in Australia today have so many souvenirs with Aboriginal dot patterns on them?

Reading strategy Making inferences

Don't everything read a job tells us to listen to words to understand what they mean. We often have to "read between the lines" and make inferences. To do this we usually consider the reader's reaction to the text and the writer's purpose. This helps us to understand the text better.

3 Study the reading strategy. Then read the article again and make inferences to answer the questions below. Explain your reasoning.

- What do you think caused the Aboriginal people's way of life to come under threat?
- What (even the non-Aboriginal people) learned of the Aboriginals' way of life was under threat, which implies that the two facts are connected. Perhaps non-Aboriginals started to form the land, which would affect the Aboriginal way of life.
- What can you infer from the text about attitudes towards old people in Aboriginal society?
- Why do you think some Aboriginal people feel that non-Aboriginals are taking advantage of their culture?
- Do you think the writer supports the move to rebuild traditional Aboriginal lifestyles?

Discover vocabulary Dependent prepositions

Student Book ► Page 105 Workbook ► Page 96

4 Complete these verb phrases with the correct preposition.

to (s2) of (s2) in about	4. accuse (someone)	(doing something)
1. show interest (something)	5. take advantage (someone)	
2. be related (something)	6. make contributions (something)	
3. be concerned (something)		

5 Make sentences about yourself and people you know, using verb phrases from exercise 4.

My parents have always shown more interest in music than in art.

6 TALKING POINTS Discuss the questions.

- Does art help us to understand a culture that's very different from our own? How?
- Is it important to understand a work of art to appreciate it?
- Imagine you have to choose a work of art to represent your country's culture at an international exhibition. Which would you choose? Why?

Discover more SEARCH ONLINE and find out the meaning of different symbols in Australian Aboriginal art.

Aboriginal art:

The story of an art movement

Contemporary Aboriginal art was one of the great art movements of the twentieth century. Its success continues today, with artists' work being exhibited in prestigious museums from Sydney to Seattle and from Paris to St. Petersburg.

It was 1971 – a difficult time for Aboriginal people. Their ancestors had lived in Australia for tens of thousands of years, but now non-Aboriginal people controlled their homelands, and their way of life was under threat. In the Western Desert, a thousand Aboriginals from different tribes were forced to live in a settlement called Papunya. Poor living conditions, bad health, and tension between tribal groups with different languages and traditions made it a troubled place.

At the school in Papunya, a young teacher called Cecil Bordon showed more interest in Aboriginal culture than most other non-Aboriginal people. He asked his pupils to create art that was related to their own world. They started painting in a style that was usually used for body painting in Aboriginal ceremonies. They also liked to copy the sand designs that the older people drew when they were telling traditional stories.

When other Aboriginal communities heard about the Papunya artists' success, they started developing their own painting styles. However, some Aboriginal communities were critical of the new art movement. They accused the artists of revealing too much of their culture to outsiders. At Papunya, some people altered their style in response to the criticism, placing dots on top of other dots to keep their cultural secrets more hidden.

Despite the problems, painting sales helped many Aboriginal communities escape desperate poverty. Interest in the art movement continued to grow and, in 1988, an Aboriginal mosaic designed by Michael Nelson Jagamara was built outside Australia's new Parliament House. Then, in 1994, the country's best known airline started decorating its planes with striking Aboriginal designs. Gradually this style of art came to represent not just the Aboriginal communities, but Australia as a whole. In every souvenir shop in the country today there are pens, cups, and T-shirts with the iconic dot patterns, created not only by Aboriginal artists, but by other Australians and foreigners, too.

Some Aboriginals complain that people with no understanding of their traditions are taking advantage of their culture. Others think the copies are a sign of success. Regardless of the copies, many Aboriginal artists have now been recognized worldwide for their contributions to contemporary art. And the art movement has encouraged a wider revival of Aboriginal culture, breaking down prejudices, and generating money to help rebuild the traditional lifestyles that were almost lost. Thanks to its art, Aboriginal culture is gaining the respect it has always deserved.

Glossary

mosaic a picture in paint made by arranging together small pieces of color (pieces)

symbolic representing something

104 Unit 10 Why do we need art?

Reading to learn

Does art reflect our cultural identity?

Learning objectives

READING Making inferences

READING Reading an article about contemporary Aboriginal art

VOCABULARY Dependent prepositions

Reporting back

- If students did the research activity from the previous lesson for homework, do the class feedback now. See the notes on the previous page.

Introducing the topic

- Ask students to get a pencil and a blank sheet of paper. Ask them to quickly draw a picture. Tell them not to think about what they are going to draw, but just draw the first idea that comes into their head.
- Ask students to look at the picture they have drawn and think about how it reflects their own culture. Say: *For example, if you have drawn a person, look at the way you have drawn them, their skin color, their hair, their clothes. If you have drawn a place or landscape, notice whether it looks like a landscape in your country.*
- Put students into groups to look at their pictures and think about how they reflect their own culture, and how someone from a different culture might have drawn them differently.
- Ask groups in turn to tell the class their ideas.

1 2.10

- Students open their books. Put them into pairs to discuss the questions.
- Elicit a few ideas, but don't confirm them.
- Play the audio for students to read and listen and check their answers.
- Check the answers with the class.

ANSWERS

- Australia
- It started in the 1970s, although body painting in similar styles is far older.

Culture note

Aborigines, or Indigenous Australians, have lived in Australia for around 65,000 years. They were there long before the first Europeans arrived in the seventeenth century. With the arrival of European settlers, the Aborigines were often forced off their land, and their way of life was disrupted. There has been an attempt in recent years to revive and preserve Aboriginal culture.

2

- Students read the article again and answer the questions.
- Check answers with the class, eliciting the part of the article which confirms each answer.

ANSWERS

- There were poor living conditions, bad health, and tension between different tribes who had different languages and traditions.
- From traditional body painting and the sand designs that they'd seen the old people of their tribes draw.

- 3 They showed the way to places where Aboriginal people thought important events had happened long ago.
- 4 Because the Papunya artists were successful and were paid for their work.
- 5 Because people accused them of revealing too much of their culture to outsiders.
- 6 Because Aboriginal designs have come to represent not just Aboriginal communities, but Australia as a whole.

3

- Ask students to read the reading strategy, or read it aloud to the class.
- Read out the example question and answer, and make sure students understand that when they make an inference, they use information or ideas in an article to come to conclusion about something, even though it isn't mentioned directly. Tell them that the related verb is "infer."
- Students could work in pairs to read the article again and answer the questions.
- Check answers with the class, discussing the evidence in the article for students' ideas.

POSSIBLE ANSWERS

- 2 I think old people were respected and had a lot of power and responsibility. The text tells us that they were the only people in Aboriginal society who knew their culture's secrets. And it was the old people, not the children's parents, who went to talk to Geoff Bardon when they had concerns.
- 3 I think it's because souvenirs with Aboriginal designs are being created by non-Aboriginals. The Aboriginal people might think that's a type of stealing, because they are probably not getting any money when these things are sold, although the style was their idea.
- 4 Yes, I think so. The article ends by saying that Aboriginal culture is gaining the respect it has always deserved, and that means the writer is a fan of Aboriginal culture.

Discover vocabulary Student Book page 130 Workbook page 96

- Refer students to the exercises on page 130. With weaker classes, do the exercises in class, before students do exercise 4. With stronger classes, students can do the exercises for homework.

4

- Read the task to the class. Explain that a verb phrase is a combination of a verb, a noun, and sometimes a preposition, which together function as a verb. Say: *I dislike modern art. I have a dislike of modern art. Is the meaning the same? (yes) Which sentence has a verb phrase? (have a dislike of)*
- Students complete the verb phrases with the correct prepositions.
- Check the answers, and check that students understand all the phrases. Model pronunciation of the phrases.

ANSWERS

1 in 2 to 3 about 4 of 5 of 6 to

5

- Students can work individually or in pairs to write sentences using some of the phrases.
- Ask students to read their sentences to the class.

READING TEXT QUESTIONS

- Point to the questions next to the article on page 105. Explain that in these questions, students need to guess the meaning of some words in context. Ask students to read the questions, and point out that they already know some of the words, e.g., *movement*, *recognize*. Point out that a lot of common words have more than one meaning, so it is important to read even familiar words carefully in context, to understand their meaning.
- Students then find the words in the article and answer the questions.
- Discuss the answers with the class, encouraging students to refer back to the article to justify their answers.

SUGGESTED ANSWERS

Here, "movement" doesn't mean that something is moving. It refers to a group of people who work together to promote an idea or bring about a change.

"Outsiders" are people who do not belong to a culture or region.

"Recognize" usually means to know who someone is when you see them. Here, it means to become widely known, often for something good.

A "revival" is when something becomes popular again after it has been unpopular or declining.

6 Talking points

CRITICAL THINKING

- Put students into pairs to discuss the questions. Allow students time to read the questions and think about their answers first, and encourage them to think of reasons to support their ideas.
- Alternatively, students could write the answers.
- Discuss the questions as a class. Try to agree as a class which works of art best represent the students' own culture and why.

Discover more

- Remind students that they should use the exact search term in the task. Students can do the research in class if they have internet access. Alternatively, they can do it for homework. Ask them to make notes on what they learn about the different symbols in Aboriginal art.
- For feedback, after the research or at the beginning of the next lesson, discuss as a class what students learned. You could invite students to come and draw some of the symbols on the board.

Extra activity: Creativity

- Students could work individually or in pairs to produce a piece of art using some of the Aboriginal symbols they have learned about.
- Students could compare their artwork in groups and choose one to present to the class.
- The class could vote for their favorite work of art overall.

Preview

- Ask students to look at the *Discover grammar* presentation on page 131 before the next lesson.

Further practice

Discover vocabulary, Student Book page 130 (answers on TG page 115)

Workbook, pages 94 to 96

Reading practice worksheet, Teacher's Resource Center

1 Read the interview. Do the reported effects of the murals surprise you? Why? / Why not?

PAINTING A BRIGHTER FUTURE

When the Mexican government asked street artists to transform a neighborhood in Pachula with murals, the results were extraordinary. We spoke to Diego Calzadilla, a young resident.

How did you feel when you heard that artists were going to change your neighborhood?

Well, at first I didn't believe it.

Didn't you? Why not?

Nothing creative had ever happened here before, so it didn't seem very likely. But when the artists arrived and started talking to everyone about their plans, I did start to think it might happen, and I really wanted to get involved.

What was the appeal?

One of the artists, Uriel, was really inspiring. He said that he'd been mixed up with criminal gangs and violence in the past, but that getting into street art had helped him to turn his life around. I thought it would be great to be part of the positive change the artists were offering.

What did you end up doing?

I painted houses for a few hours each week. Altogether, we painted 209 houses in 190 different colors, with swirling stripes running through the whole neighborhood to represent the wind. We did enjoy seeing the whole thing come together! And it's given everyone a new sense of pride in where we live, because people all around the world have been asking about the project.

And there have been far fewer crimes in the neighborhood since the murals were painted.

Have there? That's great – the project has done its job! There will always be people who say it hasn't changed anything, but it does seem safer around here. Before, people avoided going out after dark, but now you can see people out on the streets at night, and neighbors are friendlier. This is definitely a nicer place to live now – and way more colorful!



Discover grammar Auxiliaries for emphasis and reply questions

Student Book ► Page 131 Workbook ► Page 97

Why have we used **do** and **does** in the interview? We use **do** and **does** to emphasize the auxiliary **is**, **are**, **was**, **were**, **isn't**, **aren't**, **wasn't**, **weren't** in the simple present and simple past, and to change the verb structure to include an auxiliary that **is** stressed.

Example: *are you going to see people out on the streets at night?* (auxiliary **are** is stressed)
Answer: *Yes, I am.* (auxiliary **am** is stressed)

2 Look at the highlighted examples in the text and answer the questions.

- Which examples are reply questions? Do you think they are expressing interest or surprise?
- When do we use an affirmative auxiliary in a reply question? When do we use a negative auxiliary?
- Which example is correcting what someone else thinks?
- Which examples are emphasizing a contrast?
- Which example is using emphasis to express a strong emotion?
- How would the verbs in examples 2, 3, 5, and 6 be different if there was no emphasis?

3 Take turns and tell your partner something interesting or surprising about your community. Use the topics below or other ideas. Your partner should respond with a reply question.

appearance of buildings facilities friendliness people safety

They're going to open a new library in my neighborhood.

Are they?

4 Listen to two people talking about some street art they have seen. What do they think of it?

5 Listen to the conversation again. Underline the stressed auxiliaries in these sections. Then practice saying the sentences, focusing on intonation.

- A I do think it's a shame that spray-painters are making a mess everywhere.
B It costs so much to clean off all the paint!
A It doesn't cost anything if we don't clean it off.
- B Maybe you should, to find out what's made street art so popular.
A Nothing has made street art popular – not with people I know, anyway.
B Most people don't go to art galleries very often, but they do look at the murals on the streets.

6 Imagine you are part of a group asking an artist to create something of benefit to your community or city. Think about these questions and note down your ideas.

- What's the purpose of the artwork? (e.g., to influence behavior and opinions, to make the environment more attractive, to attract tourists)
- What type of artwork should it be? (e.g., a mural, a statue)
- Should it have a social message? If so, what?

7 In small groups, discuss your ideas from exercise 6. Make sure you show interest and surprise at what others say, and offer contrasting ideas with emphasis. Then decide on the best idea.

Isn't a statue would be popular.

do you? I think most people notice a statue very much, but they do notice murals if they're big and colorful.

Discover
more

SEARCH ONLINE and find out about a street artist who is trying to influence people with his art.

Language in use

How can art change communities?

Learning objectives

GRAMMAR Auxiliaries for emphasis and reply questions

Reporting back

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

Introducing the topic

- Ask: *Is there any street art in your town or city?* Explain the meaning of "street art" if necessary (see Culture note). Elicit some examples that students know from their own town or city, or towns or cities that they have visited.
- Ask: *What effect does street art have on a town or city? Does it make the streets look more attractive or less attractive? How might it change the way that people feel about the place where they live?* Discuss the questions as a class. Encourage students to express their own opinions. If students have different opinions, encourage them to give reasons. You could brainstorm some arguments for and against street art with the class, e.g., *For: it adds interest to a place and might attract tourists; Against: it encourages graffiti and looks messy.*

Culture note

- Street art refers to works of art (usually paintings, drawings, or sculptures) that are produced in public places, for example, on the sides of buildings. This work is usually carried out unofficially, and may be considered illegal in some countries. Some street artists are extremely popular and considered to be artists who choose to work in the street environment. Their work often contains political messages. Other examples of street art may be considered as graffiti or vandalism.
- The work in Mexico featured on page 106 is called El Macro Mural Barrio de Palmitas. It covers 20,000 square meters and the artists used around 20,000 liters of paint!

1

- Students open their books. Focus on the picture and elicit what it shows. Read out the question and explain the meaning of *mural* (= a large painting on a wall).
- Students read the interview and then, in pairs, discuss whether the effects surprise them or not, and why.
- Discuss the question as a class.

Discover grammar Student Book page 131 Workbook page 97

- Remind students that they had to look at the grammar presentation on auxiliaries for emphasis and reply questions for homework.
- With weaker classes, turn to page 131 and go through the *Discover grammar* presentation with the class before you move on to exercise 2. With stronger classes, students can do the exercises for homework.

2

- Students could work in pairs to look at the highlighted examples and answer the questions. Discuss the answers as a class.
- Alternatively, read out each question in turn and elicit the answers, using the highlighted examples to confirm and explain the answers.

ANSWERS

- 1 Didn't you? Have there? They are expressing both interest and surprise.
- 2 We use an affirmative auxiliary when we are reacting to an affirmative statement. We use a negative auxiliary when we are reacting to a negative statement.
- 3 It does seem safer.
- 4 I did start ..., You do see ...
- 5 We did enjoy ...
- 6 2 I started, 3 We enjoyed, 5 it seems, 6 you see

3

- Allow students time to prepare some questions individually. You could brainstorm some ideas with the class first.
- Say a few sentences to the class and elicit the correct reply questions.
- Students then work in pairs to say their sentences to each other and respond with a reply question.
- Ask some students to read one of their sentences to the class. Elicit the correct reply questions.

4 2.11

- Explain to students that they will hear two people talking about some street art.
- Read out the question, then play the audio for students to listen and answer the question.
- Check the answer with the class, playing the audio again and pausing if necessary to confirm the answer.

ANSWER

The woman doesn't like it, but the girl likes it.

5 2.11

- Allow students time to read through the sentences. Check that they understand everything.
- Play the audio again for students to listen and underline the stressed auxiliaries.
- Play the audio again, pausing to check the answers.
- Students then work in pairs to practice saying the sentences, stressing the auxiliaries.
- Ask some students to say some of the sentences for the class.
- Ask: *Which person do you agree with? Why?* Discuss the question as a class.

ANSWERS

- 1 I do think ...
- 2 ... if we don't clean it off
- 3 Nothing has made street art popular ...
- 4 ... but they do look at the murals ...

6

- Read aloud the task and the questions and ask students to think about their own town or city. Elicit one or two examples of places where it would be possible to add some street art, and discuss what kind of work could be added there, e.g., a mural, statue, etc.
- Brainstorm some possible answers to the questions with the class. You could refer to the picture of the climate change mural for ideas, and ask: *What other social messages might you want to communicate in your work?* (e.g., homelessness, poverty, etc.)
- Ask students to think about some ideas individually and make notes. Monitor and help while they are working.

7

- Put students into groups to discuss their ideas. Remind them to show interest and surprise by using reply questions, and to offer contrasting ideas with emphasis. Monitor and help while they are working.
- Students then work in their groups and decide on the best idea.
- Ask groups in turn to present their ideas to the class.
- The class could vote for their favorite overall.

Extra activity: Critical thinking

- Ask: *What's the difference between street art and graffiti?*
- Explain the meaning of *graffiti* if necessary, e.g., pictures or words that someone puts on a wall in a public place, e.g., their name or the name of a soccer team.
- Put students into groups to discuss where the dividing line is between graffiti and street art. Ask them to make a list of examples that are clearly graffiti, examples that are clearly art, and examples where it is hard to decide and different people might have different opinions.
- Discuss their ideas as a class.

Discover more

- Remind students that they should use the exact search term in the task. Students can do the research in class if they have internet access. Alternatively, they can do it for homework. Ask them to make notes on the street artist they found out about.
- For feedback, after the research or at the beginning of the next lesson, put students into groups to tell each other what they learned.
- Discuss as a class what students learned about each of the street artists. Ask: *Which street artist do you admire the most? Why?*

Preview

- Ask students to do the *Discover vocabulary* exercises on observation verbs 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 be more observant?

Life skills strategy Developing your powers of observation

Being observant can help you in many areas of your life, for example assessing people's mood, noticing your body's health, finding your way, spotting potential dangers and so on. So, becoming more observant can help you in many areas of your life. So, becoming more observant can help you in many areas of your life.

- 1 Study the life skills strategy. In what areas of your life would it be useful to be more observant?
- 2 Read the tips below. Which do you think are the most realistic to try?

5 EASY STEPS TO BEING MORE OBSERVANT

- 1 Stop**
Take a few moments every day to pause and look around you. Try to choose a different location each time, for example your bedroom, your kitchen, a classroom, the supermarket. What do you notice that you've overlooked before?
- 2 Use all your senses**
Although observation is often associated with sight, your other senses can provide valuable information as well. What different noises does the traffic make? Can you feel the wind in your hair? Is someone nearby cooking spicy food?
- 3 Turn it off**
Cell phones and other gadgets absorb a lot of people's attention. If you turn yours off and take off your headphones, you'll be amazed how much more you take in of what's going on around you.
- 4 Don't jump to conclusions**
After glancing quickly at something, you may think you have enough information to interpret what you see. However, you might find that your first impression was inaccurate as you notice more details. Use all the information available to you before reaching any conclusions.
- 5 Take notes**
As you observe things, write them down – in the notes section of your phone, or in a notebook. This is a great way to keep track of how well your skills of observation are developing over time.

Discover vocabulary Observation verbs
Student Book ► Page 130 Workbook ► Page 98

Listening strategy 3 You are going to listen to a radio documentary. It mentions an art gallery, medical students, and the police. In pairs, discuss what the documentary might be about. Then listen and check.

2.12 **Listening for gist**
When you listen to a text, you may not understand every word, but you can still understand the main idea. Listen to the text and try to understand the main idea. You can work out the gist of what the text is about by listening for the main idea.



- 4 Study the listening strategy on page 108. Then listen again and write down some key words that give the gist of what these people are saying.
• The students • Mona Tilney (1) • Hamid (1) • Hamid (2) • Mona Tilney (2)
- 5 Work in pairs. Take turns telling each other the gist of what the speakers in exercise 4 said. Use the words you wrote down in exercise 4 to help you.

Key phrases Observation and inference
In the bottom / top right hand / left hand corner of the painting, there's a ...
Hamid ... which looks like ...
He/She appears to be ...
Given that ... I think ...
That suggests that ...
Judging by ... I don't think ...



- 6 Study the key phrases. Then look at this painting. After one minute, close your book and take turns with your partner describing it in as much detail as possible.
- 7 Open your book. With your partner, add to your description. Then try to infer the story behind the painting.
- 8 **REFLECT** How observant do you think you are? Do you think you can improve your observation skills? How?

Discover more SEARCH ONLINE and find out the story behind the paintings on this page, including with the Fall of Icarus and Unrequited Visitors.

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Unit 10 Why do we need art? 109

Life skills

How can we be more observant?

Learning objectives

LIFE SKILLS Developing your powers of observation

VOCABULARY Observation verbs

LISTENING Listening to a radio documentary about different reactions to paintings in an art gallery

LISTENING Listening for gist

SPEAKING Observation and inference

Reporting back

- If students did the research activity from the previous lesson for homework, do the class feedback now. See the notes on the previous page.

Introducing the topic

- Ask students to open their books at page 105 again and look at the large picture. Ask them to notice as many details as they can.
- Give them about 30 seconds to look at the picture, then ask them to close their books and note down everything they can remember about the picture.
- Put them into groups to compare their ideas.
- Elicit what students can remember, and elicit which student in each group remembered the most.
- Tell students they are going to practice becoming more observant.

1

- Students open their books. Read aloud the life skills strategy or ask them to read it.
- Put students into pairs to discuss when it might be useful to be more observant.
- Discuss their ideas as a class.

2

- Ask students to read the tips first.
- Check that they understand all the tips, then ask: *Which do you think are the most realistic to try? Why?* Discuss their ideas as a class.

Discover vocabulary Student Book page 130 Workbook page 98

- Remind students that they had to do the *Discover vocabulary* exercises for homework.
- Check the answers to the exercises now, and check that students understand all the vocabulary.

DIFFERENTIATION

- With weaker classes, elicit translations of the vocabulary to check understanding. With stronger classes, ask questions e.g., *If I glance at something, do I look at it carefully?* (No) *If I overlook something, do I notice it?* (No) *If I detect something, is it easy or difficult to see?* (Difficult) *If I make something out, can I see it?* (Yes)

3  2.12

- Read out the task and check that students understand what they are going to listen to. Put them into pairs to discuss what the documentary might be about.
- Elicit a few ideas, but don't confirm them.

- Play the audio for students to listen and check their answers. Check the answer with the class.

ANSWER

It's about courses in art galleries that teach observation skills.

4 2.12

- Ask students to read the listening strategy, or read it aloud to the class. Emphasize the fact that when you are listening for gist, it doesn't matter if you don't understand all the words; you should keep listening and focus on what the speakers' main message is.
- Play the first part of the audio (the students). Ask students to note down the key words that give the gist of what people say.
- Check and discuss these with the class, then play the rest of the audio for students to listen and note down key words. Check answers with the class.

SUGGESTED ANSWERS

The students: coastal landscape, ships, farmer, sheep, dog, pointing at something, swimmer?, arms, head, legs, ship nearby, sailor fallen into the sea

Mona Tilney (1): teachers, medical school, students – bad at describing. Even doctors. Art gallery – together, course observation skills.

Hamid (1): start – describing detail. Ask questions.

Amazing. Don't see. Theory – explain.

Hamid (2): searching – visual clue, easier – spot differences. Better observer – better doctor.

Mona Tilney (2): Observation classes – police officers.

At start – immediately decide situation. By end – study painting carefully, story – situation, details.

5

- Students work in pairs to tell each other the gist of what the speakers in exercise 4 said.
- Elicit ideas from the class, and discuss with the class how easy or difficult students found the task.

SUGGESTED ANSWERS

The students are discussing a painting. They are discussing the details of what they can and cannot see.

Mona Tilney: Teachers at the local medical school noticed that the students weren't very good at observing things. They asked the art gallery to help develop their students' observation skills.

Hamid: We have to look at works of art, and then answer questions about them. We're getting better at noticing things. This will help us to be better doctors.

Mona Tilney: We also run courses for police officers. When they first come, they aren't very good at observing things, but their skills improve.

6

- Read through the key phrases with the class and check that students understand them all. Elicit some examples of completed phrases, e.g., *In the top-right corner of the painting, there are photographs. Given the expressions of the children, I think they are surprised. That suggests that the appearance of the man is unexpected.*
- Elicit the meaning of "inference" (understanding an opinion or idea when it isn't mentioned directly).

- Time one minute for students to look at the painting and notice as many details as they can.
- Ask students to close their books and put them into pairs to describe the painting in as much detail as they can.
- Elicit a description from the class.

7

- Students open their books and work in pairs to add to their description of the painting and try to infer the story behind it.
- Ask some pairs to tell the class their ideas about the story behind the painting, and their reasons for inferring this.

8 Reflect

CRITICAL THINKING

- Read out the task, then ask students to reflect individually on how observant they are, and how they could improve their observation skills. Ask them to think about situations where they have been very observant, and situations where it would have been useful to be more observant.
- Put students into groups to discuss their ideas.
- Ask groups in turn to tell the class some of the ideas they had for improving observation skills.

Extra activity: Creativity

- Remind students that observation skills are not only about looking, but also about your other senses, for example listening.
- Tell students they are going to write a short profile of an artist, then test their classmates on the details.
- Put them into pairs to write a short profile of an imaginary artist. Their profile should be around 100 words and should include a lot of details about the artist (age, physical appearance, family, etc.) and about his/her art (what sort of art he/she created, how many works of art he/she made, etc.).
- Put pairs together into groups of four. Ask them to take turns reading their profiles to each other and then ask five questions about the details, to test the other students on how well they were listening.

