

Oxford Discover Futures



Classroom Presentation Tool

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



Teacher's Guide

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



Teacher's Resource Center

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



Sheila Dignen

Teacher's Guide

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Oxford Discover Futures

Teacher's Guide

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Contents

Unit

Factflix videos



Reading to learn

Language in use

- 1** Why are animals important? **page 4**
How have animals inspired us?
 Discover vocabulary *Design and technology*
 Key phrases *Talking about design solutions*

Can animals be good companions?
 Reading strategy *Identifying tone*
 Discover vocabulary *Relationships*

Why do we need animals and insects?
 Discover grammar *Talking about things in general; Making comparisons*

- 2** What's below the surface? **page 14**
Why do we look below the surface?
 Discover vocabulary *Above and below the surface*
 Key phrases *Giving reasons and anticipating consequences*

Do plants secretly communicate?
 Reading strategy *Understanding subject-specific vocabulary*
 Discover vocabulary *Biology*

What's under a city?
 Discover grammar *Reporting suggestions; Asking politely for information*

Project How are geological features formed? Designing a web page for a travel program **page 24**

- 3** How do we use patterns? **page 26**
Why are patterns important to us?
 Discover vocabulary *Collocations with make*
 Key phrases *Talking about your skills and abilities*

How do computer programs use patterns?
 Reading strategy *Recognizing idiomatic language*
 Discover vocabulary *Idioms: verb phrases*

How accurately can we predict weather patterns?
 Discover grammar *Making and reporting predictions*

- 4** How do we solve problems? **page 36**
What's the best way to deal with problems?
 Discover vocabulary *Dealing with problems*
 Key phrases *Dealing with problems*

What unintended consequences can solutions bring?
 Reading strategy *Synthesizing information from multiple sources*
 Discover vocabulary *Expressions with turn*

How can we make travel more accessible for everyone?
 Discover grammar *Describing ability and success; Expressing criticism*

Project How can we synthesize natural patterns into urban design? Designing a building **page 46**

- 5** How does advertising work? **page 48**
What influences our buying decisions?
 Discover vocabulary *Shopping and advertising*
 Key phrases *Talking about shopping*

What is the science of selling?
 Reading strategy *Identifying supporting details*
 Discover vocabulary *Advertising compound nouns and collocations*

Is advertising always ethical?
 Discover grammar *Avoiding repetition*

- 6** Why do we need other people? **page 58**
How many friends can we have?
 Discover vocabulary *Friendships*
 Key phrases *Talking about social groups*

Why do some people avoid society?
 Reading strategy *Comparing genres*
 Discover vocabulary *Social withdrawal*

How does social media affect us?
 Discover grammar *Talking about ongoing actions and states; Talking about annoying habits and situations*

Project How can we take care of our mental health? Designing a social media campaign **page 68**

- 7** Why are we fascinated by space? **page 70**
What do we know about space?
 Discover vocabulary *Space*
 Key phrases *Discussing pros and cons*

Why is science fiction important?
 Reading strategy *Visualizing a description*
 Discover vocabulary *Compound adjectives*

Does space exploration benefit humanity?
 Discover grammar *Talking about purpose*

- 8** What do we know? **page 80**
Where does our knowledge come from?
 Discover vocabulary *Knowledge: idioms*
 Key phrases *Expressing certainty and uncertainty*

Why can't we agree on what's true?
 Reading strategy *Identifying assumptions*
 Discover vocabulary *Multi-word verbs and single-word synonyms*

What do we know when we're born?
 Discover grammar *Hedging*

Project Is it more important to explore space or the oceans? Giving a funding pitch **page 90**

- 9** How should we respond to crime? **page 92**
Should we be bystanders?
 Discover vocabulary *Behavior*
 Key phrases *Talking about reactions*

How can we prevent crime?
 Reading strategy *Evaluating an author's arguments*
 Discover vocabulary *Law and order*

Can we always believe what we see?
 Discover grammar *Talking about hypothetical situations and consequences*

- 10** What matters most to you? **page 102**
What does success look like to you?
 Discover vocabulary *Success*
 Key phrases *Discussing success*

Which personal qualities count most?
 Reading strategy *Recognizing rhetorical devices*
 Discover vocabulary *Doing what you love*

How can you find a career that suits you?
 Discover grammar *Expressing choice with -ever; Adding information using relative clauses with which*

Life skills

Do we need animal products?

Life skills strategy *Using charts to present information*
Listening strategy *Listening to summarize an argument*
Discover vocabulary *Developing an argument*
Key phrases *Making your case*

What hidden reasons do people have for their behavior?

Life skills strategy *Think before you judge*
Speaking strategy *Telling engaging personal anecdotes*
Discover vocabulary *Judging others*
Key phrases *Time expressions*

How can we change patterns of behavior?

Life skills strategy *Developing positive habits*
Speaking strategy *Giving feedback in a conversation*
Discover vocabulary *Binomial expressions*
Key phrases *Giving feedback*

How can we become good problem solvers?

Life skills strategy *Thinking outside the box*
Speaking strategy *Generating ideas as a group*
Discover vocabulary *Problem-solving techniques*
Key phrases *Generating ideas*

How can we deal with online advertising?

Life skills strategy *Protecting your personal information online*
Speaking strategy *Asking for more detail*
Discover vocabulary *Internet privacy*
Key phrases *Giving advice*

What makes a good friend?

Life skills strategy *Maintaining healthy friendships*
Listening strategy *Taking notes with mind maps*
Discover vocabulary *Friends and frenemies*
Key phrases *Expressing an alternative point of view*

What can space exploration teach us about teamwork?

Life skills strategy *Problem-solving as a team*
Listening strategy *Listening for use of the dramatic present*
Discover vocabulary *Overcoming challenges*
Key phrases *Negotiating and coming to an agreement*

Why is it important to know what we don't know?

Life skills strategy *Identifying what we don't know*
Listening strategy *Using the introduction to help you make notes*
Discover vocabulary *Qualities and attitudes*
Key phrases *Confidently saying that you don't know*

How can we deal with difficult situations?

Life skills strategy *Being street smart*
Speaking strategy *Giving advice about staying safe*
Discover vocabulary *Being street smart*
Key phrases *Making suggestions*

Why is a growth mindset useful?

Life skills strategy *Developing a growth mindset*
Listening strategy *Active listening*
Discover vocabulary *Personal growth*
Key phrases *Giving encouragement*

Writing

Reflect videos



How should we treat animals?

TASK *An opinion essay*
Writing strategy *Generating ideas and supporting opinions*
Language point *Signpost language to paraphrase or clarify*
Reflect

What's below the Earth's surface?

TASK *A process essay*
Writing strategy *Writing a process essay*
Language point *Time and sequencing expressions*
Reflect

How do we use graphs to visualize patterns?

TASK *A description of a line graph*
Writing strategy *Describing a line graph*
Language point *Words and phrases to describe a line graph*
Reflect

What can governments do to solve problems?

TASK *A problem-and-solution essay*
Writing strategy *Writing a problem-and-solution essay*
Language point *Expressions to describe government action*
Reflect

How can we be persuasive?

TASK *A promotional leaflet for an event*
Writing strategy *Writing a promotional leaflet for an event*
Language point *Identifying imperatives and compound adjectives*
Reflect

How sociable should we be?

TASK *A discussion essay*
Writing strategy *Defining key terms*
Language point *Making generalizations*
Reflect

How can space inspire us?

TASK *A biography*
Writing strategy *Making a biography more memorable*
Language point *Transitional words and phrases*
Reflect

What kinds of knowledge do we need?

TASK *A persuasive blog post*
Writing strategy *Being emphatic*
Language point *Emphatic adverbs*
Reflect

Is policing the answer?

TASK *A cause-and-effect essay*
Writing strategy *Writing a persuasive cause-and-effect essay*
Language point *Cause-and-effect phrases*
Reflect

What can stories teach you about values?

TASK *A morality tale*
Writing strategy *Bringing a story to life*
Language point *Adverbials*
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 instills 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
- The Class Audio MP3s 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.

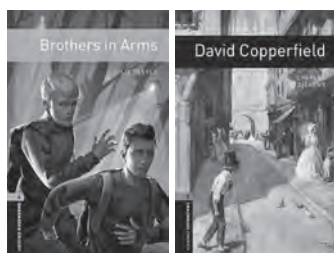
Readers

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

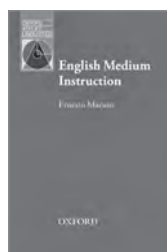
Referencing classroom-based research and classroom vignettes, *Focus on Assessment* helps you to understand research evidence in language assessment for students aged 6–16. It develops your ability to design, implement, and critically evaluate language assessment.



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.

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.

1

VIDEO Learning about biomimicry

READING Identifying tone

LANGUAGE IN USE Talking about things in general; Making comparisons

LIFE SKILLS Using charts to present information

LISTENING Listening to summarize an argument

WRITING Generating ideas and supporting opinions



Why are animals IMPORTANT?

The kingfisher inspired the design of a high-speed vehicle, capable of reaching speeds of up to 320 km per hour. What do you think it was?

How have animals inspired us?

- Look at the picture on page 4 and read the caption. How do you think the vehicle's design was inspired by the kingfisher?
- Work in pairs. Which animals do you think inspired these technologies (2-4)?



An eco-friendly bicycle helmet



A performance-enhancing surfboard



An energy-efficient wind turbine



An anti-static car wheel

Discover vocabulary Design and technology

Student Book • Page 112 Workbook • Page 6

- Watch the *Factflix* video and check your answers to exercise 2.
- Watch the video again and answer the questions.
 - What was the bullet train's problem? What was the solution?
 - What advantage do bats with "bummy" bodies have?
 - What was special about the biomimetic Olympic swimsuit?
 - What does the woodpecker's shock absorbing skull allow it to do?
 - How did nature help to improve the design of camera lenses?
- Work in groups. How do you think the animals on the left have inspired the development of the technologies on the right? Match them and explain your answers.

geckos	air conditioning
mosquitoes	a syringe
termites	a walking stick for the blind
	adhesive tape

Key phrases Talking about design solutions
What did... have in common?
...could help/inspire...
...could be inspired by/nature-inspired...

Discover more

SEARCH ONLINE and find out about "The Ashcroft," which was inspired by the design of the honeycomb.

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.

[illegible]

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.

Critical Thinking 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.

classroom vocabulary

Unit 1

Design and technology

definition: the study, design and construction of objects that are useful and that improve the way we live

design: a plan or drawing of something that is to be made

technology: the use of machines, tools and equipment to solve problems

product: something that has been made or produced

process: a series of steps or actions that are followed in order to make something

materials: the substances or materials that are used to make something

tools: objects or devices that are used to help with a task or job

equipment: the tools, machines and other items that are used in a particular activity

components: the parts or pieces that make up a larger system or machine

assembly: the process of putting together the components of a system or machine

finishing: the final stage of a process, often involving painting or polishing

evaluation: the process of assessing the quality and value of a product or process

innovation: the introduction of new ideas, methods or products

research: the process of gathering information and knowledge about a particular topic

development: the process of creating and improving a product or process

production: the process of making or manufacturing a product

distribution: the process of getting a product from the manufacturer to the customer

consumption: the process of using or consuming a product

recycling: the process of reusing materials that have been discarded

sustainability: the ability to meet the needs of the present without compromising the ability of future generations to meet their own needs

ethics: the study of moral principles and values that guide human behavior

social responsibility: the obligation of an individual or organization to act in the best interests of society

environmental impact: the effect of human activities on the natural environment

quality control: the process of ensuring that a product meets certain standards of quality

customer service: the process of providing assistance and support to customers

marketing: the process of promoting and selling a product or service

sales: the process of selling a product or service to a customer

distribution channels: the methods and paths through which a product or service is delivered to the customer

logistics: the process of managing the flow of goods and services from the supplier to the customer

supply chain: the network of organizations, people, activities, information, and resources involved in moving a product or service from the supplier to the customer

procurement: the process of acquiring goods and services from external suppliers

inventory management: the process of controlling the flow of goods and services between the supplier and the customer

warehouse: a building or other structure used for storing goods and services

shipping: the process of transporting goods and services from one location to another

delivery: the process of getting a product or service to the customer's hands

customer feedback: the process of gathering information from customers about their experience with a product or service

market research: the process of gathering information about the market and the needs of potential customers

competitive analysis: the process of comparing a company's products and services to those of its competitors

branding: the process of creating a unique identity for a company or product

packaging: the process of designing and creating a container for a product

1. Choose the correct answer to complete the article.

1. I think that sports do get going with **a** bang.
2. There's no denying that the **best** thing to do is to keep the ball in the play.
3. I should be **careful** not to let the other team score.
4. I think that you should be **careful** not to let the other team score.
5. I think that you should be **careful** not to let the other team score.
6. I think that you should be **careful** not to let the other team score.
7. I think that you should be **careful** not to let the other team score.
8. I think that you should be **careful** not to let the other team score.

2. Complete the sentences with the correct word.

1. I think that you should be **careful** not to let the other team score.
2. I think that you should be **careful** not to let the other team score.
3. I think that you should be **careful** not to let the other team score.
4. I think that you should be **careful** not to let the other team score.
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7. I think that you should be **careful** not to let the other team score.
8. I think that you should be **careful** not to let the other team score.

3. Complete the sentences with the correct word.

1. I think that you should be **careful** not to let the other team score.
2. I think that you should be **careful** not to let the other team score.
3. I think that you should be **careful** not to let the other team score.
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5. I think that you should be **careful** not to let the other team score.
6. I think that you should be **careful** not to let the other team score.
7. I think that you should be **careful** not to let the other team score.
8. I think that you should be **careful** not to let the other team score.

4. Complete the sentences with the correct word.

1. I think that you should be **careful** not to let the other team score.
2. I think that you should be **careful** not to let the other team score.
3. I think that you should be **careful** not to let the other team score.
4. I think that you should be **careful** not to let the other team score.
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classroom vocabulary

Unit 1

Design and technology

1. Choose the correct answer to complete the article.

1. There's no denying that the **best** thing to do is to keep the ball in the play.
2. I should be **careful** not to let the other team score.
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6. I think that you should be **careful** not to let the other team score.
7. I think that you should be **careful** not to let the other team score.

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

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



An additional activity provides further support with the target grammar.

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

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

Language
in use

Why do we need animals and insects?

Language
in use

1 Look at the pictures in the article. They show the impact that losing one insect could have on our choice of food products. Which insect do you think it is? Why? Discuss in pairs.

2 Read the article and check your ideas from exercise 1. What other animals or insects does it mention? Why are they important?

Defenders of the natural world

Imagine that you grab the supermarket to buy some local vegetables, but when you get there, you discover that none of your favorite products are available. There are empty boxes where the apples, courgettes, and cherrises were, and the remaining fruit and vegetables are extremely expensive. Sound unlikely? Not according to scientists. Sadly, this will be just one of the side effects of our disappearing wildlife. In fact, the loss of some of our smallest creatures will have the most devastating effect.

Take the bees, for example. Bees ensure plants like fruit and vegetables, but these today have insects are being killed off by numerous pesticides, poor weather, and diseases. In the future, there will be fewer bee hives and so many disappear, so much of the world's food will become unobtainable with them.

Ants and termites also perform important roles in protecting the ecosystems. Bees of these termites help to break up waste and recycle nutrients. Without them, forests would be drowning in their own organic rubbish. Ants also have a key in creating soil with earthworms. Ants may be the winner of the two, but neither could be considered unimportant. They both help to ventilate and fertilize soil as it is full of nutrients. With a healthy soil, plants would thrive, resulting in less food waste, pollution, and more food.

We need to change our habits, and the income they change the better. Habitat loss, pollution, and climate change are contributing to the decline of not just insects, but all creatures. It is estimated that 50% of animal species will be facing extinction by the year 2100. And the sooner the situation gets on, the more animals will be lost. We need to reduce food waste, eliminate fast food and fast fashion, and use less plastic.



Ants



Bee

Discover grammar Talking about things in general
Student Book • Page 118 Workbook • Page 7

We can use the present simple to talk about things in general, including animals and insects in general.

We can use the present progressive to talk about things that are happening now, or that are happening over a period of time.

3 Study the underlined text in examples a-e from the article and answer questions 1-5.

- There are empty boxes where the apples, courgettes, and cherrises were.
- Not according to scientists.
- Take the bees, for example.
- Habitat loss, pollution, and climate change are contributing to the decline of ... all creatures.
- All animals, missing the big and the small, are essential for our survival.

- Which refers to something in general using the *zero article*?
- Which refers to something in general using the *definite article*?
- Which doesn't refer to something in general?

4 Work in pairs. Make as many general statements as you can, using the *zero article*, the *definite article*, and the words below.

be climate change rainforest risk time young

Discover grammar Making comparisons
Student Book • Page 113 Workbook • Page 7

We can use the *comparative* and *superlative* to compare two or more things.

When we use the *comparative*, we use *than* to compare two things.

When we use the *superlative*, we use *the* to compare one thing to all the others.

5 Read the **Discover grammar** box and find examples of the grammar in the article on page 6.

6 Study the facilities about two different animals. Ask and answer the questions in pairs.

- What do they have in common? Compare the animals with as many similarities as you can.
- How?
- How do they help the environment in different ways?
- Which do you think is ...
 - the more important of the two animals? Why?
 - the more important to protect? Why?

Frogs

Habitat:	ponds
Threats:	climate change, pollution, and pesticides, disease, habitat loss
Why they are important:	Bio indicators: studying them can reveal a lot about the quality of their environment. Bug control: frogs eat insects, which helps to protect crops. Among the insects they eat are disease-spreading mosquitoes, so frogs help to control their numbers. Food source: they are prey for fish, birds, and reptiles.

Bats

Habitat:	forests, caves
Threats:	climate change, habitat loss, disease
Why they are important:	Bio indicators: studying them can reveal a lot about the quality of their environment. Bug control: many bats eat insects, which helps to protect crops. Pollination: when bats drink nectar from flowers, they pick up pollen, which they then transport to other plants, allowing the plants to reproduce. Spreading seeds: some plants and trees rely on bats to help carry and scatter their seeds in new locations, allowing new growth.

7 Make as many sentences as you can about the pictures using the ... the ...

There are many examples of the *comparative* and *superlative* in the article.




Discover more

SEARCH ONLINE and find out why humans need bees, ants, earthworms, and birds.

Explain to them how these animals help a healthy food system and the environment.

Unit 1 Why are animals important?

Unit 1 Why are animals important?

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.

Unit 1

Talking about things in general

1. Write the words in the box in the correct form. Use the word bank.

Word Bank: interesting, boring, exciting, surprising, funny, sad, happy, angry, nervous, tired, hungry, thirsty, cold, hot, warm, cool, comfortable, uncomfortable, convenient, inconvenient, easy, difficult, hard, soft, hard, strong, weak, healthy, unhealthy, clean, dirty, bright, dark, light, heavy, light, fast, slow, quick, slow, cheap, expensive, good, bad, nice, bad, beautiful, ugly, handsome, ugly, smart, stupid, clever, foolish, wise, foolish, wise, brave, cowardly, shy, outgoing, friendly, unfriendly, kind, unkind, generous, selfish, honest, dishonest, reliable, unreliable, trustworthy, untrustworthy, loyal, disloyal, faithful, unfaithful, obedient, disobedient, respectful, disrespectful, polite, impolite, considerate, inconsiderate, helpful, unhelpful, generous, selfish, honest, dishonest, reliable, unreliable, trustworthy, untrustworthy, loyal, disloyal, faithful, unfaithful, obedient, disobedient, respectful, disrespectful, polite, impolite, considerate, inconsiderate, helpful, unhelpful.

2. Complete the paragraph with the words in the box in the correct form.

The first time I went to the beach, I was **surprised** to find it so **beautiful**. The water was **clean** and the sand was **soft**. I was **happy** to see so many **friendly** people. The weather was **perfect** for a beach day. I was **excited** to go to the beach. I was **interested** in the beach. I was **amused** by the beach. I was **impressed** by the beach. I was **amazed** by the beach. I was **astounded** by the beach. I was **stunned** by the beach. I was **shocked** by the beach. I was **horrified** by the beach. I was **appalled** by the beach. I was **repulsed** by the beach. I was **disgusted** by the beach. I was **outraged** by the beach. I was **incensed** by the beach. I was **enraged** by the beach. I was **furious** by the beach. I was **angry** by the beach. I was **mad** by the beach. I was **cross** by the beach. I was **fed up** by the beach. I was **tired** by the beach. I was **exhausted** by the beach. I was **hungry** by the beach. I was **thirsty** by the beach. I was **cold** by the beach. I was **hot** by the beach. I was **comfortable** by the beach. I was **uncomfortable** by the beach. I was **convenient** by the beach. I was **inconvenient** by the beach. I was **easy** by the beach. I was **difficult** by the beach. I was **hard** by the beach. I was **soft** by the beach. I was **strong** by the beach. I was **weak** by the beach. I was **healthy** by the beach. I was **unhealthy** by the beach. I was **clean** by the beach. I was **dirty** by the beach. I was **bright** by the beach. I was **dark** by the beach. I was **light** by the beach. I was **heavy** by the beach. I was **light** by the beach. I was **fast** by the beach. I was **slow** by the beach. I was **quick** by the beach. I was **slow** by the beach. I was **cheap** by the beach. I was **expensive** by the beach. I was **good** by the beach. I was **bad** by the beach. I was **nice** by the beach. I was **bad** by the beach. I was **beautiful** by the beach. I was **ugly** by the beach. I was **handsome** by the beach. I was **ugly** by the beach. I was **smart** by the beach. I was **stupid** by the beach. I was **clever** by the beach. I was **foolish** by the beach. I was **wise** by the beach. I was **foolish** by the beach. I was **wise** by the beach. I was **brave** by the beach. I was **cowardly** by the beach. I was **shy** by the beach. I was **outgoing** by the beach. I was **friendly** by the beach. I was **unfriendly** by the beach. I was **kind** by the beach. I was **unkind** by the beach. I was **generous** by the beach. I was **selfish** by the beach. I was **honest** by the beach. I was **dishonest** by the beach. I was **reliable** by the beach. I was **unreliable** by the beach. I was **trustworthy** by the beach. I was **untrustworthy** by the beach. I was **loyal** by the beach. I was **disloyal** by the beach. I was **faithful** by the beach. I was **unfaithful** by the beach. I was **obedient** by the beach. I was **disobedient** by the beach. I was **respectful** by the beach. I was **disrespectful** by the beach. I was **polite** by the beach. I was **impolite** by the beach. I was **considerate** by the beach. I was **inconsiderate** by the beach. I was **helpful** by the beach. I was **unhelpful** by the beach.

3. Complete the sentences with the words in the box in the correct form.

The first time I went to the beach, I was **surprised** to find it so **beautiful**. The water was **clean** and the sand was **soft**. I was **happy** to see so many **friendly** people. The weather was **perfect** for a beach day. I was **excited** to go to the beach. I was **interested** in the beach. I was **amused** by the beach. I was **impressed** by the beach. I was **amazed** by the beach. I was **astounded** by the beach. I was **stunned** by the beach. I was **shocked** by the beach. I was **horrified** by the beach. I was **appalled** by the beach. I was **repulsed** by the beach. I was **disgusted** by the beach. I was **outraged** by the beach. I was **incensed** by the beach. I was **enraged** by the beach. I was **furious** by the beach. I was **angry** by the beach. I was **mad** by the beach. I was **cross** by the beach. I was **fed up** by the beach. I was **tired** by the beach. I was **exhausted** by the beach. I was **hungry** by the beach. I was **thirsty** by the beach. I was **cold** by the beach. I was **hot** by the beach. I was **comfortable** by the beach. I was **uncomfortable** by the beach. I was **convenient** by the beach. I was **inconvenient** by the beach. I was **easy** by the beach. I was **difficult** by the beach. I was **hard** by the beach. I was **soft** by the beach. I was **strong** by the beach. I was **weak** by the beach. I was **healthy** by the beach. I was **unhealthy** by the beach. I was **clean** by the beach. I was **dirty** by the beach. I was **bright** by the beach. I was **dark** by the beach. I was **light** by the beach. I was **heavy** by the beach. I was **light** by the beach. I was **fast** by the beach. I was **slow** by the beach. I was **quick** by the beach. I was **slow** by the beach. I was **cheap** by the beach. I was **expensive** by the beach. I was **good** by the beach. I was **bad** by the beach. I was **nice** by the beach. I was **bad** by the beach. I was **beautiful** by the beach. I was **ugly** by the beach. I was **handsome** by the beach. I was **ugly** by the beach. I was **smart** by the beach. I was **stupid** by the beach. I was **clever** by the beach. I was **foolish** by the beach. I was **wise** by the beach. I was **foolish** by the beach. I was **wise** by the beach. I was **brave** by the beach. I was **cowardly** by the beach. I was **shy** by the beach. I was **outgoing** by the beach. I was **friendly** by the beach. I was **unfriendly** by the beach. I was **kind** by the beach. I was **unkind** by the beach. I was **generous** by the beach. I was **selfish** by the beach. I was **honest** by the beach. I was **dishonest** by the beach. I was **reliable** by the beach. I was **unreliable** by the beach. I was **trustworthy** by the beach. I was **untrustworthy** by the beach. I was **loyal** by the beach. I was **disloyal** by the beach. I was **faithful** by the beach. I was **unfaithful** by the beach. I was **obedient** by the beach. I was **disobedient** by the beach. I was **respectful** by the beach. I was **disrespectful** by the beach. I was **polite** by the beach. I was **impolite** by the beach. I was **considerate** by the beach. I was **inconsiderate** by the beach. I was **helpful** by the beach. I was **unhelpful** by the beach.

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

Life skills

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



Classroom Presentation Tool

An additional activity provides further support with the key phrases.

Lesson question

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

Key phrases

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

Life skills Do we need animal products?

Life skills strategy

Using charts to present information

1. Study the life skills strategy and look at charts A-C below. Answer the questions:

1. What type of charts are they?

2. Which statistic do you find most surprising?

A The amount of fresh water used in the production of selected food products

B Land use as a percentage of global habitable land

C Most consumption by selected country

2. Choose the correct option. Answer according to the information in charts A-C.

1. Cows use 182 / 13,415 litres of fresh water per kilo of meat.

2. Producing meat / vegetables requires more fresh water than producing chicken.

3. The amount of land used for farming livestock is greater / less than the amount used for forests.

4. Half / Over three times as much land is used for farming animals as for growing crops.

5. Brazil and China / the US and Canada experienced the most dramatic rise in annual meat consumption between 1962 and 2014.

6. On average, people in Kenya / India eat the least amount of meat per year.

3. Are arguments 1-3 for or against the use of animal products? Choose the correct option.

1. Leather takes less energy to produce than synthetic material. for / against

2. Many industrialized factory farms treat animals unethically. for / against

3. Animal products like meat are bad for our health. for / against

4. Small-scale farms produce ethical organic products. for / against

5. We can get enough nutrients into our diet from plants. for / against

6. Animal products use a lot of water and land. for / against

Discover vocabulary Developing an argument

Student Book • Page 112 Workbook • Page 8

4 Listen to a radio interview about the use of animal products. Which arguments from exercise 3 does Dr. Brady make?

5 Which of the charts A-C from page 10 support Dr. Brady's arguments?

Listening strategy

Listening to summarize an argument

6 Study the listening strategy. Then listen again and complete the summary.

7 Work in pairs. Choose and research one of the issues. Then follow stages 1-3 below.

1. Write down your main arguments for or against.

2. Research facts and figures to support your arguments.

3. Find or create charts that will help to present the information as clearly as possible.

8 Deliver your arguments from exercise 7 to another pair of students. Use the key phrases to help you. After you give your talk, ask the other pair to summarize your argument.

Key phrases making your case

9 REFLECT Can you think of ways to replace or reduce the animal products you use?

Discover more

SEARCH ONLINE to find ideas to replace or reduce animal products.

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.

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.

Writing

How should we treat animals?

Writing task

An opinion essay

This is your first chance to write an opinion essay. It's a chance to show how you can use the writing strategy to write an opinion essay. You will be asked to write an opinion essay on a topic that you choose. You will be asked to write an opinion essay on a topic that you choose. You will be asked to write an opinion essay on a topic that you choose.

Understand the task

1 Study the writing task. Do you agree or disagree with statements 1-3?

2 Read the opinion essay. Which statement (1-3) from the writing task does it discuss? Do you agree with the writer's point of view? Which are the strongest points and the weakest points that are made?

Which the last zoo was opened in France in 1793. It was more like a town than a zoo. It was created to entertain people, and the animals were kept in very small cages. Today, zoos have bigger enclosures and try to encourage people to care about animal conservation, and their main purpose is still to entertain. People say they help wild animals, but do they really? In short, I will argue to support the statement that zoos have little value for society and should be closed down.

First of all, do zoos encourage people to care about wild animals? While zoos do give visitors the opportunity to see animals up close and learn about them, they can also cause stress for the animals. To clarify, the animals may feel themselves in an enclosure that is too small for their needs as a climate that they are surrounded by. It is very quiet about animals, why would we want them to be in a small cage to put in a small cage? Visitors don't care about a stressed animal in a zoo, why would they care about one in the wild? Secondly, do zoos really help to protect endangered species? In reality, most of the animals in zoos are not endangered. A recent study found that only 14% of land animals in zoos are threatened or endangered, and the majority of them will never be released into the wild. The truth is that it's nearly impossible to release an animal into the wild; they have no survival skills, and they also transmit their diseases. In addition, zoos divide less than 1% of their revenue to conservation. In other words, zoos are not really helping these species.

To sum up, it seems to me that zoos have little value to society. In my opinion, they neither encourage people to care about animals nor help with conservation. Simply put, zoos are unnecessary and should be closed down.

Writing strategy

Theme and plan

Generating ideas and supporting opinions

When you are given a topic, you can generate ideas and supporting opinions by using the following steps:

- 1. Read the prompt carefully. Think about the topic and what you know about it.
- 2. Write down your ideas and supporting opinions. Use the writing strategy to help you.
- 3. Think about the facts and figures that you can use to support your opinions.

3 Study the writing strategy. Then read the opinion essay again and answer the questions.

1 Which arguments does the writer use against zoos?

2 What facts and figures do they use to support their opinions?

12 Unit 1 Why are animals important?

Writing

Read the facts and figures for an essay on pets. What opinions could they be used to support?

- 1 A recent survey reported that 95% of American pet owners think of their pets as part of the family.
- 2 According to sociologists, in the future, pets might be replaced by robots.
- 3 In the 19th century, most animals in households were working animals.
- 4 Americans spent around \$75 billion on their pets in 2019.
- 5 In 2015, the New Zealand government recognised animals as persons beings.
- 6 Pet cats and dogs in the U.S. have the same environmental footprint as 13.6 million cars being driven for a year.

5 Choose an essay title from the writing task and make a paragraph plan. Remember to explain your opinion and find facts and figures to support it.

6 **Write a first draft.**

6 **LANGUAGE POINT** Look at the opinion essay on page 12 again. Find five more examples of signpost language used to paraphrase or clarify a point.

7 Write the first draft of your opinion essay. Use your notes and your paragraph plan from exercise 5.

8 **Review and edit.**

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

- **Check:** Do your examples support your main opinion?
- **Organise:** Does your essay contain three sections: an introduction, main opinions, and a conclusion?
- **Use:** Have you used signpost language to paraphrase and clarify your points where necessary?

Reflect

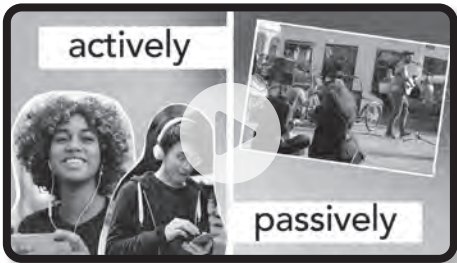
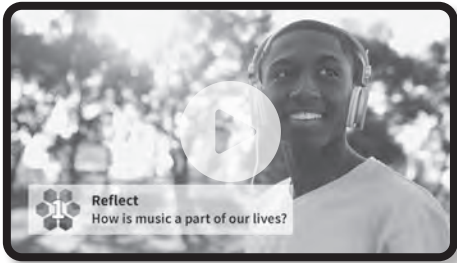
The Reflect panel encourages students to think about all five lesson questions in light of everything they have learned over the course of the unit.

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

Why are animals important?

How have animals inspired us?

Can animals be good companions?

Why do we need animals and insects?

Do we need animal products?

How should we treat animals?

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

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

3 Work together and compare your ideas.

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

5 Discuss the lesson questions in pairs.

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

I learned that elephants appear to grieve when one of their group dies.

Unit 1 Why are animals important?

13

Reflect

Why are animals important?

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

In your own words, why are animals important?

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

Unit 1 Why are animals important?

13

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

xiv Student Book Guided Tour

Projects

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

Project task

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

Project

How are geological features formed?

Project task

Designing a web page for a travel program

You will design, research, write, and publish a website for a travel program. You will also create a travel brochure and a travel guidebook. The website will be used by visitors to learn about the program and to book their travel.

UNDERSTAND

- Read the instructions for the project task and the home page for Great Geological Expeditions. Answer the questions in groups:
- Can you choose any geological feature to research?
- What do you need to find out about your chosen geological feature?
- What are the main selling points of the expeditions promoted on the home page?

Great Geological Expeditions

HOME | **EXPEDITIONS** | **CONTACT US** | **ABOUT US**

Awo-inspiring natural wonders sculpted by fire, ice, and water

What asks you when you sign up for one of our travel programs? Well, firstly, the opportunity to experience, close-up, some of the most astonishing natural features on - and underneath the surface of - Planet Earth. We provide you with the opportunity to immerse yourself in the surroundings, explore, and learn, with the support of our expert local field guides. This through a landscape shaped by ancient lava flows and volcanoes. Rappel into hidden subterranean caves dotted with plants and creatures preserved as fossils. Hike through a pristine national park shaped by the thermal hot springs bubbling all around you.

Our unique travel programs take us to landscapes created by natural processes over billions of years, and we invite you to look ahead at the risks, landforms, and animal scenery all around. Besides providing you with the opportunity to learn about the extraordinary natural diversity in the area, each geological expedition also allows you to work with local eco-tourism enterprises. These are designed to benefit the local population, whether that is through environmental conservation or a community engagement initiative. Each and every expedition is truly a once-in-a-lifetime opportunity to see the world from a new perspective. All our programs last for two weeks. Challenge yourself to try something new today!

What's going on underground?

Click on one of our travel program locations to begin your journey ...









Collaborate and Plan

1.06

2 Listen to a group planning their project and geological research. What aspects of the web page do three people agree to organize?

3 Listen again and fill in the blanks in the planner.

HOME	LOCATIONS
Home page • Selling points • Reason to visit the company • Expert guides • Eco-friendly initiatives	Locations The geological facts • Diagrams and charts • Language • Capital city • Currency • What it's like now Travel information • Vacations • Health and safety • Did I need a visa? • What's outside in the cool?

4 In your groups, choose one of the six geological features for your web page. Decide who will do which tasks. At least two members of your group should conduct the research into your chosen geological feature.

5 Research the information you need for the web page, using the planner in exercise 3 as a checklist. Remember to include visual aids, such as diagrams, pictures, and timelines, to clearly explain how the feature was formed.

6 Create a rough draft for each section of the web page.

SHARE

7 Share your rough drafts with the other members of your group. Give feedback and make any necessary changes. Make the geological feature sound as attractive to visitors as possible.

8 Practice talking about your web page.

PRESENT

9 Present your travel program to the class. Listen to the other groups' presentations and review their web pages. Vote for the geological feature that you would most like to visit.

Reflect

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

- Which aspects of the geological feature were the most difficult to talk about to the class? Why was this?
- How could you have improved your web page and your presentation?
- What was the most interesting thing you found out from your research?
- What was the most interesting thing you found out from one of the other groups' web pages?

- **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 are geological features formed?

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

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 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 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.

Supportive Siblings

by Julietta Steinmann

Some brothers and sisters fight like cats and dogs, while others are inseparable best friends. Most sibling relationships probably involve a bit of both. However, individuals get on with their siblings though, there's no doubt that they'll have had a huge impact on shaping who they are as a person. Although we tend to think of our parents as our most significant early influence, the relationship between siblings, who share experiences, environments, and memories, is also a special one.

From as early as children with siblings spend a large amount of their time together as first playmates. It is perhaps unsurprising, then, that they pick up a lot of early social skills from older brothers and sisters as they learn to share, to negotiate who is going to play with which toys, or to take into account the feelings of others. Imagine all the skills passed from an older sibling to a younger child as they try to explain the rules of a game. Or picture the scenarios where one sibling snatches a toy from the other, resulting in tears, tantrums, and eventually a compromise or solution. Interaction with a sibling is an opportunity to learn about ways of behaving with others within a safe and secure environment.

U.S. researchers Downey and Condon from Ohio State University found that children in kindergarten negotiate peer relationships better when they are growing up with at least one sibling. In this study, kindergarten teachers rated children with siblings as better able to get along with other children, to help and comfort others, to express their feelings, and to recognize the feelings of others. As Professor Downey explains, the fact that siblings often fight and have to negotiate how to resolve conflicts among themselves probably helps them in dealing with other children when they get to school.

What if we are only child though? Encouragingly, a follow-up study, Downey and Bolcatt-Zelmer found that while children with siblings do seem to start out with better social skills, their peers without siblings have largely caught up by the time they reach high school. Although the reasons for this were not studied, it seems likely that time spent with older siblings allows only children ample opportunity to sharpen their social skills.

Other research suggests that it's not just children's social skills that benefit from growing up around older brothers and sisters. While older siblings are stereotypically thought of as being more confident, all kinds of skills get passed down to younger siblings that may give them a head start. These are sometimes examples of *learned families* where an older brother or sister has become successful in their field only to be tackled by a younger sibling. Think of tennis player Venus Williams being outdone by her younger sister Serena – both incredible successful sportswomen in their own right, but with younger sibling Serena getting on to win considerably more major titles.

Advantages

Children often learn from their older siblings. They learn to share, to negotiate, and to take into account the feelings of others. They also learn to resolve conflicts and to negotiate how to resolve conflicts among themselves. This is a valuable skill that can help them in their future lives.

Disadvantages

Children often learn from their older siblings. They learn to share, to negotiate, and to take into account the feelings of others. They also learn to resolve conflicts and to negotiate how to resolve conflicts among themselves. This is a valuable skill that can help them in their future lives.

Summary

Children often learn from their older siblings. They learn to share, to negotiate, and to take into account the feelings of others. They also learn to resolve conflicts and to negotiate how to resolve conflicts among themselves. This is a valuable skill that can help them in their future lives.

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.

Literature

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


Classroom Presentation Tool

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

Before you read

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

Literature

A piece of travel writing

Literature

Recall

2 Look at the pictures, then read and listen to the extract on pages 140–141. Which of the pictures DOESN'T represent the type of Northern Lights that Bryson saw at Hammerfest?

3 Put the events (a–f) from the extract in the correct order (1–6).

- Bryson wonders if he should remain in Hammerfest and settle there.
- He runs to the bus and gets his luggage ready.
- He tries to see the Northern Lights on repeated occasions, but he doesn't succeed.
- He witnesses a long display of the Northern Lights in a green color.
- He visits the tourist office to find out about the buses.
- He sees a short display of the Northern Lights.

4 Are these statements true (T) or false (F)? Find the evidence for each answer in the extract.

- The Northern Lights
- appeared over the town of Hammerfest in the period before Bryson arrived there
- are low in the atmosphere above the Earth
- can create strange illusions, and the Lapps people have myths about them
- are accompanied by noises such as low booms and crackles
- Hammerfest ...
- has a fairly frequent bus service for those who want to leave town ...
- made a positive overall impression on Bryson

Interpret

5 Answer the questions.

- How does Bryson create suspense over his chances of seeing the Northern Lights?
- How does he dramatically introduce his first sighting of the Northern Lights?
- In line 20, Bryson says he will describe the misapprehension of the Northern Lights. What other words of misapprehension does he use in his description (lines 19–37)? Why does he use them?
- What physical and emotional reactions does Bryson have to the Northern Lights? What does this tell us about the spectacle?
- How does Bryson add humor to his description of his departure from Hammerfest?

Analysing language

When you read a text, you can notice many different features. One of these is the language that the writer uses. This is the words and phrases that the writer uses to create a certain effect. For example, the writer might use a lot of adjectives to describe something, or he might use a lot of metaphors to compare things. The language that a writer uses can help you to understand what the writer is trying to say and how he is trying to say it.

When you read a text, you can notice many different features. One of these is the language that the writer uses. This is the words and phrases that the writer uses to create a certain effect. For example, the writer might use a lot of adjectives to describe something, or he might use a lot of metaphors to compare things. The language that a writer uses can help you to understand what the writer is trying to say and how he is trying to say it.

6 Study the literary strategy on page 150. Answer the questions about comparison.

- Bryson's text about the Northern Lights is rich in simile and other forms of comparison. Why?
- Read the text again from line 15 to line 37. Find five similes. In each simile, what aspect of the Northern Lights is Bryson describing, e.g. the way they move, and what is he comparing them to?
- Which of the similes do you think was the most effective? Why?
- What adjectives does Bryson use with the simile 'like what do they swim'?
- Find two examples where Bryson makes a comparison using *as if* or *as though*. What qualities is he giving to the Northern Lights? What does *as if* or *as though* tell you about the literary technique?

Respond

7 Imagine you are a travel writer. You plan to visit another part of the world to see an amazing natural phenomenon. You will then write about it for a travel website.

1 Choose the natural phenomenon below that you want to see. Explain your choice to a partner:

Natural phenomenon	What it is	Where you can see it	When you can see it
A bioluminescent bay	A beautiful blue glow in the sea	The Cayman Islands in the Western Caribbean	at night in the week before and after a new moon
A lunar eclipse or a "blood moon"	A night-time eclipse	at the Victoria Falls in Zambia	at night when the sky is clear and it's a full moon
A geyser	A fountain of hot water and steam that goes high into the air from the ground	you can see Castle Geysir in Hvalfellsdalur Park in the U.S.	it usually erupts once every 10 to 12 hours

- Plan and write three paragraphs for a travel website. Cover these points:
 - How you arrive at the place but couldn't see the phenomenon at first
 - How you managed to see it in the end, and your first impressions of it
 - A full description of the phenomenon with details of what you saw and sounds like. Use descriptive language and comparisons such as *as if* or *as though* to compare what you saw to something you know.
- Swap your description with a partner. Comment on each other's work. Does the description vividly convey the natural phenomenon? Is it easy to imagine?
- Incorporate any comments into your work and produce a final draft.
- Work in small groups. Take turns reading your descriptions out to each other. What comments does each person make?
- Give feedback to each other. Which person's description ...?
 - truly brought the scene to life and made you want to visit the place?
 - was written in a very dramatic or unusual way?
 - used a good range of similes and other forms of comparison?

Literary strategy

150

Literature / A piece of travel writing

Literature / A piece of travel writing

151

— Literary strategy

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

■ Text analysis

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

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

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

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

Multiple literary genres

The course presents a range of literary genres, including poetry, extracts from classic stories, short stories, and playscripts. Usually these are longer in length 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.

1 Why are animals important?

1 Study the reading strategy, then read texts A and B on page 5 quickly and identify the overall tone, text type, and purpose. Check (✓) the correct answer in each chart for text A and text B. There is one extra answer.

Reading strategy
Identifying tone
Tone is the attitude that the author is expressing towards the topic of a text. It is conveyed through the author's use of language and the ideas or imagery they choose to include. Any word that describes attitude can also be used to describe tone. Identifying the overall tone of a text can help you identify the main purpose of the text and the type of text it is.

1. Tone	Text A	Text B
informal and appealing		
subjective and critical		
serious and objective		

2. Text type	Text A	Text B
a review		
a leaflet		
an advertisement		

3. Purpose	Text A	Text B
to inform people about taking care of cats		
to inform people about the challenges cats face		
to describe a cat that needs adopting		

2 Read the texts again and choose the correct answers.

1 According to the introduction of text A, ...
a everyone should get a cat
b people need to be healthier
c there's a special connection between cat and owner
d getting a cat takes a long time

2 Apparently, ... is bad for their health.
a giving cats a suitable diet
b overfeeding cats
c feeding cats every day
d giving cats too much water

3 Part of being a responsible cat owner is ...
a having a check-up when you're sick
b going to the vet every month
c getting an expensive vet
d providing vet care
e encourages good behavior
f Making a training plan
g Ignoring a cat's misbehavior
h Forming a bond with local cats
i Allowing your cat to get into fights

4 According to text B, Snowy ...
a takes to small children immediately
b gets along with other cats
c is a good companion for a family
d and a child make a good team

5 Are these sentences true according to the information in texts A and B? Write Y (yes), N (no), or NM (not mentioned).
1 Cats can improve their owner's wellbeing. ____
2 Older cats require more protein than younger ones. ____
3 Taking care of cats' health doesn't cost much. ____
4 Cats aren't allowed in high-rise apartment buildings. ____
5 Cats need to have the company of people. ____
6 Snowy needs an available and enthusiastic owner. ____

6 Answer the questions. Refer back to the texts.
1 What are two of the advantages of having a cat? _____
2 What are two of the disadvantages? _____
3 What type of person should adopt Snowy? Why? _____

4 Unit 1 Why are animals important?

Reading to learn

Making the right decision about getting a cat

Cats are a common choice of pet for many people. They are, in fact, one of the most popular companion animals in the world, and, over time, they can form a real bond with their owners.

Things to know about cats
Diet
Cats need to have good-quality, nutritious cat food and fresh water every day. The food should be the correct quantity for the cat's age—for example, kittens need a protein-rich diet to help them grow. Giving a cat the wrong food or more food than necessary can lead to obesity. This causes health problems and reduces life expectancy.
Health
Responsible cat owners must take their cat to the vet for an annual check-up and vaccinations to protect them against diseases, and there are routine, monthly treatments you need to give your cat to prevent flea and worms. Cats should also be taken to the vet at the first sign of illness or injury. These visits can be expensive, especially if subsequent treatment is required. Pet insurance, which is an expense in itself, is therefore advisable.
Environment
Above all, cats need a comfortable and loving home, but the living space should also be suitable for their daily routine. People living in small homes or apartments in high-rise buildings should think carefully about getting a cat as ideally it should have access to the outdoors. However, if you have enough space your cat can stay indoors.

Behavior
A kitten needs a lot more supervision than an adult and can only be left alone for a few hours a day. If they are ignored, they may behave badly, and become destructive. You need to come up with a plan for how you will train your cat. You should also consider whether there are many other cats in your local area. Cats are territorial animals by nature and if they do not have enough room to explore without running into other cats, they may get into fights.
Companionship
Cats make good companions for people, but it's important to remember that while they are very independent, cats do need regular human contact. Long periods of isolation while their owners are away from home isn't recommended. For further information on how to take care of cats, speak to a vet or visit: www.kittycity.org

4 Unit 1 Why are animals important?

Companion Animal Adoption Center

Find a cat Find a rabbit Find another animal

Cats available for adoption

SNOWY
Male
5 months
I am honestly a say that Snowy is a fun-loving and affectionate kitten. He gets along with other cats, but he doesn't see eye to eye with small children! Snowy has a real sense of adventure and loves climbing and playing with his toys. If you're looking for a lively companion and you have lots of time to keep an eye on him, you and Snowy could make a good team. ☺

5 Unit 1 Why are animals important?

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.

Vocabulary and Grammar

Design and technology

1 Choose the correct answers to complete the article.

There's no disputing the fact that the bicycle is the most **energy** ... form of transportation in the world. But bicycle design has evolved dramatically over the years. Designers today use scientific data from wind tunnels and test their bikes to the highest level in order to come up with the ultimate cycling machine. Let's take the aero road bike as an example. Manufactured with **performance** ... aerodynamics, its **stream** ... design enables top cyclists to ride much faster and more efficiently. One material that some bikes are made of today is bamboo. Lightweight and naturally **shock** ..., it offers cyclists a comfortable ride. It sounds like a **ground** ... idea, but bamboo bicycles were actually first made in England in 1894! No doubt they will appeal to **eco** ... consumers who want to do their part for the environment.

2 Complete the sentences with the correct adjectives.

1 The _____ coating on my camera lens has really improved my photography.
2 A dolphin's _____ shape enables it to travel through water quickly.
3 By studying the heads of male sheep, which are good at dealing with impact when they fight, cars of the future can be made safer and more _____.
4 The discovery of the structure of DNA in the 1950s was a _____ piece of research.

3 Match the words in the box with the definitions.

1 breaking
2 friendly
3 efficient
4 reflective
5 enhancing
6 breaking
7 friendly
8 absorbent
9 efficient
10 friendly
11 reflective
12 enhancing
13 lined
14 absorbent
15 friendly
16 reflective
17 enhancing
18 lined
19 absorbent
20 friendly
21 reflective
22 enhancing
23 lined
24 absorbent
25 friendly
26 reflective
27 enhancing
28 lined
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83 lined
84 absorbent
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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.

Life Skills

Listening

1 Listen. Study the listening strategy and then listen to a dialogue between Eva and Owen. Choose the correct options to complete the main claims.

Listening strategy

When you summarize an argument, listen for:

- the speaker's main points
- the evidence they use
- the speaker's main argument

Eva / Owen claims that '**reducing dependence on** including edible insects in our diet is **'good' bad** for our health, the **'climate'** environment, and for the economy of **Europe** / **the world**.

2 Listen. Listen again. Complete the chart with the correct information.

Support for the claim	Evidence / example

3 What is Owen's main purpose in the dialogue?

4 Listen. Listen again. Are the sentences (T) true or (F) false?

- 1 World population is estimated to reach 70 billion in 2050. _____
- 2 It isn't unusual for people in Asia, Africa, and South America to eat insects. _____
- 3 Less than half of a cow's edible. _____

Speaking

5 Choose the correct words to complete the phrases.

- 1 There's no **disputing** / missing the fact that ...
- 2 There's a proven **point** / link between ... and ...
- 3 The fact of the **example** / matter is ...
- 4 There's also ... to consider / miss.
- 5 You're missing the **matter** / point about ...
- 6 Let's take / dispute ... as an example.

6 Complete the dialogue with the phrases 1–6 from exercise 5.

Mae: Do you want some of my banana smoothie, Murat? It's made with milk so it's dry! free!

Murat: Thanks, I'd rather not. What do you have against dairy products, anyway?

Mae: Well, I've recently **_____** cows' milk contains lactose and studies show that _____

Murat: Lactose and developing digestive problems in humans.

Murat: Well, I can understand going dairy-free if you're lactose-intolerant.

Mae: _____

Murat: The problems it causes might not appear right away, but they can develop in later life.

Mae: I really didn't know that.

Murat: _____ the use of antibiotics in cows. These antibiotics are passed on to humans via milk, so that this is causing a rise in antibiotic-resistant bacteria in humans.

Murat: But I love cows' milk!

Mae: You might love it, Murat, but even if you do _____ it isn't as good for you as you think _____

7 Choose one of the topics below and decide on your point of view. Write a dialogue in which you make your case for or against. Use the phrases from exercise 5 and some facts and figures.

- alternatives to animal fur
- a pestanation diet
- using protein powders

Topic: _____

Unit 1 Why are animals important?

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

An opinion essay

Extinction is a natural process and humans shouldn't try to stop it.

Every year, the International Union for the Conservation of Nature (IUCN) produces its Red List, which provides up-to-date information on the conservation status of every species in the world. In other ..., it tells us how endangered our plants and animals are. Experts then decide which projects to fund that would best save species from extinction. Some people may say conservation work is expensive and ineffective, and the bottom line is that extinction is a natural process. With over 28,000 species under threat, I will argue against this opinion. Simply ..., I believe we should try to save endangered species from extinction.

First of all, do plants and animals exist alone? In reality, they form part of an ecosystem, and the extinction of one species has a ripple effect. Or, to put it another ..., if one species disappears, it often causes the extinction of other species. A new study found that the rate of extinction today is about 1,000 times faster than it was 65 million years ago. It's our responsibility to take care of the natural world and do something to prevent extinction?

Secondly, losing species has an effect on our environment. Take sea turtles, for example, which are facing a challenge for survival. To ..., six out of seven species of sea turtles are endangered or critically endangered. The sea turtle grazes on seagrass on the sea bed and keeps it healthy. How does that affect us? Seagrass removes carbon dioxide from the atmosphere, in ..., the sea turtle plays a vital role in regulating our climate. To ..., it seems to me that we should do everything we can to stop extinction. The fact of the matter is that we need to preserve the balance of ecosystems in the natural world in order to protect the future of our planet.

Writing

An opinion essay

Start thinking about the structure of your opinion essay. In which paragraphs? are you going to do these things? Write 1, 2, 3, & 4.

- explain two or three important opinions
- sum up your opinion
- restate your reasons
- state your opinion
- support your opinions with facts and figures

Write a first draft

9 Write a first draft of your opinion essay. Write about 225 words. Use your answers from exercises 6, 7, & 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 examples support your overall opinion? ☐

• Have you used facts and figures to support your opinion? ☐

Organization

• Does your essay contain three sections: an introduction, main opinions, and a conclusion? ☐

Style

• Have you used a variety of different phrases to clarify your opinions and introduce ideas in different way? ☐

11 Now write a final draft of your opinion essay.

Task **An opinion essay**

- 4 You are going to write an opinion essay about animals. Choose one of these statements or think of your own.
 - It is a good idea to use animals in medical research.
 - We shouldn't be allowed to own more than one pet.
 - Animal rides for tourists on vacation should be illegal.

10

Unit 1 Why are animals important?

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

Self-assessment

Reading to learn

- What does the tone of a text convey?

- What does identifying the tone of a text help you understand?

- Look at text A on page 5. Is the language objective or subjective? Why?

Vocabulary and Grammar

Design and technology

- Write the adjectives for these definitions.
1 not harmful to the environment

- making new discoveries; using new methods

- not wasting energy

- Write three true sentences using each of the words from exercise 4.
1 _____
- _____
- _____
- _____

Relationships

- Replace the underlined words with a relationship expression.
1 You have a good relationship with your neighbors.

- They have an attitude of good and bad things in their relationship.

- We don't share the same views about technology.

- Which expression can you use when...?
1 something really annoys you

- people work together

- people make a strong connection with each other

Talking about things in general

- Complete the sentence about insects.
When we make generalizations and refer to groups, we use the '_____' article with noncount and plural count nouns, the '_____' article before a singular noun, and the '_____' article before an adjective to describe groups.
- Complete the sentences with a suitable noun or adjective and the zero or definite article.
1 _____ often inspire design ideas.
2 _____ was the inspiration for a streamlined aircraft.
3 _____ are one of the most endangered species.
4 _____ can learn valuable life lessons from the old.

- Write general statements about these things.
climate change plastic bottles the bicycle the brave
1 _____
- _____
- _____
- _____

Making comparisons

- Complete the sentences comparing some insects.
1 Bees are _____ larger of the two.
2 _____ bees and ants live in large communities.
3 _____ termites nor ants have fur.
4 _____ more ants and bees there are, the better it is for the environment.
5 Ants, bees, and termites are insects, _____ of which have three pair of bodies.

12 Complete the sentences in your own words.

- There's plenty of food, none _____.
- I have two good friends, neither _____.
- My parents have two cars, both _____.
- Leopards, tigers, and elephants are amazing animals, all _____.

Developing an argument

- Answer the questions with expressions for developing an argument.
1 What do you do when you argue that something is the best thing to do and give your reasons?

- What do you say to introduce the important point of an argument?

- What can you do with statistics and evidence?

- How do you say the opposite of to take something seriously?

Listening

- When you are developing an argument, what should you always use to support your claims?
1 _____
- _____
- _____

- Give three examples of phrases we use to make a case for something that is true and cannot be disagreed with.
1 _____
- _____
- _____

Writing

- Why is it good to organize your ideas before you start writing an opinion essay?

- Give three examples of phrases we use to introduce ideas in a different way.

Reflect

Why are animals important?

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

In your own words, why are animals important?

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

Unit 1 Why are animals important?

Unit 1 Why are animals important?

13

Exam preparation

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 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 task

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 preparation

Exam preparation A

Use of English

- Study the exam strategy.** Then look at the first question and identify the grammatical structure that it occurs in. Does this help you to identify the correct answer?

Exam strategy

Remember that you must only use one word in your answer to a cloze exercise. They are often words such as auxiliary verbs, prepositions, pronouns, or articles. Look for clues in the sentences immediately surrounding the blanks. Identify the grammatical structure that contains the missing word – it may be a word that usually appears in this structure. Finally, you can use the type of the sentence, and the text as a whole, to help you.

Cloze

- Read the text and think of the word that best fits each blank. Use only ONE word in each blank.**

EARLY POLLUTERS OF THE EARTH

The 19th century is widely believed to be one of the ¹ _____ worst centuries for pollution. However, ice cores taken from Earth's glaciers reveal that people have been polluting our planet for much ² _____ than that. Ice cores from Greenland contain tiny particles of metal that were released into the atmosphere ³ _____ Ancient Greece and Roman mining operations. These were carried on the wind until they eventually landed on the ice. Evidence from glaciers in Peru also indicates that air pollution was happening long ⁴ _____ the Spanish settlers arrived in the 16th century – though it certainly increased dramatically after their arrival. Pieces of metal in the ice show that people were heating copper in the region ⁵ _____ early as the 1400s, and silver, which is often taken lead, in the late 15th century. We often like to think of our distant ancestors as living simple lives, at one with nature. In reality, many of ⁶ _____ were polluting their environment, just as we are now.

Listening

- Study the exam strategy. Why is it a good idea to think of other ways of expressing the main ideas in the questions and options?**

Exam strategy

Before you listen, highlight the key words in the questions and the options. Think of other ways of expressing these ideas. The speakers will rarely use the same words as the ones in the questions.

Multiple choice

- Listen. You will hear part of an interview with Emma, a woman who runs the charity 'Together with You.' For each question, choose the best answer (a, b, or c).**

Writing

- Study the exam strategy. What should you try to express in the introduction, main body, and conclusion of an opinion essay?**

Exam strategy

In an opinion essay, you only need to argue one point of view. Think about the topic and decide which point of view has the strongest arguments and evidence (even if it isn't your own personal opinion). State this point of view in the introduction. Use the main part of the essay to give reasons and examples. Then, look at the point of view again in the conclusion.

Opinion essay

- Write an opinion essay.**

In your English class, you have been talking about personal relationships. Now your English teacher has asked you to write an essay. Write an essay about the topic below using all of your notes and giving reasons for your point of view.

There is a saying "Don't judge a book by its cover." Is it always wrong to judge people by their appearance?

Write your essay in 140–190 words.

Speaking

- Study the exam strategy. How can you give complete answers to the questions?**

Exam strategy

Try to give a complete answer to each question by giving reasons, imagining that someone has asked you to explain why you have that opinion. Give examples from your experience to support your answer.

Discussion

- Discuss these questions about animals with a partner in a group of three.**

- 1 Do you think letting a child have a pet is always a good thing?
- 2 Do you think people generally spend too much money on their pets?
- 3 What do you think is the best pet for a child?
- 4 Why do you think wildlife documentaries are so popular?
- 5 Are all animal species equally valuable to humans?

104 Exam preparation A
Exam preparation A 105

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

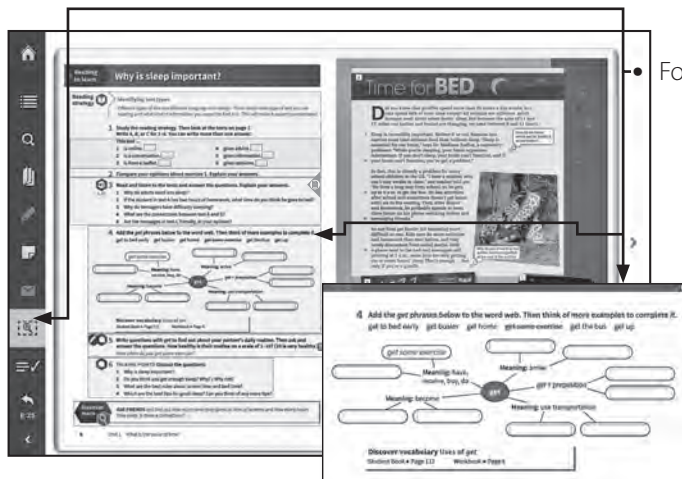
Deliver heads-up lessons

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.

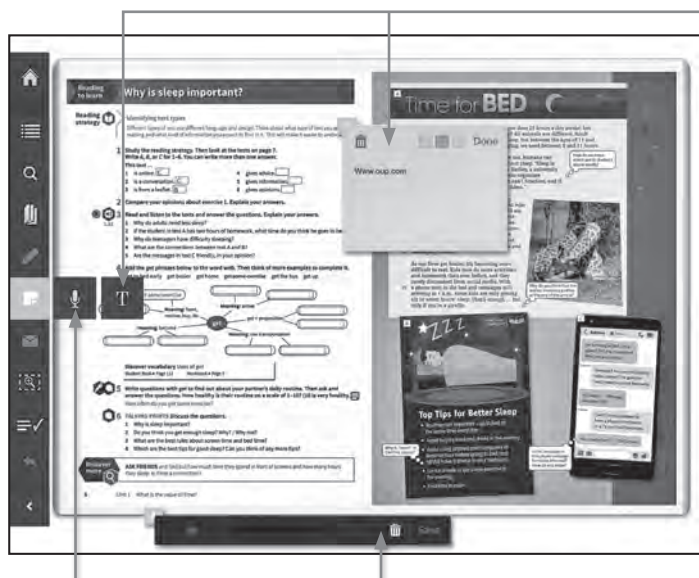
Play audio and video at the touch of a button and launch activities straight from the page. Answer keys reveal answers one-by-one or all at once to suit your teaching style. Capture your students' attention with the Focus tool: activities fill the screen so that everyone can participate, even large classes.

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.

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

Online Practice with Teacher's Resource Center

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

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

<https://oxforddiscoverfutures.oxfordonlinepractice.com>

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

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



Skills practice

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



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

Managing the Online Practice

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

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

Teacher's Resource Center

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

Tests

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

Worksheets

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

Videos

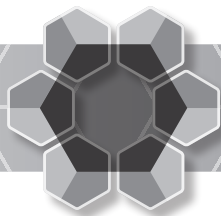
- ten Factflix videos
- ten Reflect videos (without narration)
- ten Reflect videos (with narration)
- video audio

Other resources

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

Professional development

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



Teaching with *Oxford Discover Futures*

Speaking and Listening

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

Promoting Successful Classroom Discussions

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

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

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

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

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

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

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

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

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

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

What do you think would happen if _____?

How are _____ and _____ the same? Different?

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

How do we know this is true?

Setting up Pairs and Groups

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

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

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

Setting up Small Groups

Double partner groups

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

Random groups

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

Level groups

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

Teacher's Role in Setting up Pairs and Groups

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

Functional Language

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

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

Reading

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

Text Types

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

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

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

Reading Strategies

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

Intensive Reading

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

Extensive Reading

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

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

Writing

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

Modeling the Writing Process

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

Personalization

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

Differentiation

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

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

Assessment for Learning

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

Oxford Discover Futures has many opportunities to gather evidence of student performance through dialogues, discussions, and other informal interactions. The inquiry-based methodology of the course promotes higher-level questions that probe a deeper level of understanding, asking students to make comparisons, speculate, 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)



Why are animals IMPORTANT?

The kingfisher inspired the design of a high-speed vehicle, capable of reaching speeds of up to 320 km per hour. What do you think it was?

How have animals inspired us?

- Look at the picture on page 4 and read the caption. How do you think the vehicle's design was inspired by the kingfisher?
- Work in pairs. Which animals do you think inspired these technologies (1-4)?

Animal-inspired designs



1
an eco-friendly bicycle helmet



2
a performance-enhancing swimsuit



3
an energy-efficient wind machine



4
an anti-reflective camera lens

Discover vocabulary Design and technology
Student Book • Page 112 Workbook • Page 6

- Watch the Factfile video and check your answers to exercise 2.
- Watch the video again and answer the questions.
 - What was the bullet train's problem? What was the solution?
 - What advantage do fans with "bumpy" blades have?
 - What was special about the biomimetic Olympic swimsuit?
 - What does the woodpecker's shock-absorbing skull allow it to do?
 - How did nature help to improve the design of camera lenses?
- Work in groups. How do you think the animals on the left have inspired the development of the technologies on the right? Match them and explain your answers.

bats	air conditioning
geckos	a syringe
mosquitoes	a walking stick for the blind
termites	adhesive tape

Key phrases Talking about design solutions
What do ... have in common?
... take inspiration from ...
... could help find a solution to ...
... apply the same design to ...
... could be inspired by / could enable ...

Discover more  SEARCH ONLINE and find out about "the Antennet." What can ants teach us about the Internet?

Vocabulary

- Design and technology
- Relationships
- Developing an argument

Further practice

Discover vocabulary Student Book, page 112

Workbook, pages 6 to 8

Vocabulary practice worksheet, Teacher's Resource Center

Reading

- Identifying tone
- Reading an article about an unusual traveling companion

Further practice

Workbook, pages 4 to 5

Reading practice worksheet, Teacher's Resource Center

Grammar

- Talking about things in general
- Making comparisons

Further practice

Discover grammar Student Book, page 113

Workbook, pages 7 to 8

Grammar practice worksheet, Teacher's Resource Center

Life skills

- Using charts to present information

Listening

- Listening to summarize an argument
- Listening to a radio interview about the use of animal products

Further practice

Workbook, page 9

Speaking

- Talking about design solutions
- Making your case

Further practice

Workbook, page 9

Writing

- An opinion essay
- Generating ideas and supporting opinions
- Signpost language to paraphrase or clarify

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 have animals inspired us?

Learning objectives

FACTFLIX VIDEO Learning about biomimicry

VOCABULARY Design and technology

SPEAKING Talking about design solutions

Introducing the topic

- With books closed, ask: *What animals have you seen recently and where did you see them?* Elicit a few ideas from individual students. Ask: *Can you imagine a world with no animals? How would it be different? Would it be better or worse? Why?*
- Put students into pairs or small groups to discuss.
- Ask pairs or groups in turn to tell the class their ideas and ask the Discover question: *Why are animals important?* Encourage students to give their opinions.

1

- Focus on the picture and ask students to read the caption. Elicit or explain that a kingfisher is a kind of bird that dives into water and catches fish to eat.
- Explain that the kingfisher inspired the design of a high-speed vehicle. Students discuss in pairs what kind of vehicle they think this was.
- Elicit some ideas, and encourage students to think about how watching a kingfisher dive could inspire the design of a vehicle. Don't confirm their answers at this stage.

2

- Students look at the pictures and work in pairs to discuss what animals inspired the technologies.
- Elicit a few ideas for each technology, but don't confirm them at this stage.

Discover vocabulary Student Book page 112 Workbook page 6

- Read out the four descriptions of the pictures in exercise 2 and elicit or point out that the adjectives are all compound adjectives.
- With weaker classes, turn to page 112 and do the exercises on Design and technology in class, before students discuss the questions in exercise 2. With stronger classes, students can do the *Discover vocabulary* exercises for homework, as consolidation.

3 

- Play the video for students to check their answers to exercise 2. Ask students which answers they guessed correctly, and 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 a woodpecker (its skull) 2 a shark (its skin)
3 a whale (its fins) 4 a moth (its eyes)

DIFFERENTIATION

- With weaker classes, play the video once through for students to watch and listen. Ask them what they learned from it, then play the video again to check the answers carefully.

4 

- Read the questions aloud then play the video again for students to watch and make notes. Pause the video as necessary to allow them time to write.
- Check answers, then ask: *What other designs could be inspired by these animals?* Elicit a few answers.

SUGGESTED ANSWERS

- 1 The bullet train's problem was that it made a loud noise when it came out of a tunnel. The solution was to re-design the front of the train based on the shape of a kingfisher's beak, which cuts through the air more efficiently. This made the train faster, quieter, and more energy-efficient.
- 2 Fans with "bumpy" blades are 20% more efficient.
- 3 The biomimetic Olympic suit was designed with overlapping layers, like shark scales, to help swimmers move through the water faster.
- 4 The woodpecker's skull allows it to drill trees up to 20,000 times a day.
- 5 By studying moths' eyes, which absorb light, designers were able to make camera lenses anti-reflective.

5

- Read the task aloud and check that students know what the animals are and understand the technologies. Read through the key phrases, giving examples of each phrase in use. e.g., *What do a train and a bird **have in common**? The train **takes inspiration from** the kingfisher's beak.*

COMMUNICATION

- Students work in groups to do the matching task and think of reasons for their answers.
- For feedback, have a brief class discussion on each of the animals and technologies. Encourage students to use the key phrases.

SAMPLE ANSWERS

A walking stick for the blind takes inspiration from bats. Bats use echolocation to detect nearby objects, and this stick uses ultrasound to do the same thing.

An adhesive tape was inspired by geckos and their ability to climb vertical surfaces.

Mosquitoes are able to draw blood from a person or animal without them noticing. Designers have applied the same design to a painless micro-needle syringe.

Termite mounds have a lot in common with modern buildings. Their mounds consist of a series of tunnels and "rooms," and they have their own form of air-conditioning. This has inspired the design of some modern, energy-efficient air-conditioning systems.

Discover more

- Students can do the research in class if they have internet access. Alternatively, they can do it for homework. Ask them to make notes on what they find.
- For feedback, after the research or in the next lesson, students can discuss in groups what they found out.

Further practice

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

Workbook, page 6

Vocabulary practice worksheet, Teacher's Resource Center

An Unusual Traveling Companion

Reading strategy **Identifying tone**

 1. Work in pairs. Discuss the questions.

- 1 Why do people keep animals as pets and companions?
- 2 Look at the pictures on pages 6 and 7. Do you think hens could make good companions? Why? / Why not?

Identifying tone

Tone or the attitude that the author is expressing towards the topic or text. It is conveyed through the author's use of language and the ideas or imagery they choose to include. Any word that describes attitude can also be used to describe tone, e.g., serious, objective, or sympathetic. Identifying the overall tone of a text can help you identify the main purpose of the text and if a typical text it is.

 2 Study the reading strategy. Then read and listen to the text on page 7. Check (✓) the correct answers.

1. What is the overall tone of the text? Find evidence in the text to support your answer:
- a serious and factual ☐
 - b subjective and critical ☐
 - c humorous and playful ☐
2. What is the main purpose of the text?
- a to inform us about the dangers of climate change ☐
 - b to inform us about the problem of water pollution ☐
 - c to persuade us to think about hens in a different way ☐
 - d to entertain us with a story of an adventure and an unusual traveling companion ☐
 - e to entertain us with a story about some funny videos on social media ☐
3. Choose the option that best describes the text type.
- a a news article ☐
 - b an explanation ☐
 - c an academic essay ☐
 - d a magazine article ☐
 - e an advertisement ☐
 - f a review ☐

3 Read the text again. Then answer the questions.

- 1 Why did Guirec decide to take a traveling companion on his trip?
- 2 According to the writer, how did Monique relate to Guirec?
- 3 Why does Guirec feel it would have been strange to eat Monique during their trip?
- 4 How did Monique save Guirec's life?
- 5 What enabled Guirec to navigate the Northwest Passage?
- 6 What would you say was the purpose of Guirec's voyage?

Discover vocabulary Relationships
Student Book • Page 112 Workbook • Page 6

4 TALKING POINTS Discuss the questions.

- 1 Why are some animals "friends" and others "food"?
- 2 Imagine you are planning to sail around the world. If you could take one animal with you as a traveling companion, what would it be? Why?

Discover more

SEARCH ONLINE and find out about other people who have traveled with animals on an adventure. Where did they go? What made the animals' travel plans unique?



Can you think of a synonym for "set out"? Find other phrasal verbs in the article that describe a journey.



"Once we'd crossed the Atlantic, we said to ourselves: 'We enjoyed that, we can go further,'" says 26-year-old explorer Guirec Soudée, sitting in his farmhouse in France. Guirec is a young sailor from Brittany, and he's talking about his round-the-world trip. The voyage took five years, but he didn't do it alone. Guirec's shipmate was ... a hen.