Discover more

- Students use the search term as well as the names of the paintings in the task. They are: Painting 1: *Landscape with the Fall of Icarus* by Pieter Bruegel (the Elder); Painting 2: *Unexpected Visitors* by Ilya Repin. Students can do the research in class if they have internet access. Alternatively, they can do it for homework.
- After the research, put students into groups to talk about what they learned about the paintings.
- Ask: *Can you enjoy a painting or work of art more if you know the story behind it? Why?* Have a brief class discussion.

Further practice

Discover vocabulary, Student Book page 130 (answers on TG page 115)
Workbook, pages 98 to 99

Writing **How do artists influence others?**

Writing task **A biography**

An educational website is preparing a series of biographies about famous artists. Who is your favourite artist? The website also included a section describing the artist's life. Write a short biography of the artist.

Understand the task

- 1 Read the writing task and answer the questions.
 - 1 What do you have to write?
 - 2 Which word in the task means the effect of someone's achievements after his/her death?
 - 3 Who will read your writing?
 - 4 Should you use formal or informal language?
- 2 Look at the artwork below. In pairs, list some questions you would like answered about your artist.
- 3 Read the biography. Does it answer your questions from exercise 2?

KATSUSHIKA HOKUSAI

Hokusai was born in the city of Edo (now Tokyo), Japan, in 1760, the son of a minor-maker. He was interested in drawing from an early age, and when he was eighteen, he joined the studio of a great Japanese artist called Shunsho. There he produced colorful woodblock prints of actors, copying Shunsho's style.

When Shunsho died in 1793, Hokusai started experimenting more with his art, depicting landscapes and scenes from everyday life. This was a turning point, not just for Hokusai, but for art throughout Japan. Over the course of his career, Hokusai produced many thousands of woodblock prints, paintings, book illustrations, and cartoons. His best-known work is his woodblock print *The Great Wave at Kanagawa*, which shows fishing boats among towering waves, with Mount Fuji in the distance. He taught more than 50 students, but even in his later years, he believed that he had more to learn himself. Just before his death at the age of 89, he said, "If I had been given five more years, I would have become a great painter."

After his death, copies of some of his prints were brought to Europe. They became an important influence on artists such as Vincent van Gogh and Claude Monet. His cartoons also influenced the development of today's manga art, and modern versions of his *Great Wave* can be seen in advertising, in environmental campaigns, and even as a smartphone emoji.

The Great Wave by Katsushika Hokusai

Writing strategy **Using a timeline to plan a biography**

A timeline is a diagram for a specific historical event. You can use it to plan a biography. The timeline will probably show when the artist was born, when he/she died, and when he/she lived. It will also show when the artist was most active.

4 Look at the timeline for the biography in exercise 3. Copy the timeline and add the missing information.

EARLY LIFE	MAIN CAREER	LEGACY
1760 Born in Edo, Japan	1778, aged 18 1793, aged 33	1849, aged 89

Writing

5 LANGUAGE POINT Study the expressions for describing a life highlighted in the text on page 110. Use them to complete these sentences about different artists.

- 1 _____, she knew that she wanted to become an artist.
- 2 _____, he painted portraits of many of his country's most powerful men.
- 3 _____, twenty-two, she was asked to create a statue to commemorate the event.
- 4 His influence continued to grow _____, and he is now much better known than he was during his lifetime.
- 5 The start of this friendship was _____ in her life, leading her in a new artistic direction.
- 6 The quality and quantity of his work increased _____, despite the physical challenges of old age.
- 7 _____ his landscapes, which were, for the first time, given the same respect in the art world as portraits.

6 Read the task again and choose an artist to write about. Find out about the early life, main career, and legacy of your artist. Create a timeline like the one in exercise 4.

Write a first draft

7 Write the first draft of your biography, using your timeline from exercise 6 to help you.

Review and edit

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

- Content: Have you mentioned the most important aspects of the artist's early life, main career, and legacy?
- Style: Is your biography in formal language, and divided into logical paragraphs?
- Errors: Have you checked your spelling, grammar, and punctuation?

Reflect **Why do we need art?**

- What is the purpose of art?
- Does art reflect our cultural identity?
- How can art change communities?
- How can we be more observant?
- How do artists influence others?

- 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.

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

Workbook Page 103

Writing

How do artists influence others?

Learning objectives

WRITING Writing a biography

WRITING Using a timeline to plan a biography

WRITING Expressions for describing a life

Reporting back

- If students did the research activity from the previous lesson for homework, do the class feedback now. See the notes on the previous page.

Introducing the topic

- With books closed, ask: *When artists first start painting, where do you think they get ideas from?* Elicit a few ideas.
- Ask: *Do you think artists are influenced by other artists' work? What ideas might they take and use?* Elicit a few ideas, e.g., they might take techniques for showing people, landscapes or objects, or ways of using different colors.
- Ask: *Do you think it's OK to look at other artists' work and be influenced by it in your own work?* Discuss the question as a class.

Understand the task

1

- Students open their books. Read aloud the writing task, then put students into pairs to discuss the questions.
- Check the answers with the class.

ANSWERS

- 1 a short biography of a famous artist
- 2 legacy
- 3 people who read an educational website
- 4 formal language

Think and plan

2

- Ask students to look at the artwork and then work in pairs to list some questions they would like to ask about the artist.
- Elicit a few possible questions from the class.

3

- Ask students to read the biography. Discuss with the class which of students' questions it answered.
- Elicit what else students learned about the artist.

4

- Ask students to read the writing strategy, or read aloud.
- Students could work in pairs to read the biography again and complete the timeline.
- Check answers with the class.

SUGGESTED ANSWERS

Early life: 1778, aged 18: joins artist's studio

Main career: 1793, aged 33: Starts experimenting with landscapes, scenes from everyday life; Painted thousands of paintings, cartoons, book illustrations, woodblock prints

Legacy: 1849 aged 89: Dies; His prints became an important influence on artists in Europe, his cartoons influence manga art

5 Language point

- Ask students in pairs to find the highlighted phrases in the model text and check that they understand them. Alternatively, read out each highlighted phrase in context and elicit or explain the meaning.
- Students then use the phrases to complete the sentences.
- Allow students to compare their answers in pairs, then check with the class.

ANSWERS

- 1 From an early age
- 2 Over the course of his career
- 3 At the age of
- 4 after his death
- 5 a turning point
- 6 in his later years
- 7 He is best known for

6

- Students choose an artist to write about and do some research, then use the information to create a timeline.
- Students could compare their timelines in pairs and suggest improvements.

DIFFERENTIATION

- With weaker classes, choose an artist that students are all familiar with as a class.
- Draw a blank timeline on the board. Brainstorm some details about the artist with the class, or allow them time to do some research. Add details to the timeline.
- Focus on the biography on page 110 again and elicit what the function of each paragraph is (paragraph 1: the artist's early life; paragraph 2: his main career; paragraph 3: his legacy).
- Refer back to the timeline on the board and elicit which details should go in each paragraph.
- Students can use the timeline on the board to help with their own writing.

Write a first draft

7

CREATIVITY

- Students write their first draft. Encourage them to make sure they structure each paragraph carefully and to use some of the tips from the Writing strategy to make their writing interesting. Remind them to use a range of different phrases for describing feelings.

Extra activity: Creativity

- Before students write their first draft, ask them to read the model biography on page 110 again and note down any useful vocabulary or expressions that they could use in their own essay, e.g., ... *produced (colorful woodblock prints of actors), copying (Shunsho's) style, ... depicting (landscapes), ... became an important influence on artists, ... influenced the development of (today's manga art).*
- Encourage them to see the biography on page 110 as a resource that they can use to help with their own writing, but warn them not to copy sentences word for word.

Review and edit

8

- Students could check their work individually, or they could work together in pairs to check their biographies.
- 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 10 for each item, giving a total out of 30 for the task.

Reflect Why do we need art?

1

- Read aloud the question *Why do we need art?* and the five questions at the top of the Reflect panel.
- Allow students time to 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 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 into pairs or small groups to compare their answers. Monitor and attempt to determine if and when 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 140 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, use the audio-only version.)
- Finish by asking students to comment on anything new that they learned from the videos.

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 100 to 101



Discover vocabulary and grammar answer key

Unit 1 Vocabulary page 112

Music 1.19

- 1
1 tempo, hit 2 soundtrack 3 genre, lyrics
4 beat 5 rhythm 6 playlist, tracks 7 melody, pitch

2
students' own answers

Abstract nouns 1.20

- 3
1 excitement 2 creativity 3 happiness 4 love
5 harmony 6 inspiration 7 the truth 8 sadness

4
Students' own answers

Adjectives to describe sounds 1.21

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

6
students' own answers

Unit 1 Grammar page 113

- 1
1 is climbing steadily
2 has sharply risen
3 fell slightly
4 dropped significantly
5 has been going down rapidly
6 slowly declined
7 has slightly increased
8 has jumped dramatically

- 2
1 There has been a dramatic jump in the number of people who listen to music online.
2 There was a slight fall in sales of car radios last year.
3 There was a rapid rise in the amount of music available online in 2019.
4 There has been a gradual decrease in the number of radio listeners.

Unit 2 Vocabulary page 114

Money and trade 1.22

- 1
1 bill, currency 2 negotiate, deal 3 barter, swap
4 goods, consumer 5 checkout counter, transaction

2
students' own answers

Compound adjectives 1.23

- 3
1 high-tech 2 must-have 3 sky-high
4 hard-to-resist 5 overnight 6 worldwide

4
students' own answers

World problems and solutions 1.24

- 5
1 poverty 2 ruin 3 deserve 4 priority
5 vaccination 6 social enterprise 7 transform
8 potential 9 benefit 10 damage

- 6
1 vaccination 2 social enterprise 3 benefit
4 deserve 5 damage 6 ruin 7 potential
8 poverty 9 priority 10 transform

Unit 2 Grammar page 115

- 1
1 wouldn't have 2 were going to share
3 was going to cost 4 was seeing 5 would take
6 was getting

- 2
1 will be trying
2 will have run
3 will have been studying
4 will have eaten
5 will do
6 will have been working
7 will still be traveling
8 will go

Unit 3 Vocabulary page 116

Books and reading 1.25

- 1
1 complexity 2 relaxation 3 boredom 4 empathy
5 concentration 6 distraction 7 entertainment
8 escapism

2
students' own answers

Graphic novels 1.26

- 3
1 setting 2 dialogue 3 text bubbles 4 sequence
5 storyline 6 sound effects 7 narrative 8 imagery
9 panel 10 motion lines 11 layout 12 mood

Infographics 1.27

4

- 1 data, statistics
- 2 bar graph, line chart, pie chart, typography
- 3 eye-catching, impactful, striking

5

- A pie chart B bar graph C line chart
students' own answers

Unit 3 Grammar page 117

1

- 1 used to, would 2 use to 3 would
- 4 use to, got used to 5 left, used to 6 used to, would
- 7 used to, went 8 used to, would

2

- 1 returned 2 had been wandering 3 had found
- 4 was riding 5 fell off 6 came 7 were looking
- 8 had broken

Unit 4 Vocabulary page 118

Competition 1.28

1

- 1 contest 2 competitors 3 focus 4 draw
- 5 victory 6 selective 7 personal best 8 confidence
- 9 stand a chance

2

students' own answers

Prefixes (1) 1.29

3

- 1 e 2 co 3 intra 4 eco 5 im 6 inter 7 ex 8 co

4

- 1 international 2 inhale 3 copilot 4 ecology
- 5 exported

Pressure 1.30

5

- 1 b 2 a 3 c

6

students' own answers

Unit 4 Grammar page 119

1

- 1 praised Katya for doing a great job.
- 2 is refusing to buy me a new cell phone.
- 3 asked if / whether Sam was going to write about Edison.
- 4 claims that she's worked harder than anyone else.
- 5 advised me to sell my invention.
- 6 reported that 1.5 billion people had bought a new smartphone in the last twelve months.
- 7 persuaded me to do it.
- 8 mentioned reading about it in the paper.

2

- 1 where I can buy a new one of these?
- 2 if the store was open on Sundays.
- 3 if it was invented by Tesla?
- 4 who won that year's Nobel Prize.
- 5 whose old cell phone is this?
- 6 if you had switched it on.

Unit 5 Vocabulary page 120

Museums 1.31

1

- 1 archaeological 2 on display 3 collection
- 4 archaeologists 5 artifacts 6 exhibit 7 displayed

2

students' own answers

Nouns and verbs 1.32

3

- 1 civilize 2 dedication 3 excavation 4 admire
- 5 permit 6 preservation 7 justify 8 interpret
- 9 inspect

4

students' own answers

Learning from mistakes 1.33

5

- 1 honesty, courage
- 2 to admit a mistake, to come up with a solution
- 3 to get defensive, to blame someone / something, to cover up an error, to obsess about something

6

- 1 blame, obsessing, come up with a solution
- 2 cover up an error, consequences, courage
- 3 get defensive, admit a mistake, honesty

Unit 5 Grammar page 121

1

- 1 might not, may / could
- 2 might / may, could
- 3 will, won't
- 4 must, must
- 5 can't, might / could
- 6 must, can't
- 7 must, may / could
- 8 won't, must

2

- 1 might have forgotten it.
- 2 may be looking for buried treasure.
- 3 could be more discoveries.
- 4 There must be lots of cool things to see.
- 5 can't have been planning to return.
- 6 might not be telling the truth.
- 7 must have been made from whale bone.
- 8 may not interest you.
- 9 can't date from the eighteenth century.

Unit 6 Vocabulary page 122

Houses and homes 1.34

1

1 Security 2 convenient 3 Shelter 4 peaceful
5 permanent 6 tradition 7 cozy 8 ritual
9 belonging

2

students' own answers

Describing poetry 1.35

3

1 structure 2 rhyme 3 repetition 4 theme
5 descriptive 6 narrative 7 lyrical 8 tone

4

students' own answers

Simplifying your life 1.36

5

1 messy 2 disorganized 3 hoard 4 clear out
5 clean up 6 put everything else in order
7 sort them out 8 give away 9 put away 10 neat

6

students' own answers

Unit 6 Grammar page 123

1

1 hadn't spent 2 would let 3 wouldn't have moved
4 hadn't been 5 had worked, would be 6 was
7 lived 8 would stop 9 were 10 wouldn't leave

2

- 1 If only I hadn't painted my bedroom walls red.
- 2 I wish I went to a school nearer my home.
- 3 If I hadn't broken my leg yesterday, I would be at the soccer game today.
- 4 I wish she wouldn't criticize my taste in music.
- 5 If only he could come on vacation with us.
- 6 She would have opened the door if she had heard the doorbell.
- 7 If only people would turn off the lights!
- 8 I wish I hadn't shouted at her.
- 9 If only we had met sooner.
- 10 If their car had been working, they would have gotten there on time.

Unit 7 Vocabulary page 124

Color idioms 2.13

1

1 saw red 2 a gray area 3 a white-knuckle ride
4 feel blue 5 on the black market 6 green with envy

2

students' own answers

Adjective / Noun families 2.14

3

1 Sickness 2 thickness 3 creativity 4 possibility
5 strength 6 significance

4

1 priority 2 visibility 3 violence 4 happiness
5 warmth 6 patience

Multi-word verbs: the environment 2.15

5

1 dispose of / get rid of 2 run out of 3 build up
4 cut down on 5 stick around 6 go through
7 kill off 8 break down

6

students' own answers

Unit 7 Grammar page 125

1

1 has been removed.
2 is believed that red decorations bring good luck.
3 are going to be printed on Friday.
4 Are, being bought?
5 had always been thought that the story was true.
6 were being given out?
7 will have been put up.
8 weren't wanted.

2

1 get / have, cut 2 get / have, made
3 get / have, repaired 4 got / had, delivered
5 getting / having, done 6 getting / having, designed
7 get / have, cleaned 8 get / have, built

3

1 will be 2 weren't 3 get 4 will have been
5 have 6 is 7 is being 8 will have been

Unit 8 Vocabulary page 126

Water 2.16

1

1 dam 2 reservoir 3 coastal 4 salty 5 inland
6 fresh 7 glacier

2

1 a 2 c 3 b

Prefixes (2) 2.17

3

a under, 4 b under, 6 c over, 5 d over, 3
e over, 2 f under, 1

4

students' own answers

Water use 2.18

5

- 1 dishwasher, full load, economy setting
- 2 soak in the bathtub, water footprint, leave the faucet running
- 3 drought, dry up, evaporates

6

suggested answers

- 1 plates, knives 2 washing a car, watering the garden
- 3 crops you can't grow, forest fires 4 water, milk

Unit 8 Grammar page 127

1

- 1 way 2 roughly 3 much 4 about 5 considerably
- 6 far 7 not quite 8 Nowhere near

2

- 1 as much, as 2 as concerning as 3 and less
- 4 easier than 5 as much, as 6 higher, than

Unit 9 Vocabulary page 128

Speed 2.19

1

- 1 keep up with, sped up
- 2 rapidly, speedy
- 3 at a snail's pace, get a move on
- 4 rollercoaster, adrenaline, at breakneck speed
- 5 rush, slow down

2

students' own answers

Word families 2.20

3

- 1 theoretical 2 proven 3 perception 4 different
- 5 relate

4

- 1 relative 2 differed 3 theorized 4 difference
- 5 proof

Road safety 2.21

5

- 1 pedestrian crosswalk, high-visibility clothing
- 2 bike path, high-visibility clothing
- 3 speed camera, go over the speed limit
- 4 ambulance, high-visibility clothing
- 5 speed bumps
- 6 skid
- 7 distract
- 8 stopping distance

6

- 1 distract, pedestrian crosswalk, stopping distance, skid
- 2 bike path, high-visibility clothing
- 3 ambulance, speed bumps, speed camera, go over the speed limit

Unit 9 Grammar page 129

1

- 1 made 2 who are cycling / cycling 3 that we beat
- 4 that was broken / broken 5 that I want
- 6 who dream / dreaming 7 that are held 8 causing
- 9 who are banned / banned 10 that took place
- 11 organizing

2

- 1 each other 2 myself 3 yourselves 4 each other
- 5 herself 6 themselves 7 ourselves 8 yourself
- 9 each other 10 himself 11 itself 12 each other

Unit 10 Vocabulary page 130

Visual arts 2.22

1

- 1 sculpture 2 statue 3 art installation
- 4 cave painting 5 pottery 6 portrait

2

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

Dependent prepositions 2.23

3

- 1 in 2 about 3 of 4 of 5 to 6 to

4

students' own answers

Observation verbs 2.24

5

- 1 detect, observe, spot, take in 2 study 3 glance
- 4 overlook 5 interpret 6 make out

6

- 1 spot 2 take in 3 observed 4 interpreted
- 5 make out 6 glanced 7 overlooked 8 studied
- 9 detected

Unit 10 Grammar page 131

1

- 1 I am feeling 2 She will come 3 We did buy
- 4 He does love 5 I do like 6 I must remember
- 7 He did take 8 It wasn't made 9 She has seen
- 10 I did find

2

- 1 Does she? 2 Wouldn't you? 3 Weren't they?
- 4 Is it? 5 Should I? 6 Had it? 7 Did he?
- 8 Won't they? 9 Can't you? 10 Has she?
- 11 Might he? 12 Are you?



Writing workshop

A cause-and-effect 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 cause-and-effect 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 work on each unit. As students get to the end of the course, you can work through the Writing workshop with the class, bringing together all the stages of writing they have studied into one task.

Understand the task

1

- Ask students to read the task. Remind them that it is very important to read the task carefully so they understand exactly what they need to write and also who will read it.
- Allow students to compare their answers in pairs, then check the answers with the class.
- Ask: *Why do you need to know who will read your essay?* Elicit that it is useful to know how much you can assume your readers will already know.

ANSWERS

The essay is for a school magazine. Students will read it.

2

- Ask students to look at the task again and note down exactly what they have to do. Check the answers.

ANSWERS

In the essay, you have to include the causes of the topic, both the positive and negative effects of it, and end with your opinion of future developments in that area.

3

- Read the writing strategy with the class.
- Focus on the first topic (The cashless society) and elicit the correct phrases to add to the chart. Students then complete the chart. Check the answers.

ANSWERS

The cashless society: Causes: Contactless technology, Effects: Easier to pay by card or phone

Robots in the workplace: Causes: Automated factory production, Effects: Unemployed factory workers

Mass tourism: Causes: Cheap air travel, Effects: More people traveling abroad

Factory farming: Causes: Demand for cheap meat, Effects: Animals kept in worse conditions

Urbanization: Causes: Need for workers in cities, Effects: Farmers leaving the land

4

- Students read the model essay and answer the questions.
- Discuss the answers as a class, eliciting evidence from the essay to support the answers.

ANSWERS

- 1 There are five paragraphs.
- 2 Paragraph 1 is the introduction. Paragraph 2 looks at the causes. Paragraph 3 looks at the positive effects. Paragraph 4 looks at the negative effects. Paragraph 5 is the conclusion.
- 3 There are five: Technology (paying with contactless card and cell phones); Fewer cash machines; Stores try to avoid use of cash; Danger of storing cash; Risk of tax evasion
- 4 There are five: Payments become faster and easier; There are detailed payment records; Tax collection is improved; Digital security makes it more difficult for thieves; Banks usually repay losses resulting from digital theft
- 5 It excludes people without bank accounts; There's a loss of privacy; We are helpless if systems crash; Cybercrime is on the increase
- 6 The writer thinks that our society will go cashless in the future, provided that we can overcome the negative consequences.

Think and plan

1

- Read the writing tip. Ask students to consider different options before they decide, as their first choice might not be the one they have the most ideas about.
- Students choose a topic from the list, then work in pairs to explain to their partner why they have chosen it.

2

- Students work in pairs to brainstorm causes and effects for the topics they have chosen.

3

- Read aloud the writing strategy. Students write the paragraph headings, then note down causes and effects for their topic.

4

- Read aloud the writing strategy.
- Read through the notes for paragraph 2 and discuss why the notes are in a logical order. Students can then work individually or in pairs to look at the notes for paragraph 3 and put them in the most logical order.
- Refer students back to the model essay to check answers.

ANSWERS

faster, easier payments; payment records; tax collection improved; digital security – thieves; banks repay losses

5

- Students choose three or four of their ideas from exercise 3, and put them in the most logical order.
- Allow students to compare their answers in pairs, then ask some students to tell the class their ideas and reasons.

6

- Read the writing strategy. Students add the phrases to the chart. Check answers.

ANSWERS

- 1 consequently, has the effect of, leads to, means that, results in, so
- 2 as a consequence of, because of, due to, is a result of, owing to, results from

7

- Students look at the model essay again and find expressions for linking cause and effect. Check answers.

ANSWERS

a result of: cause: banks cutting cash machines;
effect: the decline of cash
consequently: cause: cutting cash machines; effect: reducing the cost of transporting and protecting banknotes
because of: cause: counterfeit money;
effect: shops avoiding cash
results in: cause: paying in cash; effect: tax evasion
owing to: cause: contactless technology;
effect: payments become faster and easier
leads to: cause: payments become faster and easier;
effect: overspending
resulting from: cause: digital theft; effect: losses
so: cause: excludes people without bank accounts;
effect: the poor suffer
due to: cause: data collected on our transactions;
effect: loss of privacy

8

- Students write the linking expressions they can use in their own essay. Elicit examples from the class.

Drafting

1

- Read aloud the writing strategy on writing an introduction, and the tip about giving a statistic.
- Students look at the model essay and answer the questions. Check answers with the class.

ANSWERS

Cash was once used universally before things changed. A surprising statistic is that only 5% of payments made by 18-24-year-olds in Sweden are in cash.

2

- Students write their introduction. Encourage them to research a surprising statistic about their topic to include.
- Ask some students to read their introduction to the class.

3

- Read aloud the writing strategy. Ask students to read the key phrases.
- Discuss why it is important to introduce paragraphs clearly (to help readers understand what each paragraph is about).
- Students write an introduction to each main paragraph.
- Ask some students to tell the class their ideas.

4

- Read aloud the writing strategy, and allow students time to read through the key phrases.
- Students discuss the questions in pairs. Check answers.

ANSWERS

1 B 2 A 3 C 4 too

5

- Students complete the sentences, and then compare them in pairs. Check the answers with the class.
- Point out the comma after *Furthermore* / *In addition* and *Additionally*. Point out the use of commas around *too*, when it is used in the middle of a sentence.

ANSWERS

1 Another / A further 2 Furthermore, / In addition, / Additionally; as well as 3 also 4 too 5 too

6

- Read aloud the writing tip about making a contrast.
- Students find the contrast linkers in the model text.

ANSWERS

1 despite 2 though 3 -ing form

7

- Read the writing strategy and the writing tip.
- Students look at the model essay and answer the questions. Check the answers with the class.

ANSWERS

The writer asks, "So will coins and bills ever be a thing of the past?" Their opinion is that it is inevitable, but with the condition "providing we can overcome the negative consequences of going cashless."

Review and edit

1

- Read out the writing strategy about making cuts.
- Point out to students that when they write an essay, there may be a word limit and they should try not to go over this. Students cut words from the sentences.
- They can check their answers in the model essay.

ANSWERS

- 1 In Sweden, only 5% of the payments made by 18–24-year-olds are in cash; past participle
- 2 In addition, paying in cash often results in tax evasion; present participle
- 3 Another benefit comes from having detailed payment records; present participle
- 4 ... a loss of privacy due to the data collected on our transactions; past participle

2

- As a class, discuss other ways of making cuts, e.g., taking out adjectives and adverbs, using a single word verb rather than a multi-word verb.

3

- Read aloud the writing tip about checking by category.
- Students check their work using the list.
- Discuss with the class what kinds of mistakes they found, and which they think they typically make.

4

- Read aloud the writing tip about checking hard copy.
- Students do a final check and write their corrected essay. Then they print it out and check it.



Literature An autobiographical novel

Introducing the topic

- Read out the heading. Ask: *What is an autobiography? What is a novel? What do you think an autobiographical novel is?* Elicit that an autobiographical novel is the true story of someone's life, told as a story rather than a factual account.
- Focus on the picture of the author and the other pictures on the page. Ask: *Do you know anything about Gerald Durrell? What do you think he was interested in?* Encourage students to speculate about Gerald Durrell's interest in animals.

Before you read

1

- Students open their books. Read aloud the questions, then ask students to read the information about Gerald Durrell and answer the questions.
- Check answers, then ask: *What else would you like to know about Gerald Durrell? Do you think you would enjoy this book?* Elicit a few ideas, and encourage students to do some research for homework if they want to know more.

ANSWERS

- 1 The central theme of his life was animals.
- 2 He became famous as an author and TV presenter, and also as a conservationist.

Culture note

Corfu is a Greek island in the Ionian Sea. Jersey is part of the Channel Islands, located close to the French coast. It is a UK dependency, but it is not officially part of the UK.

2

- Allow students to use a dictionary if necessary.
- Check answers with the class and model pronunciation of the words.

ANSWERS

- 1 scorpions
- 2 geckos
- 3 blackberries
- 4 wall lizards
- 5 dragonflies
- 6 moths

3

- Put students into pairs to look at the pictures again and decide which phrases match each creature or plant. If necessary, read through the words and phrases with the class first and check that students understand them all.
- Check the answers with the class, then elicit other words and phrases to describe each creature or plant.

ANSWERS

- a 3 b 1 c 2 d 5 e 6 f 4

4 2.25

- Before you play the audio, refer students to the glossary at the bottom of the text and allow them time to read it.
- Play the audio for students to read and listen to the extract. Encourage them to try to enjoy the extract, even if there are words and sentences that they don't understand.
- Ask students to read the first paragraph again and choose the best description to match it. Check this, then ask students to write the remaining paragraph letters next to the descriptions.
- Check the answers with the class.

ANSWERS

- a D b A c E d F e C f G g B

Recall

5 2.25

- Allow students time to read through the sentences. Check that they understand them all.
- Play the audio again for students to read and listen. They then decide if the sentences are true or false.
- Allow students to compare their answers, then check with the class. Elicit evidence from the text to support the answers.

ANSWERS

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

6

- Read through the categories with the class and check that students understand everything.
- Ask students to look at the text again and find the examples.
- Allow students to compare their answers in pairs, then check the answers with the class. Check that students understand the meaning of all the creatures and objects.

ANSWERS

- 1 rust-red mosses, dragonflies
- 2 broken roof tiles, blackberries
- 3 toads, geckos
- 4 wasps, spiders, dragonflies, lizards
- 5 knife blade, jam jar
- 6 bluebottles, grasshoppers, moths

Interpret

7

CRITICAL THINKING

- Students could work individually or in pairs to answer the questions. Remind them that they should refer back to the text in their answers, to justify their ideas.
- Discuss the answers with the class.

POSSIBLE ANSWERS

- 1 He describes it as being a “landscape”, with “villages” of toadstools, “mountains” of moss and “forests” of ferns.
- 2 He divides them into hunters and hunted.
- 3 All the creatures seemed to feed off each other.
- 4 We know they are shy because Durrell says you hardly ever saw one.
- 5 He likes them because they are “unassuming”. They ignore him and allow him to watch them, then simply turn their back when they have had enough.
- 6 He finds it upsetting that they sometimes eat each other.

8

- Read through the literary strategy with the class. Give a simple example of visual and auditory imagery, e.g., visual: “the moths danced in the air”, auditory: “the buzzing of flies sounded like small machines”.
- Students could work individually or in pairs to find examples of the imagery and answer the question.
- Discuss the answers with the class, encouraging students to refer back to the text in detail and give examples.

ANSWERS

- 1 “The top of the wall was a desert land.” He’s creating the image of the top of the wall as a dry place with no plants in it, like a desert.
- 2 “... crane flies that zoomed and barged their way among the leaves.” He’s creating the sound of noisy, zooming crane flies moving around.
- 3 “... neatly clad as business men, hurrying with efficiency about their night’s work.” He’s trying to create the image of the beetles looking and acting like efficient businessmen who are wearing stylish work clothes.
- 4 “... neatly jointed as armour, and the tail like a string of brown beads.” He’s creating the image of a scorpion’s body looking like metal armour, with its tail being like a necklace.

9

- Put students into pairs to discuss the questions, then discuss the questions as a class.

Extra activity: Creativity

- If students are struggling to understand the importance of imagery, say or write the following brief description of the wall and the creatures with no imagery: *There was a wall all around the garden. It looked very old, and there was moss on it. There wasn’t much on top of the wall, but you could see different creatures in other parts of the wall during the day and at night.*
- Ask: *What’s different about this description? Does it make you feel the wall is interesting? Does it make you want to know more?*
- Elicit that the imagery engages the reader’s imagination and helps them to picture the wall, hear the sounds, and feel interested in it.

Respond

10

CREATIVITY

- Read through the instructions with the class, then ask students individually to choose a picture and discuss with a partner why they have chosen it.
- They then work through the stages, working individually and then comparing and helping each other in pairs. Weaker students could work in pairs throughout and write their description together.
- Monitor and help while students are working.
- Ask students in turn to read their descriptions to the class. After each description, discuss with the class any effective imagery that it used, and any interesting adjectives.
- Discuss as a class which descriptions students enjoyed listening to and why.

Extra activity

- Ask: *Do you like watching wildlife programs on TV? How do the directors and narrators engage our imagination as we watch? How might they show the wildlife in the wall?* Discuss with the class what techniques are used in wildlife programs and what techniques they might use to show the wall, e.g., speeding up the beetles to give the impression they are even more busy, using music to show the danger when the “hunters” are present, using adjectives to describe how the creatures are “feeling.”
- Point out that these techniques have a similar effect to the imagery in the writing – making the natural world feel more alive and more human-like, to help us engage with it.



Literature A play

Introducing the topic

- With books closed, ask: *Do you ever watch plays? What's different about watching a play, compared to reading a novel?* Elicit that in a play you can see the characters and the actions, whereas in a novel or short story they are only described in words.
- Ask: *Have you ever read a play script? How is it different to reading a novel?* Elicit that when you read a play, you only read the words that people say, with some brief descriptions of the actions, but there are no descriptions of the people's appearance or character, and no descriptions of what is happening around them.

Before you read

1

- Students open their books. Read aloud the task, then put them into pairs to discuss what they know about Julius Caesar.
- Discuss their answers as a class. You could share the information in the *Culture note* below with them.

Culture note

Julius Caesar was a Roman general, politician, and dictator. He was born around 100 BC and died in 44 BC. He was a successful military leader, fighting in wars on mainland Europe and in Britain. He returned to Rome and became the ruler of the empire. A group of senators were worried that he was taking too much power for himself, and in 44 BC he was assassinated.

2

- Ask students to read about Shakespeare and write *Yes* or *No* next to the sentences.
- Check the answers, and elicit the names of other Shakespeare plays that they know. They may have heard of *Romeo and Juliet*, so you could point out that this was written by Shakespeare.

ANSWERS

1 Y 2 N 3 Y 4 N

3

- Ask students to read about the characters and the story so far. Check that they understand everything.
- Put them into pairs to discuss the problem.
- Discuss their ideas as a class.

4  2.26

- Before you play the audio, ask students to read through the list of characters in exercise 3 again, and refer them to definitions of some phrases to the right of the text.
- Point out that the language Shakespeare uses is old-fashioned, so they might not understand all of it, but they should try to enjoy the story, even if there are words and sentences that they don't understand.

- Ask students to read the sentences individually to decide if they are true or false, then put them into pairs to compare and discuss their answers.
- Discuss the answers as a class, eliciting the part of the play script which confirms each true or false answer.

ANSWERS

1 T 2 F 3 F 4 T

Recall

5  2.26

- Read through the literary strategy with the class, and point out the two soliloquies in the script that they are going to study.
- Allow students time to read through the sentences and options they will choose.
- Play the audio again, then ask students to choose the correct answers, underlining words in the play which helped them.
- Allow students to compare their answers, then check with the class. Refer back to details in the play if necessary to explain the answers.

ANSWERS

1 stressed and in turmoil
2 war
3 the group of conspirators is
4 anticipation and fear

6  2.27

- Allow students time to read through the questions. Check that they understand everything.
- Play the audio for them to read and listen, then ask them to answer the questions.
- Allow students to compare their answers in pairs, then discuss them as a class, encouraging students to justify their ideas with information from the play.

ANSWERS

- 1 He wants to kill Mark Antony because Caesar loves Mark Antony, and if they allow him to live, he might cause problems for them in the future.
- 2 Brutus doesn't agree with Cassius because he thinks it will make them look too much like criminals, not political assassins.
- 3 He uses the metaphor of a body, that Caesar is the head and Antony is a limb. He argues that Antony will have no power once Caesar is killed.
- 4 He wants the killing to look like a "cleaning" act, getting rid of something bad, rather than act of murder, probably because they don't want to be put in jail.
- 5 They think that Mark Antony enjoys life and having a good time, and he will soon forget about Caesar.

Interpret

7

CRITICAL THINKING

- Explain to students that in this task, they must use their own ideas to interpret what they have read in the play script. Tell them there are no definite right and wrong answers, but they must be able to justify their answers with details from the play script.
- Students could work individually to answer the questions, then compare their answers in pairs.
- Discuss the answers with the class.

POSSIBLE ANSWERS

- 1 I think it makes their plans seem secret and hidden, and it also gives the feeling that they are a family, working together.
- 2 Cassius seems more determined than Brutus, for example he wants to kill Mark Antony, too. Brutus accepts that Caesar has to die, but he does not like the thought of killing him, which he describes as a “dreadful thing.” He wants it to be done, but as cleanly and kindly as possible (“boldly, but not wrathfully”).
- 3 I think Caesar will be killed, and Mark Antony will live and maybe take revenge on the conspirators.

Extra activity: Critical thinking

- Ask: *How do you think that the actors who play Brutus and Cassius could show their different attitudes toward the conspiracy on the stage?* Ask students to think about the way they might stand and speak, gestures they might use, etc. Put them into pairs to discuss the question.
- Discuss their ideas as a class.

POSSIBLE ANSWERS

Cassius might stand with a strong, firm pose, and look impatient. Brutus might hang his head or shake it from time to time, he might pause to think as he speaks. He might sigh, to show that he is not completely happy.

Respond

8

COLLABORATION CREATIVITY

- Read through the instructions and the profile categories with the class, then ask students to read through the rest of the task.
- Put students into pairs and assign the different characters to different pairs.
- If students are able to do research in class, ask them to do the research for Brutus now and complete the profile in their pairs. Check the answers, so students have a model to work from.

POSSIBLE ANSWERS

Setting of play: Ancient Rome

Type of character: Serious, noble, tries to be moral

Possible character flaw: Rigidly idealistic

Famous scene featuring character: When he stabs Caesar with the other conspirators at the Senate on the Ides of March (March 15th).

Big problem: He is torn between loyalty to his friend Caesar and loyalty to his country.

Most famous quote by or about the character: “Et tu Brute?” Said by Julius Caesar when Brutus stabs him along with the others.

- Students can complete the research on their character and write the profile for homework.
- Students then work in groups to present their characters to each other and discuss which are easy to identify with, which are the most complex and original, and which are the most relevant to the modern world.
- Discuss these questions as a class.

Extra activity

- As a follow up, you could ask students to write Brutus's own account of the conspiracy and murder, explaining his reasons for the plot and his feelings about it.
- In the next lesson, students can share their accounts. Discuss as a class how easy students found it to get the character across in a first-person narrative rather than a play. You could also discuss how the play script could be made into a movie, and what things could help to show the characters and create the mood, e.g., lighting, music, special effects.



Literature A true story

Introducing the topic

- With books closed, ask: *What do you know about Australia? What do you know about the Aboriginal people in Australia?* Elicit what students know about Australia, and encourage them to contribute anything that they know, even if it seems small and not significant.
- Ask: *Have you read any books or seen any movies that are based on true stories? What were they?* Elicit some examples of true stories. For example, students may have seen a movie about Nelson Mandela, or about a famous sports person or musician. Ask: *Do you think that true stories are sometimes more interesting to read or watch? Why?*

Before you read

1

- Student open their books. Ask students if any of them have read *Follow the Rabbit-Proof Fence*. Elicit what they know about it.
- Ask students to read the information about Doris Pilkington Garimara and complete the author profile.
- Check answers, then ask: *What else would you like to know about this author?* Elicit a few ideas, and encourage students to do some research for homework if they want to know more.

ANSWERS

Jobs: Nurse / author

Nationality / background: Australian / Australian

Aboriginal

People in her novels: Women in her family

Key themes of novels: Treatment of Aboriginal people by government

Most famous book: *Follow the Rabbit-Proof Fence*

Book is about: Her mother escaping from a settlement

Year movie made of book: 2002

Culture note

It is estimated that Australian Aboriginal people have lived in Australia for around 65,000 years. They were there long before the first Europeans arrived in the seventeenth century. With the arrival of European settlers, the Aborigines were often forced off their land, and their way of life was disrupted. There has been an attempt in recent years to revive and preserve Aboriginal culture.

2

- Put students into groups to discuss the questions. Encourage them to look at the picture to give them ideas about what the interior of the Australian continent is like.
- Discuss students' ideas as a class.

3 2.28

- Ask students to read *The Story So Far*. Ask questions to check that they understand everything, e.g., *How far away were the girls moved? What was their relationship to each other? What was Molly's plan to find their way home?*
- Before you play the audio, refer students to the glossary at the bottom of the text and allow them time to read it.
- 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.
- Ask students to put the events in order individually, then put them into pairs to compare and discuss their answers.
- Check the answers as a class, referring to the story to confirm the answers.

ANSWERS

a 6 b 1 c 5 d 2 e 4 f 3

Recall

4

- Ask students to read the account and find the mistakes, referring back to the text to help them.
- Allow students to compare their answers, then check with the class. Refer back to details in the story if necessary to explain the answers.

ANSWERS

...suddenly we heard the sound of ~~barking~~ footsteps.

Gracie, Daisy, and I felt very ~~excited~~ scared.

...we jumped ~~behind a tree~~ into a thicket.

...we realized that this "thing" was a ~~dingo~~ a marbu, a sharp-toothed ~~dog~~ evil spirit.

I chose a rabbit burrow that faced ~~west~~ east.

We made it bigger by ~~jumping on it~~ digging with our elbows.

~~We all~~ Gracie and Daisy fell asleep soon after we climbed into it.

5

- Ask students to complete the sentences individually, then put them into pairs to compare.
- Check the answers with the class, eliciting evidence from the text to support the answers.

POSSIBLE ANSWERS

1 speak clearly

2 a local man with long hair

3 it was facing in the opposite direction to the rain, so it was dry; no one would think of looking there for them

4 they had some bread and water

5 she was too tense and couldn't relax

6 would find the rabbit-proof fence and find their way home

Interpret

6

CRITICAL THINKING

- Point out that in this task, students should give their own opinions, based on information in the text.
- Students answer the questions individually, then discuss their ideas in pairs.
- Discuss the questions with the class.

POSSIBLE ANSWERS

- 1 It has been difficult and scary.
- 2 It is dry, with trees and bushes.
- 3 I think they believe this because it is traditional in their culture.
- 4 Molly.
- 5 I think she is very capable because she finds them a warm, dry place to sleep.
- 6 They follow her instructions and they feel safe, for example, they are relaxed enough to fall asleep easily.

7

CRITICAL THINKING

- Read through the literary strategy with the class.
- Read out the first sentence from the text and ask: *Is it telling or showing?* Elicit the answer.
- Students then look at the remaining sentences and decide if they are examples of telling or showing, and think about what they are trying to convey.
- Allow students to compare their ideas in pairs, then discuss the answers with the class.

ANSWERS

- 1 Telling
- 2 Showing. The author is conveying how frightened Gracie is.
- 3 Showing. The author is conveying how frightened Molly is.
- 4 Telling

Extra activity: Creativity and collaboration

- If students are struggling to understand the difference between telling and showing, put students into pairs and divide the class in half. As a class, brainstorm a scary situation, e.g., being in a rainforest overnight with some friends.
- Ask the students in one half of the class to work in their pairs and write two or three sentences to “tell” the reader how the people felt. Ask students in the other half to work in their pairs and write two or three sentences to “show” the reader how the people felt.
- Ask pairs in turn to read their sentences to the class.
- Discuss as a class how “showing” creates a very vivid picture of what is happening and how the people feel.

8

- Put students into groups to discuss how they think the story will end and why.
- Discuss their ideas as a class.
- If possible, allow students to research the plot of the book online and find out how it ends. If not, encourage them to do it at home, and feed back next lesson.

Respond

9

COLLABORATION CREATIVITY

- Read through the instructions with the class, then read out the scenario and make sure students understand it.
- Students then work through the instructions, working individually, in pairs, and then in groups as the instructions specify. Weaker students could work in pairs throughout and complete the writing task in their pairs. Monitor and help while students are working.
- When they are reading their paragraphs to each other in groups, encourage students to read them in a lively and dramatic way, to make them interesting.
- When students have given feedback to each other, ask some students to read their paragraph to the class.
- Discuss as a class whose paragraphs managed to “show” the reader how Molly felt most successfully.

Extra activity: Creativity and collaboration

- Put students into small groups and ask them to imagine the extract they have read as part of a movie. Ask: *How would you make the movie exciting and scary?* Elicit the kinds of techniques movie makers use, e.g., the appearance of the characters, their clothes, the way they speak, the weather, the time of day, the camera angle, music, etc.
- Ask students in their groups to think about the scene where the girls hide from the “marbu.” Ask them to decide how they could create the right mood in a movie adaptation and to take notes.
- Get groups to tell the class their ideas. Encourage other students to join in with extra suggestions.



Literature A poem

Introducing the topic

- With books closed, ask: *Do you ever read poems? What poems do you know?* Elicit a range of answers. If students know any poems or extracts by heart, encourage them to share them with the class.
- Ask: *What are the features of a poem?* Elicit that a poem is written in verses and may or may not rhyme. Elicit that a poem tries to build up a picture in words of an event, a place, a person, etc.
- Ask: *What's the difference between a poem and a song?* Elicit that a song is often a poem that is put to music.

Before you read

1

- Students open their books. Ask students to look at the picture of Maya Angelou. Ask: *Do you recognize this writer?* Read out her name, and elicit what students may know about her.
- Ask students to read the information about Maya Angelou and decide if the sentences are true or false, then put them into groups to discuss their answers.
- Discuss the answers with the class, eliciting evidence from the text to support the answers. Then ask: *Have you read any poems or books by Maya Angelou?*

ANSWERS

1 T 2 F 3 T

2  2.29

- Before you play the audio, refer students to the picture and elicit what it shows.
- Refer students to the glossary at the bottom of the text and allow them time to read it.
- Play the audio for students to read and listen to the poem. Encourage them to try to enjoy the poem, even if there are words and phrases that they don't understand.
- Put students into pairs to discuss the questions.
- Discuss the answers as a class, referring back to the poem to confirm the answers.

ANSWERS

- 1 I think the person speaking is a child because they talk about a classroom and boys and girls. They also talk about Mother Goose, who is the imaginary author of nursery rhymes.
- 2 I think the person is a female because they mention "boys pull my hair."

Recall

3  2.29

- Allow students time to read through the questions. Check that they understand *stanza* and *perspective of the narrator*.
- Play the audio again for students to read and listen to the poem a second time.
- Students could work in pairs to answer the questions, or they could answer them individually and then compare their answers in pairs.
- Check the answers with the class, eliciting evidence from the poem to confirm the answers.

ANSWERS

- 1 Real things: bad dogs barking loud, boys pull my hair; Imaginary things: mean old Mother Goose, Dragons breathing flame, ghosts
- 2 In stanza one, the things are shadows or noises. In stanza two, they are more specific things.
- 3 In stanza five, the narrator starts to show courage and says what she does to the things that try to frighten her.
- 4 The rhythm changes because the lines are shorter, so the rhythm seems to speed up. The stanza is also longer. I think it makes the narrator seem more in control.
- 5 The narrator mentions a magic charm. We know it is a secret because she keeps it up her sleeve.
- 6 It allows her to walk on the ocean floor without having to breathe.

Interpret

4

- Read out the task and check that students understand the meaning of *repetition* (saying something again and again).
- Read through the literary strategy with the class. Students could work individually or in pairs to answer the questions.
- Discuss the answers with the class.

ANSWERS

- 1 Life doesn't frighten me at all
- 2 It creates a mood of defiance, which makes the poet sound very determined.
- 3 She varies the repetition to include different subjects, e.g., *They don't frighten me at all. That doesn't frighten me at all.* This emphasizes that the narrator is saying that nothing frightens her.
- 4 The pronouns refer to: Mother Goose and lions on the loose, Dragons breathing flame, Panthers in the park, Strangers in the dark, Boys who pull my hair.
- 5 The repetition gives it a rhythm, it reinforces the main message that the narrator isn't frightened, and it makes it sound like a children's song, with a chorus.

5

CRITICAL THINKING

- Read out the questions and explain to students that there are no right or wrong answers, as individuals may interpret the poem in different ways.
- Put students into pairs to discuss the questions.
- Discuss the questions as a class, encouraging students to refer back to the poem to support their opinions.

POSSIBLE ANSWER

I think that the narrator is trying to convince herself that she is brave. I don't think she would keep repeating the idea of not being frightened if she really wasn't frightened. Also, she mentions people hearing her scream, which suggests that she actually is frightened.

Respond

6

COLLABORATION

- Read through the task and the instructions with the class. To demonstrate the importance of performing the poem well, you could read out the first two stanzas in a "flat" voice, with no attention to the rhythm. Ask: *Does it sound interesting?* Then read it out again emphasizing the rhythm and rhyme, to demonstrate how it improves how the poem sounds.
- You could discuss with the class which parts of the poem they could say louder and why.
- Students then work in groups to read the poem again and prepare to perform it. They then practice it in their groups. Monitor and help while they are working.
- Ask groups in turn to perform the poem to the class. Ask other students to listen and note down which performances focus well on the rhythm and rhyme, which use differences in volume effectively, and which use mime, gestures, and movement.
- Put students into pairs to reflect on the performances and decide which group's performance would be most appealing to younger students and why.
- Discuss their ideas as a class.

7

COLLABORATION CREATIVITY

- Read out the task and put students into pairs to brainstorm some ideas. Alternatively, you could brainstorm some ideas with the class.
- Students can then work individually or in groups to write their stanzas.
- Put students into groups to read their stanzas to each other and discuss which have the best rhymes and which have the best examples of frightening things.
- Discuss their ideas with the class, and ask students to read the stanzas they like to the class.

Extra activity: Critical thinking

- For homework, you could ask students to find another poem about being afraid. Ask them to read it and note down some ways in which the ideas are similar to this poem and some ways in which they are different. Ask them to make notes also on whether the poem uses repetition, and how it uses it.
- In the next class, put students into groups to read the poems they found to each other and discuss what they like and don't like about them.
- Discuss their ideas as a class.



Student Book audio and video scripts

Unit 1, page 5, exercises 3 and 4

Ava Hi, I'm Ava...

Ava ... and this is Ryan.

Ava Today we're discussing the question: "How does music influence us?"

Ava What is that song you're humming?

Ryan Oh, it's this annoying song. I can't get it out of my mind.

Ava So, you have an earworm?

Ryan An ear-worm?

Ava Yep, a piece of music that gets stuck in your head. You know your music app has around 30 million songs, Ryan. Perhaps you should try something new and that'll help you forget that song?

Ryan Good idea!

Ava Most of us listen to more than 3 hours of music every day, but not to the same song.

Ava We usually choose tracks that go with our mood or something we're doing.

Ryan In the morning, I listen to pop music with a quick tempo – it helps me wake up and get ready for school.

Ava And when I'm doing homework I prefer music without lyrics – it's easier to concentrate on what I'm reading.

Ryan In the evening, I prefer relaxing music. It's good music for falling asleep to. In fact, music helps regulate our day. Just look at the astronauts on the space station.

Ryan Space doesn't have normal sunrises or sunsets, so astronauts rely on lighting, diet, and music to keep their bodies on a circadian rhythm.

Ava Circadian Rhythm? What's that?

Ryan It's the 24 hour clock that regulates the times when we eat and sleep. Some astronauts even wake up to the *Star Wars* soundtrack because it makes them feel alert.

Ava Hmm, that isn't a soundtrack I would choose. But then, lots of the music we hear is "background" music that we don't choose ourselves.

We're not actively listening to it, but it influences us all the same – it can change our mood and make us feel happy or sad.

Ava Stores carefully choose tracks for a playlist – the stores think the music keeps us there longer, so we spend more money, but I wonder if it really works? It could have the opposite effect if you don't like the music!

Ava And some restaurants use music to make food taste sweeter or more bitter! Research shows that we associate high pitched notes with sweet flavors and lower pitched notes with bitter flavors.

Ava And a famous ice cream shop in America created different flavors influenced by specific music tracks – apparently the Bohemian Rhapsody flavor is very popular!

Ryan Talking about taste, did you know your taste in music now will more or less stay the same throughout your life?

Ava What's the science behind that?

Ryan Adolescence is often memorable and exciting – it's the time when our brains change the most. So we'll probably be listening to the same music when we're 50.

Ava That annoying song will be part of your life forever, Ryan.

Ryan Oh no – and now it's back!

Unit 1, page 6, exercise 2 1.01

For script, see text on page 7 of the Student Book.

Unit 1, page 10, exercise 2 1.02

1

[sound of fire alarm]

2

[sounds of ocean]

3

[sound of birds singing]

4

[sounds of people talking in an office]

5

[beeping sound of a truck reversing]

6

[sound of electronic music with a fast beat]

Unit 1, page 10, exercises 4 and 5 1.03

Speaker We hear thousands of sounds around us every day, from a ringtone on a phone, to a song on the radio, to traffic noise on the way to school. But how do soundscapes affect us? Which noises help us and which are a problem? Let's look at the science behind sounds.

Soundscapes can affect us in four ways: physiologically, psychologically, cognitively, and behaviorally. Let's start by looking at our physiological, or physical, reactions to sound first.

When you hear this:

Speaker ... how do you feel? For most people, the heart rate increases, brainwaves increase, and breathing becomes more rapid. This sound is associated with danger, so our bodies release hormones like cortisol, and we feel stressed. What about this sound?

Speaker Relaxing, isn't it? That's because the rhythm of the waves is similar to our heart rate when we are sleeping. So our heart rate decreases, and we relax.

Sound also affects us psychologically, or influences our emotions. Think about the commercials you see on TV and the music they use. The music influences how we feel about the product and encourages us to buy it.

However, music isn't the only sound with a psychological effect. Listen to this.

Speaker The sound of birdsong is soothing and makes most people feel relaxed and there's a reason for that. Hundreds of thousands of years have taught us that when birds are singing, we are safe. When the birds stop singing, danger is coming.