Guirec set out from France on his small boat in December 2013. By the time he had reached the Canary Islands, he was looking for a companion. A round-the-world voyage was a very big deal, and Guirec knew it would be a lonely experience. He decided he needed a pet, one that was good company, dependable, and didn't need much care. That's when he came across Monique. "She was only about four or five months old then, and had never left the Canary Islands," he says. "I didn't speak any Spanish and she didn't speak any French, but we got along."

Hens are very sociable creatures that are most at home in a flock and are normally found on land. But surprisingly, Monique quickly took to life on board and settled down well. She seemed to accept Guirec as her "flock." So in May 2014, the unlikely pair sailed across the Atlantic to St. Barths together. During the journey, each had their tasks - Guirec took care of the boat and Monique laid eggs for breakfast. They made a good team, and Monique's company and her eggs saved Guirec on more than one occasion.

By January 2015, they had tired of the tropics and set off again—this time to Greenland. The plucky pair spent summer and autumn exploring the west coast, where Guiréc paddleboarded around icebergs and the polar bears, while Monique made friends with local Inuit children. She even set fire to the snow. As in every relationship, they had their ups and downs. Monique got on Guiréc's nerves when she made a mess, so they'd always see eye to eye. "[But] I said to myself: If he annoys me, I can always rat him," says Guiréc, with a grimace. "It feels weird to say that now! We formed a real bond. She was so endearing, she made me laugh so much. It felt as if I had always known her."

When winter closed in, the pair moved to a fjord in northwest Greenland. Then disaster struck: their boat got trapped in Arctic ice and, as temperatures dropped to -60°C, the two adventurers struggled to survive. "I thought I would lose everything I had worked for since I was 18," says Guirrec. Luckily, Monique laid 106 eggs during the 130 days they were trapped. "I lost 12 kg," says Guirrec. "She saved my life."

After Greenland, they sailed on, with Guirec becoming the youngest sailor to navigate the Northwest Passage, and Monique the first hen. They were able to do it because of melting polar ice and global warming. They also came across a lot of plastic waste. Guirec was eager to raise awareness of these environmental problems. "There were times when Monique and I... would turn around just to go and pick up plastic buoys or bottles."

43) Canada, Antarctica, and South Africa were the next stops, before returning to Brittany in December 2018. By then, the pair had traveled 72,420 km together. They also had over 160,000 followers on social media. Many of them "liked" Guirec's funny videos and his support for ocean preservation.

So why sail around the world... and why with a hen? "Why not?" you may say. And Guirec would agree. His message is simple: follow your dreams and pursue your passion because anything's possible. Even sailing around the world with a hen as your first mate. In fact, he's already planning their next adventure: "Monique and I would like to cross the Arctic," he says, smiling.

There are loads of things we'd like to do, but we'll see...

Why does
writer start
paragraph
rhetoric?

How is the article introduced?
Does it use formal or informal
language? Is the tone academic (or
conversational)?

What do you think a "flock" is? Why do hens prefer to be in a "flock"?

Look at the way the writer describes Guine's relationship with Moráque. Does it sound like an animal or a human? What effect does that have on the tone of the piece?

The writer often quotes Guirrec directly. What effect does this

Why does the writer start the final paragraph with a rhetorical question?

Can animals be good companions?

READING Reading an article about an unusual traveling companion

READING Identifying tone

VOCABULARY Relationships

- 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.

- With books closed, ask students to imagine they are going on a long journey, e.g., over some mountains or across the ocean. Tell them they have to travel alone, with no other people. Ask: *What would be difficult about traveling alone?* Discuss the question with the class, discussing both practical issues, e.g., it would be difficult to carry everything yourself, and emotional ones, e.g., it would be difficult to have no one to talk to.

- Ask: *Would it help to have an animal as a companion? In what ways?* Discuss briefly as a class.

- Read the questions aloud, then put students into pairs to discuss them.

- Discuss their ideas as a class. Encourage students who have personal experience of pets to talk about their own experiences and the benefits that pets bring to people.
- Discuss why hens might or might not make good companions, and ask students which animals they think are not suitable pets, and why.

As well as companionship, animals can provide practical support to people. Many people who have difficulties seeing or hearing have a specially trained dog to help them with specific tasks. People who are unable to move may have a “helper monkey” to perform tasks for them such as turning light switches on and off, or fetching food for them. Some people also have a recognized “emotional support animal,” that helps to keep them calm in stressful situations such as flying. Many airlines now allow such animals to fly with their owners.

2 1.01

- Ask students to look at the reading strategy, or read it aloud to the class. To demonstrate the idea of tone, focus on the text and ask: *What might the author say about traveling with a hen?* Elicit a range of ideas, or suggest some yourself. For each idea, elicit what the tone would be, e.g., *At least I had plenty of fresh eggs.* (humorous) *I became quite worried about the hen because it was terrified of the water.* (serious) *It was on the boat for three months.* (factual) *I got really fed up with it after a while.* (critical).
- Allow students time to read through the questions and answer options, then play the audio for students to listen and read and check the correct answers.
- Discuss the answers with the class.

ANSWERS

1 c

We can see that the overall tone of the text is humorous and playful in the following sentences:

"The voyage took five years, but he didn't do it alone.

Guirec's shipmate was ... a hen."

"I didn't speak any Spanish and she didn't speak any French, but we got along fine."

"As in every relationship, they had their ups and downs.

Monique got on Guirec's nerves when she made a mess, so sometimes they didn't see eye to eye."

"... pursue your passion because anything's possible.

Even sailing around the world with a hen as your first mate."

2 d

3 d

3

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

ANSWERS

1 because he knew it would be a lonely experience

2 She seemed to accept Guirec as her "flock."

3 because they formed a real bond – she was endearing, made him laugh, and he felt as if he'd always known her

4 by laying eggs for Guirec to eat while they were trapped in Arctic ice

5 melting polar ice and global warming

6 to fulfil a personal dream

Extra activity: Research

- Students might be interested to learn more about Guirec and Monique. They could search online for more information, either in class in pairs, or for homework. They will be able to find more pictures and videos of the two on their travels, and also information about the books that Guirec has written about their adventures.
- Students can report back to the class when they have done their research, or in the next lesson.

READING TEXT QUESTIONS

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

SUGGESTED ANSWERS

The article is introduced with informal language, e.g., with a direct quote and contracted forms. The tone is conversational.

Set out = leave. Other phrasal verbs: *took to* = got used to, *settled down* = became calm, *set off* = start a journey, *sailed on* = continued to sail, *turn around* = turn to face or travel in the opposite direction

A *flock* = a large group of birds. Hens probably prefer to be in a flock because it keeps them safer from predators.

The writer describes his relationship with Monique as if she is human, e.g., "Monique made friends with local Inuit

children," "As in every relationship, they had their ups and downs." This gives the piece a humorous tone.

The direct quotes from Guirec make the article more interesting. The quotes have more impact than they would have if they were reported. They also make the reader feel that they are in a conversation with him.

The writer uses a rhetorical question to make the reader think about why Guirec made this journey and what our motivation is in general for things that we do.

Discover vocabulary

Student Book page 112 Workbook page 6

- Refer students to exercises 3 and 4 on Relationships, on page 112.
- With weaker classes, do the exercises in class, before students move on to exercise 4. With stronger classes, students can do the exercises for homework, as consolidation.

4 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 their answers.
- Discuss students' ideas as a class.

Extra activity: Creativity

- Ask students, in pairs, to imagine that Monique can talk and write. Ask them to write a paragraph about one part of the trip as if it was written by Monique. Encourage them to make it humorous. You could generate a few ideas as a class first, e.g., *I was walking along the beach one day when a French guy came up to me and asked if I wanted to sail around the world with him.*
- Students can share their paragraphs in groups of four or six, then choose one as a group to share 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 what they find.
- For feedback, after the research or in the next lesson, ask students what they found out about the different animals and why they were good traveling companions.

Preview

- Ask students to look at the grammar presentations on talking about things in general on page 113 before the next lesson.

Further practice

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

Workbook, pages 4 to 5

Reading practice worksheet, Teacher's Resource Center

Language in use

Why do we need animals and insects?

1

Look at the pictures in the article. They show the impact that losing one insect could have on our choice of food products. Which insect do you think it is? Why? Discuss in pairs.

2

Read the article and check your ideas from exercise 1. What other animals or insects does it mention? Why are they important?

Defenders of the natural world

Imagine this: you go to the supermarket to buy some fruit and vegetables but when you get there, you discover that none of your favorite products are available. There are empty boxes where the apples, cucumbers, and cherries were, and the remaining fruit and vegetables are incredibly expensive. Sound unlikely? Not according to scientists. Sadly, this will be just one of the side effects of our disappearing wildlife. In fact, the loss of some of our smallest creatures will have the most devastating effect.

Take the bee, for example. Bees enable plants like through pollination, but these busy little insects are being killed off by poisonous pesticides, poor weather, and disease. In the future, there will be fewer and fewer bees and, if they disappear, one-third of the world's crops will disappear with them.

Ants and termites also perform important roles in protecting the ecosystem. Both of these insects help to clean up waste and recycle nutrients. Without them, forests would be drowning in their own organic rubbish. Ants also have a lot in common with earthworms. Ants may be the larvae of the two, but neither could be considered unimportant. They both help to ventilate and fertilize soil so it is full of nutrients. Without healthy soil, plants would die, resulting in less food, more pollution, and more flooding.

We need to change our habits, and the sooner they change the better. Habitat loss, pollution, and climate change are contributing to the decline of not only insects, but all creatures. It is estimated that 50% of animal species will be facing extinction by the year 2100. And the longer the situation goes on, the more animals we will lose. We need to recognize that all animals, meaning the big and the small, are essential for our survival.




Discover grammar Talking about things in general

Student Book • page 113 Workbook • Page 7

We can use the zero article with (plural) nouns to mention people, animals, or things in general.

We can use the definite article with an adjective to talk about a specific group of people or animals, or it can be used with a singular noun to refer to a whole group of animals.

3

Study the underlined text in examples a–e from the article and answer questions 1–3.

a

There are empty boxes where the apples, cucumbers, and cherries were.

b

Not according to scientists.

c

Take the bee, for example.

d

Habitat loss, pollution, and climate change are contributing to the decline of ... all creatures.

e

All animals, meaning the big and the small, are essential for our survival.

1

Which refer to something in general using the zero article?

2

Which refer to something in general using the definite article?

3

Which doesn't refer to something in general?

4

Work in pairs. Make as many general statements as you can, using the zero article, the definite article, and the words below.

bee

climate change

rainforest

rich

tiger

young

Discover grammar Making comparisons

Student Book • Page 113 Workbook • Page 7

We compare the definite article with a comparative to make a comparison between two things. Or we compare the ... the ... structure to draw a comparison between two things.

The quantities both, either, all, and none consider the need to make comparisons by highlighting the similarities between two or more things.

5

Read the Discover grammar box and find examples of the grammar in the article on page 8.

6

Study the factfiles about two different animals. Ask and answer the questions in pairs.

1

What do they have in common? Complete the sentences with as many similarities as you can.

Both

Neither

2

How do they help the environment in different ways?

3

Which do you think is:

a

the more important of the two animals? Why?

b

the easier to protect? Why?

Frogs

Habitat: ponds

Threats: climate change, pollution, and pesticides, disease, habitat loss

Bio indicators: studying them can reveal a lot about the quality of their environment.

Bug control: frogs eat insects, which helps to protect crops.

Among the insects they eat are disease-spreading mosquitoes, so frogs help to control their numbers.

Food source: they are prey for fish, birds, and reptiles.

Bats

Habitat: trees, caves

Threats: climate change, habitat loss, disease

Bio indicators: studying them can reveal a lot about the quality of their environment.

Bug control: many bats eat insects, which helps to protect crops.

Pollination: when bats drink nectar from flowers, they pick up pollen, which they then transport to other plants, allowing the plants to reproduce.

Spreading seeds: some plants and trees rely on bats to eat, carry, and excrete their seeds in new locations, allowing new growth.

7

Make as many sentences as you can about the pictures using the ... the ... structure.

The more forests we destroy, the fewer habitats there will be for animals.




Discover more

SEARCH ONLINE and find out why humans need sea otters, narwhals, seals, or birds. Prepare the topic that interests you most. Why is it important that we protect your chosen animal?

Language in use

Why do we need animals and insects?

Learning objectives

GRAMMAR Talking about things in general

GRAMMAR Making 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

- With books closed, ask students to close their eyes. Say: *Imagine it's summer, you are sitting outside with some friends, maybe having a picnic. The sun is shining and it's lovely and warm. Then you hear a buzzing sound. You look around, and see a wasp. Then you see some flies on your food. Then you feel an ant crawling on your skin.*
- Ask students to open their eyes and ask: *How do you feel when you think about these insects?* Elicit students' reactions. If their feelings are negative, encourage them to explain why.
- Ask: *Are there any insects that you feel positive about, for example, butterflies?* Why? Discuss the question as a class and encourage students to think about why they react in a positive or negative way to certain insects.

1

- Ask students to look at the pictures and discuss the questions in pairs.
- Discuss students' answers as a class, but don't confirm them yet.

2

- Ask students to read the article to check the answers to the questions in exercise 1. Confirm these answers with the class, then ask students the questions in exercise 2.
- Discuss the answers.

ANSWERS

The article talks about the impact of losing bees. It also mentions ants, termites, and earthworms. Ants and termites are important because they protect the ecosystem by cleaning up waste and recycling nutrients. Earthworms (and ants) are important because they ventilate and fertilize soil. Without these creatures, the soil would not be as healthy, which would result in less food, more pollution, and more flooding.

Discover grammar

Student Book page 113 Workbook page 7

- With weaker classes, turn to page 113 and go through the main points in the *Discover grammar* presentation before you move on to exercise 3.

3

- Students could work in pairs to read the underlined text and answer the questions.
- Check answers with the class.

ANSWERS

1 b, d 2 c, e 3 a

4

- Elicit or give one or two general statements about some of the words, e.g., *Bees are very important to us. I'm worried about **climate change**.*
- Put students into pairs to write as many statements as they can. You could set a time limit of three or four minutes for this, if you want to make it competitive.
- Ask who has written the most statements, then ask pairs in turn to read some of their sentences to the class.

POSSIBLE ANSWERS

Bees are very important insects. (zero article) / Without the bee, we would have less food. (definite article)

Climate change affects everybody. (zero article)

In the 1950s, only the rich could afford to travel by air. (definite article)

Many species of tiger are endangered. (zero article) /

We need to protect the tiger. (definite article)

Social media is especially popular with the young. (definite article)

Discover grammar

Student Book page 113 Workbook page 7

- With weaker classes, turn to page 113 and go through the main points in the *Discover grammar* presentation before you move on to exercise 5.
- With stronger classes, students can do the exercises in the *Discover grammar* for homework.

5

- Ask students to read the notes in the *Discover grammar* box, or read them aloud.
- Ask students to find examples of the grammar in the article on page 8.
- Check answers, and use the answers to reinforce the language points.

ANSWERS

Ants may be the smarter of the two, ...

We need to change our habits, and the sooner they change the better.

And the longer the situation goes on, the more animals we will lose.

... you discover that none of your favorite products are available.

Both of these insects help to clean up waste and recycle nutrients.

... neither could be considered unimportant.

They both help to ventilate and fertilize soil, so it is full of nutrients.

Habitat loss, pollution, and climate change are contributing to the decline of not only insects, but all creatures.

6

COMMUNICATION

- Focus on the two animals in the factfiles and ask: *What do you know about these animals?* Elicit what students know, asking more questions if necessary to prompt them, e.g., *Where do they live? What do they eat? What eats them?*
- Students then work in pairs to read the factfiles and discuss the questions.
- Go around monitoring and helping while students are working.
- Ask pairs in turn to tell the class some of their ideas.

SUGGESTED ANSWERS

1 Both can be used as bio-indicators, both help to control the number of bugs, and both are threatened by climate change, disease, and habitat loss. Neither are safe from human-made threats such as climate change and habitat destruction, and neither are unimportant to humans, e.g., because they control bug numbers.

2 Frogs and bats are both important parts of the cycle of life but in different ways. They are both important for bug control, as they both eat insects, and this protects crops. Frogs also help to control the numbers of disease-spreading mosquitos and they provide food for other animals, while bats help plants to reproduce. In this way they both help the environment.

3 students' own answers

7

- Focus on the two pictures and elicit what they show (the destruction of forests, and plastic waste in the sea).
- Read the task and the example answer aloud, then ask students individually or in pairs to make more sentences using *the ... the ...*.
- Ask some students to read their sentences to the class.

SAMPLE ANSWERS

The more land we use, the more problems we create.

The less we do to protect forests, the worse global warming becomes.

The less plastic we recycle, the more plastic will be in our oceans.

The more plastic we dump in our oceans, the more plastic we'll have in our food.

Discover more

- Explain that students should use the exact search term for each animal in the task. Read the task aloud, then ask students individually or in pairs to choose one of the animals and do the research. They could do this in class if they have access to the internet. Alternatively, they can do it for homework. Ask them to make notes on the things they learn.
- For feedback, after the research or at the beginning of the next lesson, put students into groups according to the animal they chose. Ask them to compare their ideas and prepare arguments to persuade the class why it is important to protect their animal. Encourage them to compare different animals using some of the language they have learned in this lesson.
- Ask groups in turn to present their arguments to the class.
- Discuss as a class which group put forward the best arguments, and which arguments are the most convincing.

Preview

- Ask students to do *Discover vocabulary* exercises 5 and 6 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

Do we need animal products?

Life skills strategy

Using charts to present information

When you present an argument or evidence, you want to use supporting information clearly and effectively. One way of doing this is by using charts.

- Bar charts** can show quantities and are good for making comparisons.
- Line charts** are good for showing trends and changes over a period of time.
- Pie charts** can show quantities expressed as percentages of a whole.

1 Study the life skills strategy and look at charts A-C below. Answer the questions.

1 What type of charts are they?

2 Which statistic do you find most surprising?

A The amount of fresh water used in the production of selected food products

Food product	Water use (liters per kilogram)
Vegetables	322
Nuts	962
Chicken	4,105
Eggs	9,863
Beef	15,415

B Land use as a percentage of global habitable land*

Land use	Percentage
Urban areas and built-up areas	1%
Cropland	11%
Pastureland	37%
Forests	33%
Other	18%

C Meat consumption by selected country

Country	1961	1970	1980	1990	2000	2011
US	~100	~105	~110	~115	~120	~125
Brazil	~25	~35	~50	~70	~90	~110
Canada	~25	~35	~50	~70	~90	~110
UK	~25	~30	~35	~40	~45	~50
China	~10	~15	~20	~25	~30	~35
Kenya	~5	~5	~5	~5	~5	~5

2 Choose the correct option. Answer according to the information in charts A-C.

1 Cows use 962 / 15,415 liters of fresh water per kilo of meat.

2 Producing nuts / vegetables requires more fresh water than producing chicken.

3 The amount of land used for farming livestock is greater / less than the amount used by forests.

4 Half / Over three times as much land is used for farming animals as for growing crops.

5 Brazil and China / the US and Canada experienced the most dramatic rise in annual meat consumption between 1961 and 2011.

6 On average, people in Kenya / India eat the least amount of meat per year.

3 Are arguments 1-8 for or against the use of animal products? Choose the correct option.

1 Leather takes less energy to produce than synthetic material. for / against

2 Many industrialized factory farms treat animals unethically. for / against

3 Animal products like meat are bad for our health. for / against

4 Small-scale farms produce ethical animal products. for / against

5 We can get enough nutrients into our diet from plants. for / against

6 Animal products use a lot of water and land. for / against

Discover more

SEARCH ONLINE and find out about other replacements for animal products, e.g. dairy, meat, eggs and leather. Are they better for the environment? Are they cheap to produce?

Listening strategy

4 Listen to a radio interview about the use of animal products. Which arguments from exercise 3 does Dr. Brady make?

5 Which of the charts A-C from page 10 support Dr. Brady's arguments?

6 Study the listening strategy. Then listen again and complete the summary.

In the radio show Global Matters, Dr Helen Brady claims that our dependence on animal products is bad for:

She supports this claim by first talking about 1.

Then she goes on to point out 2.

Finally she looks at 3.

Examples and statistics she uses to support her arguments are 4.

5.

6.

7.

8.

9.

Life skills

Do we need animal products?

Learning objectives

LIFE SKILLS Using charts to present information

VOCABULARY Developing an argument

LISTENING Listening to a radio interview about the use of animal products

LISTENING Listening to summarize an argument

SPEAKING Making your case

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: *In what ways do we use animals in our lives?* Elicit a few ideas, e.g., we use them for food, for clothes, as companions, in medical research, etc.
- Ask students to think about all the uses they have mentioned. Ask: *Are all these uses necessary? Can they all be justified? Which could we manage without? Do you think that any are wrong? Why?* Discuss the questions as a class. Encourage students to express and give reasons for their opinions.

1

- Read aloud the life skills strategy about using charts to present information.

- Ask: *Why is it useful to use charts to present information?* Elicit that in a chart you can present a lot of information together, in a way that is easy to understand.
- Ask students to look at the charts in pairs and answer the questions.
- Discuss their ideas as a class, encouraging students to give reasons for their answers.

ANSWERS

1 A bar chart B pie chart C line chart

2 students' own answers

2

- Students look at the charts again and choose the correct words and numbers in the sentences.
- Check the answers, referring back to the charts to confirm the correct answers.

ANSWERS

1 15,415 2 nuts 3 greater 4 Over three times

5 Brazil and China 6 India

DIFFERENTIATION

- With weaker classes, you might need to spend more time looking at the charts to make sure students can understand and interpret them correctly.

3

- Say: *Some people believe we don't need animal products and we shouldn't use them. What arguments do you think they use to support their ideas?* Elicit a few ideas, e.g., *It's cruel to kill animals for food.* Ask: *What arguments do you think people use to say it's OK to use animal products?* Elicit a few ideas, e.g., *If we don't use leather for shoes, we have to use plastic, and that can be bad for the environment.*

10

Unit 1

Unit 1 Why are animals important?

11

- Read the task aloud, then students discuss in pairs.
- Check the answers, then ask: *Which arguments do you find the most convincing? Why?*

ANSWERS

1 for 2 against 3 against 4 for 5 against
6 against

Discover vocabulary Student Book page 112 Workbook page 8

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

4 1.02

- Read aloud the task and the question, then play the audio for students to listen and note down the arguments that are used.
- Check the answers, then ask: *Are you persuaded by Dr. Brady? Why? / Why not?*

ANSWERS

2, 3, 5, 6

5

- Read the question aloud and elicit the answers, encouraging students to refer to the charts to explain their answers.

ANSWERS

A shows that it takes a lot of water to produce beef.
B shows that it takes a lot of land to produce meat.

6 1.02

- Ask students to read the listening strategy, or read it aloud to the class.
- Allow students time to read through the summary, then play the audio again for them to listen and complete it.
- Allow students to compare their answers in pairs, then check with the class.

SUGGESTED ANSWERS

- 1 our health, animals and the environment
- 2 the negative effect that meat has on our health
- 3 the poor quality of life many animals have in industrialized farms
- 4 the impact of animal products on the environment
- 5 the amount of water used to make a kilo of meat compared with the amount used to make a kilo of vegetables
- 6 the amount of land we need to make animal products
- 7 convince the listener to stop using animal products and look for alternatives that are better for the planet, for animals, and also for ourselves.

DIFFERENTIATION

- With weaker classes, read through the summary with the class before students listen to the audio again.
- Elicit some of the key words and phrases before each blank which students can use to help them listen for the correct information, e.g., *first talking about, goes on to point out, finally, examples, statistics, purpose.*

7

- Read the task aloud and explain to students that they are going to research a topic and develop arguments to support their opinions on the topic.
- Put students into pairs to do the task. They could do this in class, if they have access to the internet. Alternatively, they could do it for homework and continue the task in the next lesson.

8

COMMUNICATION

- Read through the key phrases with the class and elicit a few examples of how they are used in context, e.g., ***There's no disputing the fact that*** *animals suffer during animal testing.* ***There's a proven link between*** *vegan diets and better health.* ***The fact of the matter is,*** *some animal sports are cruel.* ***There's also*** *the environment to consider.* ***Let's take*** *fishing as an example.*
- Students work in their pairs to prepare their arguments, using the key phrases. Put pairs together into groups of four to present their arguments to each other.
- Monitor and help while they are working.
- Ask pairs in turn to tell the class which of their classmates' arguments they found the most convincing and why.

9 Reflect

CRITICAL THINKING

- Read the question aloud and point out to students that making decisions about lifestyle choices such as not using animal products is a very personal thing, and it is important to respect other people's opinions and choices.
- Allow students time to think of some ideas individually, then put them into small groups to discuss their ideas. Remind them that if they disagree with their classmates, they should always be polite and respectful.
- Discuss students' opinions about the different issues briefly as a class.

Extra activity: Critical thinking

- Ask these questions and have a brief class discussion: *What is the role of the law in protecting animals? What laws are there already in your country to protect animals? Should there be more laws? What laws would you like to see introduced, e.g., laws banning some animal products? 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 with students which replacements they would be happy to use, and which animal products they will continue to use and why.

Further practice

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

Writing

How should we treat animals?

Writing task

An opinion essay

Write a letter (or a cartoon) to (write an essay about) how we should treat animals. Choose one of the following statements. Then write an essay explaining why you agree or disagree with it.

- 1 Zoos have little value for society and should be closed down.
- 2 It's a bad idea to ever start. It's bad for the animal and bad for the environment.
- 3 We should use animals as human products for clothing.

Understand the task

1 Study the writing task. Do you agree or disagree with statements 1-3?

2 Read the opinion essay. Which statement (1-3) from the writing task does it discuss? Do you agree with the writer's point of view? Which are the strongest points and the weakest points that are made?



When the first zoo was opened in France in 1793, it was more like a museum. It was created to entertain people, and the animals were kept in very small cages. Today, zoos have bigger enclosures and try to encourage people to care about animal conservation, but their main purpose is still to entertain. People say they help wild animals, but do they really? In short, I will argue to support the statement that zoos have little value for society and should be closed down.

First of all, do zoos encourage people to care about wild animals? While zoos do give visitors the opportunity to see animals up close and learn about them, they can also cause stress for the animals. To clarify, the animals may find themselves in an enclosure that is too small for their needs or a climate that they are unsuited for. If we truly cared about animals, why would we want them to suffer in zoos? Or to put it another way, if visitors don't care about a stressed animal in a zoo, why would they care about one in the wild?

Secondly, do zoos really help to protect endangered species? In reality, most of the animals in zoos are not endangered. A recent study found that only 18% of land animals in zoos are threatened or endangered, and the majority of them will never be released into the wild. The truth is that it's nearly impossible to release zoo animals into the wild: they have no survival skills, and they also transmit new diseases. In addition, zoos donate less than 1% of their revenue to conservation. In other words, zoos are not really helping these species.

To sum up, it seems to me that zoos have little value to society. In my opinion, they neither encourage people to care more about animals nor help with conservation. Simply put, zoos are unnecessary and should be closed down.

Writing strategy

Think and plan

Generating ideas and supporting opinions

When you are planning an opinion essay:

- First, generate ideas about the topic. Think of as many ideas as possible to support your opinion.
- Next, choose which ideas you want to use in your essay. Be prepared to support them.
- Finally, research facts and figures that will support your opinions. Remember to choose your sources carefully.

3 Study the writing strategy. Then read the opinion essay again and answer the questions:

- 1 Which arguments does the writer use against zoos?
- 2 What facts and figures do they use to support their opinions?

4 Read the facts and figures for an essay on pets. What opinions could they be used to support?

- 1 A recent survey reported that 95% of American pet owners think of their pets as part of the family.
- 2 According to sociologists, in the future, pets might be replaced by robots.
- 3 In the 19th century, most animals in households were working animals.
- 4 Americans spent around \$75 billion on their pets in 2019.
- 5 In 2015, the New Zealand government recognized animals as sentient beings.
- 6 Pet cats and dogs in the U.S. have the same environmental footprint as 13.6 million cars being driven for a year.

5 Choose an essay title from the writing task and make a paragraph plan. Remember to explain your opinion and find facts and figures to support it.

Write a first draft

6 **LANGUAGE POINT** Look at the opinion essay on page 12 again. Find five more examples of signpost language used to paraphrase or clarify a point.

to clarify

7 Write the first draft of your opinion essay. Use your notes and your paragraph plan from exercise 5.

Review and edit

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

- Content Do your examples support your overall opinion?
- Organization Does your essay contain three sections: an introduction, main opinions, and a conclusion?
- Style Have you used signpost language to paraphrase and clarify your points where necessary?

Reflect

Why are animals important?

How have animals inspired us?

Can animals be good companions?

Why do we need animals and insects?

Do we need animal products?

How should we treat animals?

- 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.

I learned that elephants support the pillars of the house of their group life.

Now go to the Reflect box in the Workbook and write your answers to the questions.
Workbook • Page 13

Writing

How should we treat animals?

Learning objectives

WRITING Writing an opinion essay

WRITING Generating ideas and supporting opinions

WRITING Signpost language to paraphrase or clarify

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 remember the different uses of animals they have discussed in this unit, e.g., as pets at home, on farms for food, in zoos and circuses. Ask: *What rights do people have that animals don't have? Could you keep a person in a zoo or circus? Why not?* Elicit that people have the right to be free.
- Ask: *Should animals have the same rights as people? Why? / Why not?* Discuss the question as a class.

Understand the task

1

- Read the writing task aloud.
- Focusing on the task, ask questions to check that students understand it, e.g., *What kind of text should you write?* (an opinion essay) *Should you give your own opinion?* (yes) *What else should you include?* (reasons explaining your opinion).

- Discuss as a class whether students agree with the statements, encouraging them to give reasons for their opinions.

2

- Ask students to read the opinion essay and answer the questions.
- Write *Strongest points* and *Weakest points* on the board and ask students to give you examples and justify their answers.
- Ask which of the arguments students agree and disagree with, and why.

ANSWER

The essay discusses statement 1. students' own answers

Think and plan

3

- Ask students to read the writing strategy, and read the opinion essay again and answer the questions.
- Check the answers with the class.

ANSWERS

- The main purpose of zoos is still to entertain. Zoos do not encourage people to care about animals in the wild. Zoos cause stress for the animals. Zoos don't really help to protect endangered species.
- Only 18% of land animals in zoos are threatened or endangered. ... animals often find themselves in an enclosure that is too small for their needs or a climate they are unsuited to. ... it's nearly impossible to release zoo animals into the wild. ... zoos donate less than 1% of their revenue to conservation.

4

- Students work in pairs to read the facts and figures about pets and discuss what opinions they could be used to support.
- Discuss students' ideas as a class.

SUGGESTED ANSWERS

- 1 Owners care a lot about their pets.
- 2 Pets are replaceable and unnecessary.
- 3 Our attitudes towards animals have changed over time.
- 4 Pets are expensive.
- 5 Animals have feelings, just like humans.
- 6 Pets have a negative impact on the environment.

5

- Ask students to look at the opinion essay again. Elicit what each paragraph does (paragraph 1 introduces the topic and gives the writer's opinion; paragraph 2 presents one argument with examples and supporting information; paragraph 3 presents a second argument with examples and supporting information; paragraph 4 gives a conclusion and states the writer's opinion again).
- Students could work individually or in pairs to choose an essay title and make a paragraph plan.

DIFFERENTIATION

- With weaker classes, choose one of the essay titles with the class and generate ideas for some possible opinions. Make notes on the board, then use the notes to elicit a possible paragraph plan for students to follow.

Write a first draft

6 Language point

- Read the task aloud and explain that we use signpost language to signal to the reader that we are going to give an example, add another argument, give a conclusion, etc. This makes it easier for the reader to follow and understand our arguments.
- Ask students to find more examples of signpost language.
- Check answers, and discuss what each phrase signposts.

ANSWERS

to clarify (to introduce an explanation)

to put it another way / in other words (to explain the same point in a different way)

to sum up (to introduce a conclusion)

simply put (to make a point in a very clear, simple way)

7

CREATIVITY

- Students write their first draft. Encourage them to use a range of signpost language to help the reader understand their arguments.

Review and edit

8

- Ask students to read through the checklist. Point out that these are similar to the checks that examiners use when grading exam writing tasks, and to get a good score they should be able to answer "yes" to all the questions.
- Students could check their work individually, or they could work together in pairs.

- They then revise their work individually, in class or for homework.
- When grading students' work, refer to the checklist. Give a score out of 10 for each item, giving a total out of 30 for the task.

Reflect Why are animals important?

1

- Read aloud the question, *Why are animals important?*, 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 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. Play the video a second time if necessary.

ANSWERS

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

4 

- Now ask students to watch the video again, this time *with* narration, 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 from the Teacher's Resource Center instead.)
- Finish by asking students to comment on anything new that they learned from the video.

5

- Put students into pairs to discuss the lesson questions.

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.

Extra activity: Creativity

- You could play the video again in sections with no sound and ask students to recall the ideas in each section. With stronger classes, you could invite individual students to try to give a commentary to parts of the video.

Further practice

Writing workshop, Student Book, page 132

Workbook, pages 10 to 11

VIDEO Learning about why we look below the surface

READING Understanding subject-specific vocabulary

LANGUAGE IN USE Reporting suggestions; Asking politely for information

LIFE SKILLS Think before you judge

SPEAKING Telling engaging personal anecdotes

WRITING Writing a process essay

Why do we look below the surface?

- Look at the picture and read the caption. Think of someone you know or a famous person who's metaphorically like the swan: their success seems effortless on the outside but "below the surface," in private, they are working very hard. Explain your answer.
- Discuss in pairs. Why do people with these jobs need to go or look "below the surface" (literally or metaphorically)?

archaeologist	climate scientist	doctor
investigative journalist	miner	psychologist
- Watch the Factflix video. Which of the jobs from exercise 2 are mentioned in it?
- Watch the video again. Complete each blank with one or two words from the video. Then answer the questions.
 - What were _____ first used for shortly after their discovery in 1895?
 - What was uncovered in a buried _____ in the Egyptian desert?
 - What was discovered in Sforza Castle, concealed under _____?
 - What can the ice and bubbles of atmospheric gases inside _____ reveal?
 - When will the substance _____, used in long-life batteries, run out?

Discover vocabulary Above and below the surface
Student Book • Page 114 Workbook • Page 18

- Work in pairs. Ask and answer the questions.
 - What techniques do you think archaeologists five hundred years from now will use to uncover information about us and life today?
 - Why do you think great works of art sometimes get lost or covered up?
 - Why might people choose to conceal their true thoughts and feelings?
 - What do you think would happen if the Earth's minerals ran out tomorrow?

Key phrases Giving reasons and anticipating consequences
A natural reason for ... is ... It's possible / hard to predict ...
We'll ... / We won't ... Looking ahead, ...
We wouldn't have ... if ... Suppose that ...

Discover more **SEARCH ONLINE** Find out what's special about *Moulin Rouge* in Romania.

What's below the SURFACE?

Swans seem to move calmly and effortlessly through the water, but below the surface, their feet are paddling furiously.

14

Vocabulary

- Above and below the surface
- Biology
- Judging others

Further practice

Discover vocabulary Student Book, page 114

Workbook, pages 16 to 18

Vocabulary practice worksheet, Teacher's Resource Center

Reading

- Understanding subject-specific vocabulary
- Reading a magazine article about plant communication

Further practice

Workbook, pages 14 to 15

Reading practice worksheet, Teacher's Resource Center

Grammar

- Reporting suggestions
- Asking politely for information

Further practice

Discover grammar Student Book, page 115

Workbook, pages 17 to 18

Grammar practice worksheet, Teacher's Resource Center

Life skills

- Think before you judge

Listening

- Listening to a podcast about a campaign

Further practice

Workbook, page 19

Speaking

- Giving reasons and anticipating consequences
- Telling engaging personal anecdotes
- Time expressions

Further practice

Workbook, page 19

Writing

- A process essay
- Time and sequencing expressions

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 do we look below the surface?

Learning objectives

FACTFLIX VIDEO Learning about why we look below the surface

VOCABULARY Above and below the surface

SPEAKING Giving reasons and anticipating consequences

Introducing the topic

- With books closed, ask students to imagine they are standing on a beach, looking out to sea. Ask: *What can you see?* Elicit a few ideas, e.g., people swimming in the sea, boats on the water, birds in the air.
- Ask: *What other things are there that you can't see?* Elicit a few ideas, e.g., fish in the sea, then put students into pairs to think creatively about what other things there might be in their imaginary scene that they can't see.
- Ask pairs in turn to tell the class their ideas.
- Read aloud the Discover question: *What's below the surface?* Ask students if they can think of any other contexts where it would be interesting to see below the surface of something.