Let's move on to the third way sound can affect us, which is cognitively. Here's an example:

Speaker Confusing, isn't it? That's because our brains find it difficult to process a lot of different sounds at the same time. In fact, working in noisy spaces can reduce your productivity by two thirds. But don't panic! Wearing headphones can help – noise-cancelling headphones will enable you to work in silence – but if you listen to music, make sure there are no lyrics.

Lyrics can have the same confusing effect – it's difficult for your brain to focus on the task and the message of the song at the same time.

The fourth and final way sound influences us is in our behavior. Some sounds can make us feel uncomfortable, like these short, high-pitched sounds from a reversing truck.

Speaker ... so we instinctively move away.

Other sounds can make us feel comfortable and encourage us to stay, like shopping mall music. This music often has a slower tempo because people synchronize their walking speed to the music. And when we walk more slowly around malls, we are more likely to stop and spend money! In contrast, a fast tempo encourages us to do things more quickly. So this sort of sound:

Speaker ... can be good to listen to when you are doing a simple, repetitive task such as cleaning your room. Upbeat music like this, stimulates you and keeps you going. We all know that sound is important. It can influence how we feel, our ability to concentrate, and how quickly we do things. So think about the activities you do, and take control of the soundscape when you can. Or even turn off the noise and enjoy some silence. "Silence is golden" after all!

Unit 1, page 13, exercise 4

How is music a part of our lives?

How does music influence us?

Music is a big part of our lives. We listen to it actively and passively every day. We can hear or listen to music in many different ways ... when we are watching TV ... on the bus home ... walking through a shopping mall. It can help us concentrate ... encourage us to relax ... make us feel happy or sad.

Music has the power to influence our brains and affect our behavior. In London, for example, classical music has been used to reduce anti-social behavior in public spaces. It's been played on the London Underground, on housing estates, and in some fast food restaurants!

How does music connect us?

Music can define ... or divide us. For example, singing a song in support of a team can divide us ... but the beat of a song can connect and unite us. Some anthropologists go further, claiming everybody has a similar response to the patterns and pitch of music. Others say that people respond to music because its pitch is similar to the human voice.

How has technology changed music?

Over the past few decades, technology has made music cheaper and more easily available for listeners. More people have been listening to songs online or via music platforms, instead of buying CDs. So many musicians have had to look for other ways of making money and gaining fans, for example, by starting blogs or vlogs. Many are playing live again too, which is exciting news for fans!

How does sound affect us?

Soundscapes can influence us physically and mentally. They can even influence our mood and well-being. But we have no control over many of the sounds we hear, such as sounds in the street. Still, there are also sounds that we can control. Think about your soundscape when you have specific tasks to do. What impact will it have on your mood and productivity? And remember, some people prefer silence! How can music and musicians help society?

Music and musicians make a huge contribution to society. Music improves our mood and outlook on life ... and many musicians have raised awareness of important issues in society. These musicians want to make the world a better and a fairer place to live, helping to raise millions of dollars for charity.

Can you imagine our world without music?

Unit 2, page 15, exercises 3 and 4

Ava Hello, everyone!

Ryan Today's question is: "Why does money exist?"

Ava It never seems to exist for very long in my wallet!

Ryan So, would you have been happier 8,000 years ago before money was first used?

Ava Maybe. People used to barter for things, didn't they?

Ryan Yep! The Phoenicians, who lived in an area at the eastern end of the Mediterranean Sea, used to swap goods of equal value.

Ryan For example, person A might give person B a quantity of wood if person B gave him some spices in exchange.

Ava OK. But what would happen if person B wanted the wood but person A didn't want the spices in return?

Ryan Maybe they'd try to bring a third person into the deal. But the deal could take a long time to negotiate.

Ava I bet. So when money was introduced, it made things a lot quicker and easier.

Ryan But in the earliest days of money, the currency wasn't coins and bills or notes. It was easily traded things like salt, or cocoa beans, or bears' teeth ...

Ava Bears' teeth?!

Ryan Yes, seriously. Or bird claws, or elephant tail hairs. In fact, the currency used most widely and for the longest time in history was the cowry shell.

Ryan Then coins, notes, and bills took over.

Ava To us, money is a piece of paper with a picture of some famous person from history on it. But it's only valuable because our society has agreed to its value. If people suddenly stopped accepting it as a form of payment, it would just be a worthless piece of paper.

Ryan And bills and notes have the advantage of being very light and compact.

Ava However, nowadays more than half of the transactions in the US are by credit or debit card, not cash. And soon consumers won't even use cards at the checkout counter.

Ava My dad uses his smartphone instead of a card to pay for things.

Ryan That's nothing. Some people can make payments with a microchip that they've had implanted in their hand!

Ava So don't hold on to your cash for too long.

Ryan It may not be worth anything in a few years.

Ava But money itself is here to stay!

Unit 2, page 16, exercise 2 1.04

For script, see text on page 17 of the Student Book.

Unit 2, page 21, exercises 4 and 5 1.05

Alice Right, so we've talked about how we're going to raise lots of money to donate to a good cause. Now we need to decide which good cause to support. I have some leaflets here about four different organizations ...

Chris *Say No to Polio* – I'm not even sure what Polio is.

Alice It's a disease. The leaflet says millions of children have died or become disabled because of it.

Bea But billions have had vaccinations, so there are now only three countries where polio still occurs, and those countries are where this organization is working. It takes the vaccine to really remote rural areas by motorbike, or even by donkey.

Alice So, do you think we should support it?

Bea Yes, I do, actually. Once polio disappears, it can't come back again. There would be a permanent change for the better.

Chris I understand where you're coming from, but polio doesn't affect very many people these days.

Alice That's true. Well, why don't we choose *Sundance*? It's trying to develop a much more efficient way to produce electricity from the sun. That could stop us from relying on fossil fuels, which could save the world from environmental damage. That would help *lots* of people.

Bea I hear what you're saying, but researchers have been trying to find an environmentally friendly alternative to fossil fuels for years. *Sundance* might achieve absolutely nothing with all the money people donate.

Alice I see what you mean, but in my opinion, their research has the potential to help the most people. That makes it worth supporting, even if it only has a small chance of success.

Chris Maybe. Or there's *Baskets for Schools*.

Bea What does that one do?

Alice It's a social enterprise. People living in poverty are paid a fair wage to make baskets. And when the baskets are sold around the world, the profit is used to build schools for the basket makers' kids.

Bea I really like that one, because it helps people to help themselves.

Chris That's a good point, but the way I see it, we should focus on something more local. It'll be hard to feel a connection with the basket makers, because their country's so different from ours.

Alice Well, what about *New Start*? It teaches people life skills that help them to transform their lives. And it gives priority to young people in this country, so we can all relate to the people it works with.

Bea But it helps people who've committed crimes. Charities shouldn't be spending their money on helping criminals!

Chris I'm not sure I agree with that. I think all young people who need help deserve to get it. And if the organization can stop them from committing crimes as it says it can, that benefits the whole of our society.

Alice That's true. Well, what should we decide? Do you want to ...

Unit 2, page 23, exercise 4

What is the value of money?

Why does money exist?

Instead of using money, we could swap goods or labor of equal value. But money is very useful because we can make deals with it when we don't have things of equal value to exchange. Past currencies have included shells, stones, and feathers. These days a lot of money is digital, and in the future we will probably live in a cashless society. This will make keeping records of financial transactions easier, but people who don't like using technology for personal finances might struggle.

Why don't prices stay the same?

Prices go up and down depending on lots of factors, including weather, the price of fossil fuels, taxes, workers' wages, and changing demand. But sometimes consumers won't pay more for a product, so when the cost of producing it goes up, the price doesn't. But something has to change! So when the cost of chocolate ingredients got more expensive a few years ago, the size of chocolate bars in the UK got smaller.

How does money shape our lives?

Money often influences decisions such as where to study, whether to have children, where to live, or when to retire. Reduced finances sometimes force us to change our plans ... but the consequences can be good as well as bad. Sometimes life changes like this can help us to value other things more, like friendships and family relationships. How can we use money to help people?

Some people want to use their money to help other people. There are so many good causes and we can't support them all, so which do we choose? It's worth deciding whether you want to focus on one main cause that you think is more important than all the rest, or support lots of different causes with smaller donations.

Does money make us happy?

Studies have found that the biggest impact on happiness is people's relationships with friends and family – and money can't buy those. People who win the lottery are often a lot happier for a few months ... but after that they are exactly as happy – or unhappy – as they were before.

Money is useful, but it doesn't necessarily buy us happiness.

Project, page 24, exercises 2 and 3 1.06

A So first we need to choose the venue.

B Why don't we go for the old castle? It's a small venue, but it would have a lot of atmosphere.

A We could call it Castle Fest!

B Great name!

C OK. Why don't we go for the castle for now, and see how the budget looks? Next, the date.

B Well, how about the start of the summer vacation, when the weather's really good. June 16th?

C But that's a Thursday, so most people with jobs won't be able to come.

A Well, June 18th, then – the Saturday?

B Yes, OK.

C Tickets – how much do you think people would pay for a day of music?

B It depends on the bands. But let's say, what? ... \$50?

A I think it could be more than that – people sometimes pay \$100 and more to see one band, and at a festival there'll be lots of bands.

B I'd pay \$100 if I could see Mason X perform!

A Yeah, but how much would that cost? Mason X are famous in several countries, so ... \$100,000. And at the castle we can only sell 2,000 tickets, so ... where's my calculator? If we sold 2,000 tickets for \$100 each, that's 2,000 x \$100 – OK, yes, we could have Mason X if our other bands weren't expensive.

B It would be an amazing selling point. Mason X are so popular at the moment.

A OK, so let's decide on the final ticket price later, and think about other income. For 2,000 people, we'd have two food and drink stands – so that's \$2,000 – and one merchandise stand – so that's \$1,000.

B OK. And apart from Mason X, what are our selling points?

C How about some fireworks to end the festival? I love fireworks.

B Me too! How many minutes would we need?

C We probably don't need many. Five minutes?

A OK, let's add up our expenses ... \$15,000 for the venue. \$100,000 for a band that's famous in several countries. \$500 for fireworks. How much should we pay for the other five bands?

C My brother's in a band, and they'd do it for free. They're pretty good, too. And they know lots of good local bands. Let's have five free ones.

A Right, so advertising is \$3 a ticket, 2,000 tickets, so \$6,000. So all our expenses would be a total of \$121,500 so far. If we sold tickets for \$100, our income would be \$203,000, so we could spend more than that.

B So let's get one singer that's starting to be popular in this country instead of one of the free ones. How about Tess Holton, from that TV talent show?

A Yeah, she's great!

C And we can reduce the ticket price to \$75.

A Let's see. Tess Holton would cost \$10,000 so that makes our total expenses \$131,500. With tickets at \$75, our income would be \$150,000 from tickets, and \$153,000 in total.

B That could work! We'd even have some money left for emergencies.

A Yes, income minus expenses would be \$21,500.

C OK. So, final decision, Castle Fest tickets cost \$75, and our selling points will be Mason X, Tess Holton, and some fireworks.

B This festival sounds amazing!

Unit 3, page 27, exercises 4 and 5

Ava Hi! I'm Ava.

Ryan And I'm Ryan.

Ryan Today we're discussing the question: "What are the benefits of reading?"

Ava Do you like reading, Ryan?

Ryan I actually read a lot ... but mostly just news and stuff on my phone.

Ava I see. And did you know that we are more likely to remember information we read in a printed book, than on a screen?

Ryan So, why do you read books on an electronic device?

Ava Because I read a lot for pleasure, and digital books are cheaper.

Ryan I'm really not a big fan of digital books because ... I always forget to charge my e-reader.

Ava That can be a disadvantage. But reading a paper book or a digital book for just 15 minutes a day can improve your concentration.

Ryan It helps your memory, too. Stories often have a lot of complexity with different characters and plots to remember – they're a real workout for your brain.

Ava And it's good for your vocabulary too. Books use 50 percent more words than cartoons on TV!

Ava With reading we have to absorb more descriptions and in the process we learn new words. You have to imagine the setting, the characters and the whole world. That's real escapism.

Ryan You make it sound like virtual reality!

Ava It is!

Ava The kind of books I enjoy are thrillers, which have really gripping plots! I couldn't put down the last thriller I read – it was brilliant.

Ryan But you're in the minority as a bookworm.

Ryan Over the last ten years the amount of time most people spend reading has decreased sharply.

Ava Sadly that's true.

Ava The time we spend reading for pleasure has dropped to less than 30 minutes a day.

Ryan I guess there's so much to do now and a lot of distractions, like video games, smartphones. When I get the chance to read a book, I always turn off my phone, so I can concentrate.

Ava But you know, some studies say the reason we are reading less is because of TV. The amount of time we spend watching TV has gone up to nearly four hours a day.

Ryan And the older we get, the less we read – over 50 percent of nine-year-olds read for fun, but less than 20 percent of 17-year-olds do. But then, older teenagers have less free time.

Ava Even so, we really should read, because it's more challenging than just watching TV.

Ryan And reading for pleasure before bedtime can help with relaxation and enable you to sleep well.

Ava So turn off the TV and grab a book!

Unit 3, page 28, exercise 3 1.07

For script, see text on page 29 of the Student Book.

Unit 3, page 32, exercises 3 and 4 1.08

Presenter Hello, and welcome to Visual World. Today we have Simon Hall from Pictograph, and he's going to talk to us about infographics. Welcome, Simon – infographics seem to be everywhere nowadays.

Simon Yes, they do. That's because we live in an age of big data and the best way to understand and compare this data is to visualize it. Infographics enable us to do that, presenting complex information in a simple, eye-catching, and easy-to-understand way. Look on any news website and you will find charts and graphs showing everything from how often people use social media apps, to sports results, to how our climate is changing.

Presenter I guess they are easier to understand than a written description.

Simon Absolutely. Research has shown that people are 80 percent more likely to click on an image than on text. Our brain can also process images 60,000 times faster than text.

Presenter So that helps infographics get their message across quickly.

Simon Exactly. The attention span of internet users is something like seven seconds, so using images, shapes, and different backgrounds helps.

Presenter Have we always used infographics to explain data?

Simon Well, no ... the word infographic was first used in the 1960s, although people have used charts and graphs for longer than that. I guess the earliest example of data in graph form is maps. Maps have been around for 8,000 years, but apart from countries, oceans, and continents, not much else was graphed for a long time. In fact, it wasn't until the 18th century that people really started to arrange knowledge visually.

Presenter For example?

Simon The first example of data made visual was produced by a Scottish engineer named William Playfair, in the 1700s.

He created a line graph that compared the rising cost of bread to the rise in people's wages. But in the 18th century, graphs were rare because data was rare.

Presenter So, when did more data become available?

Simon In the early 19th century, countries began to collect and publish information about their weather, economic activity, and population. As a result, pie charts, graphs, and even 3D visuals started to appear in newspapers.

Presenter That's fascinating.

Simon Yes, infographics are useful tools, and in today's world there's a lot of data to synthesize.

Presenter Any tips for making one?

Simon First, you need to make sure you check your sources carefully – the purpose is to educate, so the facts must be correct. Secondly, never assume your audience already knows about a topic.

Presenter Thank you, Simon ... it seems that infographics are a powerful way to understand our world. And if you want to create your own infographics, visit our website on ...

Unit 3, page 35, exercise 4

Why do we read?

What are the benefits of reading?

Reading has many benefits, but are all types of reading equally good for us? According to a study by Yale University, books are better for our brains than newspapers because they encourage focused reading and make us think critically. Newspapers, however, encourage us to skim read stories rather than read deeply.

What about digital books? Studies have shown that our comprehension of books on screen can be poor compared to printed books.

How can images tell a story?

Images can communicate, just like words. They can tell a story and get ideas across quickly and powerfully. How can they do this? They often use color, light and dark, to create an atmosphere or to show how a character feels. Sometimes images can include symbolism, or an object that represents an idea; for example, a white dove could symbolize hope. Images can make the storytelling much more dramatic and also more meaningful.

How do we tell stories?

Storytellers use many techniques to bring their story to life. Stories can be told through poetry or song, they can be acted out, or they can use images or art rather than words to get their message across. The best storytellers activate our imagination, creating suspense and describing compelling characters. Storytelling is about going on a journey and taking people with you.

How can we give information in a text?

Infographics help us understand information by using text, images, and design to make it more memorable. People remember 80 percent of what they see and do, and visual information is processed much more quickly than text. Perhaps that's why infographics are so popular today. We are 30 times more likely to read an infographic than a text! Is where we read and how we read changing?

Nowadays we read more than ever before. People read for work or school, they read articles on the Internet, emails, messages, tweets, and e-books. Neuroscientists believe that the way we read today is changing our brains. We usually skim read shorter texts on our phones and jump from one piece of information to another. Scientists think that

because of this we may be developing shorter attention spans, making it more difficult to read a longer text or book.

Unit 4, page 37, exercises 3 and 4

Ryan Hi! I'm Ryan.

Ava And I'm Ava. This week's question is: "Does competition make us better?" So, firstly, what is competition?

Ryan It's when two or more people want the same thing ... so they compete for it with their rivals.

Ryan There's competition for awards at school ...

Ryan ... and for jobs.

Ava And just between friends trying to be better than each other. Only one can be the best.

Ava And did you know the competition starts the moment you're born, especially if you have an older brother or sister.

Ryan How do you mean?

Ava Well, your parents only have so many hours in the day, so siblings compete for their parents' attention.

Ryan Did you know that, on average, the oldest sibling in a family is more likely to do well on intelligence tests?

Ava I find it hard to believe that's always the case!

Ryan Well, with my sister and me it would be true ...

Ava There are loads of exceptions, but I admit the research shows that on average it's true.

Ava And the reason for that is probably that oldest children learn more from their parents in their early years because they have more of their parents' attention.

Ryan Interesting!

Ava I also read that teenagers who play competitive sports get better grades than people who don't.

Ryan Well, I play basketball. Maybe *that* explains why I'm the clever one in my family.

Ava I don't think it's as simple as that!

Ryan But, you are saying that doing competitive sports can help you academically?

Ava It seems like it. I wonder why?

Ryan It might be because they improve focus and confidence, which are qualities that help you in your studies.

Ava Maybe. And do you think contests help you to get better at the activity you're doing?

Ryan They sometimes make you more determined, so you put in more effort. But only if you stand a chance of winning.

Ryan If you know you can't beat the other competitors, you can feel less motivated.

Ava And what about when a competition ends in a draw?

Ryan Personally, I'd rather lose than come close to winning and just get a draw!

Ava Really? I think a draw's better than being beaten.

Ryan But instead of aiming for victory, maybe it's better to try to beat your personal best. In other words, you make the competition against yourself, not others.

Ava Good idea. So, keep competing, but remember – you can't win every time.

Unit 4, page 38, exercise 1 1.09

For script, see texts on page 39 of the Student Book.

Unit 4, page 41, exercise 6 1.10

A Excuse me. I was wondering if you could help me with this cell phone. My dad found it in a drawer and said I could have it if I could make it work.

B Oh yeah! I remember this cell phone. The Nokia 3210. It was really popular back in – what? – 1999? 2000?

A Do you know if you sell the right charger for it?

B No, we don't. Sorry. I'm sure you could find a used one, but we only sell new stuff in this store. Maybe we should start selling a few used things, though. A lot of people have decided to go back to using vintage phones like your Nokia there.

A Really? Do you have any idea why they want to do that?

B Because they're really tough – very hard to break. And also because the battery lasts a lot longer than in modern phones.

A That's really handy.

B Yes. There's so much competition between the big phone companies that they have to keep bringing out models with new features to stay competitive. But all those features that people love, like Wi-Fi, and cameras, and video players, use up a lot of power.

A That's interesting. So maybe it's not so bad that I can't afford a smartphone and I'm stuck with this old dinosaur! Could you tell me where I might find a used charger for it?

B Have a look on online auction sites. You'll probably find something there. Good luck!

A Thank you. Bye.

Unit 4, page 43, exercises 3 and 4 1.11

A

Teen girl I have a routine that I follow before every competition – things I do that I can be in control of so I'm just thinking about myself, my routine, and my performance, not the other competitors. I always eat the same things for breakfast. Then I go to the pool, do some stretches – always in the same order. Then a – what's the word I'm looking for? – a warm-up in the water. After that, I think about races I've won in the past – relive them – while I listen to music. I have a playlist of songs that make me feel positive, powerful, and a winner. When the race starts, I just know I'm going to rise to the challenge and do well.

B

Teen boy I'm quite good at staying calm under pressure, I think. I do this thing where I imagine the worst that could happen. During exams last summer, for example, I imagined that I'd do really badly and fail completely. And I thought: OK, so I wouldn't go to college if I got really bad grades, but I'd get a job, and I'd work hard and persuade my boss to let me take training courses, and I'd get a better job, and – you know – maybe start my own business. So I'd be OK. And thinking that helped me to ... well, to relax / so I could do my best. And in the end I got good grades, so I must have done something right!

C

Man Would you mind if I gave you some advice? I can see you have a lot of talent, but – how can I put this? – I think you underperformed in today's audition because your nerves got the best of you. So, how can you cope with your nerves better? Let me see. Could you learn to meditate? You might find it helps you to block out all that anxiety about the consequences of doing well or doing badly, and to focus just on your body and your breathing. And when you have that nervous feeling in your stomach, and your heart is racing, try saying to yourself, "This feeling isn't nervousness. It's power. It'll give me the energy to dance better."

D

Woman Don't worry. I know it feels like a high-pressure situation, but you'll be fine. Just write down some interesting things about the topic, and arrange your ideas in a logical

order. But don't write the exact words you're going to say – reading every word from your notes would stop you from looking at your audience, which is really important to do. Practice saying your talk to yourself a few times. That'll help you not to panic during the real thing. Then, when it's your turn, remember to breathe and just do your best. I'm sure it'll be great.

Unit 4, page 45, exercise 4

Why do we compete?

Does competition make us better?

Competition with our friends and our rivals often encourages us to try harder and improve.

But competition with our siblings can have an even bigger influence on our lives.

We compete to have more attention, more food, more praise.

In many sports, sibling rivalry has helped people to achieve more.

The Williams sisters, for example, have both been ranked the best in the world, but they had a supportive relationship even when they were each other's biggest rivals.

How does competition affect the natural world?

In the natural world, there is competition within species and also between different species. Sometimes competition between species can be indirect. This is called apparent competition. For example, an increase in the number of mice in a wood allows the population of owls to grow, because owls are a predator of mice. But the owls eat squirrels as well as mice, so the increased number of owls means more squirrels are eaten and their population starts to reduce. In this way, the initial success of the mice has an indirect effect on the squirrels.

How does competition affect technology?

Rivalry between individuals and companies pushes them to invent better products that people will want to use, or find cheaper ways to make them. But it also stops people from sharing information, so progress is sometimes slower than it could be if everyone cooperated.

There can be a lot of wasted money, too.

How do people deal with pressure?

There are lots of different strategies that people develop to cope with pressure.

Every successful athlete has a carefully planned routine to follow to keep them calm and focused before a big sports event. If you're starting to feel a sense of panic, one of the simplest and most useful things you can do is concentrate on your breathing. Breathe in as you count to three, then count to three as you breathe out again. This should help you relax.

How does competition influence our free time?

Most people love competitive activities, like sports, or video games. Social media can feel quite competitive sometimes, too.

People want to have more contacts, and get more "likes" for their posts, or show that their life is more exciting than other people's.

However, if you ever feel that social media is having a negative affect and making you unhappy, why not stop using it for a while?

Project, page 47, exercises 2 and 3 1.12

Emily So we know we can get through the script in sixty seconds, and we've decided who's performing each part. Now let's make a plan for each scene.

Carla OK, but first, can we decide who's going to organize what? You know, the costumes we're going to wear, the locations for shooting the scenes, and so on?

Jon Sure. What do you want to be in charge of, Carla?

Carla The costumes, if that's OK with everyone.

Jon Great.

Antony Can I be in charge of lighting and special effects?

Jon All right, Antony. You're good at that kind of thing. And what about the props we'll need – a knife, and all that?

Emily I'll get those things.

Jon OK, thanks, Emily. And I'll find any locations we need.

Carla Fantastic, Jon. OK, so let's go through each scene from the beginning.

Jon Yeah. So Scene 1 has the two witches, and Macbeth. We'll need costumes for those characters. And a pen and paper so Macbeth can write a letter to his wife.

Carla And how about having the witches sit behind a big bowl of green liquid?

Emily Good idea! But where should we shoot this scene? The park?

Antony I think it would be easier in my backyard. We want a dark, scary atmosphere, so maybe we could have a flashlight shining up from the ground. And we can add some fog as a special effect when we're editing.

Carla OK. Scene 1, in Antony's backyard. Now Scene 2, with Macbeth and his wife.

Emily So this scene is at Macbeth's castle.

Jon To be honest, all we need is an old wall behind us. There'll be somewhere in town where we can do it. I'll go and look tomorrow.

Emily OK, great. Scene 2: in town

Carla And we need a costume for Lady Macbeth. And the letter from Scene 1.

Jon No lighting, though.

Emily Next, Scene 3.

Jon This is when the old king arrives.

Carla So we need a costume for him and a crown ...

Jon The king goes into a bedroom to sleep.

Antony And then Lady Macbeth and Macbeth talk.

Jon And Macbeth goes and kills the king. So we'll need to have a knife for Macbeth.

Emily Yes, I've put a knife on the list.

Antony And we'll need a lamp for lighting.

Carla We need a location with an open door to a bedroom, too. Any ideas?

Antony If we're shooting the witch scenes in my backyard, why don't we do Scene 3 at my house, too? I'm sure my parents won't mind.

Carla OK, great. Now, Scene 4 ...

Unit 5, page 49, exercises 3 and 4

Ava Hello and welcome! Today's question is ...

Ryan "Why do we have museums?"

Ryan I reckon we have museums because they help us learn about the past.

Ava They're also somewhere to keep important archaeological finds and they have exhibits that bring history to life. I'd go as far as to say that learning about history would be very dull without them!

Ryan Museums are informative and entertaining, and there are museums for every interest – The National Motor Museum, The Science Museum – there's even a Museum of Pencils!

Ava Are you serious?!

Ava It's obvious that museums can teach us many things. Did you know that the most visited museum in the world is the Louvre in Paris, France? Every year more than eight million visitors go there.

Ryan So museums can be great for tourism in a town or city.

Ava The problem is that museum gets crowded. In the Louvre, for example, most people go to see one thing ...

Ryan But there are so many other things to see.

Ava Yes, the Louvre has a massive collection ...

Ava But the British Museum's collection is even bigger.

Ava Did you know that there are eight million objects in the British Museum's collection?

Ryan But not all the artifacts are on display. There's not enough space to show the whole collection, so a lot of things are in storage or on loan to other museums.

Ava So only about 1 percent of the museum's collection is on display for people to see.

Ryan The other artifacts are studied by archaeologists and compared with the objects stored in other museums – this helps them to look at history in a new way and make connections.

Ava So museums encourage us to look at and notice things. And to use our imagination. Just look at this exhibit!

Ryan This ancient book was written in Ireland 1,300 years ago and it tells us a lot about that time.

Ava It's beautifully decorated, which shows how skillful the people were. And the stories tell us about the history of the time. Without this book, all that information would have been lost!

Ryan So museums keep objects like this so we can learn from them and understand the past.

Ava Which we can compare to the present. It's fascinating!

Ava Er ... Ryan, what are you doing?

Ryan Booking tickets to the Pencil Museum.

Ava Oh, can I come?!

Unit 5, page 50, exercise 2 1.13

For script, see text on page 51 of the Student Book.

Unit 5, page 54, exercises 2 and 3 1.14

We all make mistakes, and our mistakes can sometimes be about things that are important to us, like friends, school, and family: perhaps we worried too much about what our friends thought, maybe we should have taken school more seriously, or asked for help when we needed it. Avoiding mistakes is impossible, but that's OK because making mistakes is an important part of our development and we can learn from them.

When you make a mistake, you might get defensive or feel embarrassed. You may want to cover up your error because you're worried about the consequences. You might have the idea that, if you fail a test, then you are a failure; if you make a mistake, then you are a mistake. But every single one of us makes mistakes – it's nothing to feel embarrassed about. What matters is the way we deal with them and come up with a solution. The first and most important thing to do is to admit we've made an error. Don't make excuses and don't blame others. Admitting a mistake takes honesty and

courage, and it's important to apologize if your actions have affected someone else. The next thing you need to do is to accept responsibility, look at what went wrong and learn from it. Think about how you can avoid the same situation in the future. Remember, you can't change your mistakes, but you can choose how you respond to them. Don't obsess about what could have been. Instead, think about how you can prevent it from happening again, and if you need help, ask for it. Talk to a friend, a parent, or a teacher – they can help you plan your way forward so that you don't make the same mistake twice.

Unit 5, page 55, exercises 4 and 5 1.15

1

Holly Hi, Tom. Are you OK?

Tom Yes, I'm fine, Holly ... Well, actually ...

Holly What's the problem?

Tom My test results. They were pretty bad. I haven't told my parents yet.

Holly That's wrong, Tom. Your results may not be good news, but you have to tell them.

Tom Well, I know what they'll say. I didn't study hard enough, I shouldn't have gone out with my friends so much ... but no one else was working that hard.

Holly I was! And you know your parents will find out sooner or later. It's best to admit your mistake.

Tom But I'll have to retake the tests.

Holly That's a good idea. You can talk to your parents about that.

Tom That's a really bad idea, Holly ... Boy, am I in trouble.

2

Luke Hey, Ella, what's up?

Ella Nothing ... well, actually, I had an argument with Sam.

Luke Oh no. Do you want to talk about it?

Ella Hmm, all right then ... there was a basketball game yesterday. Sam played badly and we lost. After the match, I made a joke about how he played ... but he didn't think it was funny. He took it way too seriously and said some mean things to me.

Luke Poor you! But no one likes to look stupid in front of their friends.

Ella I know, but I didn't mean to upset him.

Luke I know you didn't. And he shouldn't have been mean.

Ella I feel bad about it now, but I'm not sure what to say.

Luke Why don't you send him a message? Just say you are sorry. Then maybe he'll apologize, too.

Ella OK, I'll try that.

Unit 5, page 57, exercise 4

How do we remember the past?

Why do we have museums?

Museums are places to bring the past to life and preserve our culture and history. They enable us to learn from history, make connections between the past and present, and have a deeper understanding of different time periods. Most museums do this by displaying archaeological finds and historical objects.

Who owns museum objects?

Do objects belong to their country of origin?

Or should they be kept in museums in other countries?

Museums and private collections all over the world contain some treasures from other countries.

But now many countries are asking for artifacts to be returned: Ethiopia wants the Victoria and Albert Museum in London to return the Maqdala treasures; Turkey is asking for the Old Fisherman from Aphrodisias from the Louvre in Paris; in 2011, Egypt demanded the return of the gilded coffin of Nedjemankh from the New York Metropolitan Museum of Art, and it has now been returned. But do all of these objects belong to their country of origin, or to the museums that paid for them?

What can time capsules tell us?

The choices of the objects in time capsules indicate what people at that time considered important.

In the 19th century, people were interested in social hierarchy, so when the Philadelphia Century Safe was created in 1876, it contained photographs and signatures of the most important men at that time. Compare this with the mid-20th century time capsules, like the 1965 Westinghouse Capsule, which focused more on everyday life and included items such as electric toothbrushes and a Beatles album.

What can the past teach us?

We can tell stories about the past to give people advice on how to deal with a situation. When you make a mistake, think of it as a learning experience. Ask friends for advice and think of ways you can avoid a similar situation in the future. What should we remember?

What we remember depends on what's important to us.

It may be a national event that changed your country, it may be something that happened to someone famous, or it may be something that happened locally and affected you or your family.

The most memorable people and events in history are usually those that have changed society in some way. So Abraham Lincoln is remembered for abolishing slavery in 1863; the fall of the Berlin Wall in 1989 ended the Cold War; and the moon landing in 1969 made people believe that the impossible could become a reality.

Unit 6, page 59, exercises 3 and 4

Ryan Hello! I'm Ryan.

Ava And I'm Ava. And our question today is: "What does 'home' mean to you?"

Ryan For me, it's the place where my Wi-Fi connects automatically.

Ava For me, it's about security and family. It's a cozy place where I can relax and be myself.

Ryan It's definitely more than just shelter. It's a safe, peaceful environment full of familiar things.

Ava It's about togetherness – sharing space and time with your family, where multiple generations can live under the same roof.

Ryan In the US the number of grandparents who share a home with their children and grandchildren has doubled in the last 50 years!

Ava But "home" means different things to different people. And it's rare for people to call just one town or city home in their lifetimes.

Ryan The average American moves over 11 times in their life. And each time we move, we take about eight tons of stuff with us per household.

Ava In the past, human beings were all nomadic and moved from place to place. But they didn't have so much stuff!

Ava It was when agriculture developed that people started to build homes that they could live in permanently and fill them with objects.

Ryan Although not all cultures abandoned a nomadic lifestyle. In Mongolia, people who live in gers are often nomadic, moving at least four times a year to find food for animals and shelter from bad weather.

Ava So if you're a nomad, "home" is less about a place, and more about the things you take with you – that's what gives you a sense of belonging.

Ryan "Home" is tradition, memories, objects, and people all wrapped into one. You could say that we take the feeling of our "home" with us whenever we move to a new place.

Ava And although there are different ideas about what makes a home, I think we can all agree that "Home is where the heart is."

Unit 6, page 60, exercise 2 1.16

For script, see texts on page 61 of the Student Book.

Unit 6, page 64, exercises 2 and 3 1.17

A My room was a nightmare – I didn't know what clothes I had in my closet, or what was under the papers on my desk. Then one day I couldn't find my review notes – and it was just before an important exam – I was stressed and distracted – and I failed. I knew then that something had to change, so I decided to simplify my life. Everything I didn't need, I gave away or recycled. Organizing my room helped me organize my mind.

B My dad tries to get me to clear out my room from time to time. I know I'm messy, but I'm not disorganized, I just have my own system – everything that is important is on my bed and on my desk. Everything that is not important is on the floor. And it's not a bad thing to be a bit messy, messy people are more relaxed and creative. Think of all the intelligent people who were messy, like Steve Jobs. In fact, Albert Einstein once said that if a messy desk represents a messy mind, what does an empty desk represent?

C I think that advertisements encourage us to buy more than we need. But we need to think before we buy ... like ... do we really need this stuff? My room was permanently messy, but it wasn't because I was disorganized, it was just that I had too many things. So I decided to buy only stuff that I needed. Result: I saved a lot of money, it was easier to organize my room, and I felt good, because what I'm doing now is helping the environment, too.

D Hmm, how much stuff do I have? Quite a lot! I don't mind cleaning up, but I don't like to throw anything out. I know some things aren't useful, like birthday cards from my grandparents or my old hockey shirt, but I still keep them. They have sentimental value, you see – they remind me of important people or events in my life. I don't think it's a problem to have stuff you don't use, as long as you have the space for it.

Unit 6, page 67, exercise 4 1.18

What is special about home?

What does "home" mean to you?

Most of us associate home with somewhere safe, secure, and welcoming. It's where we go to eat, relax, and sleep.

However, homes are rarely for ever.

In fact, in the USA, the average 18-year-old has already moved twice. The things we take with us say a lot about our idea of home. We will take things that we need ... but we

also take things that remind us about who we are and where we come from.

What do we miss about home?

Nostalgia, missing home, and a sense of belonging are themes focused on in a lot of poetry. There are some famous poems about home, for example, 'Home' by Anne Brontë.

Other writers have also written about nostalgia for home, for example the Greek poet, Homer, and the author William Faulkner.

Why do we value our possessions?

We value our possessions for many reasons, often because they remind us of people and places we know and love.

But of course, we still lose possessions. On average, people misplace nine things a day, and spend around 15 minutes each day looking for stuff – that's six months of our lives! But we don't lose or forget things because we don't value them.

We often lose things because we are not paying attention and there are too many things on our mind.

How should we organize our personal space?

Organizing your stuff can save a lot of time later. So ask yourself – do I need it? Will I use it?

If the answer is no, then think about selling it, giving it away or recycling it.

Then decide: is it something you use every day?

If the answer is yes, then make sure you put it in a place where it is easily accessible.

A final question is: does it have sentimental value? If it does, then make sure it is stored somewhere safe and easy to remember.

What do you like about your home?

Perhaps you have a favorite room, which is very sunny, or has comfortable furniture.

Maybe there's a place where you can escape and do your own thing.

Our homes may look very different but we can all relate to the reassuring feeling of being at home.

Project, page 69, exercise 4 1.18

A I'm Genghis Khan and I deserve a place in the hot-air balloon more than you, Napoleon, because I founded a much bigger empire. Your empire was never as big as mine, and by the end of your rule, you had lost almost all of it.

B I may have lost France's empire, but my rule of my colonies changed countries forever, in a way that your rule never did. For example, firstly, I brought in better education systems, with an emphasis on science. That's why France and other European countries made so many important contributions to science after my death. Secondly, I made society in a lot of countries fairer. And thirdly, more than 70 countries today have legal systems based on mine. Surely all those things earn me a place in the balloon. What changes did you make that still influence today's world?

A Well, I don't think that's a fair question. I lived about 600 years before you, so more has happened in the world since I died. It's not very likely that your laws will still be around 600 years in the future!

B Who knows?

A Anyway, it's clear that I had more historical impact because my rule killed a lot more people. 40 million people died because of me, and only six million died because of you. You should be thrown out of the balloon because you killed so few people.

B But history is changed more by people who live than by people who die. Maybe those people who died because of you would have made their own contributions to history if they'd lived. OK, I have a question for you. What side of the road do people drive on in Mongolia?

A Well, they drove on the left when I was alive, but now they drive on the right.

B Because of me! I made a law in France that people should drive on the right, when most countries drove on the left. Driving on the right spread to other countries in Europe that I controlled. And then around the world.

A But who drives on which side of the road is not very important. That doesn't have a big influence on anyone's life. Trade has a much bigger influence. Because of my power, trade along the Silk Road thrived, and that meant that people in North Africa, Europe, and Asia could learn about each other's technologies. That really changed the world.

Unit 7, page 71, exercises 4 and 5

Ryan Hi, everybody! Ryan and Ava here.

Ava Today we're discussing this question: "Do colors have a meaning?"

Ryan So ... let's start with purple. Does that have any interesting meanings?

Ava Well, in Spain, people say they "become purple" when they've eaten too much of something.

Ryan Cool! And purple often represents luxury, doesn't it?

Ava Yes. For centuries, purple dye was very expensive, so only rich people could have purple things.

Ava It was the color that Roman emperors wore ...

Ava ... and kings and queens. When Henry VIII was king of England, you weren't allowed to wear anything purple if you weren't royal. Henry had one of his advisors killed for breaking that rule!

Ryan That's crazy!

Ryan OK. Next up, green. Probably the most important color in the world.

Ava Because it's connected with environmental issues? Very true.

Ryan No, because of my basketball club – our team color is green!

Ava I see. Green is also the color of spring.

Ava And we say you're "a bit green" when you don't have much experience in something.

Ryan And what about when you're jealous of someone? We say you're "green with envy."

Ava True!

Ava Next is red, which is connected with negative emotions, too.

Ava When you're angry, we say that you "see red."

Ryan But heart symbols are also red, so red has a strong association with love and romance.

Ava And it's the traditional color for a bride's wedding dress in many parts of Asia.

Ava It's the color of good luck in many of those places, too.

Ava And in China, you say "red fire" to wish someone good luck.

Ryan But, of course, in the US brides usually wear white dresses at their wedding.

Ava Yes, that's the tradition there.

Ava But in other contexts the color white can represent fear.

Ava You might go "white as a sheet" when you're frightened ...

Ava ... and a "white-knuckle ride" is a scary one, where you want to grip something so hard that your knuckles go white.

Ryan Oh, OK. And what else does the color white represent around the world?

Ava Well, in China the color white can represent death. But in most Western countries we think of black as the color of death and funerals

Ryan So we shouldn't make assumptions about the meanings of colors in different cultures!

Ava True!

Unit 7, page 72, exercise 2 2.01

For script, see texts on page 73 of the Student Book.

Unit 7, page 75, exercise 5 2.02

Ana Hi, Jonah.

Jonah Hi. So, do you want me to pick up the cake from the bakery, like last year?

Ana Thanks, but no. I know we had a cake made professionally last year, but we couldn't afford it this year. Brandon made a fantastic green cake, though. Come and see!

Jonah Wow! Good job, Brandon!

Ana If you're offering some help, though, Jonah, could you blow up some balloons?

Jonah OK, sure.

Ana And I need to get the other decorations put up. Do you think Lucy could do that?

Jonah Probably. I'll go and ask her.

Ana Thanks. And get your face painted before the party starts. Charlie's doing it over there, and he's really good at painting shamrock designs.

Jonah Nah, I'm not interested in face painting. But I'll do those balloons. See you later!

Unit 7, page 77, exercises 4 and 5 2.03

Hello, everybody. My presentation today is about the damage caused by color in one of the most polluting industries on the planet: the fashion industry.

I'm going to start with a little history. Then I'm going to talk about what's wrong with the industry today, and finish with some suggestions for improving the situation.

First of all, let's look at the history of colorful clothing. Until the nineteenth century, the only fabric dyes were natural ones, made from plants. A lot of plants were needed for a small amount of dye, so only richer members of society could afford to have colorful clothes. The fabrics soon lost their brightness, too, because the dye tended to fade in the sun. But in 1856, the first chemical dye was invented and many more followed. The dyes were cheap to make and didn't fade. Everyone could afford brightly colored clothing, and we started buying more and more of it.

Great news, you might think. But next I'm going to talk about the environmental problems that these colorful clothes are causing.

The dyes used in clothing manufacture are often disposed of in our rivers, and the quantities are enormous: about 200,000 tons around the world every year. The dog in this photo turned blue after going for a swim. And people living near textile factories in China joke that they know the most fashionable color to wear by looking at the color of their river's water. But it isn't really something to laugh about. Many of the chemicals used to give clothes the colors that we love are poisonous. They build up in our rivers, harming

the species that live there. In some rivers, all the fish have been killed off. The poisons also harm the humans who drink and wash in the water, causing skin problems, cancer, and much more.

The environmental cost of colorful clothing is extremely high. Yet, in some countries, women wear an item of clothing, on average, only seven times before they get rid of it, and many men have similar habits. It's such a terrible waste!

So, what can we do? Let's look now at some options. Firstly, there are brands that only sell clothes made without the use of harmful chemicals and dyes. We should definitely try to support these businesses. Secondly, we should cut down on the number of clothes we buy and wear them more often. We could even share clothes with friends who are a similar size.

I don't think many of us would be prepared to stop buying new clothes altogether, but there are ways to reduce the impact of our colorful clothes on the planet. I'd like to leave you with one clear message: change your shopping habits today! Thank you.

Unit 7, page 79, exercise 4 Reflect VIDEO

Why do colors matter?

Do colors have a meaning?

Colors don't necessarily have the same meanings in every culture. For example, in the US, orange is often associated with fall leaves and Halloween celebrations.

In Japanese and Chinese cultures, orange is a positive color associated with courage, happiness, love and good health. And if you're Dutch, orange is a symbol of your royal family and your national soccer team.

How can colors affect us?

Designers have lots of ideas about the subconscious effects of different colors.

For example, some research shows that the color pink can be calming and stop people acting in an aggressive way. In a few US detention centers, for example, they painted some cells pink.

They found that angry prisoners became calm more quickly and behaved less aggressively in rooms of that color!

How is color used to celebrate?

Colors are an important part of many celebrations. The festival of Holi is probably one of the most colorful events in the world. During the festival people chase each other, throwing paint powder and water. Everyone ends up covered in different colored paint!

Colorful fireworks are an important part of many other celebrations. Fireworks are popular at Diwali in India, on Bonfire Night in the UK, and at Independence Day and New Year celebrations around the world. The colors of fireworks are created by the use of metal salts, which are ignited by a slow burning fuse. So the magical colors we see in a firework display are really just a result of pure chemistry.

How does our love of color impact the environment?

We should think carefully when we buy colorful products, as some can do a lot of harm to the environment. Makeup and hair dye often contain chemicals that damage the environment.

Colored plastic is another problem. It is much more difficult to recycle than clear plastic. Manufacturers think that consumers will spend more money on products of particular colors, so they aren't willing to change the plastic they use.

But as consumers, we can change their minds by choosing to buy only clear plastic.

Why is color important in the natural world?

In the natural world, color helps animals to hide, or to stand out and be seen.

Plants use brightly colored flowers and berries to attract the insects that help them to reproduce.

Many flowers have ultraviolet patterns that humans can't see, but bees can. The patterns show the bee where to land on the flower and find the food it wants, just as lights on an airport runway guide a plane.

Unit 8, page 81, exercises 3 and 4 Factflix VIDEO

Ryan Hi! I'm Ryan.

Ava And I'm Ava. So, Ryan, what do you call an old snowman?

Ryan I don't know. What DO you call an old snowman.

Ava Water! And that's today's question: "Why is water valuable?"

Ava Did you know 70 percent of the Earth's surface is covered with water?

Ryan Really, as much as 70 percent?

Ava Yes, think of all the oceans, lakes and rivers ...

Ryan Of course, water from the rivers and oceans is important for us in so many ways. Did you know fresh water is even more essential than food?

Ava We could survive for about a month without food, but without fresh water, we'd be dead in about a week.

Ava However, only 2.5 percent of the water on the planet is fresh ...

Ava ... and 70 percent of that can't be accessed, because it's frozen in glaciers.

Ryan But, with climate change getting worse, a lot of glaciers are starting to melt.

Ava And this is a problem because it can upset the balance of the ocean temperature.

Ava The oceans absorb heat when the air is warm, and release heat when the air is cool.

Ryan Normally, coastal locations have fewer temperature extremes than places inland.

Ava But climate change is affecting lots of these patterns.

Ava The oceans are having to absorb more and more of the excess heat from greenhouse gas emissions, and this is leading to rising ocean temperatures.

Ryan So even with all this water, we are starting to experience more extreme temperatures on Earth.

Ava Yes, and climate change is also making water shortages worse in many countries.

Ryan We can use desalination plants to take the salt out of seawater and make it drinkable, but it's a very expensive process. And the world's population is growing.

Ava The consequence of that is we need more and more drinking water and more water for irrigation so that enough crops can grow.

Ryan So the water supply is one of the biggest challenges in the world today. That's one of the reasons for building dams.

Ryan Behind a dam, the water level of a river rises to make a reservoir, and as a result, the water can be diverted onto the fields.

Ava And thanks to dams, we can use water for hydroelectricity, too.

Ryan About 17 percent of the electricity produced globally is hydroelectricity, and it doesn't rely on fossil fuels, so it is better for the planet.

Ava So we're in a difficult situation, but at least there are some positive new developments with water!

Unit 8, page 82, exercise 1 🎧 2.04

For script, see text on page 83 of the Student Book.

Unit 8, page 87, exercises 4 and 5 🎧 2.05

Hello and welcome. I'm Paddy, and this is Paddy's Planet Patrol.

This week's podcast is all about looking after the world's supply of fresh water. When there's a drought where we live, everyone panics and tries to save water around the home. But our life choices don't just affect the water supply in our local area; they also affect water on the other side of the planet. In China, for example, where a lot of food, clothes, and technology are produced, the rivers are drying up. Why? Because so much of the river water is diverted to support agriculture and industry upriver.

So, what can we do to help? Use less – not just of water, but of everything!

When you turn on a faucet, you can see how much water you're using. But when you turn on a light bulb, you're using up water too, even if you can't see it, because most types of electricity production require huge amounts of water. On average, you need 4 liters of water to have a light bulb turned on for an hour. So avoid leaving one on if you don't need it – that's such a waste of water. Technology production is a thirsty business, too. A smartphone has a water footprint of 13,000 liters because of processes like extracting the required substances from the earth, turning them into usable materials, manufacturing the phone parts, transporting them, and so on. So you should try not to buy a new smartphone too often!

Food is another area where our choices make a big difference. On the whole, the more meat you consume, the worse it is for your water footprint. It takes a massive 2,400 liters to produce one burger! That's mostly because cows eat a lot of food, and growing it needs a lot of water – not just to water the plants, but also to make fertilizers, gas for farm vehicles, and so on. This means cows have a big water footprint. It would be far better to eat chicken than beef. Chickens eat considerably less food for the amount of meat they produce, so their meat uses up less water.

One of the most surprising things I found out was about drinks. To produce one cup of coffee, you need 136 liters of water. Isn't that crazy?! Drinking tea's a better option, but milk is even worse than coffee. Remember I said that cows have a big water footprint? Well, to get just one glass of cow's milk, you need an extraordinary 336 liters of water! If you want a cold drink, go for plain old water every time – it's definitely the water-wise choice.

Be good global citizens, people. Think carefully about your water footprint and hopefully there'll be enough water to go around, for us and for the generations who come after us.

Unit 8, page 87, exercise 6 🎧 2.06

1

You should try not to buy a new smartphone *too* often.
You should try not to buy a *new* smartphone too often.

2

What can we do to *help*?
What can we do to help?

3

Food is another area where *our* choices make a big difference.

Food is another area where our choices make a *big* difference

4

That's *such* a waste of water.
That's such a waste of *water*.

Unit 8, page 89, exercise 4 🎥 Reflect VIDEO

How does water affect our lives?

Why is water valuable?

Every living thing needs water to stay alive. We have to drink, and we can't grow food without water, either. Around the world, agriculture accounts for 70 percent of all water consumption, compared to 20 percent for industry and 10 percent for domestic use.

But there is only a limited amount of water on the planet. With our growing population, it is estimated that half of us will be living in areas with water shortages by 2050, and some people predict that there will be wars about water. How do we get drinking water?

Many of us just have to turn on a faucet or tap to get clean water.

For others, water can take several hours to collect each day, or cost a large part of their income. Even in places with plenty of rain, safe drinking water can be difficult to access.

But science can help. In Chile, these nets catch water from mist. This goes through a water treatment system to provide the local area with clean drinking water.

How does water affect our homes?

Buildings are designed for the weather conditions they need to cope with. A thick layer of snow on top of a roof can be heavy enough to damage it, so in snowy places roofs are designed with a slope.

This stops the snow becoming so deep and heavy that it makes the roof collapse. In some places near lakes or rivers, houses are built on stilts to protect them from floods. In fact, the stilt houses in Venezuela are said to have reminded the 15th century Spanish explorer, Alonso de Ojeda, of Venice, which led him to give the country the name Venezuela, or "little Venice".

How can we save water?

Even if we have enough water where we live, our habits can cause water shortages in other parts of the world. So, rather than letting the faucet run cold, why not fill a jug and keep it in the refrigerator? How about turning the tap off while you brush your teeth? And think twice before you offer to clean your parents' car. Maybe it could wait a week or two before its next wash.

How can our actions affect water?

Humans can affect water in many ways, but one of the biggest ways is by cutting down trees.

Trees absorb water from the soil through their roots, and the roots also hold soil in place and prevent it from being displaced into rivers. But when trees are removed, it makes floods more likely when there is heavy rainfall, because more water runs straight into the rivers.

Another effect of removing trees is to reduce the amount of shade, which causes the earth to become drier and sometimes turn into a desert.

Water makes life possible, but it can be dangerous, too.

So let's take care of our water and keep Earth the Blue Planet.

Project, page 91, exercises 3 and 4 2.07

1

We had two identical pairs of eyeglasses. We colored the lens in the first pair of glasses with a blue pen, and the lens in the second with a red pen. We then asked people to put on a pair of glasses and tell us when they thought a minute had passed. We had read about scientists' research, and we were expecting to find that people wearing the red glasses would guess a minute to be longer than people wearing the blue glasses. But our results showed the opposite. The average was 53 seconds for the red glasses and 58 seconds for the blue glasses. However, we only tested 20 people with each color, so perhaps that wasn't enough. And it was very difficult to make it a fair test. We might have gotten different results if we had tested everyone in the same place, at the same time of day, and in complete silence.

2

We took 200 grams of red cabbage, cut it up into small pieces, and put it in a bowl. Then we added half a liter of boiling water. After 20 minutes, we poured the contents of the bowl through a sieve and collected the water. When it was cold, we poured it into different glasses. To each glass, we added a colorless liquid with a different pH value – you can find the pH online. Some were alkalis, with a pH of more than 7; some were acids, with a pH of less than 7. We used white vinegar, sparkling water, tap water, and water mixed with baking soda. We wore gloves and glasses when we were pouring the stronger acids and alkalis so that we didn't get any on our skin or in our eyes. Then we did exactly the same thing with black grapes instead of cabbage. We couldn't find beetroot in the stores, and we'd read online that grapes and other fruits and vegetables could be used in the same way. Here are the photos we took. Very interesting colors, as you can see.