1

- Focus on the picture and ask students to read the caption. Read the task aloud and teach the meaning of *literally* (in the real, physical world) and *metaphorically* (relating to ideas, not physical things in the real world).
- Allow students time to prepare their ideas individually.
- Put students into groups to compare their ideas, then ask some students to tell the class and explain their answers.

2

COMMUNICATION

- Students work in pairs to discuss why and how the different people go or look below the surface.
- Discuss their ideas as a class.

SUGGESTED ANSWERS

Archaeologists look below the surface of the Earth to find out about the past.

Climate scientists look below the surface of glaciers to learn about climates in the past.

Doctors may look "below the surface" of their patients, with X-rays for example, to diagnose and help cure health problems.

Investigative journalists may look "below the surface" of their subjects to get to the truth.

Miners go below the surface of the Earth to extract raw materials.

Psychologists may ask questions or perform tests to look "below the surface" of their subjects and get a deeper understanding of their minds.

3

- Play the video for students to watch and note down the jobs from exercise 2 that are mentioned. Check the answers and ask: *What did you learn from the video?* Elicit what students can remember from the video.

ANSWERS

archaeologist, climate scientist, doctor, miner

DIFFERENTIATION

- With weaker classes, play the video once through for students to watch and listen. Ask them what they learned from it, then play the video again. Pause to explain some of the difficult vocabulary, e.g., *subterranean*, *fragments*, *renovating*. This will help students with the next exercise.

4

- Ask students to read through the questions with blanks. Elicit a few possible answers, but don't confirm them yet.
- Play the video again for students to watch and complete the questions.
- Check the answers to the question completion task, then ask students to answer the full questions.
- Check the answers. If necessary, play the video again and pause to confirm each answer.

ANSWERS

- 1 X-rays; to help remove a needle from a patient's hand
- 2 garbage dump; works by ancient Greek writers
- 3 white paint; part of a mural by Leonardo da Vinci
- 4 ice cores; what the climate was like in the past
- 5 antimony; within 30 years

Discover vocabulary

Student Book page 114 Workbook page 16

- With weaker classes, turn to page 114 and do this vocabulary practice in class, before students discuss the questions in exercise 5. With stronger classes, students can do it for homework, as consolidation.

5

COMMUNICATION

- Read aloud the question and tell students that when they discuss the questions, they should give reasons for their answers.
- Ask students to read through the key phrases. Ask if they can remember how the people used the phrases in the Factflix video. You could play the video again, pausing on each of the phrases for students to hear them in context.
- Put students into pairs to discuss the questions. Encourage them to use some of the key phrases if they can.
- 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, and encourage them to use the key phrases.

Discover more

- Students can do the research in class if they have internet access. Alternatively, they can do it for homework. Ask them to make notes about the cave.
- For feedback, after the research or at the beginning of the next lesson, students can discuss in groups what they found out.

Further practice

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

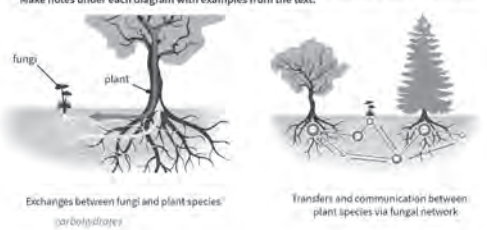
Workbook, page 16

Vocabulary practice worksheet, Teacher's Resource Center

Reading to learn Do plants secretly communicate?

1 Work in pairs. Look at the picture in the magazine article on page 17. What do you think the "Wood Wide Web" is?

2 Read and listen to the magazine article. How do plants and fungi interact in the wood wide web? Make notes under each diagram with examples from the text.



Exchanges between fungi and plant species: carbohydrates

Transfers and communication between plant species via fungal network

Reading strategy Understanding subject-specific vocabulary

Scientists sometimes have words that are not used in general English, so we search for them in scientific texts. When you see a word you don't know, look it up in a dictionary. Try to use it in a sentence.

- Is it explained or defined within the text?
- Can it be used in a sentence? (e.g., "The fungi are responsible for the decay of the wood.")
- Can it be used in a sentence? (e.g., "The fungi are responsible for the decay of the wood.")
- Can it be used in a sentence? (e.g., "The fungi are responsible for the decay of the wood.")
- Can it be used in a sentence? (e.g., "The fungi are responsible for the decay of the wood.")

3 Study the reading strategy. Then answer the questions.

- What specialized meaning does "kingdom" have in line 6 of the article?
- Define the meaning of the word "mycelium".
- What is photosynthesis? What verb means "to perform photosynthesis"?
- What do people use a microscope for? Do you know any other words with the same prefix or root?
- Find the singular form of "fungi," and the plural form of "mycelium."

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

4 TALKING POINTS Discuss the questions.

- Does it surprise you that plants and fungi communicate in this way? Why? / Why not?
- What sort of hardships (lines 40–41) do you think forests might suffer from?
- How might the information in this article impact the work of town planners and environmentalists?

Discover more SEARCH ONLINE and find out about the "Humongous Fungus" (Armstrong's Sanguineus) in Oregon, U.S. What is special about it? How old is it?

THE WOOD WIDE WEB

It's a network that allows individuals to communicate, even when they're some distance apart. They can swap and give things they need, share news, and send warnings of danger. And no, I'm not talking about the Internet – I'm talking about fungi.

If, like most of us, you only think about fungi when you want mushrooms on your pizza, you may be surprised to learn that these organisms aren't plants, or animals for that matter. They're classified as a completely separate biological kingdom. The mushrooms that you eat grow above ground. Below ground is a network of thin white threads called a mycelium, which might support the growth of any number of mushrooms. Like the roots of a tree, the mycelium extracts nutrients from the soil in order to feed the rest of the organism. A mycelium may be too small to see except under a microscope. At the opposite extreme, some are enormous, spanning several thousands of acres.

Until recently, most biologists believed that fungi were harmful to plants. But now we know that at least 90% of the world's plants have mycelia attached to their roots, and that many fungi and plant species depend on each other for survival. A fungus benefits by feeding on carbohydrates produced through photosynthesis inside the plant that it connects to. In return, the fungus provides a range of services to the plant. Firstly, it protects the plant from various diseases. Secondly, the fungus's mycelium network allows the plant to access a much larger area of soil than it could through its roots alone, helping it to find sufficient water. And thirdly, the fungus supplies the plant with vital nutrients, such as phosphorus and nitrogen. Fungi are experts at extracting these nutrients, not only from soil, but also from solid rock. One type of fungus can even kill small soil-dwelling bugs and break down their bodies to obtain nitrogen, some of which it then passes on to the trees that it's connected to.

But the benefits go much further than this. Each mycelium is linked to several plants, and each plant to several mycelia, in a huge and complex network of underground biological pathways. This, scientists have discovered, allows plants "plugged in" to the network to communicate with each other. If one plant is being attacked by insects or disease, it releases chemical signals into the fungal web as an early warning system for plants nearby. The neighboring plants, whether of the same or different species, can then release protective enzymes to help them survive an attack. In some cases, they even produce chemicals that attract predators of the attacking insect.

The fungal network also enables plants to exchange resources for the benefit of the community. A dying tree might give its remaining phosphorus and nitrogen to other trees via the mycelial pathways, or a full-grown tree might send its nutrients to a young seedling struggling to photosynthesize and produce food because its larger neighbors are blocking out the sun. This happens among trees of the same species, and even with trees of different species. But a parent tree's first priority is usually to its own offspring.

Working as it should, the fungal network makes the forest more resilient in times of hardship. Not surprisingly, however, problems arise when the network is disrupted. Older trees have more links into the system than younger ones, and cutting down too many at the same time can affect the health of the whole forest. At forests around the world become smaller and more isolated from each other due to human activity, they have less of a community to rely on.

Next time you walk through a forest, consider not just the trees towering above you, but also the biological internet beneath your feet – always active, always sharing information and resources. And if you spot a single tree in an urban environment, consider the impact that isolation has on it. Like humans, trees do best when they can communicate.

Why have the author used speech marks around "kingdom"?

What kinds of human activity do you think the author is referring to?

Do you think the comparison of humans to trees is a valid analogy?

Study the description of a mycelium and look at the picture. In what tree-biological context do we often use the word "threads"?

Reading to learn

Do plants secretly communicate?

Learning objectives

READING Reading a magazine article about plant communication

READING Understanding subject-specific vocabulary

VOCABULARY Biology

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 if animals can communicate with each other. Elicit a range of ways in which they can communicate, e.g., birds sing, dogs bark and wag their tails, etc.
- Ask: *What about plants? Can they communicate?* Elicit a few ideas. If students all say that it is impossible, tell them that scientists think it might be possible. Ask: *How do you think they might communicate?* Elicit the different parts of a plant, e.g., *leaves, trunk, roots, branches*. Encourage students to think hard and speculate about possible ways plants could use to communicate.

1

COMMUNICATION

- Put students into pairs to look at the picture and title and discuss the question.

- Discuss their ideas as a class, but don't confirm them.

2 1.03

- Focus on the diagrams and check that students understand all the language below each one.
- Play the audio for students to listen and read and make notes under the diagrams.
- Discuss the answers with the class, eliciting the part of the article that confirms each answer.

ANSWERS

Exchanges between fungi and plant species: *carbohydrates*, protection from disease, access to water, nutrients

Transfers and communication between plant species via fungal network: chemical signals to warn of danger, protective enzymes, resources and nutrients

3

- Ask students to look at the reading strategy, or read it aloud to the class.
- Students read the article again and answer the questions.
- Check answers with the class, discussing which techniques from the reading strategy they used to help them understand each of the words.

SUGGESTED ANSWERS

- More commonly, "kingdom" is used to mean a country that has a king or queen. But in paragraph 2 it refers to one of the large categories used to divide up and understand the natural world (animals, plants, etc.).
- "Mycelium" is defined within the text. It is a fungal network of thin white threads below ground.

- 3 Paragraph 5 contains a clue to the meaning of “photosynthesis” in the second sentence. It is the process in which a plant turns sunlight into food for itself. The verb “photosynthesize,” meaning “to perform photosynthesis,” is also contained in paragraph 5.
- 4 People use a microscope for examining extremely thin or small things, since it makes them look bigger. Other words with the prefix “micro-” include “microbiology” (the study of tiny organisms) and “microchip” (a small chip in a circuit). Other words with the root “scope” include “telescope” or “periscope” (both used for observation).
- 5 The singular form of “fungi” is “fungus,” and can be found in paragraph 3. The plural form of “mycelium” is “mycelia,” and can also be found in paragraph 3.

READING TEXT QUESTIONS

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

SUGGESTED ANSWERS

We use the word *thread* in the context of sewing, and also in the context of ideas that follow each other smoothly, e.g., *follow the thread of an argument*.

The author has used speech marks around “plugged in” to show that the use of the word is not literal, but metaphorical. Literally, if something is plugged in, it is connected to a machine or an electricity supply. Here, it conveys the idea of being connected.

The human activity could be cutting down forests to use the land for building or farming.

Yes, it is a valid analogy because people are connected and can’t survive on their own, and it seems that trees can’t survive as well on their own.

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 move on to exercise 4. With stronger classes, students can do the exercises for homework, as consolidation.

4 Talking points

COMMUNICATION

- 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.

SUGGESTED ANSWERS

- 1 No, it doesn’t surprise me because I think there are a lot of things about the natural world that we don’t know.
- 2 drought, floods, forest fires, etc.
- 3 They might decide to keep larger areas of forest, if they understand how forests work together as a complete system.

Extra activity: Critical thinking

- Ask students who thought before they read the article that it wasn’t possible for plants to communicate: *Have you changed your mind now?* Elicit a few answers.
- Ask: *What can you learn from this? Is it a bad thing if your ideas are too fixed? How should you approach new information and different opinions?* Discuss with the class that it is important to keep an open mind when you come across a new question or idea, and it is important to think about new ideas and opinions and not just reject them.

Discover more

- Remind students that they should use the exact search term in the task. Students can do the research in class if they have internet access. Alternatively, they can do it for homework. Ask them to make notes on 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 fungus.

Preview

- Ask students to look at the grammar presentations on reporting suggestions and asking politely for information on page 115 before the next lesson.

Further practice

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

Workbook, pages 14 to 15

Reading practice worksheet, Teacher’s Resource Center

Language in use What's under a city?

1 Read Paul's blog post. What was the theme of his tour of Paris?

Paris: City of Darkness

Paul Lefevre

Paris is a top destination for visitors from all around the world. It's famous for its wide, airy streets, and elegant buildings. But beneath the surface, there is another, mysterious world that fewer visitors get to see. When my Parisian cousin, Camille, 'proposed exploring the underground tunnels and chambers of this City of Darkness together, I jumped at the chance. Our first mission was to see the famous catacombs. Camille kindly 'suggested she buy skip-the-line tickets for us both online, so we went directly to the entrance when we got there. 130 steps later, we were in a tunnel deep underground. The remains of six million people were moved here when the city's graveyards became too crowded. It's not a place you'd want to stay in for long, but it was thought-provoking.

Tip for visiting the catacombs: Travel guides 'recommended bringing a powerful torch in summer. It's wet and pretty cold down there!

Next, we went down from the elaborate first floor of the Paris Opera House into the depths beneath. And there we found ... a lake! Apparently, when they were digging the foundations, the builders hit an underground river. Pumps failed to get rid of the water, so the architect 'proposed that a huge tank be built for it. These days, firefighters use it for underwater training, among the fish.

Camille 'suggested the sewers for our final stop on the tour. Our guide gave us a fascinating insight into this smelly but vital feat of engineering. The first Paris sewer was built in 1870, and there are now a mind-bending 2,100 km of tunnels to carry waste water out of the city.

People often 'recommend that you not be the kind of tourist who only visits the most famous and photographed city landmarks. Well, I certainly wasn't that! Much more under a city than most people would ever imagine!

Discover grammar Reporting suggestions
Student Book • Page 115 Workbook • Page 17

We can report suggestions with the reporting verbs *suggest*, *recommend*, and *propose*. The verbs can be followed by (that) + subject + infinitive verb, or by a noun or gerund.

2 What follows each reporting verb (1-6) in the blog: a subjunctive clause, a noun, or a gerund?

3 Complete the reported suggestions using the information in speech marks.

- "Let's go on a boat trip on an underwater canal."
I suggested going
- "How about being more adventurous and trying scuba diving in the lake?"
One person suggested we
- "We should have lunch in the underground cafe."
Camille suggested lunch
- "Every tourist should visit the Roman baths below the Cluny Museum."
Our guide book recommends that every tourist
- "Let's not spend too much money on tour guides."
Camille proposed not
- "Every city should offer tours of its sewers!"
Our guide recommended that

Language in use

4 Talk to a partner about an interesting city or region that you know. Suggest places to visit and explain why they're worth going to. Then summarize your partner's ideas to someone else.
Ziya said that Cappadocia in Turkey was really interesting. He suggested visiting an underground city called Derinkuyu. He said it could house 20,000 people and was eight stories deep! He also recommended I stay in a cave hotel.

5 Listen to Paul and Camille talking to a guide in the tunnels of the Paris catacombs. Answer the questions.
1.04

- Why were the tunnels originally dug?
- What is the connection between the tunnels and the Louvre Museum?
- Why can't Camille and Paul see the underground artwork?

Discover grammar Asking politely for information
Student Book • Page 115 Workbook • Page 17

When asking for information, *could* and *would* are used to make your question sound more polite.

6 Study these extracts from the conversation. Which are indirect (I) and which are direct (D)?

- 'We were wondering why there were so many tunnels underneath Paris.'
- Do you by any chance know which ones?
- Do you know how many kilometers of tunnels there are below the city?
- Do you want to try and see it?
- Would you happen to know if there are any tours to see the underground artwork?
- Are any of them worth doing?

7 Rewrite the questions in exercise 6. Write the indirect questions as direct questions and the direct questions as an indirect question.

8 Work in pairs. Student A is a tourist information officer at the Cluny Museum. Student B is a tourist. Student B: ask politely for the information on card 1. Student A: give answers. Then swap roles for card 2.

I was wondering if you knew what time the Cluny Museum opened in the morning.

1



Cluny Museum
Medieval history and Roman baths
Open 9:15 a.m. to 5:45 p.m., every day except Tues.
€3. Free for age 18 and under.

2



Canal Saint Martin Boat Tours
Departure: 2:00 p.m. in front of the Louvre Museum
Trip duration: 2.5 hours
€16 per person

Discover more SEARCH ONLINE and find out about the underground tourist attractions: Cluny Museum, Catacombs, or Woeufort. What would you want to see there?

Language in use

What's under a city?

Learning objectives

GRAMMAR Reporting suggestions

GRAMMAR Asking politely for information

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 students to think about a city they know. Ask: *What places in the city do you go to?* Elicit their ideas, e.g., shops, cafes, parks, etc. Ask: *What parts of the city do you never see?* Generate ideas as a class, e.g., inside people's homes, inside office buildings, up on the roofs of buildings, etc.
- Ask: *What times of day do you usually visit the city? What times of day do you never see there?* (e.g., the middle of the night)
- Explore the idea with the class that the part of the city they see is only a small fraction of the life that happens there.

1

- Read the question aloud, then ask students to read the blog post quickly to find the answer.
- Check the answer. Draw students' attention to the pictures to check their understanding of the meaning of

catacombs if necessary (= a place where dead people are buried).

ANSWER

the underground sites

Discover grammar Student Book page 115 Workbook page 17

- Ask students to read the notes in the *Discover grammar* box. Check they understand that we use reporting verbs to report what someone has said.
- With weaker classes, turn to page 115 and go through the main points in the *Discover grammar* presentation before you move on to exercise 2.
- With stronger classes, students can do the exercises in the *Discover grammar* for homework.

2

- Ask students to find the reporting verbs in the article and note down the structure that follows each one.
- Check the answers, and elicit examples of a subjunctive clause, a noun, and a gerund after the appropriate verbs.

ANSWERS

- a gerund (*exploring*)
- a subjunctive clause (*she buy*)
- a gerund (*bringing*)
- a subjunctive clause (*that a huge tank be built*)
- a noun (*the sewers*)
- a subjunctive clause (*that you not be*)

3

- Read aloud the first direct speech sentence and elicit the reported speech as an example: (*I suggested going on a boat trip on an underwater canal.*)

- Students could work in pairs to complete the sentences, or complete them individually then compare answers in pairs.
- Check answers with the class.

ANSWERS

- 1 on a boat trip on an underwater canal
- 2 be more adventurous and try scuba diving in the lake
- 3 in the underground cafe
- 4 visit the Roman baths below the Cluny Museum
- 5 spending too much money on tour guides
- 6 every city offers tours of its sewers

4

- Demonstrate the task by telling the class about an interesting city or region that you know, and suggesting places to visit.
- Explain the task to students, and explain that they must listen carefully to their partner because they are going to report what they said. Encourage them to use a range of different reporting verbs when they report what their partner said.
- Allow students time to prepare their ideas individually, then put them into pairs to tell each other about a city they know.
- When they have finished, put them into different pairs to take turns to summarize what their first partner said. Read the model answer aloud first and elicit the reporting verbs (*said, suggested, recommended*).
- Monitor while students are working and correct any errors in a feedback session at the end.

5 1.04

- Read the task aloud, then allow students time to read the questions.
- Play the audio for students to listen and answer the questions.
- Check the answers, playing the audio again if necessary and pausing to confirm the answers.

ANSWERS

- 1 They were originally dug in order to extract stone for building.
- 2 The museum is made of stone extracted from the underground tunnels.
- 3 It is illegal to enter most of the tunnels because they are dangerous.

Discover grammar

Student Book page 115 Workbook page 17

- Read aloud the information in the *Discover grammar* box with the class. Elicit or explain that indirect questions are a less direct way of asking questions, and they are structured in a different way to direct questions.
- With weaker classes, turn to page 115 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 the *Discover grammar* for homework.

6

- Students could work in pairs to read the questions and decide which ones are expressed as indirect questions and which as direct questions.
- Check the answers.

ANSWERS

- 1 indirect 2 indirect 3 indirect 4 direct
- 5 indirect 6 direct

7

- Students could work individually or in pairs to rewrite the questions.
- Check answers by inviting individual students to read each rewritten question aloud. Encourage other students to correct any mistakes.

SUGGESTED ANSWERS

- 1 Why are there so many tunnels underneath Paris?
- 2 Which ones?
- 3 How many kilometers of tunnels are there below the city?
- 4 Do you by any chance want to try and see it?
- 5 Are there any tours to see the underground artwork?
- 6 Would you be able to tell us which are worth doing?

8

- Put students into pairs and ask them to decide which of them is Student A and which is Student B.
- Demonstrate the task by asking a Student A some indirect questions about the information on their card. Repeat this with a Student B.
- Students then work in pairs.
- Invite pairs of students to ask and answer some of their questions.

Discover more

- Remind students that they should use the exact search term in the task. Read the task aloud, then ask students to do the research individually or in pairs. They could do this in class if they have access to the internet. Alternatively, they can do it for homework. Ask them to make notes on the things they learn.
- For feedback, after the research or at the beginning of the next lesson, put students who have researched different places together into groups. Ask them to tell their classmates what they learned in their research.
- Discuss as a class which places would be the most interesting to visit and why.

Preview

- Ask students to do the *Discover vocabulary* exercises on judging others 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

Discover vocabulary Student Book page 114 Workbook page 18

- Remind students that they had to do the *Discover vocabulary* exercises on judging others on page 114 for homework.
- Check the answers to the exercises now, and check that students understand all the vocabulary.

4 1.05

- Remind students of the discussions they had about the situations in exercise 3. Explain that they will hear three people talking about the situations.
- Play the audio, then discuss with the class which of their ideas were mentioned.

5 1.05

- Allow students time to read through the questions.
- Play the audio again for them to listen and match the speakers to the questions.
- Check the answers, playing the audio again if necessary and pausing to confirm.

ANSWERS

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

DIFFERENTIATION

- With weaker classes, read through the questions with the class before students listen to the audio again. Elicit what students can remember from the first listening and discuss some possible answers for each question, but don't confirm them. Then play the audio again for students to complete the task.

6

- Focus on each picture in turn. Elicit what it shows, then generate ideas about what is happening in each one and why. Encourage students to think of as many different explanations as they can.

7

- Read the task aloud. Point out to students that as they need to imagine they are the person, they should write their story in the first person (*I ...*). If you are short of time, you could set a time limit for this activity and specify a word limit of 100 or 150 words.

8

COMMUNICATION

- Put students into pairs to read their stories to each other and ask questions. Encourage them to use their imagination to answer the questions as if they are the person in the picture.
- As feedback, ask students what they learned from the experience of imagining they are in someone else's situation. Ask: *Do you think doing this can help you understand other people better?*

9

- Ask students to read the speaking strategy, or read it aloud to the class. To demonstrate the strategy, choose one of the situations in exercise 6 with the class. Read aloud each tip in the speaking strategy, and elicit some sentences about the situation, to gradually tell it as an anecdote.

- Ask students to choose one of the ideas and work individually to prepare to tell an anecdote about it.
- Tell students they can make notes, but they shouldn't write the anecdote out in full.

10

COMMUNICATION

- Read the task aloud, then read through the key phrases with the class and elicit a few examples of how they are used in context, e.g., **Before I knew it**, *I had spilled the drinks everywhere*. **Then and there**, *I told them I was leaving*. **At that point**, *everything was going well*. **Eventually**, *he apologized to me*. **Little by little**, *I realized my plan wasn't working*. **Ever since then**, *I've been very careful around animals*.
- Students work in their pairs to tell their anecdotes, using some of the key phrases.
- When they have finished, encourage them to give feedback to their partner on which parts of their anecdote were engaging, and what aspects they could improve.

11

- Put students into groups. Explain that they will take turns to tell their anecdote again, and they should try to improve how they tell it this time.
- Students work in their groups.
- Monitor and help while they are working.
- When students have all told their anecdotes, encourage them to give each other feedback on what things they did well and what things they could improve.

12 Reflect

- Allow students time to read the questions and think about them individually, then put them into small groups to discuss their ideas. Remind them to give examples and explain their ideas.
- Discuss students' ideas about each question briefly as a class.

Extra activity: Critical thinking

- Ask these questions and have a brief class discussion: *Can you train yourself to judge less and show more kindness? How can you do this?*
- Students could work in pairs or groups and write a list of tips for learning how to judge less.

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 found. As a class you could come up with some possible other random acts of kindness that people could perform.

Further practice

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

Writing

What's below the Earth's surface?

Writing task

A process essay

What happened to the Pacific Plate over time? Write a process essay, showing how the Pacific Plate moved and how it created the Hawaiian Islands.

Understand the task

- Read the writing task. In pairs, discuss what you know about the location and geography of the three sites.
- Look at the three illustrations (A–C) showing the formation of the Hawaiian Islands. Predict their order. Then read the essay and check.

Hawaii consists of eight major islands and many smaller ones, which form a line in the middle of the Pacific Ocean. They are a classic example of a hotspot volcano chain. A hotspot is a place where magma from deep inside the Earth breaks through in the middle of a tectonic plate.

The first stage in the formation of the Hawaiian Islands was the development of a volcano on the sea floor. Magma broke through the tectonic plate, cooled on contact with the sea, and formed an underwater mountain. As more magma broke through, the mountain grew taller, and eventually its top emerged out of the sea and became an island.

At the same time, the Pacific Plate was moving a few centimeters northwest each year. Over many thousands of years, the first volcano moved away from the hotspot, until it was separated from its supply of magma and became inactive. The magma had to find a new place to break out, and formed another volcano, southeast of the first one. As the second volcano grew bigger, the first was gradually worn away through erosion by wind and water.

Over millions of years, this process was repeated many times, until there was a whole chain of islands. The oldest volcanoes, once islands, have now been worn away into small underwater mountains. As you follow the chain southeast, the islands are younger, and tend to be larger, too. The last in the chain, Big Island, is still growing, because its Kilauea volcano is still highly active.

Meanwhile, another volcano to the southeast of Big Island, deep underwater, is starting to rise from the sea floor. In thousands of years, this will become the next Hawaiian island.

Writing strategy

Writing a process essay

A process essay describes how something happens. It usually has:

- an introduction with background information
- one or more body paragraphs, with a clear, concise, step-by-step description of the process
- an introduction with background information
- an introduction with background information

Reflect

What's below the surface?

Why do we look below the surface?

Do plants secretly communicate?

What's under a city?

What hidden reasons do people have for their behavior?

What's below the Earth's surface?

- Think about your answers to the lesson questions. Make notes.
- Watch the Reflect video without narration. Can you guess what information the narrator gives?
- Work together and compare your ideas.
- Watch the same video with narration. Make notes. Did you learn anything new?
- Discuss the lesson questions in pairs.

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

Writing

What's below the Earth's surface?

Learning objectives

WRITING Writing a process essay

WRITING Time and sequencing expressions

Reporting back

- If students did the *Discover more* 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 is the Earth's surface made of?* Elicit that it is made of rock and soil. Ask: *What's below the surface?* Elicit that there is *magma* (= hot, liquid rock).
- Ask: *What do you know about earthquakes and volcanoes?* Elicit what students know. As they answer, ask more questions to encourage them to say more, e.g., *What causes earthquakes? Where do they happen? What happens when a volcano erupts?* Use the discussion to teach some vocabulary to do with volcanoes, e.g., *tectonic plate, an active / inactive volcano*.

Understand the task

1

COMMUNICATION

- Read the writing task aloud. Explain that in a process essay, you describe a process, and how the different stages of the process happen.

- Put students into pairs to discuss what they know about the location and geography of the three sites.
- Bring their ideas together into a class discussion.
- With weaker classes, you could do the activity as a class idea generating session.

Culture note

Iceland is an island country in northern Europe. It was formed by volcanic activity and it is still volcanically active. The Andes are the longest mountain chain in the world, located in South America. They are 7,000 kilometers long, and were formed by volcanic action on a tectonic plate boundary.

The Himalayas are a mountain range in Asia which include Mount Everest, the world's highest peak. They are one of the youngest mountain ranges on the planet, and were formed by the movement of tectonic plates.

2

- Students could work in pairs to look at the three illustrations and predict their order.
- Elicit some possible answers from the class, but don't confirm them.
- Ask students to read the essay to check their answers.
- Check answers with the class.

ANSWERS

1 B 2 C 3 A

3

- Ask students to read the writing strategy about writing a process essay.

- To demonstrate the structure of a process essay, read aloud each point in the writing strategy in turn and elicit how they relate to the model essay on page 22.
- Read aloud the questions, then ask students to read the model essay again to find the answers.
- Check the answers with the class.

ANSWERS

The introduction gives the location of the Hawaiian Islands and an overview of how they were formed. The conclusion reflects on how they will change in future.

4 Language point

- Read the task aloud and explain that we use time and sequencing expressions to show clearly the order in which the different parts of a process happen, to help the reader understand the process more clearly.
- Ask students to study the expressions and answer the questions. They could work in pairs for this.
- Check the answers.

ANSWERS

- 1 The first stage
- 2 In thousands of years
- 3 At the same time, As, Meanwhile
- 4 Over many thousands of years
- 5 eventually, Over many thousands of years, gradually
- 6 eventually, until

Think and plan

5

- Ask students individually to choose one of the sites from the essay task and research the information they need.

6

- Students work individually to write a plan for their essay, referring back to the writing strategy to help them.

Write a first draft

7

CREATIVITY

- Students write their first draft. Encourage them to use a range of time and sequencing expressions to help explain the process clearly.
- Point out to students that they will check their work later, so they don't need to worry about it being perfect at this stage.

Review and edit

8

- Ask students to read through the checklist of 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 they could work together in pairs to check each of their essays in turn.
- They then revise their work individually, either in class or for homework.

- When marking 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's below the surface?

1

- Read aloud the question, *What's below the surface?* 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 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. They should look to the clips, images, and captions to predict what information the narration in the full version might give.
- Finish by asking students to comment on anything new that they learned from the video.

3

- 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. 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, an audio-only version is available.)
- Finish by asking students to comment on anything new that they learned from the video.

5

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

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.

Extra activity: Creativity

- You could play the video again in sections with no sound and ask students to recall the ideas in each section. With stronger classes, you could invite individual students to try to give a commentary to parts of the video.

Further practice

Writing workshop, Student Book, page 132

Workbook, pages 20 to 21

Project

How are geological features formed?

Project task

Designing a web page for a travel program

Work in groups. Design a web page to promote a travel program aimed at people looking for a natural wonder to visit. Select one of the geological features from the options given in the *Great Geological Expeditions* home page. Create a web page for that feature giving visitors the information they need to know about your travel program, including how the feature was formed, and why it is worth visiting.

UNDERSTAND

1 Read the instructions for the project task and the home page for *Great Geological Expeditions*. Answer the questions in groups.

- Can you choose any geological feature to research?
- What do you need to find out about your chosen geological feature?
- What are the main selling points of the expeditions promoted on the home page?

COLLABORATE AND PLAN

2 Listen to a group planning their project and geological research. What aspects of the web page do these people agree to organize?

Sofia
Ethan
Carlos
Pearl
Lucy

3 Listen again and fill in the blanks in the planner.

HOME

Home page

- Selling points
- Reason to use the company
- Expert guides
- Eco-tourism initiatives

LOCATIONS

The geological feature

- Diagrams and charts
- What it's like now

Safety information

- Vaccinations
- Health and fitness

TRAVEL GUIDE

Country information

- Language
- Capital city
- Currency

FAQs

- Do I need a visa?
- What's included in the cost?

SHARE

4 In your groups, choose one of the six geological features for your web page. Decide who will do which tasks. At least two members of your group should conduct the research into your chosen geological feature.

5 Research the information you need for the web page, using the planner in exercise 3 as a checklist. Remember to include visual aids, such as diagrams, pictures, and timelines, to clearly explain how the feature was formed.

6 Create a rough draft for each section of the web page.

PRESENT

7 Share your rough drafts with the other members of your group. Give feedback and make any necessary changes. Make the geological feature sound as attractive to visitors as possible.

8 Practice talking about your web page.

9 Present your travel program to the class. Listen to the other groups' presentations and review their web pages. Vote for the geological feature that you would most like to visit.

REFLECT

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

- Which aspects of the geological feature were the most difficult to talk about to the class? Why was this?
- How could you have improved your web page and your presentation?
- What was the most interesting thing you found out from your research?
- What was the most interesting thing you found out from one of the other groups' web pages?

Great Geological Expeditions

HOME EXPEDITIONS ABOUT CONTACT US

Awe-inspiring natural wonders sculpted by fire, ice, and water

What awaits you when you sign up for one of our travel programs? Well, finally, the opportunity to experience, close-up, some of the most astonishing natural features on – and underneath the surface of – planet Earth. We provide you with the opportunity to immerse yourself in the surroundings, explore, and learn, with the support of our expert local field guides. Trek through a landscape shaped by ancient lava flows and volcanoes. Flap into hidden subterranean caves dotted with plants and creatures preserved as fossils. Hike through a pristine national park shaped by the thermal hot springs bubbling all around you.

Our unique travel programs take you to landscapes created by natural processes over billions of years, and we invite you to look afresh at the rocks, landforms, and ancient scenery all around. Besides providing you with the opportunity to learn about the extraordinary natural diversity in the area, each geological expedition also allows you to work with local eco-tourism enterprises. These are designed to benefit the local population, whether that is through environmental conservation or a community engagement initiative. Each and every expedition is truly a once-in-a-lifetime opportunity to see the world from a new perspective. All our programs last for two weeks. Challenge yourself to try something new today!

What's going on underground?

Click on one of our travel program locations to begin your journey ...

Yellowstone National Park, U.S.

Darvaza Gas Crater, Turkmenistan

Giant's Causeway, Ireland

The Crystal Cave, Mexico

Hang Son Doong Cave, Vietnam

Mount Ibu, Indonesia

Project

How are geological features formed?

Learning objectives

Design a web page for a travel program

COLLABORATION Work collaboratively on a web page

CREATIVITY Think creatively to design a web page

COMMUNICATION Communicate information accurately on a web page

CRITICAL THINKING Use critical thinking skills to reflect on the task

Introducing the topic

- With books closed, ask: *If you want to visit a place, and you go to the website, what information do you look for there?* Elicit a few ideas, e.g., the opening times, the cost of entry, how to get there, etc.
- Ask: *What about if you are visiting a natural feature like a volcano or a cave?* What information do you look for on the website? Elicit that you want to find information about the feature and how to visit it, e.g, how it was formed, how old it is, safety information for your visit, etc.

Understand

1

CRITICAL THINKING

- Ask students to read the instructions for the project task, or read them aloud.

- Put students into groups to discuss the questions.
- Discuss the answers with the class and ask more questions to check that students understand the details of what they will do.

ANSWERS

- No, it must be one of the six from the *Great Geological Expeditions* home page.
- Information for visitors to the site, including how the feature was formed and why it is worth visiting.
- opportunity to explore and learn, expert field guides, exciting locations to visit, opportunities to support eco-tourism initiatives

Collaborate and plan

2 1.06

COLLABORATION

- Read the task aloud, then focus on one of the locations, e.g., Yellowstone National Park. Ask: *What kinds of information might the group want to research about this?* Elicit some ideas, e.g., if you need a visa to visit the country, information on the geological feature, how to visit safely, etc.
- Play the audio for students to listen and complete the information.
- Check answers with the class, playing the audio again if necessary and pausing it to confirm the answers.

ANSWERS

Sofia: background to the geological feature
Ethan: background to the geological feature
Carlos: safety information
Pearl: frequently asked questions (FAQs)
Lucy: a travel guide for the country

3 1.06

- Allow students time to read through the planner. Check they understand *vaccinations*, *currency* and *FAQs* (= frequently asked questions).
- Play the audio for students to listen and fill in the blanks in the planner.
- Check answers with the class, playing the audio again if necessary and pausing it to confirm the answers.

ANSWERS

The geological feature: age of the geological feature, how it was formed

Travel guide: transportation

Safety information: insurance

FAQs: How much does the program cost?

4

COMMUNICATION

- Students work in their groups to choose a geological feature and decide who will do which tasks. Remind them that when they are working on a group task they should think about the strengths of individuals in the group, and also their preferences. Remind them that everyone should have the chance to contribute, express their opinion, and be listened to.
- Ask each group to tell the class which geographical feature they have chosen, and who will do each of the tasks.

5

- Students now work in their groups to research the information that they need. Remind them to use the planner in exercise 3 as a checklist.
- If they are not able to do research in class, they can do this for homework and resume in their groups in the next lesson.
- Monitor and help while they are working in class, and remind them to think about visuals and how they will present the information.

6

- Students now work individually or in their pairs from exercise 4 to create a rough draft for the section of the web page they are working on.
- Monitor and help while they are working.

Share

7

COLLABORATION COMMUNICATION

- Students work in their groups again to share their individual rough drafts with each other and give feedback.
- Remind them that feedback should always be constructive and respectful.
- Monitor and help while students are working.

8

- Explain to students that they are going to present their web page to the class, but first they are going to practice in their groups.

- Encourage them to include as many group members as possible in the presentation, and use the practice opportunity to focus on making their presentation lively and interesting.

Present

9

COLLABORATION COMMUNICATION

- Ask groups in turn to give their presentations to the class. As students listen, ask them to note down one thing they like about each program, and one weakness with it.
- Allow time for feedback at the end of each presentation.
- Discuss as a class which programs sound the most exciting and why. End with a class vote on the geological feature that students would most like to visit.

Reflect

CRITICAL THINKING

- Remind students that reflecting in an honest way on what went well and less well during a project task will help them to learn and improve next time. Remind them that evaluating in this way should not involve blaming themselves or individuals in their group, but should focus on what they can learn from their experience of doing the task.
- Students work in their groups to discuss the questions.
- Discuss the questions as a class, encouraging different groups to share their experiences and opinions with the class.
- Ask students individually to make a note of three things they 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 patterns are important to us
READING Recognizing idiomatic language
LANGUAGE IN USE Making and reporting predictions
LIFE SKILLS Developing positive habits
SPEAKING Giving feedback in a conversation
WRITING Describing a line graph

How do we use PATTERNS?

Our brains are conditioned to look for and learn patterns. But how do we use them to make sense of our world?

26

Why are patterns important to us?

1 Look at the picture and read the caption. What school subjects and jobs involve looking for, learning, or using patterns?

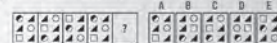
2 Do the quiz. How fast can you answer the questions?

How good are you at identifying patterns?

1 Which of these is most likely to be an English word?

a rixoop b phlurum c nlatto

2 Which is the next image in the sequence? Choose from A-E.



3 What's the next number in the sequence?

5 11 23 47

4 Which word completes all of these phrases?

as ... goes by a long ... ago all the ...
for the ... being have a good ...

3 Look at the quiz again. What kind of patterns do you need to identify in each question: mathematical, linguistic, or spatial?

Discover vocabulary Collocations with make
 Student Book • Page 116 Workbook • Page 26

4 Watch the Factfix video. Which of your ideas from exercise 1 does it include?



5 Watch the video again. Answer the questions.

- When do we start learning about patterns?
- Why were pattern recognition skills important for early humans?
- What is technology able to do that humans can't?

6 Work in pairs. Discuss the questions.

- Which of your school subjects and hobbies involve identifying or learning patterns? How?
- What kinds of patterns do you tend to notice and remember easily?

Key phrases Talking about your skills and abilities

I tend to ... pretty easily.

I (don't) find it easy to ...

I struggle to ...

... comes / doesn't come naturally to me.

Discover more

SEARCH ONLINE and find out how patterns are involved in language learning. What kinds of patterns do you have to learn when you study another language?

27

Vocabulary

- Collocations with *make*
- Idioms: verb phrases
- Binomial expressions

Further practice

Discover vocabulary Student Book, page 116

Workbook, pages 26 to 28

Vocabulary practice worksheet, Teacher's Resource Center

Reading

- Reading an article about how algorithms shape our world
- Recognizing idiomatic language

Further practice

Workbook, pages 24 to 25

Reading practice worksheet, Teacher's Resource Center

Grammar

- Making and reporting predictions

Further practice

Discover grammar Student Book, page 117

Workbook, pages 27 to 28

Grammar practice worksheet, Teacher's Resource Center

Life skills

- Developing positive habits

Listening

- Listening to a discussion about cues, routines, and rewards

Further practice

Workbook, page 29

Speaking

- Talking about your skills and abilities
- Giving feedback

Further practice

Workbook, page 29

Writing

- A description of a line graph
- Describing a line graph
- Words and phrases to describe trends, compare and contrast, make and report predictions, and give approximate figures

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

Why are patterns important to us?

Learning objectives

FACTFLIX VIDEO Learning about why patterns are important to us

VOCABULARY Collocations with *make*

SPEAKING Talking about your skills and abilities

Introducing the topic

- With books closed, say: *I have a grey carpet with stripes on it. The stripes go: red, brown, blue, green, red, brown, blue ...*. Invite students to say the next color (green). Ask: *Why do you think green?* Elicit the idea of a pattern. Ask: *Why do you expect it to be a regular pattern?* Elicit a few ideas.
- Read aloud the Discover question: *How do we use patterns?* As a class, think of some more places where you can see patterns.

1

- Focus on the picture and ask students to read the caption. Ask: *What's the connection between the picture and the question?* Elicit that we can use patterns in shells to understand how the animal has grown, e.g., its age, by looking at its growth bands.
- Read out the question in the task and put students into pairs or small groups to generate ideas for other subjects and jobs that involve looking for patterns.
- Discuss their ideas as a class.

2

- Tell students they are going to test how fast they can identify patterns. Tell them when to start, and ask them to put their hand up when they have answered all the questions.
- Ask the fastest students to share their answers with the class and explain them. If their answers are correct, declare them the winners.

ANSWERS

- 1 b (the other words contain groups of letters that don't usually occur together in English, e.g., rk, nt, ttq)
- 2 C (in the series of three repeated patterns, the second pattern should be repeated next)
- 3 95 (each number is twice the previous number plus one)
- 4 time (these are all common phrases in English)

3

- Put students into pairs to look at the quiz again and answer the question.
- Check the answers, then ask: *Which questions did you find the most difficult?* Discuss as a class which questions individual students found the most difficult and why.

ANSWERS

- 1 linguistic 2 spatial 3 mathematical 4 linguistic

Discover vocabulary

Student Book page 116 Workbook page 26

- With weaker classes, turn to page 116 and do this vocabulary practice, before students watch the video. With stronger classes, students can do it for homework, as consolidation.

4

- Play the video for students to watch and note down the subjects and jobs they discussed that are mentioned. Check the answers and ask: *What else did you learn from the video?* Elicit what students can remember from the video they have just watched.

ANSWERS

The video mentions: music, maths, French verbs, playing chess and Japanese calligraphy. It also shows doctors studying X-rays, a pianist, computer coding and playing tennis.

5

- Ask students to read through the questions.
- Play the video again for them to watch and answer the questions.
- Check the answers. If necessary, play the video once more and pause to confirm each answer.

ANSWERS

- 1 We probably start learning about patterns before we are born.
- 2 Pattern recognition skills were crucial to spot predators or discover what food was safe to eat.
- 3 Technology can find patterns in huge amounts of data at lightning speed.

DIFFERENTIATION

- With weaker classes, play the video again. Pause to confirm answers and explain any difficult vocabulary.

6

COMMUNICATION

- Read out the questions and tell students that when they discuss them, they should give reasons for their answers.
- Ask students to read through the key phrases. Ask if they can remember how the people used the phrases in the Factflix video. You could play the video again, pausing on each of the phrases for students to hear them in context.
- Put students into pairs to discuss the questions. Encourage them to use some of the key phrases if they can.
- For feedback, have a brief class discussion on the kinds of patterns students have to identify and learn for different subjects, and which kinds they tend to notice and remember easily. Encourage as many students as possible to join in and express their own ideas, and encourage them to use the key phrases.

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, or they can do it for homework. Ask them to make notes on what they learn.
- For feedback, students can discuss in groups what they found out and how it relates to their own experiences of language learning. Ask: *How can you use this information to help you learn better?* Have a brief class discussion.

Further practice

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

Workbook, page 26

Vocabulary practice worksheet, Teacher's Resource Center

How algorithms shape our world

- 1 Discuss the questions.
 - 1 How often do you use apps, websites, and other computer programs to help you decide...?
 - how to get somewhere
 - what to read, watch, or listen to
 - what to buy
 - 2 To what extent do you trust computer programs to make these kinds of decisions for you?
 - 2 Read and listen to the article on page 29. What is an algorithm?
 - 3 Read and listen to the article again. Answer the questions.
 - 1 What point does the story of the college student in the first paragraph illustrate?
 - 2 What four functions of algorithms are mentioned, apart from multiplication?
 - 3 Why are algorithms claimed to make better decisions than humans?
 - 4 According to the article, why should we be cautious about putting too much trust in algorithms?
 - 4 Do you agree that algorithms are "not inherently good or bad"? Why? / Why not?
 - 5 What does Dr. Fry recommend in the conclusion of her book? How straightforward do you think it would be to put this recommendation into practice?

Reading strategy

Recognizing idiomatic language

It can be difficult to understand a text when it contains forms that we don't know. It's sensible to ask if it seems to make sense, and to ask yourself whether it might contain an inform.

- 6 Study the reading strategy. Then find idioms in the text with the following meanings. Use the context to help you.
- 1 be in control, tell people what to do
 - 2 give somebody an advantage (over)
 - 3 be closely connected
 - 4 give everyone an equal opportunity to succeed
 - 5 allow something / somebody to act freely
 - 6 believe that something is what it appears to be on the surface

Discover vocabulary *Idioms: verb phrases*
Student Book ► Page 116 Workbook ► Page 26

- TALKING POINTS** Discuss the questions.
- 1 In what ways do you think algorithms might be involved in making important decisions in your life, now or in the future? How does that make you feel?
 - 2 How might it be possible for humans and algorithms to work together? Why is this important? Why might it be challenging? Think about some of these areas: crime and justice, education, medicine, sports, the arts, transportation.

Discover
more

SEARCH ONLINE and find real-life scenarios common applications of machine learning. How easy they are? What problems might they cause?

In 2017, a college student from the U.S. set off in her car for a hiking trip in the Grand Canyon. Following the directions of her GPS, she drove deep into the desert. She had been driving for two days when the road came to an end and she found herself driving along a dusty trail. The road her GPS had instructed her to follow didn't exist. Very soon, the battery in her GPS was dead and her car had run out of gas. She spent five terrifying days alone in the desert with no cell phone signal before she was finally rescued by helicopter.

Such extreme situations may, thankfully, be rare, but virtually all of us regularly rely on information generated by computer programs – or, more precisely, the algorithms they run – to make decisions. They help us find our way to places, translate text, and compare prices. They suggest songs we might want to listen to, news stories we might want to read, and products we might want to buy. Increasingly, they're involved in making life-changing decisions in the health care and justice systems, too. But are we right to trust the information that those algorithms give us?

What assumption does the writer make about the reader in this paragraph? Are these assumptions true or just?

To appreciate the importance of algorithms in today's world, we need to understand what algorithms are and what they can do. When a computer is programmed to perform a task, it is told what to do and in what order. This series of step-by-step instructions is an algorithm. A basic algorithm might multiply two numbers; but most of the algorithms that we use are, of course, much more complicated. There are algorithms that:

- classify information into groups
 - to predict what TV shows you'll enjoy based on your interests, for instance
 - filter information – for example, to control our social media newsfeeds
 - make connections, such as suggesting friends on an app
 - rank information, such as search engine results or hotels on a hotel booking site
- What other examples of each type of algorithm can you think of?

In the tech industry, unique algorithms are like secret recipes, often giving a company the edge over its competitors. Algorithms are valuable because they promise to process huge amounts of data very quickly and reveal meaningful patterns.

But are decisions taken by algorithms necessarily better than those of humans and what does "better" even mean? We know that human reasoning is flawed, subjective, and often prejudiced. Algorithms can supposedly analyze far more information much faster and make more consistent and objective decisions. If we can eliminate human error and bias from processes such as recruiting employees or sentencing defendants in court, we can create a more level playing field and a fairer society. Well, that's the theory.

In her book *What Ate David?* How to Be Human in the Age of the Machine, mathematician and professor Dr. Hannah Fry explains why we should be cautious about letting algorithms call the shots. Firstly, an algorithm's output is only as valid as the instructions and the data we feed it. Secondly, algorithms are not good at making suitable candidates for a job by analyzing the profiles of successful past employees. However, if human recruiters have previously been biased against certain groups, an algorithm is only going to repeat the same actions. Thirdly, algorithms are not good at taking into account the full range of factors that can influence what takes information at face value. They can't combine logic with intuition and emotional intelligence in the way that humans can—for example, when deciding what kind of punishment someone should receive for a crime. Finally, algorithms are not good at learning. Unlike algorithms programmed by humans, machine-learning algorithms are simply given some data and told to find patterns in it. They don't learn from their mistakes and grow. They then decide how to achieve that goal, often using processes that may not make much sense to us. In other words, we can't tell them what we want or control something if we don't understand it.

So should we worry about the impact of algorithms on our lives? In the conclusion to her book, Fry expresses the view that algorithms are not inherently good or bad. What's important, she says, is how we use them. Rather than giving algorithms free rein, we need to understand how they work, assess their output critically, and accept that, like us, they sometimes make mistakes. Fry claims that there are many reasons to be optimistic about the future of algorithms, providing that their use goes hand in hand with human judgment.

What kinds of bias and prejudice might people face when applying for internships?

What other examples of each type of algorithm can you think of?

Do you think
it's possible
for algorithms
to "make

Reading to learn

How do computer programs use patterns?

Learning objectives

READING Reading an article about how algorithms shape our world

READING Recognizing idiomatic language

VOCABULARY Idioms: verb phrases

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, write on the board the two headings: *Human brain* and *Computer*. Ask: *What things is a human brain better at? What things is a computer better at?* Elicit a few ideas, then put students into pairs to brainstorm ideas.
- Ask pairs in turn to tell the class their ideas and add them to the board.
- Tell students you are going to read out some questions, and they should decide who they would prefer to ask the question to: a person or a computer. Ask them to put up their left hand for “Computer” and their right hand for “Person.” Ask a range of questions, e.g., *What’s the weather going to be like tomorrow? Who should I invite to my party? What’s 246 times 437? What subject should I study at*

university? What kind of pet should I get? How much paint do I need for a room 3 meters by 4 meters? As students answer, ask individual students who have chosen different options to tell the class why.

- 1**
- Put students into pairs to discuss the questions.
 - Discuss their ideas as a class, encouraging students to give reasons for their answers
- 2**  **1.07**
- Read the question aloud and ask students if they already know what an algorithm is. Elicit their ideas, but don't confirm them.
 - Play the audio for students to listen and read and answer the question.
 - Discuss the answer with the class, eliciting the part of the article that confirms the answer.

SUGGESTED ANSWER

An algorithm is a series of step-by-step instructions given to a computer to perform a task.

- 3**  **1.07**
- Students listen and read the text again and answer the questions.
 - Allow students to compare their answers in pairs, then check the answers with the class, eliciting the parts of the article which confirm each answer.

ANSWERS

- 1 It illustrates that technology can make mistakes and is not always reliable.

- 2 The four basic functions of algorithms are classifying, filtering, making connections, and ranking information.
- 3 Compared to humans, algorithms are claimed to be able to make more consistent and objective decisions much more quickly and based on much larger amounts of information.

- 4 The quality of an algorithm's decisions depends on the data it is given and the steps it is programmed to follow, and these may be flawed.

An algorithm is also unable to make decisions based on intuition or emotional intelligence, so its recommendations may not always be appropriate. Machine learning algorithms are free to decide the best processes to reach a goal and these processes may be too complex for humans to understand. There is therefore a danger that we will give these algorithms too much control.

4

- Students could discuss the question in pairs or small groups.
- Ask pairs or groups to tell the class their ideas, and have a brief class discussion.

DIFFERENTIATION

- With weaker classes, divide the class into two groups. Ask one group to think of three arguments to support the idea that algorithms are inherently good, and ask the second group to think of three arguments to support the idea they are inherently bad.
- Ask each group in turn to tell the class their ideas, then hold a brief class discussion, asking individual students which arguments they find the most convincing and why.

5

- Ask students to read the final paragraph of the article again and answer the questions.
- Discuss the answers as a class.

SUGGESTED ANSWER

Dr. Fry recommends that we ensure that humans and algorithms are working together. Algorithms are very useful but we need to understand how they work, assess their output critically, and be aware they sometimes make mistakes.

6

- Ask students to read the reading strategy, or read it aloud to the class. You could ask students to define *an idiom* (= a group of words that have a different meaning from the ordinary meaning of the words). Elicit or give a few examples of idiomatic language to check that students understand what it is, e.g., *We don't see eye to eye* = we don't agree.
- Students find the idioms in the text.
- Allow students to compare their answers in pairs, then check with the class.

ANSWERS

- 1 call the shots
- 2 give sb the edge (over)
- 3 go hand in hand (with)
- 4 create a level playing field
- 5 give sb / sth free rein
- 6 take sth at face value

READING TEXT QUESTIONS

- Point to the questions next to the text on page 27. Encourage students to scan the article to find the relevant parts, then read these carefully to answer the questions.
- Discuss the answers with the class.

SUGGESTED ANSWERS

First question: The writer makes the assumption that the reader regularly uses computer apps or programs to help them find their way, translate text, etc.

Other questions: students' own answers

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 move on to exercise 7. With stronger classes, students can do the exercises for homework, as consolidation.

7 Talking points

COMMUNICATION

- Students can discuss the questions in pairs or small groups. Allow students time to read the questions and think about their answers individually 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 and research

- Ask students individually to write the names of three movies that they like.
- Put them into groups to read their lists to each other. The other members of the group work together and try to make a recommendation based on each person's preferences.
- For homework, students can find a website that makes film recommendations and follow the instructions to get some recommendations for films they might like.
- In the next lesson, students can report back in their groups and discuss which recommendations (computer or personal) they trust more and found 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 what they find.
- For feedback, after the research or at the beginning of the next lesson, ask individual students what they found out about machine learning.

Preview

- Ask students to look at the grammar presentation on making and reporting predictions on page 117 before the next lesson.

Further practice

Discover vocabulary, Student Book, page 116 (answers on TG page 113)
Workbook, pages 24 to 25
Reading practice worksheet, Teacher's Resource Center

Language in use

How accurately can we predict weather patterns?

1 Answer the questions in pairs.

1 What is the weather going to be like in your city or region for the rest of the ...?

a day b week c month

2 Do you find that the weather forecast is usually accurate? Why? / Why not?

2 Read statements 1-3. Do you think they are true (T) or false (F)? Why?

1 Meteorologists are able to forecast most weather patterns accurately these days.

2 It is easy for modern supercomputers to anticipate when and where tornadoes will strike.

3 One day, it will be possible to predict the weather with perfect accuracy.

3 Read the article and check your answers to exercise 2.

When weather forecasting fails

It was May 2011 and students of Joplin High School in Missouri, U.S., had gathered in the school gymnasium for their graduation ceremony. The students expected to say goodbye to their school forever that day, but they certainly never imagined how it would happen. Just as the ceremony was coming to an end, the sky darkened and people quickly went outside to take pictures before the rain started to fall. Nobody could have guessed that moments later their school building would be completely destroyed, flattened by one of the deadliest tornadoes in U.S. history.

After disasters like the Joplin tornado, people often ask how meteorologists can fail to forecast them, with the technology that's now available. In fact, although weather reporting mistakes hit the headlines when they occur, they're actually relatively rare. Thanks to supercomputers, meteorologists are now able to predict pretty confidently how weather patterns are going to evolve over the coming hours, days, and even weeks. Nevertheless, even with this sophisticated technology, meteorology is not an exact science and tornadoes, in particular, are still difficult to predict.

Although experts anticipate that weather reporting will continue to improve as technology advances, they doubt that it will ever be perfectly accurate. That's because the Earth's atmosphere is chaotic and constantly changing. A tiny change in one location may have a huge impact in another. That means that just one small error could lead meteorologists to underestimate the impact of a weather event or, in some cases, fail to foresee it entirely. And when that happens, the consequences can be devastating.

Discover grammar Making and reporting predictions

Student Book • Page 117 Workbook • Page 27

We use *will* to make predictions about future events and report the predictions of others. We use *may* and *might* to express a possibility or a prediction that is less certain. We use *could* to indicate a possibility or a prediction that is less certain.

4 Find eight verbs in the article that are used to predict future events and write them below.

1 a

2 d

3 e

4 f

5 i

6 g

7 l

8 p

Language in use

5 Answer the questions using the verbs from exercise 4.

1 What level of certainty about the future is expressed with each verb?

More certain

Less certain

2 Which verbs indicate that the prediction is probably based on (a) evidence and (b) feelings and beliefs? Which could be used in both cases?

6 Read the article below and complete it with the correct forms of suitable verbs from exercise 4. In some cases, more than one answer may be possible.

TRAVEL NEWS

Log in now | Add news | Contact

New York City escapes "historic" winter storm

January 27, 2015

The meteorological office has made a public apology to New York City residents after a historic blizzard that failed to materialize.

Residents were warned to stay in their homes yesterday as meteorologists that the city would be hit by the biggest winter storm in its history. Schools and workplaces were closed, the subway was suspended, and flights were cancelled.

As the sun rose over New York City this morning, it became clear that the weather forecasters had gotten it wrong. Although snow fell during the night, it certainly wasn't as heavy as the meteorologists had and there was no sign of the chaos and destruction that many people had they would wake up to.

As New Yorkers' relief turned to anger this morning, a representative of the meteorological office posted the following message on Twitter:

"You made a lot of tough decisions," us to get it right, and we didn't. Once again, we're sorry."

7 Rewrite these past and present predictions using future forms and suitable verbs from exercise 4.

1 Climate scientists / hurricanes / become / stronger and more frequent due to climate change.

2 Some technology experts / artificial intelligence / eliminate / the need for human meteorologists.

3 1850s / the sailor Robert FitzRoy / forecasting / save / hundreds of lives at sea.

4 Experts / perfectly accurate weather forecasts / ever / be possible.

5 1988 / the scientist James Hansen / the Earth's temperature / increase / by about 0.6°C by 2017.

8 Think of a time when the weather forecast was wrong, or invent a story. Answer the questions.

What kind of weather had been forecast?

What was the weather actually like in the end?

What were the consequences?

How did people feel and react as a result?

9 Tell your story to a partner. Use verbs from exercise 4.

SEARCH ONLINE and find out how meteorologists forecast the weather. What factors are involved? What computers are used for? and how is weather in human prediction?

Language in use

How accurately can we predict weather patterns?

Learning objectives

GRAMMAR Making and reporting predictions

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: *What happened last week?* Elicit a few ideas of things that happened last week in the world, in the students' city or region, or in their individual lives. You could help with a few examples, e.g., *My bus was very late. Some friends came to visit me. It rained on Wednesday.*
- Then ask: *What's going to happen next week?* Elicit a few possible ideas and ask: *What things in the future can we predict? What can't we predict? Why?* Discuss the questions with the class.

1

COMMUNICATION

- Put students into groups to discuss the questions.
- Discuss the answers with the class. If students say that they find the weather forecast accurate, ask how far ahead they trust it.

2

- Ask students individually to read the statements and decide if they think they are true or false.
- Elicit a few possible answers and reasons, but don't confirm them.

3

- Students read the article to check their answers to exercise 2.
- Check answers with the class, eliciting the part of the article that confirms each answer.

ANSWERS

1 T 2 F 3 F

Culture note

People have attempted to predict the weather for thousands of years, and have used science to help them since the 19th century. Weather forecasts work by collecting data on past weather patterns, then using an understanding of how weather systems work to predict how a particular weather pattern will develop. Weather forecasts are important to individuals, and especially important to airline companies, ships, and people involved in agriculture.

Weather forecasts are generally around 90% accurate for the next 24 hours, but get increasingly less reliable the further they predict into the future.

30

Unit 3

Unit 3 How do we use patterns?

31

Discover grammar Student Book page 117 Workbook page 27

- Ask students to read the *Discover grammar* note. Check they understand the meanings of the different verbs that are mentioned.
- With weaker classes, turn to page 117 and go through the main points in the *Discover grammar* presentation before you move on to exercise 4.

4

- Students could work in pairs to find the verbs and write them.
- Check answers with the class.

ANSWERS

1 anticipate 2 doubt 3 expect 4 forecast
5 foresee 6 guess 7 imagine 8 predict

5

- Encourage students to read the verbs in context in the article again to help them answer the questions.
- They could work in pairs for this task, or work individually and then compare their answers in pairs.
- Check the answers.

ANSWERS

- 1 More certain: anticipate, expect, forecast, foresee, predict
Less certain: guess, imagine, doubt
2 Probably based on evidence: anticipate, expect, forecast, foresee, predict
Probably based on feelings and beliefs: doubt, imagine, guess
Could be used in both cases: anticipate, doubt, expect, forecast, foresee, predict

6

- Focus on the picture and elicit that it shows a storm.
- Ask students to read the article and complete it with the correct forms of suitable verbs.
- Allow students to compare their answers in pairs, then check with the class.
- As you check the answers, ask students to explain their choice of verb, using the ideas from exercise 5 to help.

ANSWERS

1 forecasting / predicting 2 anticipated / predicted
3 expected / anticipated / foreseen 4 imagined / expected
5 expecting

7

- Students could work individually or in pairs to rewrite the sentences.
- Check answers by inviting individual students to read out each rewritten sentence. Elicit alternative verbs for each sentence, and discuss which verbs are suitable for each sentence and why.

SUGGESTED ANSWERS

- 1 Climate scientists have forecasted / predicted that hurricanes will become stronger and more frequent due to climate change.

- 2 Some technology experts anticipate / expect that artificial intelligence will eliminate the need for human meteorologists.
3 In the 1850s, the sailor Robert FitzRoy foresaw / predicted that forecasting would save hundreds of lives.
4 Experts doubt that perfectly accurate weather forecasts will ever be possible.
5 In 1988, the scientist James Hansen foresaw / predicted that the Earth's temperature would increase by about 0.6°C by 2017.

8

- Read the task aloud, then allow students time to prepare their stories individually.

DIFFERENTIATION

- With weaker classes, read out each question in exercise 8 and elicit some possible answers for each one, e.g., very hot weather had been forecast; in the end it rained; the consequences were a lot of wet barbecues; people felt annoyed.
- Make notes on the board of some possible stories. Students can then use these ideas to help them plan their own story.

9**COMMUNICATION**

- Put students into pairs and ask them to take turns to tell their stories. Encourage them to use at least four verbs from exercise 4.
- Monitor and help while students are working.
- Invite one or two students to tell their stories to the class.

Extra activity: Creativity

- In their pairs, students could choose one of their stories and write a letter of complaint to the meteorological office explaining what plans they had that day, why their plans were ruined, and why they are so angry.

Discover more

- Remind students that they should use the exact search term in the task. Read out the task, then ask students individually or in pairs to do the research. They could do this in class if they have access to the internet. Alternatively, they can do it for homework. Ask them to make notes on the things they learn.
- For feedback, after the research or at the beginning of the next lesson, put students together into groups to compare notes and discuss what they learned. Ask a spokesperson from each group to sum up what they have all learned about weather forecasting.

Preview

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

Further practice

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

Workbook, pages 27 to 28

Grammar practice worksheet, Teacher's Resource Center

A habit is an automatic, patterned response, that is, something we do repeatedly, purposefully, and in more or less unconsciously. We do take habits, but it is useful to re-examine them and ask: We do break bad ones and develop good ones. That we find our lives happy, healthy and productive.

- Unit 3 How do we live patterns?



- SEARCH ONLINE** www.bbc.com/news/health-12345678 **habits of successful people**
 Most research on what successful first responders do is based on what?

Unit 3

Discover vocabulary Student Book page 116 Workbook page 28

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

4

- Students first discuss the questions in pairs.
- Then, discuss the questions with the class.

5

- Focus on the diagram and elicit or teach the meaning of *cue* (= a signal for something to happen).
- Read the question aloud and elicit some ideas for how the diagram relates to the topic of habits. Don't confirm students' ideas at this stage.

6  **1.08**

- Play the audio for students to listen and check their predictions.
- Check the answer with the class, then ask students what they can remember about Dave's cues, routines, and rewards. Play the audio again if necessary to confirm the answers.

ANSWERS

Cue: the time of day (3:30), about 30 minutes before he starts work

Routine: going to the canteen, buying a can of soda, and drinking it

Rewards: no longer feeling thirsty, sugar and caffeine, going for a walk, and talking to people in the canteen

7  **1.08**

- Allow students time to read through the sentence beginnings.
- Play the audio for them to listen and complete the sentences.
- Check the answers, playing the audio again if necessary and pausing to confirm the answers.

ANSWERS

- 1 replace them with new patterns of behavior.
- 2 feeling or a situation.
- 3 the reward.
- 4 of our everyday behavior is automatic.
- 5 form good habits instead of bad ones.

DIFFERENTIATION

- With stronger classes, students could complete the sentences from memory, then listen again to check.

8**COMMUNICATION**

- Read aloud the task and the two situations. Point out to students that they can choose a situation of their own if they prefer. You could generate a few ideas with the class for other situations.
- Put students into pairs. Ask them to decide who will be Student A and Student B, then choose a situation.

9

- Students work individually to prepare their ideas and make notes. Monitor and help while they are working.

DIFFERENTIATION

- With weaker classes, students could work in AA and BB pairs to prepare their ideas and make notes. They then work in AB pairs for exercise 10.

10

- Ask students to read the speaking strategy, or read it aloud to the class. Then ask students to read through the key phrases. You could play the audio again for students to hear the key phrases in context.
- Students then work in pairs to have their conversations. Monitor and help while they are working, and encourage them to use the key phrases.
- Students could work in new pairs and switch roles to practise again.

11 Reflect

- Allow students time to read the questions and think about them individually, then put them into small groups to compare and discuss their ideas. Remind them to give examples and explain their ideas.
- Invite some students to share their ideas with the class if they are comfortable doing so.

Extra activity: Critical thinking

- Remind students of the focus in the Life skills lesson of unit 2 on judging people less and showing more kindness.
- Ask: *How can you relate ideas of judging people less to what you have thought about today, about trying to change bad habits?*
- Discuss as a class that people often develop bad habits, but it is not helpful to judge them. On the other hand, kindness could encourage them to try to change their habits.
- Discuss ways in which you can help someone who is trying to change a bad habit, e.g., by supporting them, taking part in activities with them, etc.

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 as a class what students learned, and discuss how important good habits are to success.
- As a class, you could come up with some more examples of good habits that could help people become successful, encouraging students to discuss why particular good habits could be helpful.

Further practice

Discover vocabulary, Student Book, page 116 (answers on TG page 113)
Workbook, page 29

Writing

How do we use graphs to visualize patterns?

Writing task

A description of a line graph

You have been given a line graph for a school geography project. It shows historical and projected population sizes between 1950 and 2100. Your task is to describe it.

Understand the task

- Study the writing task and the graph below. Does any of the information in the graph surprise you?
- What can you learn from this graph? Choose the correct answer(s).
 - how the populations of Africa and Europe have changed in the past
 - the current populations of Africa and Europe
 - how the populations of Africa and Europe are predicted to change in the future
 - how the population trends in Africa and Europe are similar and different
 - what has caused or might cause different patterns of population change in Africa and Europe

This line graph shows how the total populations of Africa and Europe have grown since 1950 and also predicts likely patterns of population change between now and 2100. The graph indicates that, although Africa's population was slightly lower than Europe's in 1950, the populations of both continents increased steadily over the following 20 years. From 1970, the European population grew slightly, eventually reaching a plateau around a decade later and then showing a gradual decline from 2000 onwards. In contrast, the African population showed a sharp increase from 1970, a trend that continued into the mid-1990s, when the African population overtook that of Europe. Africa's population is approximately 1.3 billion at present, and experts expect that it will grow steadily between now and 2100. The European population, on the other hand, currently stands at around 700 million and is likely to continue its gradual decline over the coming decades. Overall, experts forecast the population of Africa to greatly exceed that of Europe by the end of the century.

1 billion = 1,000 million. Source: United Nations, Department of Economic and Social Affairs.

Think and plan

Writing strategy

Describing a line graph

To write a summary of a line graph, you will need to identify trends, such as general upward or downward patterns of movement in the lines, and how the trends compare and contrast with each other. Select the most important observations to write about.

When describing the graph, it is important to structure your writing. For example:

- Start by summarizing what the graph shows in one or two sentences.
- As the main body, describe the most important trends in the data, and then combine and differentiate between them. Include detail, e.g., in the 1970s, the population grew sharply by 200 million people.
- Conclude by making a general statement about the graph and its main important trend(s).

Write a first draft

3 Study the writing strategy. Then use it to make a paragraph plan for a description of the graph on the right.

4 **LANGUAGE POINT** Study the highlighted words and phrases in the description of a line graph on page 34. Answer the questions.

- Which words or phrases are used to describe trends?
- Which words or phrases are used to compare and contrast?
- Which words or phrases are used to make and report predictions?
- Which words or phrases are used to give approximate figures?

5 Write the first draft of your description. Use your paragraph plan from exercise 3 and include words and phrases for describing a line graph.

6 **Review and edit**

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

- Content: Did you identify the most important and interesting information in the graph?
- Organization: Did you show the relationships between your ideas clearly?
- Style: Did you use different words and phrases for describing trends, comparing and contrasting, reporting predictions, and giving approximate figures where appropriate?

Writing

How do we use graphs to visualize patterns?

Learning objectives

WRITING Writing a description of a line graph

WRITING Describing a line graph

WRITING Words and phrases to describe trends, compare and contrast, make and report predictions, and give approximate figures

Reflect

How do we use patterns?

Why are patterns important to us?

How do computer programs use patterns?

How accurately can we predict weather patterns?

How can we change patterns of behavior?

How do we use graphs to visualize patterns?

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 33.

Writing

How do we use graphs to visualize patterns?

Learning objectives

WRITING Writing a description of a line graph

WRITING Describing a line graph

WRITING Words and phrases to describe trends, compare and contrast, make and report predictions, and give approximate figures

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 is the population of your country?* Elicit an approximate figure. Ask: *Is the population rising or falling? Quickly or slowly?*
- Elicit the answers, then ask: *What's the best kind of graph to show how a population is changing over time?* Elicit the idea of a line graph.
- If students have difficulty guessing the type of graph, draw some graph types on the board, e.g., a pie chart and a line graph. Then ask: *Which type would be best for showing how a population changes over time? Why?* Elicit that a line graph is best because it can show very clearly how a number gradually goes up or down over time.
- Ask: *Is it possible to predict how a population might change in the future? Why might countries need to make these*

predictions? Discuss why it is important for countries to know how populations might change, e.g., in order to make sure there are enough schools, hospitals, homes, etc., for people.

Understand the task

- Read aloud the writing task. Point out that when you write a description of a graph, you should help the reader understand the information in the graph.
- Ask students to look at the graph and read the description.
- Discuss with the class which information in the graph students find surprising, and why.

SUGGESTED ANSWERS

Africa's population was smaller than Europe's in 1950.
 Africa's population overtook Europe's in the mid-1990s.
 Africa's population will be much larger than Europe's in 2100.

2

- Students could work in pairs to look at the graph again and choose the things you can learn from it.
- Check answers with the class and ask students to explain why e is incorrect (the graph only gives data on the numbers, not the reasons for the changes).

ANSWERS

a, b, c, d

Think and plan

- Ask students to read the writing strategy about describing a line graph.

- To demonstrate the structure of a description of a line graph, read aloud each point in the writing strategy in turn and elicit how it relates to the model description.
- Focus on the graph on page 35 and elicit what it shows (how populations in Asia and North America have changed).
- Students could work in pairs to make a paragraph plan for their description.

DIFFERENTIATION

- With weaker classes, write on the board the headings: *Introduction*, *Main Body*, and *Conclusion*. Elicit ideas for what to include in each section of the description and add them to the board. Students can refer to this and use it to help them write their own description.