Unit 9, page 93, exercises 3 and 4

Ryan Welcome to this week's show.

Ryan Today's question is: "What's the need for speed?"

Ava There's nothing like that feeling when you're going at breakneck speed on a rollercoaster ...

Ava ... or ski-ing downhill fast. You're scared, and excited, and so ... alive!

Ryan Yes. Your body produces a chemical called adrenaline in scary situations. It makes your heart beat faster and helps you to focus only on what's really important. When you've survived whatever it was that scared you, you feel amazing!

Ava Definitely. It's too bad that my ride to school can't speed up a bit.

Ava The traffic around here goes at a snail's pace!

Ryan And sitting in traffic's such a waste of time.

Ryan Apparently, traffic in most cities is slowing down, because there are more and more cars and not enough space on the roads. In some cities, the amount of traffic means cars go slower than the speed of horse-drawn carriages in the 18th century!

Ava That's ridiculous!

Ava But at least you can play video games in the car, if you're not the driver.

Ryan Now, that's where speed is really important – technology.

Ryan A slow internet connection is so annoying.

Ava But luckily, internet connections around the world are improving rapidly. The average speed globally is three times faster than it was six years ago.

Ryan Faster online shopping can be useful, too. When I forgot my sister's birthday, I bought her a present online the same day and it was delivered fifty minutes later.

Ava Yes, speedy delivery's really handy, but what's much more important is that speed can save lives.

Ryan You can now get warnings a few seconds before an earthquake, and if you rush to get to safety, you should be OK.

Ava Speaking of alerts, I've just got a notification. Shouldn't we be at Josh's party now?

Ryan Oh yeah! We'd better get a move on!

Ava Thank goodness for technology!

Unit 9, page 94, exercise 3 2.08

For script, see text on page 95 of the Student Book.

Unit 9, page 99, exercises 4 and 5 2.09

Presenter On today's show, I'm joined by Alice Gomez and Omar Rudd, who have started a campaign to raise road safety awareness. Alice and Omar, welcome to the show.

Alice & Omar Thank you.

Presenter The two of you met in quite a dramatic way, I hear. Can you explain?

Alice Well, I was driving to work one day when Omar walked out into the street in front of me. I braked hard, but because the road was wet my car skidded. I hit him. It was awful! He went off in an ambulance, and later I went to visit him in the hospital. I felt so guilty!

Omar The accident was mostly my fault, though. I was distracted by my phone, so I didn't look properly when I stepped into the road. And I ignored a nearby pedestrian crosswalk.

Presenter How bad were your injuries?

Omar Well, I broke a leg and had a minor head injury. But I was lucky that Alice was only driving at 40 kilometers per hour. You're more than twice as likely to be killed if you're hit by a car traveling at 50 kilometers per hour.

Alice Fortunately, I wasn't late for work that day. I'm ashamed to say I often used to go over the speed limit when I was late, even though there was a speed camera. I used to slow down when I came to the camera, and speed up again as soon as I'd passed it. It took Omar's accident to make me see how irresponsible that was.

Omar When we were chatting at the hospital, we realized that neither of us had been taking road safety seriously enough, and we decided to start a campaign to spread the word that it really matters.

Alice Our starting point was to persuade schools to let us speak to their students about road safety. And that worked really well. We told them our story and gave them lots of tips, with facts and figures to back up our argument.

Presenter For example?

Omar For example, 8 out of 10 pedestrian and bike rider deaths are caused by accidents at night, so it makes sense to be as easy to see as possible. You should always wear high-visibility clothing if you're out at night.

Alice The campaign grew and grew. We got the local paper involved, and soon we'd persuaded the council to build some speed bumps to slow down traffic near schools. They've reduced accidents by 60 percent.

Presenter That's fantastic! And what's next for the campaign?

Alice Bike paths. We think a lot more people would leave their cars at home and travel by bike if they could ride on safe paths separate from other traffic. Bike paths would improve not only safety, but air quality and fitness levels, too.

Unit 9, page 101, exercise 4

Is speed important?

What is the need for speed?

People are always trying to run a faster race, drive a faster car, or use a faster internet connection.

Speed might be the difference between life and death if you're being taken to the hospital by ambulance. But eating too fast can cause health problems, and you won't get the best grades if you rush your homework.

Can the speed of time change?

Time passes more slowly when you're traveling faster through space, according to Einstein's Theory of Special Relativity. But even when the speed of time is actually the same, it can seem different.

When we go on a journey, it often seems to take much longer to get to our destination than to get back home again. One explanation is that we are more impatient on our way to the destination, so keep checking what time it is. Another is that everything is unfamiliar on the way there, so it gets more of our attention.

What makes things go faster?

Things go faster when they have an aerodynamic shape, because air passes over them more smoothly. Fast vehicles need to be lightweight, but also strong enough to cope with the stresses of traveling at high speed. Formula 1 cars are usually made of carbon fiber. The team then adds movable weights in different positions to make the car's weight suitable for the racetrack's conditions.

Why is speed dangerous?

The faster cars drive, the longer they take to stop, and the more damage they do if they hit something or someone. Speed can kill, and teenagers are particularly at risk. Road deaths are the biggest killer of young people around the world. Experts say this may be because of being distracted while walking, or walking along roads that are badly designed for pedestrians. So reduce distractions. Put your phone away and watch out for hazards. And when you're old enough to drive, never go over the speed limit.

How does speed make us feel?

For some, traveling fast is one of life's biggest thrills. Their hearts beat faster with a mix of fear and excitement as adrenaline rushes through their bodies, and they feel glad to be alive. But at least one third of us suffer from motion sickness at times. Fast cars and rollercoasters aren't so much fun if they make you feel ill.

So sometimes it's good to slow down, look around and take time to enjoy the world around you.

Unit 10, page 103, exercises 3 and 4

Ava Hi! We're Ava ...

Ryan ... and Ryan.

Ava And in today's show we're discussing the question: "What is the purpose of art?"

Ryan When I paint, the purpose is to get a good grade and keep my art teacher happy. But if you're not a student, does art even have to have a purpose?

Ava Not always. Art can just exist for its own sake. But usually artists do have a purpose in mind when they create a work of art.

Ava Some of the earliest art that survives today is cave painting. And a lot of the paintings are of animals that were hunted at the time, so perhaps the artists thought the art would bring good luck to the hunters. Or maybe the paintings just told the story of some exciting hunts!

Ryan Maybe. Art is a great way to tell a story.

Ryan In the past, most people couldn't read, but through art they could learn the traditional stories of their culture.

Ryan The art on Ancient Greek pottery depicts lots of Greek myths, for example.

Ava Yes, and art is good for commemorating things, too.

Ava Lots of people in the past had their portrait painted so that they could be remembered.

Ava And cities often have statues and monuments to help us remember historical people and events.

Ryan But sometimes artists choose to depict ordinary people, or scenes from everyday life, because they want to make the ordinary special.

Ava Good point!

Ava And the purpose of some art is to convey a message and make you think. These fish sculptures were created to draw attention to the problem of plastic waste in our oceans.

Ava And there've been art installations that highlight the problem of global warming, and migration, and other issues. They can be very effective in influencing people's opinions and behavior.

Ryan But surely the most important purpose of art is just to be beautiful?

Ava Well, at one time artists used to think that, but it's quite an old fashioned idea now.

Ava Most contemporary artists want their work to make you feel strong emotions, but they don't really care if you think it's beautiful or not.

Ryan So we can be works of art even if we're not beautiful!

Ava Speak for yourself!

Unit 10, page 104, exercise 1 2.10

For script, see text on page 105 of the Student Book.

Unit 10, page 107, exercises 4 and 5 2.11

A Oh dear, look at that graffiti! I do think it's a shame that spray-painters are making a mess everywhere!

B That mural's got a powerful message, though. Maybe it'll actually make people think about the way they behave. Personally, I think it's great.

A Do you? But it costs so much to clean off all the paint!

B It doesn't cost anything if we don't clean it off. And I don't think we should. Street art can cheer up a boring part of town, and some of it's really beautiful. It can even attract tourists to the neighborhood.

A Can it?

B Yes, there are guided tours these days to show people the best murals.

A Are there? I wouldn't want to go on a tour like that.

B Maybe you should, to find out what's made street art so popular.

A Nothing has made street art popular – not with people I know, anyway. A lot of these street artists paint other people's buildings without their permission, and that's illegal. They should put their artworks in galleries, like other artists.

B Most people don't go to art galleries very often, but they do look at the murals on the streets. I think it's great that we're able to see quality works of art for free, while we're going about our daily lives. Some people might even be inspired to become artists themselves.

A Or to become criminals who damage other people's property ...

Unit 10, pages 108 and 109, exercises 3 and 4

2.12

Presenter I'm in an art gallery. Some students are describing a work of art.

A So this is a coastal landscape. There are a couple of ships in the ocean. There's a farmer working in a field, and another farmer with some sheep and a dog. In the bottom right-hand corner of the painting, there's a third farmer. He's sitting down. He appears to be leaning forward and pointing at something in the ocean. It's difficult to make out what it is. Something dark and also – is that a swimmer?

B There's something pale which looks like arms.

A But I can't see a head. That suggests that they're legs, not arms. Given that there's a ship nearby, I think it might be a sailor who's fallen into the sea.

B But judging by the distance between the legs and the ship, I don't think that's where the person fell from. I think maybe it's ...

Presenter The students aren't here to learn about art. This is a class for future doctors. The head of the gallery, Mona Tilney, explains.

Mona The teachers at the local medical school had been finding that their students were quite bad at describing a patient's condition. Even experienced doctors found it hard to give accurate descriptions of what they observed. So the teachers came to us at the art gallery, and together we developed a course on observation skills.

Presenter One of the students, Hamid, tells me more.

Hamid We always start by describing a work of art in as much detail as possible. Then someone from the gallery asks us questions. It's amazing how often we've all overlooked something really important. We just don't see it because we're busy concentrating on something else. Anyway, after that, we try to interpret what we see and come up with a theory to explain it.

Presenter Later, they are shown nearly identical medical images. Here's Hamid again.

Hamid We're getting used to searching for every little visual clue, so it's easier to spot tiny differences. As a doctor, detecting small details is what leads to an accurate diagnosis, so if I can become a better observer, I'll be a better doctor.

Presenter And medicine isn't the only career that can benefit from a trip to an art gallery, according to Mona Tilney.

Mona We run observation classes for police officers, too. At the start of the course, they tend to just glance at a painting and immediately decide what situation it depicts. But by the end of the course they've learned to study a painting really carefully, and only try to fit a story to the situation once they've taken in all the details.

Presenter So if you love art, go to an art gallery. And if you don't love art, still go to an art gallery. If it improves your powers of observation, you won't be sorry.

Unit 10, page 111, exercise 4

Why do we need art?

What is the purpose of art?

Art can have many purposes: to tell stories, to influence opinion, to commemorate people and events, to make a place more beautiful, and much more. For some people, art is an important way to relax, and for others it's a way to express powerful emotions.

Art therapy has also been proven to help people in many contexts, including prisons, care homes for the elderly, and hospitals.

Does art reflect our cultural identity?

Art usually reflects the visual traditions and the values of an existing culture. For example, in the past, wealthy people were often painted in a formal portrait like this one. But art can also challenge styles of art and question those traditions and values, and make them evolve and change. At first, the Impressionist movement in France shocked people with its revolutionary ideas, but now impressionist artists, like Claude Monet, are loved around the world and are considered an important part of French culture.

How can art change communities?

Not only can art transform an ugly neighborhood into a place of beauty and challenge people's ideas about society; it can also provide economic benefits. In the late twentieth century, the city of Bilbao, Spain, was struggling economically. But when an amazing new art gallery called The Guggenheim opened in 1997, visitors came to admire the building and the art, bringing money with them. As a result, the whole city has benefited.

How can we be more observant?

We can improve our observation skills with practice. Walking in the countryside or a city park is a great opportunity for practicing these skills. How does the bark on different trees compare? What different types of birdsong can you hear? What insects are there among the plants? In just one park in London, for example, there are at least 200 species of birds and 250 species of butterflies and moths. Noticing all of this is good for our wellbeing, too!

How do artists influence others?

All artists are influenced by the work of earlier artists from their own culture, and some have also taken inspiration from other cultures. In the early 20th century, the works of African sculptors, with symbolic rather than realistic depictions of the human form, were an important influence on European artists such as Amedeo Modigliani.

Across cultures and for many centuries, art, with all its beauty and communicative power, has been an important part of what makes us human.



Workbook answer key and audio script

Unit 1 How is music a part of our lives?

Reading to learn page 4

- 1
A to remember something or someone, or perhaps to try to cheer up
B It may be helping to heal someone in some way.
C to help him concentrate while he's studying

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

- 3
1 c 2 a 3 d 4 b 5 d

- 4
c

- 5
students' own answers

Vocabulary and Grammar page 6

- 1
1 beat 2 track 3 melody 4 pitch 5 lyrics
6 hit 7 genre 8 rhythm 9 lyrics 10 soundtrack
11 playlist 12 track 13 genre 14 tempo

- 2
1 a, e, g 2 b, f 3 c, d

- 3
1 c, e 2 d, f 3 a, b

- 4
1 creativity 2 harmony 3 inspiration 4 beauty
5 sadness 6 the truth 7 love 8 excitement

- 5
1 C 2 A 3 B

- 6
1 fell steadily 2 went up slightly 3 rose dramatically
4 declined slightly 5 been rapidly decreasing

- 7
1 There has been a steady increase in the number of music downloads in the past ten years.
2 There was a sharp jump in the number of hip-hop downloads in the 1990s.
3 From 1950 to 1960, there was a gradual decrease in the average length of pop songs.
4 With their hit song "Macarena" in 1995, there was a sudden jump in the popularity of the band Los Del Rio.
5 After the 1984 hit "99 Red Balloons", there was a slow fall in the popularity of German band Nena.
6 There was a significant climb in the number of Spotify users from 18 million in 2015 to 100 million in 2019.
7 After a steady drop, there's been a gradual rise in the sales of vinyl records.

- 8
good, alive, awake: stimulating, energizing, upbeat
calm: soothing, relaxing
bad, worried, bored: tedious, stressful, confusing, distracting

- 9
1 c 2 a 3 b 4 e 5 d

- 10
students' own answers

Life skills page 9

- 1
students' own answers

- 2  1.01
1 It's when people experience sound with two senses at the same time.
2 They see colors when they hear certain sounds.
3 They want people to understand sound synesthesia, and they want them to experience it.
4 They'll make a video that plays musical notes that have matching colors in the images.
5 They'll show darker colors for lower notes and lighter colors for higher notes.
6 an A grade for the presentation

AUDIO SCRIPT

Fran OK, we're all here, so let's get started. The assignment for our group project in science is to prepare a presentation on sound synesthesia.

Art On what?!

Fran Sound synesthesia.

Ros It's when people experience a sound with two senses at the same time.

Fran "Syn" means "joined" and "esthesia" means "sense or feeling."

Art OK, so they hear the sound, but what's the other sense?

Fran Sight. People who experience sound synesthesia see colors when they hear certain sounds – when they hear music.

Art See them?

Ros Yes. They either see them in their mind's eye – like when you close your eyes and you see a color – or they actually see them in the world around them.

Art That sounds amazing.

Fran Yeah, it's a pretty cool topic for a presentation. It sounds kind of weird, but most people who experience it, like it. In fact, most people who experience it have had it their whole lives, so they're sometimes surprised to learn that not everyone sees sounds!

Ros It's super interesting.

Fran So ... with presentations, we're supposed to think about outcomes. What outcome do we want our presentation to achieve?

Art Outcomes. Obviously, we want people to understand sound synesthesia, right? I wouldn't be surprised if most people have never heard of it.

Fran Yeah, I hadn't heard of it before this assignment.

Ros Right. And it's likely that no one in the class experiences sound synesthesia, because it's really rare.

Fran So another good outcome would be for the class somehow to experience what sound synesthesia is like.

Art How would we do that?

Ros Well, for some people, each musical note is connected with one color. When they hear the note, they see the color. Different people may see different colors, but for each individual person, they see the same color each time they hear a certain note.

Art OK ...

Fran I propose that somehow, we use some simple music, and show the color that goes with each note – so people can kind of experience this connection.

Art How about if we make a video?

Fran A video of what?

Art It could just be notes and colors. I'd recommend something very short and simple.

Ros I like that idea. I expect we could just go through a musical scale on a keyboard – you know, the notes, do-re-mi ... and show a color on the screen for each note.

Art Yeah, that's a great idea.

Fran I read that generally, people see darker colors for lower notes and lighter colors for higher notes.

Art OK, so we'd definitely want to do that. We could do some research to make sure we get the colors right.

Ros I'm convinced that we're going to get an A for this presentation.

Fran For sure.

Art Yeah.

3 1.01

students' own answers

4

1 recommend 2 about 3 likely 4 expect
5 surprised 6 convinced 7 propose

Writing page 10

1

students' own answer

2

1 No matter how bad things are, we can always find happiness.
2 Only McFerrin sings, and it's just his voice, no instruments.
3 the beautiful harmony, upbeat tempo, and a great philosophy of life

3

a 2 b 4 c 5 d 3 e 1

4

1 previously 2 at first 3 soon after 4 meanwhile
5 ultimately 6 recently

5

SUGGESTED ANSWERS

express your opinion strongly: "Don't Worry, Be Happy" by Bobby McFerrin is the best song ever written.

support your opinion with interesting facts: Soon after the song was released in September, 1988 it was an instant hit around the world – clearly everyone loved it. In fact, it was the very first voice-only song to become number one in the USA. And it's still hugely popular nowadays.

use evaluative adverbs such as "impressively", to encourage the reader to think in the same way as you: incredibly, impressively, clearly
ask rhetorical questions (questions that make a point without requiring an answer) that involve the reader and make them think: How many artists do that?

6–11

students' own answers

Self-assessment page 12

1

1 the title of the song and the artist's name
2 when and where the song was written and what it's about
3 details of the song's success
4 a summary of why the writer thinks it's the best song ever

2

1 It's the best song ever.
2 Its message is that no matter how bad things are, we can always find happiness.
3 This shows the song is a great song.
4 People love the song.

3–9

students' own answers

10

1 c, e 2 a, d 3 b, f

11

students' own answers

12

SUGGESTED ANSWERS

1 "Don't Worry, Be Happy", by Bobby McFerrin is the best song ever written.
2 Impressively, they're all McFerrin.
3 It was the very first voice-only song to become number one in the USA.
4 How many artists do that?

Unit 2 What is the value of money?

Reading to learn page 14

1

students' own answers

2

1 a 2 b 3 d 4 c 5 c 6 a

3

students' own answers

- 4
1 sell them to collectors
2 copies made by other companies
3 are no longer
4 expected
5 could

5
students' own answers

Vocabulary and Grammar page 16

- 1
a 3 b 2 c 4 d 1
- 2
1 swap 2 barter 3 transaction 4 deal 5 currency
6 negotiate
- 3
1 checkout 2 goods 3 bills 4 consumers
5 transactions
- 4
1 b 2 c 3 c 4 a 5 b 6 b
- 5
1 b 2 d 3 a 4 c 5 f 6 e
- 6
1 would
2 'd pay
3 was going to succeed
4 was going to sell
5 was going to advertise and promote
- 7

SUGGESTED ANSWERS

- 1 there was going to be a market for personal computers
2 wasn't going to spend any money for a year
3 was going to be a partner in Apple Computers
4 thought that one day she would play tennis at Wimbledon
- 8
1 'll do 2 'll be learning 3 will you work 4 'll have to
5 'll be waking up 6 will the job last
- 9
1 will have been driving
2 will have bought
3 will have been eating
4 will have spent
5 will have risen
6 will have been declining
- 10
1 will have rented 2 will have paid 3 won't be living
4 will have moved out 5 will be able
- 11
1 potential 2 poverty 3 ruin 4 social enterprise
5 benefiting 6 transforming
- 12
1 vaccinations 2 priority 3 deserve 4 poverty
5 ruining 6 damage 7 transform 8 potential

13
students' own answers

Life skills page 19

1 and 2  2.01
students' own answers
1 b 2 c 3 a

AUDIO SCRIPT

Rachel OK, so as you know, every year we donate the money from the student snack bar to a local charity. We need to decide which one.

Lynn Right. Have you done your homework and come up with some suggestions? Rachel, Cal?

Rachel OK, what's your suggestion, Lynn?

Lynn I like the look of Food for Free.

Cal Food for Free? What do they do?

Lynn It's a soup kitchen. They feed homeless people a hot meal in the evening. I think homeless people in our area deserve some help. This gives them some real comfort and a break from being on the streets.

Cal I hear what you're saying, but there are at least two other local organizations that do similar work. I'm not sure they have the biggest need.

Rachel So, what's your idea, Cal?

Cal Well, I like the look of Upcycling Network. No one is doing exactly what they do.

Lynn And that is ...?

Cal Well, they collect things that people don't want – you know, old bicycles, furniture, electronics – stuff that other people might be able to use or that can be repaired. Or in some cases, they make new things out of junk – tables from old pieces of wood, lamps from old bottles. It helps the environment by reducing waste.

Rachel I understand where you're coming from, but our city already has a good recycling program. I was really hoping we could choose something that benefits actual people more – you know, gives something directly to people.

Cal For example?

Rachel Well, I think Helpline looks good. You probably know that they have volunteers who answer phone calls. You can phone them if you're upset or having problems. They give people someone to talk to – someone who can listen and help. That directly benefits the community.

Lynn That's a good point, but the way I see it, we should give the money to an organization that helps more people – and something that the whole community can see.

Rachel I'm not sure I agree with that. I think the most important work may help only a small number of people – but they will be people who really need it.

Lynn But Food for Free does that. And when people see the homeless gathering for a free meal, it shows the whole community that we have people here among us who really need our help.

Cal I see what you mean, but in my opinion a good cause like Upcycling Network actually helps the most people.

Rachel How's that?

Cal Well, it's all about saving the environment, and every person in our city – everyone, young and old, the homeless, the wealthy, happy people and unhappy people – everyone needs a healthy environment to survive, and that's what Upcycling Network stands for.

Rachel I hadn't really thought of it that way.

3 2.01

1 c 2 a 3 b 4 c 5 b 6 a

4

students' own answers

5

1 hear 2 you're coming 3 see 4 I agree 5 in

6

1 what 2 where 3 way 4 I'm not 5 mean

7

students' own answers

Writing page 20

1

students' own answers

2

Advantages: Earning money. Learning the value of money. Learning to manage money.

Disadvantages: Schoolwork can suffer. It can affect a teen's social life.

3

1 but 2 Moreover 3 because 4 However
5 therefore 6 Although 7 also 8 consequently

4

Paragraph 2: whereas, since

Paragraph 4: as well, in addition

6

2, 3, 6, 8

7

SAMPLE ANSWERS

Advantages

1 You can buy the things you want and need in order to have a comfortable life.

2 You have more choices about your education and the work you choose to do.

Disadvantages

1 You can love money too much and ignore the people in your life.

2 If you buy too many things, they can clutter your home, break, or bring you worry rather than happiness.

8–10

students' own answers

Self-assessment page 22

1

Yes: get money, learn to manage money, learn the value of money

No: hurts social life, may affect school work

2

students' own answers

3

1 c 2 a 3 b 4 b 5 c 6 a

4

students' own answers

5

1 you would

2 were you going to

3 you ever planning

6–8

students' own answers

9

1 priority, damage 2 vaccinations, potential

3 poverty, benefit 4 deserve, transform 5 ruin, social

10

students' own answers

11

1 calm 2 shout 3 Listen 4 respectful 5 opinion

12

students' own answers

13

1 b 2 a 3 d 4 c

Unit 3 Why do we read?

Reading to learn page 24

1

SUGGESTED ANSWERS

1 The bears could represent all animals or all life on earth. The ice could represent the natural environment, which is disappearing.

2 funny, joyful, silly – because you expect older people to be serious

3 The story is of a firefighter rescuing a boy. The photographer is telling the story by sharing the photograph.

2

1 photos / pictures 2 powerful 3 language

4 frame 5 subject 6 emotions 7 fun 8 angle

9 photographer 10 story

3

1 F 2 F 3 T 4 F 5 T 6 T 7 F

4

SAMPLE ANSWERS

Characters

A polar bear mother and child; all animals; all people

B two elderly people and possibly the photographer

C a firefighter, a child, and possibly the photographer

Plot

A The ice is melting and life is becoming difficult for many animals.

B The couple are still happy even after spending 50 years together.

C a building caught fire, but the firefighters saved everyone.

Setting

- A the Arctic; the world
- B a 50th wedding anniversary party
- C an apartment building in a city

5
students' own answers

Vocabulary and Grammar page 26

1
1 b 2 d 3 a 4 e 5 c

2
1 distractions 2 complexity 3 escapism
4 concentration 5 empathy 6 entertainment
7 relaxation 8 boredom

3
1 panel 2 setting 3 mood 4 text bubbles
5 narrative 6 layout 7 imagery 8 Motion lines
9 sound effects 10 dialogue 11 sequence
12 storyline

4
the layout: layout, motion lines, panels, sound effects, text bubbles
the story: dialogue, imagery, mood, narrative, sequence, setting, storyline

5
1 used to 2 's used to 3 isn't used to 4 get used to
5 would

6
a 5 b 1 c 2, 4 d 3

7
1 loved 2 had been fishing 3 caught
4 had never met 5 was pulling 6 had been pulling
7 became 8 had disappeared 9 was swimming

8
a 1, 3, 7 b 5, 9 c 4, 8 d 2, 6

9
1 lived 2 told 3 taught 4 included 5 began
6 had been 7 has used 8 had been telling
9 began 10 have been

10
a 3 b 1 c 2 d 5 e 4 f 6

11
1 A: because it's a specific statistic
2 B: because it's 3D
3 A: because it supports the idea of something big

12
students' own answers

Life skills page 29

1
education

2  3.01
1 the guy reading
2 a coursebook
3 1.4 billion
4 the world map
5 reducing the map and making the small numbers bigger

AUDIO SCRIPT

Part 1

Rob OK, so what are we working on now?
Paula The infographic for the public library.
Sylvia An infographic? That should be fun.
Paula Here's a rough draft I put together very quickly this morning. What do you think?
Rob Well, parts of it are eye-catching. Things that I notice are the guy reading the book, and also the globe and the school building at the bottom.
Sylvia Yes, that's right. The design makes me focus on the guy reading on the right side. He's huge!
Rob And that makes it impactful.
Paula We could use something like that for our infographic. After all, libraries are all about reading.
Sylvia Yeah, good idea.
Paula The typography reminds me of a coursebook.
Rob What do you mean?
Paula Well, it's clear, but it's not very striking, is it?
Sylvia Not really. We could try to make ours more impactful.
Rob What about the presentation of the information?
Paula The layout makes me focus on the 1.4 billion, because it's at the top. It almost looks like a title for the whole infographic – but it's just one piece of information.
Sylvia Yeah, you're right. I'd say that it emphasizes the world map too much. It takes a lot of space, but we can hardly see some of the more important information below that. It's too small.
Rob It could be improved by reducing the size of the map, definitely.
Sylvia And by making those small numbers bigger.