Write a first draft

4 Language point

- Students could work in pairs to look at the highlighted words and phrases and answer the questions.
- Check the answers, and check that students understand all the words and phrases. You could ask them to find more words and phrases for describing trends, e.g., *showed a sharp increase*, *will grow steadily*, *will continue its gradual decline*.

ANSWERS

- 1 increased steadily, reaching a plateau, showing a gradual decline
- 2 lower than, In contrast, on the other hand
- 3 predicts ..., experts expect that ..., is likely to, forecast (the population of Africa) to ...
- 4 approximately, around

5

CREATIVITY

- Students write their first draft. Encourage them to use a range of words and phrases from exercise 4 to explain the trends clearly.
- Point out to students that they will check their work later, so they don't need to worry about it being perfect at this stage.

Review and edit

6

- Ask students to read through the checklist and questions they should use for checking their work. Point out that these are similar to the checks that examiners use when grading exam writing tasks, and to get a good grade they should be able to answer "yes" to all the questions.
- Students could check their work individually, or they could work together in pairs to check each of their descriptions in turn.
- They then revise their work individually, either in class or for homework.
- When marking 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 use patterns?

1

- Read aloud the question, *How do we use patterns?*, 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 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.
- Finish by asking students to comment on anything new that they learned from the video.

3

- 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 129 for the ideas contained in the video.

4 

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

Extra activity: Creativity

- You could play the video again in sections with no sound and ask students to recall the ideas in each section. With stronger classes, you could invite individual students to try to give a commentary to parts of the video.

Further practice

Writing workshop, Student Book, page 132

Workbook, pages 30 to 31

VIDEO Learning how to deal with problems

READING Synthesizing information from multiple sources

LANGUAGE IN USE Describing ability and success; Expressing criticism

LIFE SKILLS Thinking outside the box

SPEAKING Generating ideas as a group

WRITING Writing a problem and solution essay

What's the best way to deal with problems?

- Look at the picture and answer the question in the caption.
- Read the sayings about problem-solving. Which do you know? Can you think of example situations to explain their meaning?
 - Don't make a mountain out of a molehill.
 - Two heads are better than one.
 - A stitch in time saves nine.
 - If at first you don't succeed, try, try again.
 - When life gives you lemons, make lemonade.
 - What cannot be cured must be endured.
- Match the advice (a-f) with the sayings (1-6) from exercise 2.
 - Be philosophical and accept what can't be changed.
 - Collaborate with other people.
 - Be persistent.
 - Act promptly to stop a small problem from getting bigger.
 - Adapt by transforming adversity into opportunity.
 - Keep your problems in perspective.

Discover vocabulary Dealing with problems
Student Book • page 116 Workbook • page 38

- Watch the Factflix video and check your answers to exercise 2.
- Watch the video again. Which sayings (1-6) from exercise 2 do Tom or Sara use in relation to each problem (a-f)?
 - Sara couldn't get tickets to the Jamjar concert.
 - Sara's bike chain broke.
 - The inventors of bubble wrap made an unwanted product.
 - The problems involved in landing a space probe on a comet.
 - Edison's struggles in trying to invent an electric light bulb.
 - Tom doesn't like Sara's taste in music.
- Work in pairs. How would you solve these problems?
 - You are locked out of your house, and no one in your family will be home for three hours.
 - Today is Wednesday. You are going to be away from home all weekend to celebrate your grandmother's birthday. You have two important pieces of school coursework to hand in on Monday.

Key phrases Dealing with problems
It's no big deal. I'll just have to...
There's nothing to be done about... Is there any way you can...?

Discover more **SEARCH ONLINE** and find out the problems or unintended consequences of the shade balls used in Los Angeles.

How do we solve PROBLEMS?

86 million recyclable black "shade balls" were poured onto a reservoir in Los Angeles, California. What problem was this idea designed to solve?

Vocabulary

- Dealing with problems
- Expressions with *turn*
- Problem-solving techniques

Further practice

Discover vocabulary Student Book, page 118

Workbook, pages 36 to 38

Vocabulary practice worksheet, Teacher's Resource Center

Reading

- Reading two texts about food from different sources
- Synthesizing information from multiple sources

Further practice

Workbook, pages 34 to 35

Reading practice worksheet, Teacher's Resource Center

Grammar

- Describing ability and success
- Expressing criticism

Further practice

Discover grammar Student Book, page 119

Workbook, pages 37 to 38

Grammar practice worksheet, Teacher's Resource Center

Life skills

- Thinking outside the box

Listening

- Listening to a presentation about problem-solving

Further practice

Workbook, page 39

Speaking

- Dealing with problems
- Generating ideas as a group
- Generating ideas

Further practice

Workbook, page 39

Writing

- A problem-and-solution essay
- Expressions to describe government action

Further practice

Writing workshop, Student Book, page 132

Workbook, pages 40 to 41

Assessment

- Self-assessment, *Workbook*, pages 42 to 43
- Unit test, Teacher's Resource Center
- Exam practice and speaking test, Teacher's Resource Center
- 21st century skills assessment, Teacher's Resource Center

Online practice

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

What's the best way to deal with problems?

Learning objectives

FACTFLIX VIDEO Learning how to deal with problems

VOCABULARY Dealing with problems

SPEAKING Dealing with problems

Introducing the topic

- With books closed, tell students about a real or imagined problem you have dealt with recently, e.g., *I've had a problem with my car this week. Sometimes it won't start in the morning. It's annoying because I need my car to get to work. What do you think I should do?* Elicit a few ideas from individual students. Encourage them to think of as many different solutions as they can, e.g., *get the bus to work, ask a colleague for a lift, call a mechanic, etc.*
- Ask: *What problems have you had recently?* Elicit ideas from individual students, or invite students to make up a problem. As a class, brainstorm a few solutions for each problem that students suggest.
- After you have discussed three or four problems, ask: *Is it easy to solve problems? Is it sometimes difficult to find the best way to solve them? Do people always agree on the best way to solve them?*
- Ask the Discover question: *How do we solve problems?* 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. Explain the meaning of *shade* if necessary (= an area out of the sun).
- Ask students in pairs to generate ideas on what problem the balls were designed to solve.
- Ask pairs in turn to tell the class their ideas, and discuss as a class which answers are the most likely.

ANSWER

The shade balls are designed to reduce the evaporation of water in the reservoir and prevent contamination.

2

- Teach the meaning of *molehill* (a small mound of earth produced by a mole) and *endured* (tolerated).
- Demonstrate the task by saying: *A friend of mine was really upset last week because I was five minutes late to meet her. It was only five minutes! I said to her: don't make a mountain out of a molehill!*
- Put students into pairs to read the sayings and think of example situations for them.
- Elicit possible situations from different pairs of students.

3

- Read through the advice with the class and explain the meaning of any words that students don't understand.
- Students match the advice with the sayings.
- Check answers, and ask students if there are any similar sayings in their own language.

ANSWERS

a 6 b 2 c 4 d 3 e 5 f 1

Discover vocabulary

Student Book page 118 Workbook page 36

- With weaker classes, turn to page 118 and do the exercises on Dealing with problems in class, before students move on to exercise 4. With stronger classes, students can do the exercises for homework as consolidation.

4

- Play the video for students to check their answers to exercise 2. Ask students which situations in the video were similar to ones they suggested.

DIFFERENTIATION

- With weaker classes, play the video once through for students to watch and listen. Elicit the situations that are mentioned in the video, then play the video again, pausing to check the answers carefully.

5

- Allow students time to read through the sentences. Ask students if they can remember which sayings Tom and Sara used for each of the situations.
- Play the video again for students to watch and make notes. Pause the video as necessary to allow them time to write.
- Check answers.

ANSWERS

a 1 b 3 c 5, 2 d 2 e 4 f 6

6

COMMUNICATION

- Read the task aloud and check that students understand the two situations. Read through the key phrases, giving an example of each phrase in use. e.g., *Don't worry if you can't pay me back this week - it's no big deal. Don't worry about spilling the water - there's nothing to be done about it now. I've missed my train, so I'll just have to catch the next one. My phone screen has broken - is there any way we can mend it?*
- Students work in pairs to discuss how they would solve the problems.
- For feedback, have a brief class discussion on each of the problems. Encourage as many students as possible to join in and express their own ideas for solutions, and encourage them to use the key phrases.

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.
- For feedback, students can discuss in groups what they learned. Ask some students to tell the class. Ask: *Can you think of any other situations where there are unintended consequences?* Students will discuss the issue of unintended consequences further in the next lesson.

Further practice

Discover vocabulary, Student Book, page 118 (answers on TG page 113)

Workbook, page 36

Vocabulary practice worksheet, Teacher's Resource Center

SUGGESTED ANSWERS

Simple meat-cutting tools: Text A: Tools allowed early humans to eat meat more easily; more protein in diet; bigger brains; better tools; more protein due to better tools; even bigger brains; text B: X

Cooking with controlled fire: Text A: Eating cooked food was quicker; could focus on other activities, you get more energy from same amount of food; Text B: X

Agriculture, replacing hunter-gatherer lifestyle: Text A: Made food more plentiful; towns and cities developed; population increased; Text B: More food available; more children born; more diseases; less leisure time; problems from obesity

Chemical pesticides and fertilizers: Text A: Land can now produce three times the amount of food than in the 19th century; Text B: Feeds a growing population successfully, but destroys habitats and has made species extinct

Modern food preservation technologies, e.g., refrigerators: Text A: Food can be transported longer distances and eaten in all seasons; more healthy variety of food; Text B: Chemical preservatives damage health

3

- Ask students to look at the reading strategy, or read it aloud to the class.
- Students then look at the information in the chart again and make notes in the "Analysis and evaluation" column.
- Allow students to compare their answers in pairs, then check answers with the class.

SUGGESTED ANSWERS

Simple meat-cutting tools, e.g., stones: Only mentioned in source A

Cooking with controlled fire: Only mentioned in source A
Agriculture, replacing hunter-gatherer lifestyles: Both texts say that more food became available, and both say the population increased; text A focuses on the positive consequences of this, e.g., towns and cities developed; text B focuses on some more negative aspects, e.g., more disease. Both arguments are valid.

Chemical pesticides and fertilizers: both texts mention that it allows more food to be grown; Text B also mentions a negative aspect, that it destroys habitats. Both arguments are valid.

Modern food preservation technologies, e.g., refrigerators: Text A mentions the advantages, e.g., food can be transported further so people have more variety of foods; Text B focuses on the negative aspects, e.g., chemical preservatives damage health. Text B seems less valid because it only mentions chemical preservatives, not refrigeration.

4

- Students could work in pairs or small groups to discuss the questions, using the information in the chart in exercise 2 to help them.
- Discuss the answers with the class.

SUGGESTED ANSWERS

- 1 Agriculture has made food more plentiful, and it has allowed people to create towns and cities. It has also allowed populations to grow. However, it has brought some negative consequences, such as more diseases.

- 2 In general, they are a positive development because they have allowed people to transport food to different areas or countries, so people can eat a wider variety of food. However, some methods of preservation have had negative consequences on people's health.

Discover vocabulary

Student Book page 118 Workbook page 36

- Ask students to read the final paragraph of text B again and find an expression with *turn*. Elicit the meaning of the expression (go back to an earlier time). Ask students to find more expressions with *turn* in the two texts, and guess their meanings.
- With weaker classes, turn to page 118 and do exercises 3 and 4 on Expressions with *turn*, before students move on to exercise 4. With stronger classes, students can do the exercises for homework, as consolidation.

READING TEXT QUESTIONS

- Point to the questions next to the texts on page 39. Point out that students need to use their own ideas to answer them.
- Allow students time to answer the questions individually, then discuss their answers in pairs.
- Discuss the answers as a class. Encourage as many students as possible to join in and express their opinions.

SUGGESTED ANSWERS

First two questions: students' own answers

What does the introduction suggest the writer is going to discuss in the blog? It suggests that the writer is going to present an alternative argument to the traditional one that all developments in history have been positive and led to progress.

Final question: students' own answers

5 Talking points

COMMUNICATION

- 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 answers 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 about the campaign and what opinions they formed.

Preview

- Ask students to look at the grammar presentations on describing ability and success and expressing criticism on page 119 before the next lesson.

Further practice

Discover vocabulary, Student Book, page 118 (answers on TG page 113)

Workbook, pages 34 to 35

Reading practice worksheet, Teacher's Resource Center

Language in use

How can we make travel more accessible for everyone?

1 Read the article. What are Karen, Matt, and Andrea all campaigning for?

Travel for All

Karen Danks is always up for a challenge. She's succeeded in scaling 600 km across Greenland, cycling 1,000 km through the Himalayas, and climbing California's notorious El Capitan rock formation. She's even managed to win a Paralympic gold medal. But if you challenged her to travel on the New York City metro, she wouldn't be able to get very far. She has been unable to walk since a climbing accident when she was 21, and most other public transportation systems aren't well-designed for wheelchair users. It's something she's campaigning to change. She believes businesses should be able to provide an accessible service pretty cheaply, but just haven't given it enough thought.

Matt Longdon is a fellow campaigner. "There should be more metro systems like the one in Dubai," he says, "with elevators at every station. Did even in Dubai, travel isn't easy. When they built the streets, they could have thought more about the sidewalks. Curbside stations, there are no dropped curbs, so it's really hard to cross a street in a wheelchair."

Andrea Brockle has autism, and faces different challenges. "People shouldn't forget that disabilities are often invisible. Travel can be highly stressful for people with autism, because the noise and visual stimulation can be overwhelming. "Early-life travel experiences could give them more training in how to react. On my last vacation, the staff made me feel very unwelcome. They should have known how to deal with my difficulties without being disrespectful." She has noticed one positive change, though. "At my local airport, there's now a quiet room where I can go to escape the noise. It makes traveling so much easier!" Let's hope their campaign makes a difference.

Discover grammar Describing ability and success

Student Book • page 119 Workbook • page 37

To describe ability and success, we use the *can/could* by grammar box on page 119. To describe a lack of ability or success, we can use *can't/couldn't* or *can't/couldn't* + *do*.

2 Read sentences 1–6. Match them with descriptions a–d.

- Karen Danks has been able to climb well from a very young age.
- Since her accident, she's been unable to move from the chest down.
- She may not manage to win any more Paralympic medals.
- So far, she has failed to break any handycycling records.
- She would probably succeed in climbing Mount Everest if she put her mind to it.
- She has been able to win a huge number of handycycling races.

- a specific success
- a specific failure
- a general ability
- a general lack of ability

3 Rewrite the underlined sections of the sentences from exercise 2 using different verb phrases from the discover grammar box. One of the sentences cannot be changed.

4 Find other examples of sentences that describe ability and success in the article. Match them with descriptions a–d from exercise 2.

5 Work in pairs. Discuss the questions. Give details.

- What abilities have you had for as long as you can remember?
- What abilities have you only developed more recently?
- What might you be able to do in the future that you're unable to do now?
- What physical or mental challenges have you managed, or not managed, to complete successfully?

Discover grammar Expressing criticism

Student Book • page 119 Workbook • page 37

We sometimes criticize in the present or past with *should*, *shouldn't*, or *could* (but not *couldn't*).

6 Study the highlighted examples in the article on page 40. Which criticize something in the present? Which criticize something in the past?

Present	Past
1 He speak rudely to a customer with autism.	
2 They given more thought to people with learning disabilities when they designed this website.	
3 There be sign language interpreters to make the festival more deaf-friendly.	
4 There been an audio museum guide for blind or partially sighted visitors.	
5 They made this door so narrow. Wheelchair users can't get through.	

7 Complete the criticisms with *should* (have), *shouldn't* (have), or *could* (have). Give more than one answer where possible.

- He speak rudely to a customer with autism.
- They given more thought to people with learning disabilities when they designed this website.
- There be sign language interpreters to make the festival more deaf-friendly.
- There been an audio museum guide for blind or partially sighted visitors.
- They made this door so narrow. Wheelchair users can't get through.

8 Work in pairs. You have been asked to improve a train station so that it is better equipped for people with disabilities, but you only have enough money for four upgrades. Choose your four upgrades from the list, then prepare a report on how you decided to spend the money, giving reasons.

We have managed to install a disabled parking lot which will improve accessibility for wheelchair users.

- a Braille map of the station for people who are blind
- dropped pavement curbs outside the station
- handrails for both staircases in the station
- new signs with clearer color-contrasting designs for the whole station
- one disabled access ramp for the station entrance
- one disabled parking lot next to the station, with two bays
- one disabled restroom
- one elevator
- one full-time customer assistant with training in sign language
- one help point (for information and assistance or emergency aid) that works with hearing aids

9 Form a group with another pair. One pair reads their report. The other pair listens and approves or criticizes the decisions. Then swap roles.

You should have chosen the handrails. Elderly people might have difficulty getting up the stairs.

Discover more

SEARCH ONLINE and find out about inspiring Paralympian athletes. Or any highly-abled person with a disability. What challenges have they faced? How have they overcome them?

Language in use

How can we make travel more accessible for everyone?

Learning objectives

GRAMMAR Describing ability and success

GRAMMAR Expressing criticism

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 students: *Imagine you could choose anywhere in the world to visit next week, where would you go?* Elicit a range of answers, encouraging students to give reasons for their choices.
- Say: *Why can't you go there?* Elicit a range of reasons, e.g., they have to come to school, they can't travel without their parents, they don't have enough money, etc. Make notes on the board of the reasons why they can't travel.
- Ask: *What other things prevent people from travelling?* Elicit a range of ideas and add them to the board, e.g., someone is ill, can't take time off work, etc. If students don't mention disability as a reason, introduce this by asking: *What about people with a disability?* When you ask the question, be aware of any students with disabilities in the class, and be sensitive to the fact that some students may have family members with disabilities. If students are happy to talk

about their experiences, encourage other students to listen and learn from what they say, but move on from the question if students seem hesitant about discussing it.

- Focus on the ideas on the board and point out that they are all problems that prevent people from travelling. Ask: *Which problems can be solved? How?* Put students into pairs to discuss the questions.
- Discuss their ideas as a class.

1

- Ask students to read the article and discuss the question in pairs.
- Check the answer with the class.

ANSWER

They are all campaigning to make transport more accessible for people with disabilities.

Discover grammar Student Book page 119 Workbook page 37

- Ask students to read the *Discover grammar* notes, or read them aloud.
- With weaker classes, turn to page 119 and go through the *Discover grammar* presentation on describing ability and success before you move on to exercise 2.
- With stronger classes, students can do the exercises in the *Discover grammar* for homework.

2

- Students could work in pairs to read the numbered sentences in the article and match them with the descriptions.
- Check the answers with the class.

ANSWERS

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

3

- As an example, read out sentence 4 and elicit how to rewrite it using another of the verbs in exercise 2. e.g., *So far, she **hasn't succeeded in breaking** any handcycling records.*
- Ask students to rewrite the sentences.
- Allow students to compare their answers in pairs, then check the answers with the class. Use the descriptions (a–d) in exercise 2 to confirm that each rewritten sentence has a similar meaning to the original.

ANSWERS

1 –

- 2 Since her accident, she hasn't been able to move from the chest down.
- 3 She may not succeed in winning / be unable to win / not be able to win / fail to win any more Paralympic medals.
- 4 So far, she hasn't managed to break / hasn't been able to break / has been unable to break / hasn't succeeded in breaking any handcycling records.
- 5 She would probably manage to climb / be able to climb Mount Everest if she put her mind to it.
- 6 She has managed to win / has succeeded in winning a huge number of handcycling races.

4

- Students could work in pairs to find examples and match each one with a description from exercise 2.
- Check the answers with the class.

SUGGESTED ANSWERS

*She's **succeeded in skiing** 600 km across Greenland. – a*
*She's even **managed to win** a Paralympic gold medal. – a*
*But if you challenged her to travel on the New York metro, she would **fail to get** very far. – b*

*She has **been unable to** walk since a climbing accident when she was 21. – d*

*She believes businesses should **be able to** provide an accessible service pretty cheaply. – c*

5

COMMUNICATION

- Allow students time to read the questions and prepare their ideas individually before you put them into pairs to discuss the questions.
- For feedback, ask some students to tell the class about some of their partner's abilities and successes.

Discover grammar Student Book page 119 Workbook page 37

- Ask students to read the notes in the discover grammar box.
- With weaker classes, turn to page 119 and go through the *Discover grammar* presentation on expressing criticism with the class before you move on to exercise 6.

6

- Students could work in pairs to look at the highlighted examples in the article and decide which criticize something in the present, and which criticize something in the past.
- Check answers with the class.

ANSWERS

Present: 1, 3, 4 Past: 2, 5

7

- Students read the criticisms and complete them with the correct words.
- Check the answers with the class, and elicit both possible answers where there are two.

ANSWERS

- 1 shouldn't
- 2 could have / should have
- 3 could / should
- 4 could have / should have
- 5 shouldn't have

8

- Focus on the picture and elicit that it shows a train station.
- Ask students to look at the station and imagine they have a physical disability. Ask: *What do you think is difficult for you in this station?* Elicit a few ideas and prompt students with more questions if necessary, e.g., *What about if you can't walk very well? What about if you are deaf? What about if you have a visual impairment?*
- Read the task aloud and point out the list of possible upgrades.
- Put students into pairs to discuss the possible upgrades and choose four.
- When students have made their choices, ask some pairs to tell the class which four they have chosen and why.
- Read aloud the example first sentence from a report. Point out that it uses a phrase for describing success (*have managed to*).
- Students then work in their pairs to write their reports. Encourage them to use a range of different phrases for describing success.

9

- Put pairs together into groups of four. They take turns to read their reports to each other and respond by approving their choices or criticizing them.
- For feedback, ask some pairs to tell the class which of their classmates' changes they approved and criticized, and why.

Discover more

- Explain that students should use the exact search term for the task. Students could do the research in class, if they have access to the internet. Alternatively, they can do it for homework. Ask them to make notes on the person they learn about.
- For feedback, put students into groups. Ask them to tell their group about the person they researched, and why they admire them. As a group, they can then choose one athlete they all admire to present to the class.
- Ask groups in turn to tell the class which athlete they chose, and why. Discuss as a class.

Preview

- Ask students to do *Discover vocabulary* exercises 5 and 6 on problem-solving techniques 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

Thinking outside the box means looking beyond what is normal, obvious, or familiar—ready to have fresh, creative ideas that involve changing what you thought you knew and approaching things with an open mind. This type of thinking will help you to be a successful problem solver.

- Unit 4: How do we solve problems?

SEARCH ONLINE for other **problem-solving brain teasers**. How many easy to work out? Are there any types of brain teasers that you consistently find easier than others?

- When you stop the activity, ask pairs to report back on the techniques they used to help them solve the problems.
- Tell them they will check the answers to the problems in the next exercise.

4 1.10

- Play the audio for students to listen and check their answers to the problems.
- Check the answers with the class and ask who managed to solve all the problems, and who managed to find different solutions that also worked.
- Discuss with the class which problem students found the most difficult to solve and why.

ANSWERS

- 1 Add a line to the first “+” symbol to turn it into a “4”. Then $545 + 5 + 5 = 555$.
- 2 Throw the piece of chalk into a lake and the ripples could make a circle 15 meters across.
- 3 Draw the first line through A, D, and G and continue it beyond the bottom dot to an imaginary fourth dot. Draw the second line diagonally up through H and F to a second imaginary dot. Draw the third line from there to A, through C and B. Draw the fourth line from A to I, through E.
- 4 The name of Mary’s father’s fifth daughter must be Mary.



5 1.10

- Read the question aloud, then play the audio again and ask students to note down the obstacle that stops people solving each puzzle. Pause the audio if necessary to allow students time to write.
- Allow students to compare their answers in pairs, then check the answers with the class.

ANSWERS

- 1 The obstacle is seeing numbers only as mathematical symbols because mathematical methods have worked before.
- 2 Thinking of objects according to what they were designed for, ignoring their potential uses.
- 3 Limiting options unnecessarily by making wrong assumptions (assuming the lines must stay within the square).
- 4 Having difficulty in deciding which information is relevant and which isn’t.

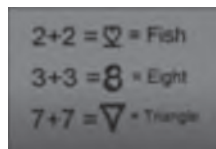
6

- Ask students to read the speaking strategy, or read it aloud to the class.
- Point out to students that not being confident enough to share your ideas, or dismissing other people’s ideas too quickly, are both obstacles that prevent people from solving problems.
- Put students into groups to think outside the box to solve the problems. Ask them to note down what techniques they used, and how they worked together as a group to find the solution, e.g., did they all use blue-sky thinking? Did someone suggest an idea that gave someone else an idea?

- Discuss with the class what techniques they used, and how they worked together, then elicit the solutions to the problems.

SUGGESTED ANSWERS

- 1 He fell out of the first floor window (or “ground floor” in British English).
- 2 The answer is 8. You flip one of the numbers to its mirror image to make each of the shapes.
- 3 Tie the paint pot to the end of one of the ropes. Start the rope swinging. Stand on the chair and hold the other rope in your hand. Catch the paint pot as it swings. Release the paint pot and tie the two ropes together.



7

COMMUNICATION

- Read the task aloud and explain to students that they are going to work together to practice their problem-solving skills.
- Put them into groups again. If possible, change the groups from the previous problem-solving tasks, to allow students to work with different people.
- Read through the key phrases with the class, then ask students to choose a challenge and work as a group to complete it. Alternatively, you could allocate different challenges to different groups, to make sure all the challenges are used.
- Monitor and help while students are working.

DIFFERENTIATION

- If you have weaker students in the class, try to put them into groups with stronger students. This will enable them to work at a higher level and achieve more.

8 Reflect

- Read the questions aloud and point out to students that being able to assess your own strengths and weaknesses accurately is an important skill.
- Allow students time to answer the questions individually, then their same groups from exercise 7 they discuss their ideas.
- For feedback, discuss students’ ideas briefly 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 note down which kinds of brain-teasers they find quite easy, and which they find difficult.
- For feedback, after the research or at the beginning of the next lesson, put students into groups to compare their experiences.
- Discuss as a class which kinds of brain-teasers most students find difficult and why.

Further practice

Discover vocabulary, Student Book, page 118 (answers on TG page 113)

Workbook, page 39

Writing

What can governments do to solve problems?

Writing task

A problem-and-solution essay

When writing a problem-and-solution essay, you need to answer three questions. You must also use the correct expressions.

1. Teenagers negotiating the use of mobile phones: coverage, limits, etc. What are the problems? What are the solutions? What are the consequences of these actions?
2. The number of cars on our roads is growing rapidly. What are the negative consequences of this, and what could governments do about it?
3. Teenagers' plans, except the worst, older teenagers are seen by society as almost invisible. What problems does this cause? What could governments do to help?

Understand the task

- 1 Study the writing task. With a partner, discuss some problems and solutions for each essay question.
- 2 Read the essay. Does it mention any of the problems or solutions you discussed for question 1 in the writing task?

Although many young people have very active lives, the average teenage lifestyle involves more screen time and less physical activity than it did in the past. This causes significant problems.

The most serious problem is the negative effect on people's physical health. They are more likely to develop issues such as heart disease and diabetes when they are older if they do not have much exercise as they grow up. This not only reduces the length and quality of individual lives, but also puts pressure on the organisations that have to provide their medical care. A second problem is that inactive teenagers are unable to enjoy the benefits of exercise on mood and well-being, and are therefore more likely to suffer from poor mental health.

In my view, there are a number of policies that governments could adopt to tackle these problems. Firstly, they could introduce a mandatory 'daily mile' into school timetables. Running a mile (1.6 km) each morning would create healthier young people today and encourage better habits for the future. Secondly, governments could pay for better local sports facilities such as gyms and all-weather sports fields. If everyone had good facilities near their home or school, they would be more likely to have an active lifestyle. Thirdly, governments could focus on improving road safety for cyclists and pedestrians. This would make it easier for young people to get around town in ways that increase their physical activity.

To conclude, I believe governments should be much more proactive in dealing with this issue. The right policies would succeed in reducing, if not completely solving, the problems caused by physical inactivity. However, if governments fail to take appropriate action, the problems will only increase in the future.

Writing strategy

Writing a problem-and-solution essay

When writing a problem-and-solution essay, you need to use the following structure:

- An introduction which gives a brief outline of the situation.
- A paragraph for each problem. First state a problem (using the given information to explain it). Then do the same for each of the other problems.
- A paragraph for each solution. Explain your ideas for two or more solutions. Match ideas with your ideas about the problems, and say why you think the solutions would be effective.
- A conclusion that summarises your argument.

3 Read the writing strategy. Then read the essay again. How many problems and solutions does it mention? Do you agree with the points made? Why? / Why not?

44

Unit 4 How do we solve problems?

Writing

How do we solve problems?

4 LANGUAGE POINT

Look at the essay on page 44 again. What expressions are used to describe government action? Match the two halves of these expressions.

The government should ...

1 take

2 adopt

3 force people

4 focus

5 tackle

a a policy

b a problem

c to change

d action

e on improving a situation

Think and plan

5 Study the writing task again and choose an essay question. Underline the key words. Then, in pairs, discuss the problems and solutions that could be included in your essays.

6 Choose your best ideas and write a paragraph plan for your own essay.

Write a first draft

7 Write the first draft of your own essay, using your plan from exercise 6.

Review and edit

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

Content

Does your essay answer the question asked? Have you explained your problems and solutions clearly?

Organisation

Do you have an introduction, a paragraph for problems, a paragraph for solutions, and a conclusion?

Style

Have you used suitable language to introduce your points? Have you written in formal language?

Reflect

How do we solve problems?

What's the best way to deal with problems?

What unintended consequences can solutions bring?

How can we make travel more accessible for everyone?

How can we become good problem solvers?

What can governments do to solve problems?

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 45

Unit 4 How do we solve problems?

45

Writing

What can governments do to solve problems?

Learning objectives

WRITING

Writing a problem-and-solution essay

WRITING

Expressions to describe government action

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 problems affect teenagers in your country?* Elicit a few ideas, e.g., pressure of exams, lack of facilities, lack of job opportunities, etc.
- Choose one or two of the problems and ask: *Who can help to solve these problems? Individuals? Families? Schools? The government?* As you mention each of the different possibilities, elicit students' opinions, and elicit ideas on how each of the people or groups can help to solve the problems.

Understand the task

1

COMMUNICATION

- Read the writing task aloud.
- Focusing on the task, ask questions to check that students understand it, e.g., *What kind of text should you write?* (a problem-and-solution essay) *Should you give your own*

opinion? (yes) *What two things should you include?* (the problems or negative effects of the situation, and ideas on what governments could do to solve the problems).

- Write on the board the two headings: *Problems* and *Solutions*. As a class, generate a few ideas for the first essay question and add them to the board.
- Put students into pairs to continue generating ideas for problems and solutions for the three essay questions.
- Elicit ideas from students and add them to the board.

2

- Ask students to read the essay. Elicit which of the problems and solutions they discussed are mentioned.

3

- Ask students to read the writing strategy about writing a problem-and-solution essay. Point out how each paragraph corresponds to a paragraph in the model essay in exercise 2.
- Ask students to read the essay in exercise 2 again and answer the questions.
- Check the answers with the class, and discuss which points students agree with and why.

ANSWERS

Two problems: physical health issues, e.g., heart disease and diabetes (leading to shorter lives, worse quality of life, pressure on medical services); poorer mental health
Three solutions: a "daily mile" in schools; government-funded sports facilities; safer roads for pedestrians and cyclists

4 Language point

- Point out to students that when they write an essay about a particular topic, it is important to use specific vocabulary for that topic if they can.

44

Unit 4

- Students look at the essay again and match the halves of the expressions.
- Check the answers with the class and, as a class, think of more expressions related to government action, e.g., *invest in something, change the law, introduce a new law, run a campaign.*

ANSWERS

1 d 2 a 3 c 4 e 5 b

Think and plan

5

- Ask students to look at the writing task again individually and choose the essay question they want to write about.
- You could check the key words first, as a class.
- Put students into pairs to generate ideas together for each of their questions. Remind them of the ideas they thought about in exercise 1 to help them.

ANSWERS

Key words:

- 1 teenagers / less physical exercise / negative effects / what could be done by governments / reduce effects
- 2 number / cars / growing / negative consequences / what / governments do
- 3 places / world / older teenagers / neither children nor adults / problems / what / governments do / to help students' own answers

6

- Students write their own paragraph plan, using their best ideas from exercise 5. They could follow the one from the writing strategy as a model.

DIFFERENTIATION

- With weaker classes, choose one of the essay titles with the class and think of some problems and solutions that could be included in the essay.
- Elicit a paragraph plan for the essay with the class, for students to follow. Make notes on the board.

Write a first draft

7

CREATIVITY

- Students write their first draft. Encourage them to use some of the expressions from exercise 4 and other language specific to government action.
- Point out to students that they will have an opportunity to check their work later, so they don't need to worry about it being perfect at this stage.

Review and edit

8

- Ask students to read through the checklist. Point out that this is similar to the checks that examiners use when grading exam writing tasks, and to get a good grade they should be able to answer "yes" to all the questions.
- Students could check their work individually, or work together in pairs to check each of their essays in turn.
- They then revise their work individually, either in class or for homework.

- When marking students' work, refer to the checklist and give a score out of 10 for each item, giving a total out of 30 for the task.

Reflect How do we solve problems?

1

- Read aloud the question, *How do we solve problems?* 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 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. Play the video a second time if necessary.

ANSWERS

Students' own answers. See the transcript on page 130 for the ideas contained in the video.

4 ▶

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

5

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

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.

Extra activity: Creativity

- You could play the video again in sections with no sound and ask students to recall the ideas in each section. With stronger classes, students to give a commentary to parts of the video.

Further practice

Writing workshop, Student Book, page 132

Workbook, pages 40 to 41

Project

How can we synthesize natural patterns into urban design?

Project task

Designing a building

Work in groups and design a building for an architecture contest, using patterns, textures, and inspiration from nature to inform your design. Present your ideas as a mood board (a collection of images, patterns, colors, and materials that create the "mood" or impression you want to create with your building design). Do you include text and pictures?

UNDERSTAND

- 1 Read the instructions for the project task, the contest guide, and the definition of biophilic design. Answer the questions in pairs.
 - 1 What should be a key feature of your building design?
 - 2 What sort of building can you design?
 - 3 What should be included in your final presentation?
 - 4 What do you feel are the key elements of biophilic design that you would like to include?



INTERNATIONAL BIOPHILIC URBAN DESIGN CONTEST
BUILDINGS INSPIRED BY NATURE
STUDENTS AGED 16-19

Award – \$3,000 for your school

A unique opportunity to use your mathematical, analytical, design, and spatial awareness skills.

In teams, use your collective expertise to design a building of your choice using biophilic design principles. Design a built environment that connects people with nature. Your competition entry may be a design for any kind of building (a hospital, college, stadium, hotel, house), but it must be an original design and incorporate patterns found in nature.

Submission requirements

Include a short written description of your design (150-250 words), including an explanation of how it has been inspired by nature. Provide a mood board to showcase your project, including:

- a floor plan and sketches of the building
- examples of the building materials, indicating colors, shapes, and patterns

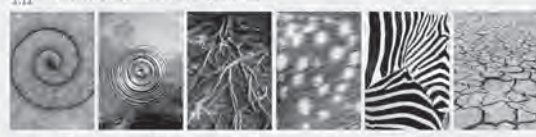


Biophilic design

Biophilic design is a concept used in architecture in which the designer seeks to connect the lived human experience with the natural world. This is achieved through a variety of means, such as incorporating natural materials, vegetation, light, patterns, and views of the natural world into the design of a human environment. Biophilic design is believed to reduce stress, enhance mood and well-being, and have a positive impact on creativity for the inhabitants.

Project

2 Listen to three groups discussing the architecture contest. Check (✓) the patterns that they mention.



spiral ☐ ripples ☐ branching ☐ spots ☐ stripes ☐ cracks ☐

3 Listen again. What kinds of buildings do they discuss?

4 Which ideas sound the most inventive and interesting? Why do they appeal to you?

COLLABORATE AND PLAN

5 Form a small group. Work through the following steps, referring back to the contest guide on page 46 where necessary.

- 1 Decide as a group what type of building you would like to design.
- 2 Decide where your inspiration will come from and choose the patterns you hope to incorporate into your design. Will you draw these, take pictures, or download pictures from the internet?
- 3 Make a plan – decide who will do which tasks, and when they should be completed. Don't forget to write the design description text (150-250 words).
- 4 When you are ready, start working on your project. Make sure you allow enough time to work together to create the mood board.

SHARE

6 In your group, prepare a short presentation (1-2 minutes) to introduce your contest entry. Decide which elements to focus on and indicate clearly how you have successfully met the contest requirements. Practice explaining the following:

- which natural patterns are included
- how you have incorporated biophilic design into your building

7 Think of two questions to ask the other groups about their designs.

PRESENT

8 Present your mood board to the class. Listen and evaluate the other groups' designs. Choose the mood board that you think most successfully incorporates natural patterns and embodies the ethos behind biophilic design principles.

9 Hold a class vote to find the contest winner.

Reflect

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

- What aspects of the design were the most difficult for your group? How did you overcome them?
- What changes would you want to make to your design if you had more time?
- Did you agree with the final contest result? Why? / Why not?
- What was the most interesting thing you learned about design during this project?

Project

How can we synthesize natural patterns into urban project?

Learning objectives

Design a building

COLLABORATION Work collaboratively on the design of a building inspired by nature

CREATIVITY Think creatively to design a building inspired by nature

COMMUNICATION Communicate information accurately in a presentation

CRITICAL THINKING Use critical thinking skills to reflect on the task

Introducing the topic

- With books closed, ask: *Can you describe your school building? Is it traditional or modern? What materials does it use? What do you like and dislike about it?* Elicit a description of the students' school building, and elicit their opinions about it.
- Ask: *What interesting or impressive buildings do you know?* Elicit a few ideas from the class, then put students into pairs to think of interesting or impressive buildings that they know.
- Get feedback from students on buildings that they like and why.

Understand

1

CRITICAL THINKING

- Ask students to read the instructions for the project task, or read them aloud. Then ask students to read the contest guide and the definition of biophilic design.
- To check they understand the meaning of biophilic, focus on the pictures in the design competition and ask: *How is this design biophilic?* (it uses vegetation and uses a biophilic shape because it looks like a hillside).
- Put students into groups to discuss the questions.
- Discuss the answers with the class and ask more questions to check that students understand the details of what they will do, e.g., *Should your presentation include just pictures?* (no, it should include text and pictures).

SUGGESTED ANSWERS

- 1 It should connect people with nature by using biophilic design principles.
- 2 any kind of building, from a hospital to a house
- 3 a mood board, showing examples of the patterns, colors, and materials that inspire the "mood" or impression you want to create with your building design
- 4 students' own answers

2  1.11

- Read the task aloud, then focus on the pictures. For each one, ask: *Where can you see this pattern in the natural world?* (e.g., a spiral on a shell, ripples on the surface of water, branching on a tree, spots and stripes on animals, cracks in the ground).

- Play the audio for students to listen and check the patterns that the people mention.
- Check answers with the class, playing the audio again if necessary and pausing it to confirm the answers.

ANSWERS

spirals, ripples, branching, spots, stripes

3 1.11

- Read the question aloud and ask students what kinds of buildings the people discuss. Elicit a few ideas, but don't confirm them yet.
- Play the audio again for students to listen and answer the question.
- Check the answers with the class, playing the audio again if necessary and pausing it to confirm the answers.

ANSWERS

skyscraper, hotel, art gallery, surf school, hospital, care home

4

- Elicit from the class the design ideas that are mentioned (a hotel with a branching design, an art gallery or surf school based on water, a hospital or care home based on a spiral design).
- Put students into pairs to discuss the questions, then discuss their ideas as a class.

Extra activity

- Put students into pairs and give them two minutes to list as many more kinds of building as they can.
- Bring their ideas together onto the board.
- Ask questions about some of the patterns, e.g., *Which buildings would work well with a branching design? Why? Which would work well with a spiral design? Why?* Encourage students to start thinking about how different designs could work for different kinds of buildings.

POSSIBLE ANSWERS

cafe, gym, museum, office block, restaurant, school, sports centre, train station, university

Collaborate and plan

5

COLLABORATION

- Put students into groups to start planning their building.
- Refer them back to the competition guide to make sure they understand the details of what they have to do.
- Students work in their groups to follow the steps and plan their project. Encourage them to use their creativity and design an inventive and interesting building.
- Remind them to think about how to divide up the work, taking into account the strengths of each group member and also their preferences.
- They may need to do some of the research, writing or drawing at home, if time is short in class or students don't have the resources or materials in class. If they are planning to do some of the tasks for homework, remind them to make sure they have divided the work equally between them.

- Monitor and help while students are working.

Share

6

COLLABORATION COMMUNICATION

- Students now work in their groups to prepare their presentations. Individually.
- Encourage them to include as many group members as possible in their presentation.
- Monitor and help while they are working.

7

- Students work in their groups to think of two questions to ask other groups about their designs.
- Remind them that their questions should be respectful, and not appear aggressive or challenging.
- Monitor and help while students are working.

Present

8

COLLABORATION COMMUNICATION

- Ask groups in turn to present their mood boards to the class.
- As students listen, ask them to note down one thing they like about each design, and one possible problem with it.
- Allow time for feedback at the end of each presentation.
- Discuss as a class which designs sound the most inventive and interesting, and why. Discuss also which designs might be difficult to build, or might not be practical, and why.

9

- Hold a class vote on the design that students think should win the contest.

Reflect

CRITICAL THINKING

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

Assessment

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



How does advertising work?

How does advertising affect us?

What influences our buying decisions?

- Look at the picture and answer the questions in pairs.
 - Where do you see advertisements and how often you see them?
 - Do you think you are easily influenced by advertisements?
- What type of buyer are you? Decide which parts of the descriptions below apply to you.

Type A You have a strong brand loyalty and think about the enjoyment you're going to get from a product when you purchase it. You're most influenced by advertisements that have the feel-good factor – they show you a happy and successful lifestyle that you can aspire to. You often shop impulsively without worrying about how you're going to pay for things.

Type B You're not easily influenced by advertisements or loyal to a particular brand. However, sales and discounts can persuade you to buy. You like advertisements that are entertaining and funny. When you're shopping, you're more influenced by price than brands and logos. Buying something expensive leaves you feeling satisfied, but not regretful.

Type C You're suspicious of advertising and like to save your money. If you buy something, your priority is value for money. Advertisements only influence you when they are promoting a product that you really like. You're not interested in brands and logos. You're careful not to spend money unnecessarily and feel regretful or guilty after buying something expensive.

Discover vocabulary Shopping and advertising
Student Book ► Page 120 Workbook ► Page 46

- Watch the Factfile video. What do Tom and Sara call the three types of buyers described in exercise 2?
- Watch the video again and answer the questions.
 - What types of buyer are Tom and Sara?
 - Can you explain "buyer's remorse"?
 - Why are engineering and science students generally more careful with their money?
 - Which is the least common kind of buyer?
 - What reasons does the video give for why people buy things?
- Work in pairs. Read the text and answer the question.

Two pairs of sneakers look exactly the same, except that one pair has a famous logo on it and is priced US\$60, and the other is not branded but priced US\$40. You have no more information. Which pair would you choose and why?

Key phrases Talking about shopping:
Potentially, I'll choose... because...
That's not my idea of (a bargain).
That sounds like (an impulse purchase) to me.
Sneaking (the brand / ad / discount) would convince me to...
Discover more

SEARCH ONLINE Find out about "product placement." Write to it and report it to the class.

Vocabulary

- Shopping and advertising
- Advertising compound nouns and collocations
- Internet privacy

Further practice

Discover vocabulary Student Book, page 120

Workbook, pages 46 to 48

Vocabulary practice worksheet, Teacher's Resource Center

Reading

- Reading an article about the science of selling to teens
- Identifying supporting details

Further practice

Workbook, pages 44 to 45

Reading practice worksheet, Teacher's Resource Center

Grammar

- Avoiding repetition

Further practice

Discover grammar Student Book, page 121

Workbook, pages 47 to 48

Grammar practice worksheet, Teacher's Resource Center

Life skills

- Protecting your personal information online

Listening

- Listening to an interview about internet security

Further practice

Workbook, page 49

Speaking

- Talking about shopping
- Asking for more detail
- Giving advice

Further practice

Workbook, page 49

Writing

- A promotional leaflet for an event
- Identifying imperatives and compound adjectives

Further practice

Writing workshop, Student Book, page 132

Workbook, pages 50 to 51

Assessment

- Self-assessment, Workbook, pages 52 to 53
- Unit test, Teacher's Resource Center
- Cumulative test, Teacher's Resource Center

Online practice

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

What influences our buying decisions?

Learning objectives

FACTFLIX VIDEO Learning about advertising

VOCABULARY Shopping and advertising

SPEAKING Talking about shopping

Introducing the topic

- With books closed, put students into pairs. Tell them they have a new kind of pizza they want to sell in their pizza restaurant. Allow them two minutes to think about what is special about their pizza and how they can persuade their classmates to try it.
- Put pairs together into groups of four. Each pair has one minute to persuade the other pair to try their new pizza.
- When students have finished, elicit examples of the arguments they used to persuade each other. Discuss which arguments they found persuasive.
- Explain to students that they have just advertised their pizzas, and this unit is all about advertising. Ask the Discover question: *How does advertising work?* Elicit answers from individual students.

1

- Focus on the picture and ask students to read the caption. Elicit some of the products they can see advertised in the picture, e.g., earphones, a car, Coca-Cola, etc. Ask: *When you see these advertisements, does it make you want to buy the product or have this drink? Why?* Encourage students to think about how they respond to advertisements they see, and why.
- Students discuss the questions in pairs, then discuss briefly as a class. End with a show of hands to see who thinks they are easily influenced.

2

- Students read the three descriptions and decide which parts apply to them.
- Allow students to compare their ideas in small groups, then ask some students to tell the class which parts of the descriptions apply to them. Encourage them to give examples to support their ideas.

Discover vocabulary

Student Book page 120 Workbook page 46

- Read aloud some of the shopping vocabulary in context in the descriptions, e.g., *You have a strong **brand loyalty**, **sales** and **discounts** can persuade you to buy.* Ask students to explain the meaning of the words and phrases, to check how well they understand them.
- With weaker classes, turn to page 120 and do exercises 1 and 2 on Shopping and advertising in class, before moving on to the Factflix video. With stronger classes, students can do the exercises for homework, as consolidation.

3 

- Play the video for students to watch and listen, and answer the question. Check the answers with the class, and check that students understand *thrifty* (= careful with money).
- Ask students what else they learned from the video. Elicit what they can remember.

ANSWERS

Type A: impulse buyers

Type B: average buyers

Type C: thrifty buyers

DIFFERENTIATION

- With weaker classes, play the video once through for students to watch and listen. Elicit some possible answers to the question, then play the video again to check the answers carefully.

4 

- Read the questions aloud and ask students if they can remember the answers. Play the video again for students to watch and make notes. Pause the video as necessary to allow them time to write.
- Allow students to compare their answers in pairs, then check with the class.

ANSWERS

- 1 Tom is an impulse buyer and Sara is an average buyer.
- 2 a bad feeling of regret after having bought something
- 3 They deal with numbers and facts and tend to react to advertisements more objectively.
- 4 the impulse buyer
- 5 the promise of enjoyment, peer pressure, and the desire for social status (looking cool)

5

COMMUNICATION

- Read the task aloud and tell students they should think carefully about how they would make their decision, and why.
- Allow students a minute or two to think about the task individually and make notes.
- Read through the key phrases, giving an example of each phrase in use. e.g., ***Personally, I'd choose** the sneakers with the logo **because** I think they would be better quality.*
- Students work in pairs to discuss which pair of sneakers they would buy and why.
- For feedback, elicit the reasons students gave for buying each pair. Make notes on the board in two columns, one for each pair of sneakers.
- Discuss as a class which reasons students find the most convincing and why.

Discover more

- Remind students that they should use the exact search term. Students can do the research in class if they have internet access, or they could do it for homework. Ask them to make notes on the things they learn. They should think about examples of product placement that they have seen in movies, TV shows, etc.
- For feedback, students can discuss in groups what they found out, and talk about examples of product placement that they have seen.
- Ask: *Do you think product placement is effective as a way of advertising products? Why?* Discuss the question as a class.

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

What is the science of selling?

- Look at the Coca-Cola billboard from Times Square in the article on page 51. Does the advertisement appeal to you? Why? / Why not?
- Read and listen to the online article. Which of these techniques have the advertisers used in the design of the billboard? Explain your answers.

know your target market

claim that the product is unique

create value for money

use the feel-good factor

Reading strategy

Identifying supporting details

Supporting details provide useful information about the main idea (the author's main point in a paragraph). Readers are usually led to be persuaded by the main idea unless it has been properly set up (e.g., with evidence, evidence, and evidence). So, when you are reading, look for the main idea of a paragraph, then look for the details that support it.

- Study the reading strategy. Then match the main ideas with paragraphs A-F in the article.
 - Advertisements aimed at teenagers are everywhere.
 - Teenagers need to be aware of how ads influence them.
 - Companies collect and use research on teenagers in order to design effective ads.
 - Good-quality yet affordable products are particularly appealing to teenagers because they do not have a lot of money.
 - Companies use emotions to make their products more memorable to teenagers.
 - Teenagers respond to unique features and strong brands.
- Read the article again and find the supporting details for each main idea from exercise 3. Does the author use evidence, definitions, or examples?
- Do you find the supporting details persuasive? Discuss in pairs.
- Read the article again and answer the questions.
 - Why was A&P's social media campaign a success?
 - Why might using the feel-good factor in an advertisement help to sell products?
 - What reason is given for Samsung's success with teens in the cell phone industry?
 - What strategy did Nike use to get noticed?

Discover more

Discover vocabulary advertising compound nouns and collocations
 Student book • Page 120 Workbook • Page 46

TALKING POINTS. Discuss the questions.

- Why do you think teens are an important market for companies?
- Think of an ad that has influenced you to buy a product. What helped you make your decision, e.g., price, setting, music, celebrities, recommendations from others?

SEARCH ONLINE

and find out about why advertisers target teenagers
 For example, do they spend more money than other people?

What is the science of selling ... to teens?

Want to know how advertising targets teens? 16-year-old Stevie Summers looks at the "hard sell," or how companies manage to persuade us to buy.

"My phone's too slow," "My social life's a joke," "I don't have anything to wear!" Teenagers have a lot of problems – real or imagined – and companies offer us products that promise solutions. Teens are a profitable market, and ads directed at us are everywhere: on TV, the radio, public transportation, and social media. It's not surprising that we see over 3,000 ads a day, from the brand names on our sneakers to the store names on our shopping bags! Ads inform us about a product, give solutions to our problems, and convince us to buy. They show us what a product can offer and why we need to have it. So, how do they do it?

Know your target market
If you want to sell to someone, it helps to get to know them first. Companies use surveys and online data to understand how our brains work and what we want. When we fill in an online survey, we give information about our interests and lifestyle. This helps companies build a customer profile. A few years ago, A&P, a company that sells male grooming products, did some market research which had interesting results. Their surveys found that teenage boys were rejecting gender stereotypes and were happy to show their feelings and support each other. The result was an A&P advertising campaign on social media called #PraseUp. This campaign challenged boys to record a video of themselves giving praise to their friends. Two famous sports stars posted the first video, which quickly went viral, and the idea took off. The company knew what mattered to its audience (showing your feelings), it knew where to reach them (on social media), and it knew who could influence them (famous sports stars).

Use the feel-good factor
Advertising agencies know that strong emotions can create powerful memories, so they look for ways to associate their products with the feel-good factor. The #PraseUp campaign is a good example of this. Another example is Coca-Cola's polar bear mascot. You've probably seen the bear, right? He first appeared in an ad in 1972, and has starred in many since then. We know the bear well, so every time we see him it helps Coca-Cola's brand recognition. It gives us the feel-good factor, too, as we associate him with good times. During a recent Olympic Games, the bear got his own Instagram account, and a #That'sGold social media campaign. The campaign celebrated success and achievement in life and featured online interviews with YouTube influencers and athletes. The bear was fun and entertaining, and Coca-Cola hoped that teens who liked him would choose their brand over other soft drinks. This feel-good factor probably sold millions of Cokes!

Create value for money
Creating value for money is an important part of marketing to teens. Most of us don't have a lot of spare cash, so before we buy a product, we usually do our research. As a typical "digital native," my first step is online customer reviews, then social media. Most of us are pretty money-savvy, and we're also very busy when we're looking for a bargain. The technology company Samsung is a good example of a brand teens like. Its cell phones are good quality and affordable, which taps into our demand for good value. In fact, Samsung's success with teens has helped make it a market leader.

Say the product is unique
With 2.5 billion searches on Google every day, how do companies get teens to notice their products? One way is by promoting their uniqueness, or something that sets the product apart from the competition. Nike, for example, sells certain types of sneakers that you can personalize to make them even more individual. Many of us like to stand out from the crowd, without feeling left out from the crowd. Advertisers understand this desire to be different as well as "cool," so they give us something unique plus a strong brand logo. Adding in a catchy slogan and a well-timed social media campaign, is a recipe for success. As Nike says, "Just do it."

Nowadays we're living in a world full of ads. They inform and entertain us, but they also persuade us to spend. So when you see a product being promoted, stop and think: what is the ad saying and why is it appealing? What does it want you to do and how does it make you feel? Companies collect information about us and use it to influence our spending habits. We need to understand how they do this so we can make informed choices. Remember – ads want to sell us something, and it's a science.

Reading to learn

What is the science of selling?

Learning objectives

READING

Reading an article about the science of selling to teens

READING

Identifying supporting details

VOCABULARY

Advertising compound nouns and collocations

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: *How many ads have you seen today? Where did you see them? What were they for? What can you remember about them?* You could give a few examples yourself, to give students ideas, e.g. *I saw some billboards for a movie on my way to school this morning. I can't remember what the movie was. And I saw ads for clothes on my social media. There were some nice jeans – I might buy them.*
- Put students into pairs to think about the advertisements they have seen today and what they can remember about them.
- Discuss as a class how many advertisements students have seen on average, and which advertisements they remember best. Ask: *Why do you think you remember these ones? Were they colorful? Funny? Did they relate to your life?*

Encourage students to start thinking about what makes an advertisement effective.

- Read the questions aloud and point out the advertisement from Times Square in the article.
 - Put students into pairs to discuss the questions.
 - Discuss their ideas as a class. Encourage students to think about what aspects of the billboard advertisement appeal to them, and why.

1.12

- Read the question aloud, then read the four techniques and check that students understand *target market* (= the people a company is trying to sell to) and *feel-good factor* (= something that makes people feel happy).
- Play the audio for students to listen and read and decide which techniques the advertisers have used in the billboard.
- Discuss the answers with the class.

ANSWERS

know the target market, use the feel-good factor

3

- Ask students to read the reading strategy, or read it aloud to the class. To demonstrate the idea of a main point and supporting details, say: *Social media is the best way to advertise a new product – are you persuaded by this argument?* Elicit that the main argument is not persuasive in itself. Add some supporting details, e.g., *Companies can make a video quite cheaply. If it goes viral, millions of people might see it and then talk about it. So lots of people will learn about the new product – are you persuaded now?* Elicit that

the supporting details make the argument a lot more persuasive.

- Students read the text again and match the main ideas with the paragraphs.
- Check answers with the class, asking students to explain their answers.

ANSWERS

1 A 2 F 3 B 4 D 5 C 6 E

4

- Students could work individually or in pairs to look through the article again and find the supporting details for each main idea.
- Check answers, and discuss whether the author uses evidence, definitions, or examples.

ANSWERS

- 1 *we see over 3000 ads a day* (evidence)
from the brand names on our sneakers to the store names on our shopping bags (examples)
- 2 *companies collect information about us and use it to influence our spending habits* (definition / explanation)
- 3 *Axe ... did some market research which had interesting results. Their surveys found that teenage boys ... The result [of the surveys] was an Axe advertising campaign ... called #Praise up. Two famous basketball players posted the first video, which quickly went viral, and the idea took off.* (examples / evidence)
- 4 *The technology company Samsung ... taps into our demands for value ... Samsung's success with teens has helped make it a market leader.* (example, evidence)
- 5 *The company knew what mattered to its audience (showing your feelings)* (examples)
... they look for ways to associate their products with the feel-good factor
- 6 *Nike sells certain types of sneakers that you can personalize* (example)

5

COMMUNICATION

- Put students into pairs to discuss which supporting details they find persuasive and why.
- Discuss their ideas as a class.

6

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

SUGGESTED ANSWERS

- 1 Axe had a good understanding of their target market.
- 2 People are more likely to remember the brand or product because positive feelings can create strong memories.
- 3 They created high quality products at a price that teens could afford.
- 4 They made sneakers that could be personalised, making them unique from other brands.

Discover vocabulary

Student Book page 120 Workbook page 46

- Ask: *What kind of noun is "cell phone"?* Elicit that it is a compound noun. Explain if necessary that a compound noun is one that is made up of two nouns, or an adjective and a noun.
- Refer students to the exercises on Advertising compound nouns and collocations on page 120. You could ask them to find the words in the article on page 51, to read them in context. With weaker classes, do the exercises in class, before students move on to exercise 7. With stronger classes, students can do the exercises for homework, as consolidation.

READING TEXT QUESTIONS

- Point to the questions next to the article on page 51. Point out that some of the questions refer to details in the article, but others require students to think about their own experiences.
- 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 article where necessary to justify their answers.

ANSWERS

When a company "taps into" demand, it uses it or exploits it in order to persuade people to buy things.

Other questions: students' own answers

7 Talking points

- 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 answers 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, discuss as a class what students learned. Ask: *How do you feel about the way teenagers are targeted by advertisers? Do you think it is fair? What can you do to resist the temptation to buy too many things?* Discuss the questions as a class.

Preview

- Ask students to look at the grammar presentation on avoiding repetition on page 121 before the next lesson.

Further practice

Discover vocabulary, Student Book, page 120 (answers on TG page 113)

Workbook, pages 44 to 45

Reading practice worksheet, Teacher's Resource Center

Language in use

Is advertising always ethical?

1 Look at the advertisements in the article and discuss the questions.

- What are they advertising?
- Would you say they are examples of ethical or unethical advertising? Why? / Why not?

2 Read the article. Compare your ideas from exercise 1 with those in the article.

Ethics in Advertising

There are helpful advertisements, but there are also harmful ones. They can send consumers the wrong message, make false claims, or encourage unhealthy habits. So let's look at what we think is ethical and what's not in the world of marketing.

What's the message?

Advertisements can imply messages through the images they use or the people they use to promote a product or service. Just think about ads for junk food that feature famous athletes. Many of us want to be like these people, and the ads imply that we can be if we buy the products they're advertising. They send mixed messages that sports and physical fitness are important, but that healthy diets aren't, and often leave out nutritional information. Are they unethical? We think so.



Should we believe statistics and claims?

Surveys, statistics, and scientific claims in ads can be very convincing, but they may not always be as impressive as they sound. A statistic like "9 out of 10 people prefer our brand" is persuasive, but less so if only fifty people were surveyed. Who were the people? What did they prefer it to?

A common claim found on skin care products is "dermatologically tested." It simply means that the product was tested on human skin, but doesn't necessarily mean the product works. Recently, some big brand acne creams were exposed for claiming they "reduced spots," when they didn't. In some cases, experts concluded they could actually make people's skin worse.



So what is ethical advertising?

Can we expect all advertisements to be completely honest with us? Perhaps not. We expect sneaker ads, for example, to imply that they will make us better runners or jumpers, even if they don't. But we can expect advertisers to act responsibly.

Some companies take ethical responsibility more seriously than others do and put it at the heart of their business. In recent decades, a growing demand for ethically-sourced goods and services has led to a rise in ethical marketing. This is about promoting the social or environmental benefits of a product or service as much as its benefits to the customer. So, while not every ad that exaggerates the truth is necessarily unethical, there are certainly those that go too far.

PAID

Design: Hush

We're not a store you pass on your way to work, and it's not as though we are just a store. Our clothes are ethically sourced, and we think they look really good too.



Discover grammar Avoiding repetition

Student Book • Page 121 Workbook • Page 47

We use pronouns (so, it, they, us, them, us, it, and so on) to avoid repetition.

3 Study sentences 1–3 in the first paragraph of the article. Do they avoid repetition using a pronoun reference, ellipsis, or substitution?

- 1
- 2
- 3

Language in use

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

- What do the pronouns in bold refer to?
 - ...the ads imply that we can be if we buy the products **they're** advertising.
 - It** simply means that the product was tested on human skin.
 - This** is about promoting the social or environmental benefits of a product or service ...
- Which words or phrases do the words in bold substitute?
 - We think so.
 - ... but less so if only fifty people were surveyed.
 - Some companies take ethical responsibility more seriously than others do ...
- Which words have been deliberately omitted in these examples of ellipsis?
 - They send mixed messages that sports and physical fitness are important, but that healthy diets aren't.
 - ... some big brand acne creams were exposed for claiming they "reduced spots," when they didn't.
 - We expect sneaker ads to imply that they will make us better runners or jumpers, even if they don't.

5 Read about an advertising campaign for a diamond company. Find examples of pronoun references, ellipsis, and substitution.

Do we really need it?

Most of us genuinely don't need any more stuff, and yet we continue buying. Why? Perhaps it's because advertisers are like bad friends – they continue to make us feel needy, unattractive, and uncool, but we still listen to them. And the most successful companies are great at creating a demand where there wasn't one before. In the early 20th century, a famous diamond company did just this. Ever since huge diamond mines were discovered in South Africa in 1870, the supply of diamonds had been greater than the need. So what did they do? They started an advertising campaign encouraging people to buy diamond rings because they proved you really were in love – they lasted forever. In doing so, diamonds became synonymous with sincerity. The company created a "need," which eventually became a tradition – today, most American brides wear diamond rings.



6 Refer to your examples from exercise 5 and answer the questions.

- Choose three examples of pronoun references. What do they refer to?
- Choose one example of ellipsis. What words have been omitted?
- Choose one example of substitution. What words have been substituted?

7 In pairs, look at the advertisement on the right. How is it trying to sell the product? Do you think it is ethical? Why? / Why not? Express your opinions in a paragraph.

8 Swap your paragraph with another pair. Do you agree with their opinions? Can you find examples of reference pronouns, ellipsis, and substitution in their paragraph?

Back to Basics

Can you ever be too thin?



Delicious biscuits made with all natural ingredients.

52 Unit 5 How does advertising work?

Unit 5 How does advertising work? 53

Language in use

Is advertising always ethical?

Learning objectives

GRAMMAR

Avoiding repetition

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, say: *Imagine I have a new breakfast cereal and I want to advertise it to teenagers. Ask: What can I say about my cereal to persuade teenagers to buy it? Can I say it's tasty? Can I say it's healthy? Can I say it will help you get better exam results?* Ask students to justify their answers, and elicit the idea that you can only say things that are true.
- Introduce the term *ethical advertising* and ask: *What do you think it means?* Elicit or explain that it means advertising in a way that doesn't tell people things that are untrue, and doesn't use unfair methods to persuade people to buy things.

Culture note

Many countries have rules and regulations that control what advertisers can say about their products. Some governments also have laws banning or restricting advertisements aimed at young people, especially for products that are unhealthy such as junk food or sweets. For example, in the U.K., the government is considering banning TV ads for unhealthy foods before 9 pm, to protect children.

- Ask students to look at the pictures and discuss the questions in pairs.
- Discuss students' answers as a class, encouraging them to give their opinions and explain them, referring to the pictures to give reasons.

ANSWERS

1 fast food, an acne cream, and a clothing company

2 students' own answers

3

- Ask students to read the article to compare their ideas from exercise 1 with the ones given by the author.
- Discuss as a class what ideas the article expresses.

Discover grammar

Student Book page 121 Workbook page 47

- Read through the information in the *Discover grammar* box with the class.
- With weaker classes, turn to page 121 and go through the main points in the *Discover grammar* presentation with the class before you move on to exercise 3.

- Individually or in pairs, students look at the sentences and identify the way in which each one avoids repetition.
- Check answers with the class and point out that it is important to be able to recognize how writers avoid repetition in order to understand reading texts better.

ANSWERS

1 substitution **2** pronoun reference **3** ellipsis

4

- Students could work in pairs to study the sentences and answer the questions.
- Check the answers with the class.

ANSWERS

- 1 a the famous athletes that appear in ads for junk food
b the phrase “dermatologically tested”
c ethical marketing
- 2 a they are unethical
b persuasive
c take ethical responsibility
- 3 a important
b reduce spots
c make us better runners or jumpers

5

- Ask students to read the article and find the examples individually, then put them into pairs to compare their ideas.
- Read the text aloud, sentence by sentence. Invite students to put up their hand or call out each time there is an example of a pronoun reference, ellipsis, or substitution. Don’t identify at this stage which type of example each one is.

ANSWERS

Most of us genuinely don’t need any more stuff, and yet we continue buying. Why? Perhaps it’s because advertisers are like bad friends – they continue to make us feel needy, unattractive, and uncool, but we still listen to them. And the most successful companies are great at creating a demand where there wasn’t one before. In the early 20th century, a famous diamond company did just this. Ever since huge diamond mines were discovered in South Africa in 1870, the supply of diamonds had been greater than the demand. So what did they do? They started an advertising campaign encouraging people to buy diamond rings because they proved you really were in love – they lasted forever. In doing so, diamonds became synonymous with sincerity. The company created a “need,” which eventually became a tradition – today, most American brides wear diamond rings.

6

- Students could work in pairs to choose examples and answer the questions.
- Discuss the answers with the class.

POSSIBLE ANSWERS

- 1 Pronoun references: they: advertisers; them: advertisers; this: created a demand; they: the people at the famous diamond company; they: the people at the famous diamond company; they: diamond rings; they: diamond rings
- 2 Ellipsis: [buying] stuff; [demand] for diamonds
- 3 Substitution: one: a demand; doing so: starting an advertising campaign (encouraging people to buy diamond rings because they proved you really were in love)

7

- Focus on the picture and elicit what it shows (some cookies). Read aloud the slogan and text at the bottom of the picture.

- Read the task aloud and refer students back to the ideas in exercise 2 on page 50 to remind them of the strategies that advertisers use.
- Put students into pairs to discuss whether the advertisement is ethical or not. Discuss their ideas as a class.
- Students then work in their pairs to write a paragraph about the advertisement. Remind them to include reasons for their opinions.

8

- Ask pairs to swap paragraphs with another pair. Ask them to read the other pair’s text first and decide if they agree with the opinions.
- Ask pairs in turn to tell the class which of the opinions they agree and disagree with, and why.
- They then work in their pairs to find examples of reference pronouns, ellipsis, and substitution.
- Elicit a few examples of each type of language from students.

Extra activity: Critical thinking

- Put students into pairs, then put pairs together into groups of four.
- Explain that one pair in each group is going to write an ethical advertisement, and the other pair is going to write an unethical advertisement for the same product.
- As a class, come up with some ideas for products they could choose, e.g., a cosmetics product, a snack food, some earphones, etc.
- Allocate products to the different groups, and ask students in their groups to decide who will write the ethical advertisement and who will write the unethical one.
- Ask groups in turn to present their two advertisements to the class. Other students can listen, identify the unethical advertisement, and say why it is unethical.

Discover more

- Explain that students should use the exact search term for the task. Students could do the research in class if they have access to the internet. Alternatively, they can do it for homework. Ask them to make notes on the things they learn.
- For feedback, after the research or at the beginning of the next lesson, put students into groups to discuss what they learned.
- Ask groups in turn to tell the class what they learned.

Preview

- Ask students to do *Discover vocabulary* exercises 5 and 6 on Internet privacy on page 120 before the next lesson.

Further practice

Discover grammar, Student Book, page 121 (answers on TG page 114)

Workbook, pages 47 to 48

Grammar practice worksheet, Teacher’s Resource Center

Life skills

How can we deal with online advertising?

Life skills strategy

Protecting your personal information online

Companies often collect personal information when you use their products. Knowing the ways in which they do this will enable you to manage your information better.

1

Study the life skills strategy and the web page below. Complete blanks 1-8 with the words and phrases.

antivirus browsing encrypted malware pop-up text files third-party zombie

Tech Tips inc

Cookies - the good, the bad, and the ugly!

THE GOOD

- Cookies are small files that are stored on your computer when you visit a website.
- They give information to improve your website experience.
- Most cookies are safe. They do not contain viruses and they cannot email.
- The information they collect is usually anonymous.

THE BAD

- There are different types of cookies and not all cookies are good.
- They can give away your personal information.
- They can also track your browsing history.
- They can also collect your personal information.
- They can also collect your personal information.

THE UGLY

- Flash cookies are permanent. They are not deleted when you close your browser.
- They can give away your personal information.
- They can also track your browsing history.
- They can also collect your personal information.
- They can also collect your personal information.

Discover vocabulary Internet privacy

Student Book • Page 120 Workbook • Page 48

2

1.13

You are going to listen to an interview about internet security. How is personal data collected online? What methods are mentioned in the interview?

Young people might be asked to complete an online survey or quiz with personal information for the chance to win a prize.

3

Listen again and write four more sentences giving advice for people looking to protect their data online.

Don't do online surveys and quizzes.

Speaking strategy

Asking for more detail

If someone asks you for advice and you're not sure what to say, find out more information about the situation. Questions beginning with What / When / How / Where / Why are more useful than closed questions. You may not be accurate in an area, but asking for further information may help you, or the person you are trying to help, get closer to the solution.

4

Read the situations and role play the conversations with a partner. Take turns being Student A and Student B. Use the key phrases to help you.

Role play 1

Student A You keep getting the same ads popping up on your computer when you visit different websites. It's annoying and you want to block them, but don't know how. Ask Student B for help.

Student B Student A has a problem with their computer. Listen to the problem, then ask questions to find out more information, e.g., What are the ads for? Ask them some more questions and give them some useful advice.

Role play 2

Student A You keep getting lots of promotional emails from different companies. You have tried to unsubscribe from mailing lists, but that doesn't seem to work. Ask Student B if they know how to stop unwanted emails.

Student B Student A has a problem with their email. Listen to their problem, then ask for more information, e.g., Which email address are the companies using? Do you have an email filter? Ask them some more questions and give them some useful advice.

Key phrases giving advice

My advice is...

It's worth a try.

One option is to...

Whatever you do...

Make sure you intend...

I can't recommend... either.

That always works for me.

5

REFLECT Think about your browsing habits. What are the top two things you could do to stop companies accessing your data?

Discover more

SEARCH ONLINE and find out about phishing emails and messages. What are they? What should you look out for? How should you deal with them?

Life skills

How can we deal with online advertising?

Learning objectives

LIFE SKILLS

Protecting your personal information online

VOCABULARY

Internet privacy

LISTENING

Listening to an interview about internet security

SPEAKING

Asking for more detail

SPEAKING

Giving advice

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 social media sites do you use?* Elicit a few ideas, then ask: *Do you get advertisements on these sites?* Discuss with students where they get the most advertisements.

Ask: *Are the advertisements you receive connected to things you search for online? Why do you think this is?* Elicit that we often receive advertisements for things we have searched for or looked at online. Elicit from students why they think this might be the case, but don't confirm their ideas.

1

- Read aloud the life skills strategy about protecting your personal information online.
- Students could work in pairs to read the web page and complete it with the correct words.
- Check the answers with the class, then ask questions about the words students have added, to check they understand their meaning, e.g., *What do cookies do?* (share data on your computer with a website) *Is malware on your computer a good thing?* (no) *If something is encrypted, can everyone read it?* (no).

ANSWERS

1 text files 2 malware 3 encrypted 4 Third-party
5 browsing 6 pop-up 7 Zombie 8 antivirus

Discover vocabulary

Student Book page 120 Workbook page 48

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

2 1.13

- Explain to students that they are going to listen to an interview about internet security. Read out the question and example answer.
- Play the audio for students to listen and note down how personal data is collected online.
- Allow students to compare their answers in pairs, then check the answers with the class. Play the audio again if necessary and pause it to confirm the answers.

54

Unit 5

Unit 5 How does advertising work?

55

ANSWERS

by visiting websites and choosing to accept cookies
by clicking on banner ads
by visiting websites that use flash
by using internet providers
by using social media sites

3 1.13

- Read out the task and the example answer, then play the audio again for students to listen and note down four more pieces of advice. Pause the audio as necessary, to allow them time to write.
- Check the answers, playing the audio again if necessary and pausing to confirm the answers.