3  3.02
1 30,000 2 1980s 3 1,407 4 1.2 hours 5 1/5

AUDIO SCRIPT

Part 2

Sylvia So, what information are we going to include in our infographic?
Paula We don't have as much information to include. Here's what I have. First, the library has 30,000 books.
Rob 13,000?
Paula 30,000.
Rob OK, great. What else do you have?
Paula The library got its first computer in the 1980s – but I'm not sure of the exact year.
Sylvia OK – so that was a long time ago! Do you know how many computers the library has now?
Paula I don't, actually. They didn't give me that information.
Sylvia What else do you have?
Paula There are 1,407 audio books available in the library.

Rob I didn't know they had audio books. I've never listened to one.

Sylvia You should try one. I sometimes listen to one when I'm walking home from work.

Rob Hmm. Sounds interesting.

Paula And I have two more statistics for our infographic. Visitors spend on average 1.2 hours when they visit.

Sylvia That's more than I expected.

Paula Yes. I think some people spend many hours at a time reading there, so it increases the average. However, about one fifth of visitors say they go to the library about once a year.

Rob So, how many facts were there?

Paula Let's see ... five.

Sylvia So we want the infographic to include these five facts about the library.

4

a makes b improved c that d emphasizes
e reminds

5

1 c 2 e 3 a 4 d 5 b

6

students' own answers

Writing page 30

1

SUGGESTED ANSWERS

Arguments for

- 1 You can listen to them while you're doing other things.
- 2 Listening to an audio book can be social.
- 3 They're useful for people who can't read traditional books.

Arguments against

- 1 It may be difficult to concentrate on the book if you're doing other things.
- 2 Listening is passive, not the same as reading.

2

a 2, 3 b 1, 4

3

1 b 2 a 3 d 4 c

4

1 because 2 since 3 As a result 4 therefore

6–10

students' own answers

Self-assessment page 32

1

- 1 somewhere in Asia, on a lake
- 2 somewhat light, but it also teaches a lesson
- 3 money, wealth
- 4 a narrator – we don't know anything more than that
- 5 that he's alone in the world – and possibly lonely

2

students' own answers

3

1, 2, 4, 5, 7

4

- 1 light, comical
- 2 dark, serious, a bit scary

5–6

students' own answers

7

1 c 2 d 3 a 4 b

8

students' own answers

9

1 c 2 a 3 b 4 d

10

- 1 two hundred eighteen 2 twelve point seven two
- 3 the nineteen nineties 4 two and two-thirds

11

a 3 b 1 c 4 d 2

Unit 4 Why do we compete?

Reading to learn page 34

1

student's own answers

2

1 b 2 e 3 a 4 d 5 c 6 f

3

- 1 cooperatively 2 invaded 3 exporting
- 4 ecologists 5 interconnected

4

a 2 b 1 c – d – e 5 f – g 4 h 3

5–6

student's own answers

Vocabulary and Grammar page 36

1

- 1 focus 2 confidence 3 personal best 4 victory
- 5 stand a chance 6 selective 7 contest 8 draw
- 9 competitor

2

1 c 2 a 3 b
a draw b victory c personal best

3

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

4

- 1 ~~emigration~~ ecosystem
- 2 ~~cohabit~~ coexist
- 3 ~~intraspecies~~ interspecies
- 4 ~~interspecies~~ intraspecies
- 5 ~~excluded~~ imported

- 5
1 of insulting 2 on starting 3 saying 4 to apologize
5 for breaking up 6 to open 7 to come
8 for breaking up 9 to serve

- 6
1 Rudi claimed that Adi had insulted him.
2 Adi told Rudi he was starting his own company.
3 Some top athletes recommended buying Adidas.
4 Other top athletes insisted on wearing Pumas.
5 Consumers wondered if / whether there was a difference between Puma and Adidas.

- 7
1 f 2 d 3 a 4 b 5 e 6 c

- 8
a 3 b 4 c 6 d 2 e 5 f 1

- 9
1 if / whether I could ask you some questions about your sneakers
2 where you got them
3 where they were made
4 if / whether they come in other colors
5 what colors they come in
6 how you decided on green

- 10
1 rose to the challenge
2 cope
3 anxiety
4 get the best of him
5 block out
6 under pressure

- 11
1 underperforming 2 high-pressure 3 block out
4 challenge 5 anxiety 6 get 7 coping
8 low-pressure

- 12
students' own answers

Life skills page 39

1

SUGGESTED ANSWERS

The diver is in a difficult physical environment.
The wedding planner has the responsibility of making people happy.

2  4.01

1 F 2 F 3 T 4 T 5 T 6 F 7 F 8 T

AUDIO SCRIPT

Interviewer Welcome to *Work Day* – the podcast that's all about jobs. Today's topic is pressure at work. My guests are two people who work under pressure: Rebecca Stone, a commercial diver, and Tom Hadley, a wedding planner. Welcome both. Let's start with you, Rebecca. Rebecca, what are the requirements for becoming a commercial diver?

Rebecca Well, ... you need the technical skills – using the equipment, and so on. But mainly, you have to be ... how can I put this? Mentally tough.

Interviewer I wonder if you could go into more detail for our listeners.

Rebecca Well, we work in a high-pressure environment. The water is usually extremely cold and we often work alone in very small spaces – sometimes one hundred meters under water in the middle of the night. You can't let your nerves get the best of you. You have to be able to cope with the pressure.

Interviewer And what strategies do you use to do that?

Rebecca I like to relax and take my time when I prepare for work. I keep my equipment in working order, and I have a way of doing things – what's the word I'm looking for? – a routine. I always prepare my gear in the same order, every time – so I know that everything is done.

Interviewer That makes sense. And is the job itself competitive?

Rebecca Well, in a way it is. Everyone wants to show that they can rise to the challenge and handle the pressure. We all want to be the best – be the strongest. But we also have to work together – work as a team, so it isn't all competition.

Interviewer Thanks, Rebecca, that's incredibly interesting. Now I'd like to turn to a very different kind of job. Tom, you're a wedding planner – is your job high pressure?

Tom Are you kidding me? It's one of the most high-pressure jobs you can have!

Interviewer Really? Why is that?

Tom You're planning the biggest day of a couple's life. You can't make any mistakes!

Interviewer And is it a competitive profession?

Tom Absolutely. We all want to make the day perfect – no mistakes. And it's all about reputation. You know ... if I plan a great day for you, you'll tell your friends.

Interviewer Uh-huh.

Tom That's how I get most of my work.

Interviewer And what specifically makes the work stressful?

Tom Well ... I work with so many suppliers – food, flowers, music. They need to give me the right thing at the right time. If someone ... how can I put this? Underperforms. If someone underperforms, it could ruin the day.

Interviewer So, do you feel a lot of anxiety?

Tom I do sometimes, definitely.

Interviewer So, how do you stay calm under all that pressure?

Tom I try to cope with anxiety before I feel it. I go to the gym three times a week, and I meditate every day.

Interviewer That sounds like a great strategy.

Tom Well, it works for me.

3

student's own answers

4

1 d 2 a 3 e 4 b 5 c

5

1 Well 2 know 3 I'm looking for 4 me see 5 I put

Writing page 40

1

1 Survey group 2 Introduction 3 Conclusions
4 Survey results

- 2
1 walking
2 15%
3 Recommendations for teenagers who want to practice a non-competitive sport

3
look at or consider: examine, assess, analyzes
show: demonstrated, highlighted

4
1 b 2 e 3 a 4 d 5 c

6
SAMPLE ANSWERS

- 1 Do you ever participate in a non-competitive arts activity such as playing music or drawing / computer game where you build a virtual world?
2 What are the advantages of the activity?
3 What are the disadvantages of the activity?

7–12
students' own answers

Self-assessment page 42

1
1 b 2 d 3 f 4 a 5 e 6 c

2
1 coordinated 2 eco-friendly 3 external
4 immersed 5 interactive 6 intranet

3
student's own answers

4
1 b 2 c 3 a

5
student's own answers

6
SUGGESTED ANSWERS

- 1 Could you tell me where the starting line is?
2 Could you let me know what time the race starts?
3 Do you know how many people are running?
4 I was wondering if there's water available along the route.

7
1 pressure, cope, anxiety
2 high-, nerves
3 blocked out, challenge
student's own answers

8
1 eye contact 2 pronunciation 3 expressions
4 yourself 5 them

9
2, 3, 5

Unit 5 How do we remember the past?

Reading to learn page 44

- 1
1 The winged lion is actually 3.5 m tall, Ramses is 1.3 m tall
2 The article says that in a museum, you get a sense of size, color, and texture.

2
a A sense of scale b History online c Real things
d Texture e True colors

- 3
1 Lots of museums show some exhibits online, but actual museums won't stop being popular.
2 When you look at pictures on the internet, there's no understanding of the size of objects.
3 When you look at pictures online, you don't see the real colors.
4 When you look at pictures, you can't appreciate the texture of objects.
5 The author doesn't believe that online museums will replace real-world ones.

- 4
SUGGESTED ANSWERS
1 mentions specific online collections: the Louvre, the National Gallery of Art, the British Museum, the Dalí Theatre-Museum, NASA
2 uses the statues of the winged lion and King Ramses as examples
3 uses the color of a Da Vinci painting and a plate from Ancient Greece
4 uses the texture of a statue and Van Gogh paintings as examples
5 mentions the hundreds of people visiting the Louvre last weekend

- 5
SUGGESTED ANSWERS
1 They want people to visit the museums. They want to make the world available to people who can't visit the museum in person.
2–3 students' own answers

Vocabulary and Grammar page 46

1
1 a 2 c 3 b

2
1 an archaeologist 2 archaeological 3 an exhibit
4 on display 5 an artifact 6 to display

3
1 admiration 2 civilization 3 dedicate 4 excavate
5 inspection 6 interpretation 7 justification
8 permission 9 preserve

4

1 civilization 2 excavation 3 justified 4 preserve
5 admired 6 permission 7 dedication 8 interpret
9 inspect

5

1 preservation 2 admiration 3 excavation
4 civilization 5 interpretation 6 permission

6

1 must have been 2 may not have planned
3 can't get 4 must be paying 5 will find
6 won't stop

7

1 may have been 2 may be taking care 3 might
4 might not have had 5 could have some

8

1 He might / must have made a mistake.
2 He might / must have missed a goal.
3 He must feel / be feeling terrible.
4 He might obsess about it later.
5 He can't be happy.

9

1 c 2 f 3 a 4 e 5 b 6 d

10

1 get defensive 2 admit a mistake
3 come up with a solution 4 obsess about it
5 consequences

11

students' own answers

Life skills page 49

1

students' own answers

2  5.01

a 2 B b 3 C c 1 A

AUDIO SCRIPT

Host Hello, and welcome to *I'm in trouble* – the podcast that's good at listening and happy to help. I'm Athena – your host and sympathetic listener.

The idea is simple. You call in with your problems, I offer advice.

Let's get started. Here's the first message:

Boy Hi Athena. I'm in trouble! I borrowed my dad's tablet, and I dropped it and cracked the screen. Of course, I didn't mean to break it. I'm afraid he'll be angry. What should I do?

Host Well, you shouldn't have borrowed the tablet without asking. But that's in the past now. We need to deal with the present – and the future. If I were you, I'd tell him what happened. It's best to admit your mistakes as soon as possible, and to try to make things right. And you should probably offer to pay for it. Good luck!

Here's our second message of the day.

Girl Athena, I'm in trouble with my friends. I'll call them Amy and Jo. Last night, Amy wanted to go out. I told her I had too much homework, and couldn't go out, but really, I just didn't feel like it. Then Jo asked me to go out, and I really like Jo, so I said yes. But guess what! When Jo and I arrived at the cafe, Amy was there, all alone, and she saw me! She looked really

upset, and said "I thought you had homework!" I didn't mean to lie to Amy, but ... I guess I did. I'm not sure what to do!

Host Oh no. When you agreed to go out with Jo, you probably should have asked Amy to join you. But you didn't. If I were you, I'd apologize to Amy and ask her to go out with you. Friends are usually ready to forgive mistakes.

OK, we have time for one more. It's from Susanna ...

Girl 2 Hi Athena. I love the podcast and all the good advice you give. But now I'm in trouble! I have a problem with homework! I understand the homework, but I can't make myself do it. Last week, I waited until the night before my math homework was due. I had to stay up late working on it. I was so tired the next day, I fell asleep in class AND I got a bad grade for the homework! I feel bad about being like this, but I don't know how to change.

Host You're not alone. If I were you, I'd set aside time to do homework as soon as you receive the assignment. It isn't easy – you have to make yourself do it. But you'll feel so happy and relaxed when you finish your homework early that you'll want to do it again. Try it and see!

And that's all we have time for today. Thanks for joining us. Until next time – goodbye.

3  5.01

- 1 Explain what happened, admit your mistake, and offer to pay for the repair.
- 2 Apologize and invite Amy to hang out with you.
- 3 Do your homework as soon as you receive an assignment.

4

students' own answers

5

1 I'm in 2 about 3 mean 4 I'm not 5 shouldn't
6 were 7 to

6

1 troubles trouble 2 I've I 3 said have said
4 being to be 5 how what 6 It It's 7 When If

Writing page 50

1

SUGGESTED ANSWER

a bright light shining into the night sky; the ocean or a lake, with reflections

2

- 1 near Reykjavik, Iceland
- 2 peace
- 3 John Lennon
- 4 a the number of lights on the monument
b the height in meters the lights can reach on a clear night
c the number of wishes buried under the monument
- 5 October 9, 2007

3

- 1 impressive, incredible
- 2 touching, moving
- 3 passionately, deeply

- 4
1 impressive / incredible
2 touching / moving
3 passionately / deeply

6

SAMPLE ANSWERS

(sample answers throughout are for the Children's Peace Monument)

- 1 a Hiroshima, Japan.
b It's a statue of Sadako Sasaki and a boy and girl.
c artists Kazuo Kikuchi and Kiyoshi Ikebe
d Sadako Sasaki, who died after the bombing of Hiroshima
e to remember the children who died
2 Beneath the statue, there is a bronze crane that works as a wind chime when it's pushed against a bell. The figures around the monument are angels. It has the inscription "This is our cry, this is our prayer: for building peace in the world."
3 It was opened on May 5, 1958, the Japanese Children's Day holiday. Today, people from all over the world send paper cranes, and leave them when they visit.

7–10

students' own answers

Self-assessment page 52

- 1
1 People should enjoy looking at the artifacts in museums rather than take selfies with them.
2 On a visit to Rome, she saw dozens of visitors posing with objects and taking selfies, and she didn't like it.

2
1, 4, 5

3–4
students' own answers

5

SUGGESTED ANSWERS

- 1 The brakes must have failed.
2 The driver can't have been paying attention.
3 Some people may have been hurt.
4 It could be a wedding.
5 He must be embarrassed.
6 This can't be real – it looks fake.

6

SAMPLE ANSWERS

- 1 I might go to college
2 I will see my friends this weekend.
3 I won't travel to Mars.

7

Do: Come up with a solution, Admit a mistake, Respond to mistakes with honesty and courage, Tell the truth and face the consequences

Don't: Blame others, Cover up an error, Obsess about past mistakes

8

- 1 show 2 Don't 3 do 4 Give 5 talk 6 how

9

- 1 a headline 2 an introduction 3 a main body
4 a direct quote

Unit 6 What is special about home?

Reading to learn page 54

1

- 1 Home Again; pictures B and C
2 A Home Song; pictures A and D

2

- 1 b 2 d 3 c 4 a 5 d 6 b

3

- 1 student's own answers
2 "A Home Song" is more positive, because it's about having a happy home, and love and friendship. "Home Again" seems sad. The narrator is unhappy and lonely.
3 Both poems deal with the issue of home and happiness.
4 Both poems use rhyme throughout.
5 "Home Again": I could hear the sea; crumbling feet on a city street sound past my door.

Vocabulary and Grammar page 56

1

- 1 permanent 2 security 3 cozy 4 convenient
5 shelter 6 tradition 7 belonging

2

- 1 d 2 c 3 a 4 b

3

- 1 c 2 a 3 b 4 b 5 a

4

- 1 theme 2 structure 3 tone

5

- 1 b 2 a 3 c 4 c 5 a 6 b 7 b 8 a

6

- 1 had chosen 2 wouldn't use 3 had 4 was
5 would play 6 hadn't thrown

7

- 1 wasn't 2 wouldn't be 3 would have watched
4 hadn't painted

8

- 1 books 2 desk 3 chairs 4 bedrooms
5 cupboard 6 photos 7 kitchen 8 clothes

9

- 1 order 2 disorganized 3 away 4 neat 5 out
6 sort 7 clean 8 give

10

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

11

students' own answers

Life skills page 59

1
a 4 b 2 c 1 d 3

2  6.01
1 B 2 C 3 A 4 D 5 B 6 A 7 D 8 C

AUDIO SCRIPT

Speaker A

When I'm super busy, it's difficult to know what to do first, so I love the matrix. In fact, I used it today.

I wasn't sure if I should go to the Student Council meeting, because I have an important test this afternoon.

The Student Council meeting is urgent – it starts in five minutes. But it isn't very important compared to the other meetings I've been to, because it's the last one of the semester, and there's nothing we need to talk about. I can explain to the teacher why I need to miss the meeting.

My summer course application is important – but that can wait. I have a few months to do it. And honestly, playing games on my phone is a waste of time!

Speaker B

On the one hand, the matrix is useful and interesting. But on the other hand, it's a bit too complicated.

I prefer to make a list of things I need to do for the day, and work through the list from the first to the last. I put the list in order by time, so it's a schedule, too. This way, I don't need to decide at the last minute if I'm going to the Student Council meeting. If it's on the list, I go.

For me, this is more effective than the matrix because it helps me think about not only what I have to do, but when I have to do it.

Speaker C

Matrixes and lists are good ways of prioritizing and getting organized, but I don't use either of them. It may sound a bit disorganized, but for me, it's important to have some variety in my tasks, and also to allow myself to stop doing something when it isn't going well.

I find it's worth allowing yourself to take a break and to check social media or whatever, because you can't always come up with good ideas just by sitting and thinking. Hard work needs rest time, too.

So I just have a general plan in my mind of what I need to get done, and I go from task to task, back and forth a bit, and that keeps it interesting.

Speaker D

I know I have a real problem with prioritization and organization. One thing I do a lot is look at social media. On the one hand, it's not all bad, because I communicate with my friends there. But on the other hand, it's a waste to do it too much. When I should be studying, I look at social media. When I could actually be out, face-to-face with my friends – I go on social media.

I really need to find a way to get things done. I think the idea of having a list of things to do each day is a good one. I'll start with that.

4
1 e 2 a 3 f 4 b 5 d 6 c

5
1 On the one hand 2 But on the other hand
3 it's a waste to 4 It's worth getting 5 It's difficult to
6 is more effective than

Writing page 60

1
students' own answers

2
1 motorcycles
2 motorcycle parts
3 a cheese sandwich
4 because it's one of the most interesting, exciting places in the world

3
1 oil, gasoline, and coffee
2 power tools or of a hammer hitting a piece of metal
3 a pile of junk
4 a little bit oily
5 delicious

4
1 hear 2 feels 3 smell 4 taste 5 looks

6–10
students' own answers

Self-assessment page 62

1
1 yes, missing home
2 yes
3 yes, "Homesickness"
4 sight - they're both about things we can see

2–3
students' own answers

4
1 the feeling of being away from home and missing it
2 the story of someone who has left home and traveled the world
3 blooming roses, white clouds gathering, a bright moon; the river's whiteness, birds flying, green hills, bright flowers

5–7
students' own answers

8
1 T 2 T 3 F

9
1 a 2 b 3 b 4 a
They're stronger because they include the senses.

Unit 7 Why do colors matter?

Reading to learn page 64

- 1
student's own answers
- 2
1 b 2 d 3 a 4 c 5 b 6 a
- 3
1 Sales and marketing gurus. Not supported with evidence
2 Sales and marketing gurus. Not supported with evidence
3 Researchers in Lithuania. A study of 260 men and 169 women
4 Researchers in Lithuania. Not supported with evidence
5 Researchers in Lithuania. Hot and spicy foods are often packaged in red, but fruity drinks are also packaged in red.
- 4
student's own answers

Vocabulary and Grammar page 66

- 1
a 3 b 2 c 5 d 6 e 4 f 1
- 2
1 see red
2 green with envy
3 feel blue
4 white-knuckle ride
- 3
1 strength 2 significant 3 possibility 4 prior
5 thickness 6 creative 7 sickness
- 4
1 sickness 2 significant 3 possibility 4 sick
5 strength 6 priority 7 creative 8 thickness
9 strong 10 significance 11 possible
- 5
1 are being painted
2 is celebrated
3 has been held
4 hadn't been told
5 were being decorated
6 was given
7 be held
8 will be used
9 will have been sprayed
- 6
1 is described
2 The first Color Run was held
3 Since then, Color Runs have been hosted
4 The race isn't timed
5 no prizes are given
6 future Color Runs are being planned
7 Tons of colored powder will be thrown
8 the powder isn't made from paint

- 7
1 had 2 painted 3 get 4 cut 5 get 6 dyed
7 get 8 printed 9 had 10 made 11 having
12 built

- 8
1 c 2 a 3 e 4 b 5 d

- 9
1 c 2 h 3 i 4 a 5 g 6 b 7 e 8 f 9 d

- 10
1 break down 2 get rid of / dispose of 3 go through
4 cut down on 5 build up 6 dispose of / get rid of
7 stick around 8 run out of

- 11
student's own answers

Life skills page 69

- 1
student's own answers
- 2
1 f 2 b 3 a 4 e 5 c

- 3  7.01
1, 3, 4

AUDIO SCRIPT

Ana Hello. Today's presentation is about fabric dyes. We've already heard about the problems caused by dyes and today I'm going to talk about solutions – two ways to avoid damaging the environment by using colorful fabrics. First of all, I'd like to talk about avoiding dye completely. Although it isn't easy to find clothing made from undyed fabric, it is possible. Cotton and wool can be bought in their natural color, without any chemical treatment. So you can buy a wide variety of clothes, all made without using dyes that harm the environment.

Now let's look at another option. An increasing number of fashion companies offer clothes that are dyed using natural products. You may have heard of henna, a natural red or brown color that comes from a tree. The color yellow can be obtained from onion skins. Blue comes from a variety of plants, including some berries. And there are many others. Of course, we can't completely change what we wear, but if we are aware of other options and use them occasionally, we may be able to reduce our impact on the environment. As we have seen, dye can cause a lot of problems. But we can often avoid it. I'd like to leave you with a challenge. When the time comes for you to buy some new clothes, or in a few years when you're buying bedding, towels or curtains for a new home, try to choose something that is either undyed or uses natural dye. Thank you.

Does anyone have any questions or comments?

Bev Thanks a lot for your talk. It was really interesting. I don't think I'd be prepared to wear undyed clothes because I just love color. But it wouldn't be hard to get used to using undyed towels or bedding at home.

Ana Yes, great. Thanks for the comment! Anyone else?

Tom I think it would be a great idea to try doing some dying with natural dyes here at school. We study fabric in our design classes. Maybe we could look into doing a project related to color and fabric, and do something practical?

Ana That's a really interesting idea. I hope the teachers are listening! Any other questions or comments?

Tom Unfortunately, using natural dyes or undyed fabric isn't always an option. I mean, for sports, we wear clothes made from special fabrics, and I don't think those are sold without dye, or with natural dye.

Ana Yes, you're right. Realistically, we can't always expect to use undyed or naturally-dyed fabric. But we can make that choice sometimes, maybe.

Zak The problem is, it's difficult to find these things. They're almost never in the stores I normally go to. You have to order them online, and you can't try them on.

Ana Yes, you're right. I have a few suggestions for how you can ...

4

a problem b hard c prepared d great e look
f option

5

1 d 2 a 3 c 4 b 5 f 6 e

Writing

page 70

1

SUGGESTED ANSWERS

see essay on page 70 of the Workbook for suggested answers

2

Paragraph 2: c

Paragraph 3: a

Paragraph 4: b

3

1 F: It's about how plants use colors to attract animals.

2 F: It's usually helpful to the plant because animals spread their seeds.

3 T

4 F: They can't tell red from green, but they eat yellow and blue fruit.

5 T

4

1 as 2 For 3 instance 4 include 5 like

5

1 d 2 b 3 a 4 c 5 e

6–12

students' own answers

Self-assessment

page 72

1

2, 3, 5

2

1 b 2 e 3 a 4 f 5 d 6 c

3

1 priority 2 creative 3 possibility 4 sickness

5 strength 6 significant

4

students' own answers

5

1 What festivals are celebrated in your town, city, or country?

2 Do you know when they were first celebrated?

3 What's one of the nicest gifts you've ever been given?

4 How many people will be invited to your next birthday celebration?

6

students' own answers

7

1 Have you ever had your hair cut by a friend?

2 Have you ever gotten food delivered to your house?

3 Has your school ever had the classrooms painted?

4 Have you ever gotten something repaired, like a bicycle?

8–9

students' own answers

10

1 b, c 2 a, e 3 d, f

11

1 But this belief in the power of color to influence consumers isn't backed up by science.

2 Researchers found that men prefer red, not blue, and that the "story" in advertising is more important than color.

3 The "rules," it turns out, are not universal.

Unit 8 How does water affect our lives?

Reading to learn

page 74

1

SUGGESTED ANSWERS

1 "cloud catching" – extracts water from mist and fog

2 rainwater collection system – collects rain from roof

2

1 well 2 cloud catching 3 technologies 4 air

5 water 6 polluted 7 rainwater 8 garden

3

1 verb 2 verb 3 verb 4 noun phrase 5 verb

6 noun

4

1 b 2 c 3 a 4 c 5 a 6 b

5

1–3 students' own answers

4 possible answers: filters and desalination

Vocabulary and Grammar

page 76

1

1 Dam 2 hydroelectricity 3 reservoir 4 fresh

5 coastal 6 salty 7 inland 8 glacier 9 melt

10 divert 11 irrigation 12 freeze

2

1 e 2 f 3 a 4 c 5 b 6 d

3

1 over 2 over 3 over 4 under 5 over 6 under

4

1 overcrowded 2 overwhelming 3 overhead
4 underground

5

a 6,8 b 7 c 1,4,5,9 d 2,3

6

1 a little higher than
2 much
3 about the same
4 roughly the same as
5 won't be quite as high as
6 considerably

7

1 bigger 2 much 3 a little 4 about as small
5 nowhere near

8

1 c 2 a 3 e 4 b 5 d

9

1 drought 2 dry 3 footprint 4 dishwasher
5 load 6 setting 7 faucet 8 bathtub

10

1 students' own answers
2 possible answers: hydroelectricity, drinking, cooking, swimming, water sports, dying clothes, irrigating crops
3 possible answers: coastal cities are in danger, e.g., Shanghai, Hong Kong, Osaka, Alexandria, Rio de Janeiro
4 students' own answers

Life skills page 79

1

reusing water from the home to water the garden

2  8.01

1 c 2 c

AUDIO SCRIPT

David Welcome to *Our Future World*, the podcast where we discuss what might happen next. I'm your host, David Dean. A big challenge of the twenty-first century is managing water. We know that we need to avoid using too much of it at home. We know we should turn off the faucet when we're brushing our teeth, and we should try not to run the dishwasher unless it's full. And now water expert Helena Lund has an idea for taking it one step further. Hello, Helena.

Helena Hello, David.

David Helena, what's wrong with the way we use water at home now?

Helena One of the biggest problems with water use in the developed world is that we flush our toilets with clean drinking water. Flushing your toilet with drinking water is such a waste of water!

David But the only supply of water that comes to the house is clean drinking water. What's the alternative?

Helena It would be far better to flush toilets with gray water than to use clean drinking water.

David Gray water? What's that?

Helena Gray water is water that has been used for washing clothes or showering. In most houses, it just goes down the drain. And in one way, that makes sense because it's no longer clean. We can't drink it, of course. But there's no problem using it to flush the toilets.

David Wow, that's interesting. I've never heard of that before.

Helena A lot of people haven't.

David But ... it's not something you can just do, right? I mean, wouldn't you have to change the plumbing in your house?

Helena Yes, that's exactly right. But the technology is fairly simple and straightforward.

David How does it work?

Helena Basically, you catch the water from your shower or bathtub drain and your clothes-washing machine drain, and you use that water to flush your toilet. It's called gray-water recycling.

David And is that complicated to set up?

Helena Not really. A plumber moves the drain pipes around a little, and also installs a tank to catch the graywater. And then you need pipes from that tank to your toilets.

David It doesn't sound too complicated.

Helena In most places, it isn't. And it isn't expensive either. And it means we aren't using clean drinking water to flush our toilets.

David But why exactly is it bad to flush the toilet with clean drinking water in an area where there isn't a water shortage?

Helena It takes a lot of energy to make drinking water, and to deliver it through a network of pipes to homes. So even if it seems that there's plenty of water, making it clean uses energy, and that causes pollution.

David I see. I'd never thought of that. So if we want to save clean drinking water – and save the planet – we should go for gray water recycling.

Helena Gray water recycling is definitely the water-wise choice.

David Thanks, Helena!

3  8.01

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

4

a should b better c to avoid d a waste
e should go f choice

5

1 d 2 a 3 c 4 b 5 e 6 f

Writing page 80

1

A road has collapsed due to coastal erosion.

2

- 1 the constant action of ocean waves against soft land storms and the huge waves they cause; human action, for example digging in bays
- 2 the destruction of buildings, roads, and towns; the creation of habitats for wildlife

3

- 1 make
- 2 cause
- 3 lead to
- 4 result in
- 5 contributes to

4

- 1 b 2 e 3 a 4 d 5 c

5

SAMPLE ANSWERS

Water pollution: chemicals from industry, farming, any kind of waste
dumped into the water, plastics
Melting polar ice: global warming, which is caused partly by human produced CO₂ and other greenhouse gases

6

SAMPLE ANSWERS

Water pollution: dead animals, poisoned food supply
Melting polar ice: more polar ice melt, loss of a water source

7–11

students' own answers

Self-assessment page 82

1

- 1 noun, d 2 verb, a 3 noun, b 4 adjective, f
- 5 adverb, e 6 verb, c

2

- 1 dam 2 reservoir 3 irrigation 4 hydroelectricity
- 5 coastal 6 salty 7 fresh 8 inland 9 freeze
- 10 glaciers 11 melt 12 divert

3

- 1 overcrowded
- 2 overcharged
- 3 underground
- 4 overheard
- 5 overexploited

4–5

students' own answers

6

- 1 considerably
- 2 bigger and
- 3 slightly more
- 4 more

7

students' own answers

8

- 1 c 2 d 3 e 4 f 5 b 6 a

9

Paragraph 1: Introduction
Paragraph 2: Causes
Paragraph 3: Effects
Paragraph 4: Conclusion

10

- 1 c 2 a 3 e 4 b 5 d

Unit 9 Is speed important?

Reading to learn page 84

1

students' own answers

2

- 1 C 2 A 3 D 4 E 5 B

3

- 1 11 kilometers per second
- 2 300,000 kilometers per second
- 3 16 kilometers per second
- 4 cosmic rays
- 5 30 kilometers per second

4

- 1 T
- 2 F: No one can feel it.
- 3 F: They orbited the moon.
- 4 F: The Parker Solar Probe is expected to ...
- 5 T
- 6 T

5

- 1 students' own answers
- 2 example answers: Problem – People could go back and change history, then the present would be different.
Benefit – You could go back and change history for the better.
- 3 students' own answers

Vocabulary and Grammar page 86

1

- 1 c 2 a 3 b 4 a 5 b

2

- 1 rollercoasters 2 at a snail's pace 3 speeds up
- 4 rushes 5 slows down 6 rapidly

3

- 1 perception 2 different 3 prove 4 relative
- 5 theorize

4

- 1 V 2 A 3 N 4 A 5 V 6 N 7 V 8 N 9 N
- 10 A

5

- 1 c 2 g 3 a 4 f 5 b 6 e 7 d 8 j 9 i 10 h

6

- 1 that was
- 2 who are
- 3 –
- 4 –
- 5 who comes
- 6 which is

7

- 1 who are gathering 2 which was first held
3 who are competing 4 that is typed
5 that was posted 6 who was taking 7 who are eating
8 that is recommended 9 which is considered

8

- 1 each other 2 herself 3 ourselves 4 himself
5 myself

9

- 1 itself 2 himself / herself 3 yourself 4 themselves
5 myself 6 each other

10

- 1 speed limit 2 crosswalk 3 stopping distance
4 skid 5 distracts

11

- 1 b 2 f 3 a 4 d 5 c 6 e

12

students' own answers

Life skills page 89

1  9.01

- 1 right in front of the school
2 three
3 set up a road safety campaign
4 putting up posters and signs, standing in front of the school and talking to people

AUDIO SCRIPT

- A OK, what's next on the agenda?
B It's road safety outside of the school.
A You mean looking out for cars?
B No, that's not really a problem now. The bigger speed limit signs and the speed bumps we put in a couple of years ago have solved the problem of cars going too fast. It's bikes, skateboards and pedestrians.
A Really?
C Yes, last week, a student from the ninth grade had to go to the emergency room after being hit by a tenth grader who was riding really fast on a bike, just outside of the school. He had to be taken to the hospital in an ambulance.
B And the week before that, a ninth grader, going too fast on a skateboard, hit a parked car and damaged it – though she herself wasn't hurt. But the car's paintwork was scratched, and the owner was understandably upset.
C And last month, an eleventh grader on a bike skidded into three elementary school kids and knocked them all over. He'd been distracted by his phone – he was riding and texting – and hadn't noticed the pedestrian crosswalk. Fortunately, the kids weren't badly hurt, but they were really scared.
A OK, I can see this is something we need to address, and quickly. So, what do you have in mind?
B I think we should set up a road safety campaign. People need to understand that they can't ride bikes and skateboards at breakneck speed right in front of the school.
A It's also important to remind all students to look out not only for cars, but also for bikes and skateboards.

B And we need to be really careful to show that we aren't anti-bike or anti-skateboard. Those are great ways to get around – they aren't the problem. It's just a few people who aren't being responsible with them.

C Yes, I agree.

A OK, I think our starting point should be to make some posters and put them up around the school.

C We can get facts and figures to back up our argument.

A And I think we should have an area right in front of the school where you have to walk – no skateboarding or bike riding.

B Good thinking. How about putting up some signs too? The main people we need to convince are the kids who bike and skateboard without paying attention, but let's try to get everyone – all students and teachers – involved in making the roads, bike paths and pedestrian crossings in front of the school safer.

A The best way to spread the word might be to have people out in front of the school at the end of the day reminding people to slow down.

C And to walk when they're just outside of the school.

B And if those people are skateboarders and bike riders, that would be even better. I know a couple of us on the student council are skateboarders.

C That sounds like a great idea.

2  9.01

- 1 speed limit 2 speed bumps 3 bike 4 skateboard
5 pedestrian crosswalk 6 responsible 7 facts and figures 8 posters / signs 9 slow down 10 walk

3

- a point b people c word d involved e argument
f set up

4

- 1 a 2 e 3 b 4 c 5 f 6 d

Writing page 90

1

- a 3 b 1 c 4 d 2

2

It seemed to slow down.

3

- a 2 b 4 c 1 d 5 e 3

4

- 1 I had done it. I felt absolutely incredible!
2 I waited for my name to be called, feeling thrilled that I had won.
3 As my father let go of the bike, I felt a brief flash of terror.
4 I tried to slow my nervous breathing as I entered the cave.
5 I completed the race feeling fear and exhaustion turn to joy.

5–10

students' own answers

Self-assessment page 92

1
a 2 b 4 c 3 d 5 e 1

2–4
students' own answers

5
1 that 2 who are 3 –

6
1 each other 2 ourselves 3 myself 4 themselves
5 itself

7
students' own answers

8
2

9

SUGGESTED ANSWERS

David Kunst – 6-20-70 to 10-5-74 – around the world
23,250 km, 1,568 days = 15 km/day

10

SUGGESTED ANSWERS

- 1 my heart beat nervously
- 2 a brief flash of terror
- 3 feeling thrilled
- 4 with a great sense of relief
- 5 What an amazing feeling!

Unit 10 Why do we need art?

Reading to learn page 94

1
students' own answers

2
1 the expression on her face
2 whether or not the *Mona Lisa* made from letters is art

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

- 4
- 1 Example answer: According to the text, her expression is truly exceptional and draws people in.
 - 2 Yes. He/She talks about it drawing attention to an idea, and reflecting culture. Those are things that art does.
 - 3 Yes. When he refers to the graffiti, he calls it "this kind of artwork" and calls the person who made it an "artist."
 - 4 That the image is funny and interesting, but it isn't art. Art requires some kind of technical mastery.
 - 5 They're interested in art, and they seem to know something about it. They're probably art students.

5
BBB says art draws attention to ideas. The first *Mona Lisa* draws attention to the idea that our culture values information. The second *Mona Lisa* draws attention to the idea that normal people are a good subject for artwork.

6
students' own answers

Vocabulary and Grammar page 96

1
1 statue 2 sculpture 3 commemorated 4 portrait
5 monument 6 contemporary artist 7 art installations
8 depict 9 cave paintings

2
1 b 2 a 3 e 4 d 5 c 6 f

3
1 of 2 in 3 of 4 about 5 to

4
1 showed an interest in
2 is related to
3 made contributions to
4 is concerned about
5 take advantage of

5
I do like it, I don't like it, it isn't interesting, it does have something, The artist hasn't created, the artist definitely has created, I will explain, I can't explain

6
1 can 2 doesn't 3 is 4 has 5 does 6 will

7
1 c 2 a 3 c 4 b 5 a 6 b

8
1 Might he? 2 Should we? 3 Aren't they? 4 Won't I?
5 Did you? 6 Didn't she?

9
1 e 2 c 4 h 5 a 6 f 7 g 8 b 9 d

10
1 glance 2 overlook 3 interpret 4 make 5 study
6 spot

11
students' own answers

Life skills page 99

1
SUGGESTED ANSWER
Some fishermen are taking a boat out the water.

2  10.01

SUGGESTED ANSWERS
photography exhibition, describing artwork, blind, fishing boat, not a sailboat, oars, rowboat, taking it out of the water, fishing, late morning, young boy, pushing boat, four men, trailer, two wheels, name of artist, overview, describe the image, details

AUDIO SCRIPT

Host Hello, and welcome to *Art World Radio*.
I'm in a photography exhibition with James and Rita.
James is visually impaired – he can't see. Rita is an expert

in describing artwork for blind people. They're looking at a black-and-white photograph. Let's listen in.

Rita ... In the center of the image, there's an old wooden boat, which looks like a fishing boat.

James How long is the boat?

Rita It looks as though it's about twelve meters long. It's an open boat, and at each end, it goes up into a point. The paint on the boat is old and worn. And there's an oar sticking out of the boat.

James So, it isn't a sailboat?

Rita No, it isn't a sailboat. It has oars, so it's a rowboat.

James And are they preparing to go into the water, or coming out of it?

Rita Judging by the direction the men are pushing the boat, I think they're taking it out of the water. That suggests that they've just finished work fishing. Given that fishermen often start work very early, I think the picture was probably taken late in the morning.

James OK. How many people are in the picture?

Rita In the bottom right-hand corner of the photograph, there's a young boy. He appears to be stopping the wheel of the trailer that holds the boat. He's using an oar to do that. The trailer has two wheels – it seems small to carry such a large boat.

And I can clearly see four men pushing the boat, but I think there are one or two more that we can't see very well. There's also a man underneath the front of the boat, guiding it onto the trailer, the young boy I mentioned earlier, and an even younger boy standing and watching. He may be too young to work.

Host I asked Rita about her work describing artwork for the visually impaired. Rita, what sort of information do you usually give a blind person about an image?

Rita We usually begin with the basic information – the name of the artist, the year, where it's from and so on. Then we give a general overview of the work – saying what kind of image it is – a painting, a drawing, a photograph – and generally what it shows. We then describe what's in the image and where in the image things are. We try to use precise language and give vivid details.

Host And James, are there other ways that help you understand a piece of art?

James Sometimes, a guide helps me to re-enact a physical posture. So for example, for this image of the fishing boat, Rita helped me to push against the wall, so that I could feel the way the men are pushing the boat.

Host That's amazing, James and Rita. Thanks so much for spending time with us today.

Rita Our pleasure!

James No problem!

3 10.01

1 a fishing boat

2 late morning

3 She begins with a basic, general description then gives details.

4 He pushed the wall, to re-enact the fishermen pushing the boat.

4

a Judging b appears c suggests d think
e there's f looks

5

1 b 2 d 3 e 4 a 5 f 6 c

Writing

page 100

1

1 Mexico City

2 a bus accident and her recovery from it

3 She won Mexico's National Prize for Arts and Sciences.

4 born: 1907; died: 1954

2

1 b 2 a 3 d 4 e

3

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

4

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

5–10

students' own answers

Self-assessment

page 102

1

SUGGESTED ANSWERS

1 Frida lived in Mexico, so she certainly spoke Spanish. Her father was German, so she may have also spoken German.

2 Her injuries from the bus accident probably made it too difficult for her to lead a normal life and to focus on medical school.

2

1 monument, commemorate

2 contemporary, portrait, depict

3 installations, sculpture

students' own answers

3

1 c 2 a 3 e 4 b 5 d

4

students' own answers

5

1 Yes, I do like art class.

2 Luc does work hard.

3 I am not joking.

6

1 Is it? 2 Do they? 3 Would you? 4 Didn't he?

5 Won't you?

7–8

students' own answers

9

1 Example answer: The hole in the middle

2 students' own answers

3 Example answer: It isn't easy because it doesn't depict anything familiar.

10

SAMPLE ANSWER

At the right, we can see people walking on a snowy street. This suggests that the graffiti is in a cold place. In the center of the image, we see the Mona Lisa. She appears to be cleaning the street. That suggests that she isn't a rich person, but rather a working person. Judging by the style of the artwork, I don't think the artist is famous.

11

- 1 born in Mexico City
- 2 6
- 3 bus accident
- 4 1946
- 5 1954
- 6 one of her paintings sold for US\$8 million

12

- 1 1907–1925 2 1925–1954 3 1954–present

Exam preparation A page 104

1

- 1 \$10 2 \$1,100 3 \$200 4 \$6,500

2

- 1 c 2 a 3 d 4 b 5 c 6 c 7 a 8 d

3

- a 3 b 4 c 2 d 5 e 1

4  11.01

- 1 a 2 c 3 a 4 b 5 a

AUDIO SCRIPT

1

Man How did you feel about that last song?

Woman It was amazing!

Man It was very depressing, though, wasn't it?

Woman Was it? I didn't really listen to the words.

Man Yeah, it was. And it was so slow, too, considering it was the last number of the night!

Woman I just found it really soothing. Plus the harmonies were amazing, and I'll be hearing that tune in my head for the rest of the evening ... I loved it.

Man That was nice, yeah.

2

People have been bartering goods and services for over ten thousand years, but there's been a sharp increase in the practice since the beginning of this century, when there was a rise in the number of people facing poverty or simply needing to save money. Transactions are organized through local community groups or online swap sites. There's also a growing trend for the use of "barter bucks," which allow people to earn a currency they can then exchange for something else.

3

I enjoyed the movie, but I thought the soundtrack spoiled it a bit. I mean, I know the music needed to be dramatic, because it was that kind of movie, but I thought it was a little over the top. To me, a good soundtrack just adds to the mood of a movie, but I just kept noticing this one all the time, and in the end, it took my attention away from what was happening on screen.

4

Woman I was going to give that man some money, but then I realized I didn't have any on me.

Man Well, there are probably better ways you can help people in the community – you know, supporting social enterprises, things like that. My priority's the environment, though. The way things are going, we'll have destroyed the planet in the next ten years. I've been supporting an environmental organization for the last few years, and I won't be stopping any time soon!

5

Twenty years ago, I wanted to write a hit and make a lot of money, but the truth is – that was never going to happen! At that time, I was more concerned with being famous than producing really good music. It's very different these days. I make music from the heart. I see things in the news, things I think should change, and that's what make me write the songs I write.

5

- 1 whole 2 Generally 3 tend 4 often

6–8

students' own answers

Exam preparation B page 106

1

- 1 N 2 A 3 A 4 A 5 A 6 Ad 7 N 8 N

2

- 1 typography 2 impactful 3 striking 4 wealthy
- 5 complex 6 incredibly 7 symbolism / symbols
- 8 concentration

3

- 1 d 2 e 3 f 4 b 5 a 6 c

4

- 1 d 2 c 3 g 4 e 5 a 6 b

5

- 2, 8

6  11.02

- 1 sound effects 2 so important 3 thousands of years
- 4 music and dance 5 happiness 6 right and wrong
- 7 Life story 8 the most powerful

AUDIO SCRIPT

Good evening. As you know, I work at the Blackbrook Theater, where I'm lucky enough to meet all kinds of talented performers. Among them are some amazing storytellers – people who can hold the attention of an audience for over an hour without any costumes, music, props, or sound effects. Trying to understand why the narrative is so important to us humans has become a real point of interest for me.

So ... Once upon a time there was ... a story! Like all stories, it had a beginning, a middle, and an end ... Well, actually there were millions of stories, and there still are. Humans have been telling each other stories for thousands of years, since they first were able to talk, and it wasn't long before they started to tell stories in other ways – by painting on rocks, for example, and through music and dance.

Stories need characters, a setting, and a narrative – or plot – to link events together into a sequence. Some experts say there are only a few basic plots, such as “the hero’s journey,” in which a character makes a difficult journey to get something precious, “rags to riches,” where an unhappy character manages to find wealth or happiness – or both – and “overcoming the monster,” in which the main character saves a community from a “baddie” of some kind.

Stories are important because they teach us about our place in the world and the consequences of our actions. Each culture has its own traditional stories, which are told as a way of passing cultural information from generation to generation, to teach people right and wrong, or simply for entertainment.

We often associate children with storytelling, but of course adults enjoy narratives too – in books and movies, and in the anecdotes and jokes we tell each other. And narratives also have personal and social purposes. For example, people who have difficulty dealing with events from their past can find that “life story” work, which involves writing about what happened, can benefit them a lot. And I’m passionate about challenging and changing the dominant narratives that we all get used to hearing in society – the stories the most powerful people and groups want us all to believe. I get really angry sometimes, but I believe we can rewrite those stories.

Well, that’s all I have time for. Thank you for listening.

7

1 M 2 I 3 F

8

students’ own answers

Exam preparation C

page 108

1

1 F 2 T 3 F

2

1 only 2 have 3 ‘d / would 4 out 5 away
6 might

3

rubric: American archaeologist

1 main goal, project

- a collection, 19th-century, Chinese objects, exhibition
- b preserve, Chinese artifacts
- c investigate possessions owned, Chinese villagers

2 archaeological sites

- a China
- b the US

3 Chinese migrants

- a easy
- b unfortunate, work
- c liked living

4 medicine bottles

- a Britain, 1860
- b the US, 1860, 1912
- c railroad workers’ camps

5 19th-century Chinese villagers

- a imported finished goods, west
- b objects from China
- c easier

4 11.03

1 c 2 c 3 a 4 b 5 b

AUDIO SCRIPT

Host Next on Small World we have someone who knows a lot about how objects make their way across the world. Sam Lewis is an archaeologist, and he joins us in our Chicago studio. Sam, welcome.

Sam Thank you. I’m happy to be here.

Host So Sam, I must admit, I’ve always thought of archaeologists as digging up artifacts and other objects from thousands and thousands of years ago, which then become a collection of objects that go on display in an exhibition somewhere. But you and your team are actually working on something quite different, aren’t you?

Sam That’s right. We’re collaborating with a group of Chinese experts on a piece of research into the everyday culture of a village in Southern China, where about four hundred people lived in the nineteenth century. Our focus is things owned by the people who lived there at that time.

Host And how did this project come about?

Sam Well, a few years ago, my American colleagues and I did a big project excavating sites here in the US where Chinese migrants lived and worked in the eighteen hundreds. We then decided to compare objects from their homes here in the US with objects in the homes they’d left behind in China.

Host OK. Before you go on, can you tell us a little more about these migrants?

Sam Yes, these were people who made the decision to cross the Pacific Ocean to escape the poverty and other problems that they faced in their homeland. They came here and did hard physical work that was essential to the founding of the American West, like working in the mines and building the railroads.

Host And now, you’re working with Chinese experts to excavate a village in an area in Southern China where many of the workers once lived?

Sam Yes.

Host What have you found there?

Sam Well, we’ve found Chinese bowls whose style matches those found at the US camps where Chinese railroad workers lived. But we’ve also found plates made in Britain, and medicine bottles and clothes made in the US, and they were all made between 1860 and 1912. This really surprised us, because it had been thought in the past that the Chinese generally only exported finished goods, whereas clearly they were also importing goods from the west at this time.

Host So these workers in small farming communities in China must have had much more contact with the rest of the world than people previously thought.

Sam That’s right. And what we’ve also discovered is that ...

5

1 Both 2 obvious 3 common 4 whereas
5 reckon 6 could 7 though 8 must

6–8

students’ own answers

Exam preparation D page 110

1
d

2
1 a 2 b 3 d 4 b

3
topic: water
keywords: dangers, quantities, glaciers, energy, plumber, clean, overuse, swim

4  11.04
Speaker 1 C **Speaker 2** E **Speaker 3** D **Speaker 4** G
Speaker 5 A

AUDIO SCRIPT

Speaker 1

By collecting water during the short rainy season, then slowly releasing it as they melt during the long, hot, dry season, these large ice masses provide essential fresh water for the communities who live near them. Worryingly, because of warmer temperatures and less rainfall, they have reduced in size by more than 40% in the last few decades. And as they get smaller, there's an increased risk of sudden, and potentially very dangerous, falls of ice and rock. These rockfalls release water from lakes, and this can create floods.

Speaker 2

My dad always said to me, "You'll never be out of work if you learn a trade," and he was right. I work from eight in the morning till about four o'clock in the afternoon, five days a week. Then there's paperwork to do after that, which builds up pretty quickly if I don't keep on top of it. Some of the work is interesting, but a lot of it involves fixing leaky pipes, broken toilets, faucets, things like that.

Speaker 3

The reservoir, which was built in the 1950s, is the largest in the country. Its surface area is 26 square kilometers, and it holds 720 million cubic meters of water. The hydroelectric power station, located at the bottom of the 91.5 meter concrete dam, generates cheap, green power for the whole country. Our visitor center is open every weekend in July and August, and is well worth a visit.

Speaker 4

One of the reasons the Caspian Sea is getting smaller is that the rivers that feed it have been diverted for agriculture or industry. Similarly, in northern India there's been a rapid decline in the amount of groundwater available, due to its extraction for the irrigation of crops such as wheat and rice. Other hotspots where water is drying up because of human activity include the Middle East, California, and Australia.

Speaker 5

People think we're just there to make emergency rescues when swimmers get into difficulty, but our main role is to keep the public informed about safety. There can be all kinds of hazards when you go into the ocean. Our main priority is monitoring the location and strength of ocean currents. This involves looking at the size of the waves and monitoring wind speed and direction. By identifying possible risks, we can keep the beach safe for everyone.

5
1 T 2 T 3 P 4 T 5 P 6 T 7 P

6
students' own answers

7

SUGGESTED ANSWERS

1 Thanks for your email.
2 I'm afraid there aren't any mountains in my country.

8
students' own answers

Exam preparation E page 112

1
1 of 2 have an, take 3 off, up 4 away, in, off, up
5 up, out

2
1 accused me of driving
2 take advantage of the good
3 keep up with
4 take in all
5 can make out
6 painted with good quality
7 friend Amy does talk
8 never been proven

3
1 levels 2 process 3 crisis 4 similarity 5 relax
6 distracted

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

5
1 A 2 D or U 3 U 4 A 5 U or D

6
students' own answers

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

8
students' own answers

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