SUGGESTED ANSWERS

Block third party cookies.

Use antivirus software.

Use a private search engine.

With social media, read their privacy policies and adjust the privacy settings as required.

Check the privacy policy.

Change your privacy settings on social networking apps or use the privacy controls on your browser.

4

- Ask students to read the speaking strategy, or read it aloud to the class.
- Put students into pairs and ask them to read through the two role play situations.
- Read through the key phrases with the class and elicit a few examples of how they are used in context, e.g., *My advice is to stop accepting cookies. One option is to check your privacy setting. Make sure you don't click on any links. Clearing your browsing history is worth a try. Whatever you do, don't click on pop-up links. I can't recommend this antivirus software enough.*
- Students work in their pairs to prepare their dialogues, using the key phrases. Monitor and help while they are working.
- Allow students time to practice their dialogues in pairs, then ask some students to perform their dialogue for the class.
- Discuss how the dialogues could be improved, then ask students to work in their pairs again to prepare and practice their second dialogue.
- Ask some pairs to perform their dialogue for the class.

DIFFERENTIATION

- With weaker classes, practise one of the dialogues as a class activity first.
- Focus on role play 1. Divide the class in half and tell half the class that they are Student A, and tell the other half they are Student B.
- Ask the Student A group: *What's the problem?* Elicit answers, allowing all students to call out their ideas at once. Repeat the good answers for the class.
- Ask the Student B group: *What can you ask?* Elicit some ideas, allowing all students to call out their ideas at once. Repeat the good ideas.
- Continue building up the dialogue in this way, encouraging as many students as possible to join in.

When students give their advice, encourage them to use some of the key phrases.

- Once students have prepared in this way, they should have the confidence to work in pairs and role play the situations.

5 Reflect

- Read the question aloud and point out to students that being careful about their personal information online will keep them safe from advertising that could persuade them to spend money on things they don't need, or things that are not suitable for them.
- Allow students time to think of some ideas individually, then put them into small groups to discuss their ideas. Ask them to note down their ideas on how they could stop companies accessing their data.
- Ask groups in turn to tell the class their top two ideas for stopping companies accessing their data.
- Discuss as a class which are the best ideas, and which ideas students will use in the future.

Extra activity: Critical thinking

- Ask students these questions:
Is it the government's job to protect people from companies accessing people's data?
Should it be illegal for companies to do this?
Or is it up to individuals to keep themselves safe?
Why?
- Have a brief class discussion.

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 with students whether they have any experience of receiving phishing emails and messages, and how they dealt with them.

Further practice

Discover vocabulary, Student Book, page 120 (answers on TG page 113)
Workbook, page 49

Writing

How can we be persuasive?

Writing task

A promotional leaflet for an event:
We have been asked to design a leaflet for an event in your local area.

Understand the task

- Study the writing task. What questions should a good promotional leaflet for an event answer, e.g., *When does the event take place?*
- Read the leaflet at the bottom of the page. Does it answer your questions from exercise 1?

Writing strategy

Writing a promotional leaflet for an event

When writing a promotional leaflet for an event, make sure you:

- include important information such as dates, times, location, details, and benefits
- present information clearly and concisely, using bold and bullet points as necessary
- consider your target audience, e.g., their age, interests, and income
- encourage people to attend, for example with a call to action or a discount on the entrance fee

- Study the writing strategy. Then match the descriptions (a–i) with the sections of the leaflet (1–9).

a the main attractions	e essential information
b a positive testimonial from the target audience	f travel information
c a call to action	g a promotional day planner
d an eye-catching heading	h an incentive to take the leaflet
	i services and amenities

Think and plan

- Plan a leaflet for the *Sounds of Summer Music Festival* or a local event near you. Think about the following questions:
 - What is the purpose of your leaflet?
 - Who is your target audience?
 - What questions do you want to answer in the leaflet?
 - How will you organize the information across three pages?

Write a first draft

- LANGUAGE POINT** Can you find examples of the following in the leaflet on page 56?
 - an imperative for making a suggestion
 - a compound adjective
- Write the first draft of your leaflet. Use your notes from exercise 4.

Review and edit

- Read through your first draft. Check it and revise it. Then write your final draft.
 - Content** Does it answer all the essential questions that customers might have?
 - Organization** Is the information presented in a clear, logical, and impactful way?
 - Style** Have headings and bullet points been included?

Reflect

How does advertising work?

- What influences our buying decisions?
- What is the science of selling?
- Is advertising always ethical?
- How can we deal with online advertising?
- How can we be persuasive?

- 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 11

Writing

How can we be persuasive?

Learning objectives

WRITING Writing a promotional leaflet for an event

WRITING Identifying imperatives and compound adjectives

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: *Do you ever go to festivals or other events?* Elicit some ideas, and elicit the kinds of events that students go to.
- Point out that events often produce leaflets to tell people about what is happening. Ask: *In what ways is a leaflet like this similar to an advertisement?* Elicit that it is similar because it is trying to persuade people that the event is good and they should buy tickets.

Understand the task

- Read the writing task aloud.
 - Focusing on the task, ask questions to check that students understand it, e.g., *What kind of text should you write?* (a leaflet) *What is the aim of the leaflet?* (to promote the event – to persuade people to come to the event).

- Put students into pairs and ask them to discuss what questions a leaflet should answer.
 - Elicit some examples of questions the leaflet should answer.
- Ask students to read the leaflet to see if it answers the questions they thought of in exercise 1.
 - Discuss as a class what questions the leaflet answers, and what information it includes.

3

- Ask students to read the writing strategy about writing a promotional leaflet for an event.
- They could work in pairs to match the descriptions with the sections of the leaflet.
- Check the answers with the class.

ANSWERS

a 5 b 3 c 7 d 1 e 4 f 8 g 6 h 2 i 9

Think and plan

4

- Ask students to read the information about the *Sounds of Summer Music Festival*. Ask questions to check they have understood all the information, e.g., *When is the event?* *How much are tickets?* *What is the main feature?*
- Students could work in pairs to plan their leaflet, using the questions to help them.
- To check students' answers, read out each question in turn and elicit some possible answers.

DIFFERENTIATION

- With weaker classes, plan the leaflet as a class activity.
- Read out each of the questions in exercise 4 in turn and elicit some possible answers. Make notes on the board and elicit a possible plan. Draw a rough plan for how to arrange the information across three pages. Students can use the notes and the plan for their own leaflet.

Write a first draft

5 Language point

- Read out the task. If necessary, elicit one or two examples of imperatives to check students understand what they are looking for, e.g., *come here, don't speak*.
- Students could work in pairs to find the examples in the leaflet on page 56.
- Check the answers, and discuss as a class why we use each of these kinds of language in a promotional leaflet (we use imperatives to give instructions or to persuade people and we use compound adjectives to make the text interesting and appealing).

ANSWERS

1 Follow our Top Tips

Check out the Electronic Swap Shop nearby.

Try Repair and Recycle before you leave.

Don't miss out!

Buy a ticket today!

2 Second-hand bargains

Cut-Price Corner

Extra activity: Creativity

- Before students write their first draft, ask them to read the leaflet on page 56 again and note down any useful vocabulary or phrases they could use in their own leaflet.
- Ask them also to note down any useful ways of trying to persuade people to come.
- Remind students that they can use the model leaflet as a resource to help them improve their own writing.

6

CREATIVITY

- Students write their first draft. Encourage them to use imperatives, ellipsis, and compound adjectives.

Review and edit

7

- Ask students to read through the notes and questions they should use for checking their work. Point out that these are similar to the checks that examiners use when grading exam writing tasks, and to get a good grade they should be able to answer "yes" to all the questions.
- Students could check their work individually, or they could work together in pairs to check each of their leaflets 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 How does advertising work?

1

- Read aloud the question, *How does advertising work?*, 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 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. 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.

4

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

5

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

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.

Extra activity: Creativity

- You could play the video again in sections with no sound and ask students to recall the ideas in each section. With stronger classes, students could give a commentary to parts of the video.

Further practice

Writing workshop, Student Book, page 132

Workbook, pages 50 to 51

VIDEO Learning about social networks

READING Comparing genres

LANGUAGE IN USE Talking about states and ongoing actions; Talking about annoying habits and situations

LIFE SKILLS Maintaining healthy friendships

LISTENING Taking notes with mind maps

WRITING Defining key terms

How many friends can we have?

- Look at the picture and read the caption. Do you agree? Why? / Why not? Which types of connections do you think are the most important?
- Professor Robin Dunbar produced a theory on the number of stable friendships the human brain can maintain. He said it's possible for us to handle 500 acquaintances. In pairs, what do you think the other four numbers in the diagram might be?

Dunbar's number

You _____

Closest friends _____

Close friends _____

Friends _____

Casual friends _____

Acquaintances etc. 500

Discover vocabulary **Friendships**
Student Book ► page 122 Workbook ► page 56

- Watch the video and compare your answers from exercise 2 with Dunbar's. Do you agree with Dunbar's figures?
- Watch the video again. According to the video, what happens to a society when it exceeds the population size of Dunbar's number?
- Work in pairs. Discuss the questions.
 - What benefits do you get from socializing?
 - Does your social network bring any negatives?
 - Do you think the size of your social network is influenced by your age?
 - When, if ever, do you think it is OK to behave selfishly?

Key phrases Talking about social groups
... influences the way we behave.
If you hang out with ... your instincts will probably be to ...
If most of the people you know ... you'll probably ...
... means that everyone feels (a strong connection) with each other ...
... helps (not avoid) ...

Discover more **SEARCH ONLINE** and find out about the concept of **good selfishness and bad selfishness**. What is the difference? Do you agree with this distinction? Why? / Why not?

Why do we need other PEOPLE?

Our connections with other people are what make us who we are.

Vocabulary

- Friendships
- Social withdrawal
- Friends and frenemies

Further practice

Discover vocabulary Student Book, page 122

Workbook, pages 56 to 58

Vocabulary practice worksheet, Teacher's Resource Center

Reading

- Reading two texts about people who live apart from society
- Comparing genres

Further practice

Workbook, pages 54 to 55

Reading practice worksheet, Teacher's Resource Center

Grammar

- Talking about states and ongoing actions
- Talking about annoying habits and situations

Further practice

Discover grammar Student Book, page 123

Workbook, pages 57 to 58

Grammar practice worksheet, Teacher's Resource Center

Life skills

- Maintaining healthy friendships

Listening

- Listening to a talk about friendships
- Taking notes with mind maps

Further practice

Workbook, page 59

Speaking

- Talking about social groups
- Expressing an alternative point of view

Further practice

Workbook, page 59

Writing

- Writing a discussion essay
- Defining key terms
- Words and phrases for making generalizations

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

How many friends can we have?

Learning objectives

FACTFLIX VIDEO Learning about social networks

VOCABULARY Friendships

SPEAKING Talking about social groups

Introducing the topic

- With books closed, ask students to write down five things in their lives that make them happy.
- Put students into pairs to compare their ideas, then ask pairs to share with the class any words that were on both their lists. Write these on the board.
- Some or most students will probably include at least one word that refers to people, e.g., *family, friends*. Focus on these and ask: *How do people make us happy?* Elicit a range of answers from individual students, and encourage them to start thinking about why we need other people in our lives, e.g., for companionship, support, to give us confidence, to look after us, etc.
- If no students have included words for people, ask: *What about people? Do other people make you happy? Why?*
- Students then open their books and start to look at the opening picture, caption and Discover question.

1

- Focus on the picture and ask students to read the caption. Put them into pairs to discuss the questions.
- You could ask questions to help get them thinking, e.g., *Who are the main connections in your life?* (friends and family) *What words can you use to describe yourself in relation to these people?* (son, daughter, brother sister, cousin, friend) *Are these words part of your identity?* (yes) *What do these people know about you?* (your name, what kind of person you are, what you like and dislike, etc). *Is your family more important than friends? Why?*
- When they have finished discussing in pairs, discuss the questions as a class. Bring out during the discussion that we all need connections in our lives, and our relationships with others help shape our personality.

2

- Read the lesson title aloud: *How many friends can we have?*
- Focus on the diagram and read the task aloud. Point out *you* on the diagram and *acquaintances*. Explain the meaning of *acquaintances* if necessary (= people we know, but not very well).
- Focus on the other categories on the diagram and explain that each outer layer in the diagram includes the total from the inner layers which precede it. This means the Acquaintances layer includes all of the other categories.
- Elicit the meaning of *close friends* and *casual friends*. Put students into pairs to guess the remaining statistics. Elicit a few ideas, but don't confirm them.

Discover vocabulary

Student Book page 122 Workbook page 56

- With weaker classes, turn to page 122 and do exercises 1 and 2 on Friendships in class, before students watch the video. With stronger classes, students can do the exercises for homework, as consolidation.

3

- Play the video for students to compare their answers from exercise 2 to Dunbar's figures.
- Ask: *Which statistics were similar? Which were very different?*
- Discuss as a class which statistics students agree and disagree with, and why.

ANSWERS

Closest friends: 5

Close friends: 15

Friends: 50

Casual friends: 150

DIFFERENTIATION

- With weaker classes, play the video once through for students to watch and listen. Elicit the statistics that are given, then play the video again. Confirm answers and elicit what the people say about each of the statistics.

4

- Read out the question and ask students if they can remember the answer.
- Play the video again for students to watch and make notes. Pause the video as necessary to allow them time to write.
- Check the answer. Ask: *Do you agree with Dunbar's ideas? Why?*

SUGGESTED ANSWER

When a society gets bigger than 150 it becomes harder to manage and it starts to need formal laws and police, etc.

5

COMMUNICATION

- Read the task aloud and explain that in this context, your *social network* is all the people that you know, from your closest friends to your acquaintances.
- Read through the key phrases. You could play the video again, pausing after the phrases for students to hear them in context. Help them work out the meaning of any phrases they don't know.
- Allow students time to think of their answers individually and make notes, before they discuss the questions in pairs.
- 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, and encourage them to use the key phrases.

Discover more

- Remind students that they should use the exact search terms in the task. Students can do the research in class if they have internet access. Alternatively, they can do it for homework. Ask them to make notes on the things they learn about good selfishness and bad selfishness.
- 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 agree that there is a distinction between these two different kinds of selfishness?* Discuss the question with the class.

Further practice

Discover vocabulary, Student Book, page 122 (answers on TG page 114)

Workbook, page 56

Vocabulary practice worksheet, Teacher's Resource Center

3

- Ask students to read the reading strategy, or read it aloud to the class.
- Ask: *Why is it important to think about the genre of a text when you read it?* Discuss the question as a class. Ask more questions if necessary to prompt students, e.g., *Which genres are based on facts? Which are likely to contain the writer's opinion? Which can you trust to be true?* Elicit that knowing the genre of a text can help you understand it and decide whether to believe it and how to respond to it.
- Students read the texts again and complete the chart.
- Check answers with the class and discuss the reasons for each of the differences.

SUGGESTED ANSWERS

Format: A has no headings, illustrations, references, or lists, and is organized into paragraphs; B has paragraphs with and without headings, numbered and bulleted lists, pictures, and clickable hyperlinks.

Content: A focuses on the thoughts and feelings of a character; B focuses on talking about experiences and giving information.

Sentence structure: A includes full sentences, with occasional use of ellipsis for effect; B has full sentences, with occasional incomplete sentences to give an informal tone and for lists.

Formality: A is formal (full forms); B is informal/chatty (contractions).

Point of view: A is a subjective third-person narration; B is a subjective first-person account, addressing the reader directly.

DIFFERENTIATION

- With weaker classes, draw the chart on the board. Focus on each of the headings in the chart in turn and ask questions to elicit the differences. Ask general questions first, e.g., *What differences can you see with the format?* If students are struggling to answer, use the suggested answers in exercise 3 to ask questions to elicit the differences between the texts, e.g., *Which text has headings? Which one uses lists with bullet points? Which has illustrations?* As students answer, add the answers to the chart on the board.

4

- Students could work in pairs to read the texts again and write lists to answer the questions.
- Discuss the answers with the class, encouraging students to provide evidence from the texts to justify their answers.

SUGGESTED ANSWERS

- a** Text A tells us that Hiro gradually stopped socializing, lost contact with his friends, dropped out of school, and became more and more withdrawn from society.
 - b** Hiro is clearly socially anxious. We could infer that he is suffering from social paranoia (he assumes the girls are laughing at him).
 - c** We can infer that hikikomoris are, like Hiro, frightened of social interaction and live in isolation.
- a** Text B implies that learning survival skills is one of the positives of living alone in the wilderness. The author states these other positives: getting away from the modern world, being alone with your thoughts, increased self-knowledge (humans are a social species), resilience, and unforgettable memories.

- b** Text B implies that one of the negatives was that it involved hardships, including finding edible plants and catching and preparing meat. The author states that one of the negatives was the absence of friends and family.

Discover vocabulary Student Book page 122 Workbook page 56

- Refer students to the *Discover vocabulary* exercises on Social withdrawal on page 122. 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, as consolidation.

READING TEXT QUESTIONS

- Point to the questions next to the texts on page 61. Encourage students to scan the texts to find the relevant parts, then use information in the texts and their own ideas to answer the questions.
- Discuss the answers with the class, encouraging students to refer back to the texts to justify their answers.

SUGGESTED ANSWERS

The girls may have been talking about Hiro, or they may have been talking about someone else. It isn't clear.

The physical symptoms he mentions are: *he leant against the wall and struggled for breath; The years of loneliness ... certainly felt like a physical pain; like a rock pressing down on him, squeezing the air from his lungs; his heart started to race.*

Blogs often give information in numbered lists so it is easy for readers to understand the main points.

Bloggers make use of hyperlinks so that readers can find more information about a subject if they are interested.

5 Talking points

- 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 answers 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 about the charity and its work.

Preview

- Ask students to look at the grammar presentations on talking about states and ongoing actions, and talking about annoying habits and situations on page 123 before the next lesson.

Further practice

Discover vocabulary, Student Book, page 122 (answers on TG page 114)

Workbook, pages 54 to 55

Reading practice worksheet, Teacher's Resource Center

Language in use

How does social media affect us?

1 Read the blog post. Have you come across people who do the things on the list? How does it make you feel?

What Not To Do on Social Media

Don't get me wrong, I love social media as much as anyone. But I'll admit that it can really get me down at times, and sometimes other people post such irritating things! So here are my top three things NOT to do when you're posting on social media.

1 Boost
You're having a great day, and you want to post about it. No problem! Your friends will be glad you're happy. Just don't take it too far. OK? If you're always boasting about your "perfect" life, it might make people feel bad about themselves, especially if they've been going through a rough patch. And if your main aim is not to share your happiness, but to inspire jealousy, you need to rethink your priorities!

2 Fish for compliments
You have new jeans, and you know you look great in them. So why caption your selfie, "I wish I had longer legs (S)"? People compliment you, of course. "Well, I think you look amazing!" and so on. But secretly they think you're being needy. And watch out, too, because compliments can be addictive – the more you get, the more you need in order to feel good about yourself!

3 Make it a mystery
I'm sure you've seen the posts: "I was thinking of a special friend this morning... you know who you are! Hope everything went well." Or "Some people's behavior is annoying me a lot at the moment!" Don't drag the rest of us into your half-secret dramas... Unless you're looking for a way to make us feel unwelcome in your life, of course.
Do you agree? What else would you add to this list?

Discover grammar Talking about states and ongoing actions.
Student Book • page 123 Workbook • page 57

Stative verbs are used to talk about states, and are only used in the present tense. Dynamic verbs can be used in continuous tenses to describe ongoing actions. Some verbs can be stative or dynamic, depending on the context.

2 Study the highlighted verbs in the text. Which are dynamic? Which are stative?
Dynamic: _____
Stative: _____

3 Match the examples from the blog with the verb meanings. Which meaning is dynamic? Which is stative?

1 You're having a great day.	a I have = own
2 You have new jeans.	b I have = experience
3 You're happy.	a I feel = feel
4 You're being needy.	b I behave = behave in a particular way
5 I was thinking of a special friend.	a I think = believe
6 I think you look amazing.	b I think = occupy your mind
7 You look great.	a I look = search
8 You're looking for a way to make us feel unwelcome.	b I look = appear

Language in use

4 Work in pairs. Read the posts and discuss the questions. Use the verbs *have, be, think, and look* in your answers.
I think I only do things a bit occasionally.

1 Which people do you think are having a good day and which a bad day?
2 How do Lindsey and Antonio look?
3 How do you think Tomas and Natalia feel?
4 What adjectives do you think best describe the people's behavior?
5 Which people, if any, are doing the things listed in the blog on page 62?

A Lindsey: I love birthdays. My presents this year are worth about \$1,000! 😊

C Antonio: I'm so glad that concert is over. I hate performing!

B Tomas: Wow! Someone's done an amazing thing for me today. If you read this, know that I'll never forget your help!

D Natalia: I'm thinking of closing all my social media accounts. I don't think anyone would miss me much.

5 Read these responses to the "What not to do on social media" blog post on page 62. Who do you agree or disagree with? Why?

CappuccinoChick
Great post! But overposting should definitely be on your list, too. I'm always reading posts from the same people – sometimes as many as twenty posts a day. I wish they'd wait until they had something interesting to post about.

Oldie2003
People I know are constantly posting cat videos. Just... why?

SaiSus
The most annoying thing about social media? People who are forever saying how annoying it is! If only people who didn't like it would just ignore it and stop complaining!

Discover grammar Talking about annoying habits and situations
Student Book • page 123 Workbook • page 57

To talk about a habit or situation that annoys us, we can use:

- the present continuous with *always* / *constantly* / *forever* / *all the time* / *every day* / *every week* / *every month* / *every year* / *every day* / *every week* / *every month* / *every year*

6 Underline examples of the grammar for talking about annoying habits and situations in the social media comments in exercise 5. Which ones focus on what is annoying? Which focus on a change that would be an improvement?

7 Work in pairs. Talk about annoying habits and situations related to the topics below.

- the people you live with
- celebrities
- people in your neighborhood
- people's use of social media

My dad's forever telling us about his hard life when he was young. I wish he'd realize that it's not easy for our generation either.

Discover more SEARCH ONLINE and find out with **humblebrag**! In some examples, how would you use it?
→ humblebrag! I was told I was a good person, but I was wrong. What?

Language in use

How does social media affect us?

Learning objectives

GRAMMAR Talking about states and ongoing actions

GRAMMAR Talking about annoying habits and situations

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 students what social media sites they most commonly use.
- Ask: *How often do you post on social media? Once a week? Every day? More than three times a day?* Ask for a show of hands to see how often students post.
- Tell students you are going to describe five situations and they should check the ones where they would post something about on social media.
- Read these situations aloud (or adapt them slightly to fit your students). As you read each one, write one or two key words on the board for future reference.
 - You're wearing some new clothes and you think you look good.
 - You're having a really nice meal with friends or family.
 - You wake up feeling worried or stressed because you have an exam that day.
 - You're on holiday, on a beautiful beach.
 - It's raining, and your great plans for the day are ruined.

- Put students into pairs to compare their answers and discuss what they would post for each situation.
- Discuss their ideas as a class, encouraging students to think about why they would post for each situation, and how they would like people to respond.

1

- Focus on the blog post. Read the title aloud, and point out the three headings. Check that students understand *boast* (= talk too proudly about yourself) and *fish for compliments* (= try to get people to give you compliments).
- Ask students to read the blog post and answer the questions.
- Allow students to compare their answers in pairs, then discuss answers as a class.

Discover grammar Student Book page 123 Workbook page 57

- 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 2.

2

- Ask students to study the highlighted verbs in context and decide which are stative verbs and which are dynamic. They could work in pairs for this.
- Check the answers with the class.

ANSWERS

Dynamic: (you're) posting, (they've been) going through, (is) annoying

Stative: want, need, know

3

- Read the first two examples aloud and elicit the two meanings from the class as examples. Elicit which meaning is dynamic and which is stative.
- Students then match the remaining examples and label the meanings as dynamic or stative.
- Check answers with the class.

ANSWERS

- 1 b; dynamic
- 2 a; stative
- 3 a; stative
- 4 b; dynamic
- 5 b; dynamic
- 6 a; stative
- 7 b; stative
- 8 a; dynamic

4

COMMUNICATION

- Put students into pairs to read the posts and discuss the questions. Encourage them to use all the listed verbs in their answers, and to use both dynamic and stative meanings of the verbs.
- For feedback, ask pairs of students the questions and elicit their answers.

SUGGESTED ANSWERS

- 1 Lindy is having a good day. I think Tomas is having a good day. I think Antonio is having a good day now that his performance is over. I think Natalia is having a bad day.
- 2 Lindy looks really happy with her birthday presents. Antonio looks nervous.
- 3 Tomas feels grateful. Natalia is feeling depressed / unappreciated / sorry for herself.
- 4 I think Lindy is being boastful. Tomas is being mysterious. Antonio is being a bit needy. Natalia is feeling sad and depressed.
- 5 Lindy is boasting; Tomas is being mysterious; Natalia could be asking for help or fishing for compliments.

5

- Ask students to read the responses to the blog post on page 63 and decide who they agree and disagree with and why.
- Allow students to discuss their answers in pairs, then discuss with the class.

Discover grammar Student Book page 123 Workbook page 57

- Read out the information in the *Discover grammar* note with the class. 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 6.
- With stronger classes, students can do the exercises in the *Discover grammar* for homework.

6

- Ask students to find and underline examples of the grammar in the comments in exercise 5. Point out that we only use *I wish* and *If only* + *would* to talk about other people, not ourselves.

- Check answers, and use the answers to reinforce the language points.

ANSWERS

Present continuous:

I'm always reading posts from the same people (CappuccinoChick): focuses on what is annoying.
People I know are constantly posting cat videos (Otis2003): focuses on what is annoying.
People who are forever saying how annoying it is! (SalSus): focuses on what is annoying.
I wish / if only:
I wish they'd wait until they had something interesting to post about (CappuccinoChick): focuses on a change that would be an improvement.
If only people who didn't like it would just ignore it and stop complaining (SalSus): focuses on a change that would be an improvement.

7

- Read aloud the task and the four topics, then read the example answer. You could give another answer yourself, using an example of the present continuous and *I wish*, e.g., *My neighbours are always having parties and making noise late at night. I wish they would stop!*
- Allow students time to prepare their answers individually, then put them into pairs to talk about annoying habits and situations.
- Go around monitoring and helping while students are working.
- Ask some students to tell the class some of their ideas.

Extra activity: Creativity

- Students could write their own response to the blog post on page 62.
- Put them into groups to share their posts and decide which ones they all agree with.
- Ask each group to read out a post they all agree with and explain why they agree with it.

Discover more

- Explain that students should use the exact search term in the task. Read out the task, then ask students individually to do the research and answer the questions. They could do this in class, if they have access to the internet. Alternatively, they can do it for homework. Ask them to make notes on the things they learn.
- For feedback, after the research or at the beginning of the next lesson, put students into groups to discuss what they learned and compare their ideas about how they would react and why.
- Discuss their ideas briefly as a class.

Preview

- Ask students to do *Discover vocabulary* exercises 5 and 6 on page 122 before the next lesson.

Further practice

Discover grammar, Student Book, page 123 (answers on TG page 114)
Workbook, pages 57 to 58
Grammar practice worksheet, Teacher's Resource Center

3 2.02

- Ask students to read the listening strategy, or read it aloud to the class.
- Ask students if any of them already use mind maps to take notes. Discuss their experiences of using mind maps and ask what advantages there are to using them.
- Allow students time to read through the different parts of the mind map and copy it into their notebooks. Tell them to leave plenty of space to add notes as they listen.
- Play the audio for students to listen and complete the mind map. Don't check the answers at this stage.

SUGGESTED ANSWERS

True friends:

They're interested in what's going on in your life.

They're a shoulder to cry on when you're upset.

They don't look down on your hobbies.

They respect your opinions. / They accept you for who you are.

They'll be honest with you and tell you when you're making a mistake, but kindly and in private.

Frenemies:

Always criticizing you and putting you down in front of others.

Their jokes hurt your feelings, then they accuse you of having no sense of humor.

They encourage you to do things you know are wrong.

They ignore you when you're in a group.

They tell other people secrets you've confided in them.

They pretend to be your friend in order to get what they want.

They can undermine your self-confidence.

What to do about them:

Distance yourself from them.

Find other people to hang out with instead.

Friend with some frenemy behavior:

What to do about them:

Talk to them about their behavior – they might apologize and try to change.

Listen to their point of view.

Be prepared to make changes yourself.

4

- Put students into pairs to compare their mind maps and answer the questions.
- Check answers by drawing the mind map on the board and inviting students to come and add ideas to it.
- Play the audio again, pausing to confirm each answer on the board.
- Read out each question in turn and elicit the answers from individual students.

5

COMMUNICATION

- Read the task aloud and point out the friendship scale.
- Ask students to read the three descriptions individually first and decide where on the friendship scale each person should go.
- Read through the key phrases with the class. Remind students that when they give an alternative point of view, it is important to be polite and respectful. Explain that using the key phrases will help them to express alternative

points of view without upsetting or offending other people.

- Put students into groups to discuss where on the friendship scale each person should go. Encourage them to give reasons for their answers, and encourage them to use the key phrases when they express an alternative point of view.
- Ask groups in turn to tell the class their opinion of each of the people and where they think each person should go on the scale.

ANSWERS

students' own answers

6 Reflect

- Ask students to think about friends and frenemies they have had in the past. Ask: *How did you know some of your friends were really frenemies?* Elicit a few ideas, e.g., they talked about me to other people I knew.
- Read the question aloud and put students into pairs to discuss it. Ask them to note down ideas on why it is easy to figure out if someone is a friend or frenemy, and ideas on why it is difficult.
- Have a class discussion, asking pairs in turn to tell the class some of their ideas.
- You could ask these questions to take the discussion further: *Why do you think friends sometimes become frenemies? Should you get rid of a friend if they behave badly once, or should you give them another chance? Why? Do you think a frenemy can ever become a good friend again? 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, put students into groups to discuss what they learned about toxic friendships.
- You could discuss with students whether other kinds of relationships can also be toxic, e.g., relationships with family members.

Further practice

Discover vocabulary, Student Book, page 122 (answers on TG page 114)

Workbook, page 59

Writing

How sociable should we be?

Writing task

A discussion essay

Work together to discuss you to write a discussion essay on the following question:

Is it better to have a lot of friends or few?

Understand the task

1 Read the writing task. Then discuss the questions with a partner. Generate as many ideas as you can.

- What are the advantages of having a lot of friends?
- What are the advantages of having only a few friends?

2 Read the essay below. Then complete the chart with notes.

Arguments in favor of being an extrovert	Arguments in favor of being an introvert

Is it better to be an extrovert or an introvert?

People are classified as extroverts if they love to socialize, often in big groups, and get their energy from social interaction. Introverts, in contrast, are people who get their energy from being on their own, although they might also enjoy socializing, especially with people they know well. Does either personality type have clear, objective advantages over the other?

At first glance, extroverts seem to have more advantages. They certainly tend to have conversations with a wider variety of people than introverts, which gives them more opportunities to make interesting new friendships and hear new ideas. And, generally speaking, this love of social interaction helps them to work well in teams. Furthermore, because they usually have more to say than introverts, they are more likely to attract attention and be talked about. It is no surprise that the majority of successful politicians and celebrities are extroverts.

However, when we look deeper, perhaps these advantages are not as valuable as they first seem. For example, by socializing with fewer people than extroverts, introverts have the opportunity to build stronger, more meaningful friendships. Their approach to teamwork has advantages, too. Whereas extroverts often speak as a way of thinking, introverts have a tendency to think first and speak only when they have something important to say, which can lead to a more efficient use of time. Moreover, introverts observing quietly can gain valuable insights that may be unavailable to extroverts who are too busy talking to truly notice ideas.

In conclusion, extroverts and introverts are very different, but neither one is better than the other. Perhaps, rather than focusing on which is better, we should make efforts to appreciate the strengths of both personality types.

Writing strategy

Defining key terms

In the introduction of an essay, it is often a good idea to define the meaning of the key terms in the essay question. This is because:

- people might interpret the terms differently. For example, initially this depressed it all but lead to major changes, but the focus is to find the method of emotional depression;
- the terms are relative. For example, a large number of people might be considered as a small number of people depending on the context.

If your reaction to the essay question is "It depends on your point of view ...," you need to define the terms.

3 Read the writing strategy. Then read the discussion essay again and answer the questions.

- Which key terms does it define? Why?
- What language introduces the definitions?

4 LANGUAGE POINT

Study the highlighted words and phrases for making generalizations in the discussion essay on page 66. Match them with 1–3.

Which are used to ...?

- talk about a behavioral pattern or general desire to act in a particular way
- suggest that something will probably happen, in most situations
- mean "the greater number"

Think and plan

5 Think again about the advantages of having a lot of friends, and the advantages of having only a few. Choose your best ideas and write a paragraph plan for your essay.

Write a first draft

6 Write the first draft of your essay, using your plan from exercise 5. Define any key terms in your introduction.

Review and edit

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

- Content: Is everything in your essay relevant to the essay question? Have you defined any key terms?
- Organization: Do you have an introduction, at least two main paragraphs stating your arguments, and a conclusion?
- Style: Have you used words or phrases for making generalizations where appropriate?

Reflect

Why do we need other people?

How many friends can we have?

Why do some people avoid society?

How does social media affect us?

What makes a good friend?

How sociable should we be?

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

Writing

How sociable should we be?

Learning objectives

WRITING

Writing a discussion essay

WRITING

Defining key terms

WRITING

Words and phrases for making generalizations

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: *Which would you choose – a noisy evening with a big group of friends, or a quiet evening with a few really good friends?* Tell students there is no right or wrong answer, but ask for a show of hands to see which option most students would choose.
- Ask students if they know the terms *extrovert* and *introvert*, and what they know about them. Elicit ideas from individual students, but don't confirm whether their ideas are correct or not.

Understand the task

1

- Read the writing task aloud.
- Focusing on the task, ask questions to check that students understand it, e.g., *What kind of text should you write?* (a discussion essay) *What's the topic?* (if it is better to have a lot of friends or a few).

- Put students into pairs to discuss the questions and generate as many ideas as they can.
- Ask pairs in turn to tell the class their ideas.

2

- Ask students to read the essay and complete the chart.
- Allow students to compare their answers in pairs, then check answers by drawing the chart on the board and eliciting ideas from the essay to complete it.

SUGGESTED ANSWERS

Arguments in favor of being an extrovert:

They speak to more people and get more opportunities to make friends and hear new ideas.

They generally work well in teams.

They are more likely to attract attention from others.

Arguments in favor being an introvert:

They often build stronger and more meaningful friendships.

They tend to think before they speak.

They may gain insights from quietly observing.

3

- Ask students to read the writing strategy about defining key terms.
- Ask them to read the essay question again, then ask: *What do you think the key terms are in this essay question?*
- Ask students to read the essay again and answer the questions.
- Check the answers with the class.

ANSWERS

- It defines "extrovert" and "introvert" because these are key terms in the essay question.
- "People are classified as extroverts if ..."; "Introverts, in contrast, are ..."

4 Language point

- Read the task aloud. Then say: *Extroverts don't like being alone – what's wrong with this statement?* Elicit that it is too definite, because it suggests that something is always true. Say: *Most extroverts don't like being alone – is this better? Why?* Elicit that it is better because it is a generalization but doesn't state something as an absolute truth.
- Students could work in pairs to study the highlighted words in the essay and match them with the meanings.
- Check the answers with the class.

ANSWERS

- 1 **tend to, have a tendency to, often**
- 2 **more likely to, generally speaking**
- 3 **the majority**

Think and plan

5

- Ask students to look at the model essay again. Elicit what each paragraph does: Paragraph 1 introduces the topic and defines the key terms; Paragraph 2 gives advantages of being an extrovert; Paragraph 3 gives the advantages of being an introvert; Paragraph 4 gives a conclusion and the writer's own opinion.
- Ask students to think about their ideas in exercise 1 again and choose the best ideas to include in their essay.
- Students then write a paragraph plan for their essay.

DIFFERENTIATION

- With weaker classes, write the paragraph numbers on the board and, with the class, generate ideas to include in each paragraph. Students can follow this paragraph plan for their own essay.

Write a first draft

6

CREATIVITY

- Students write their first draft. Encourage them to use a range of words and phrases for making generalizations, and remind them that they should avoid stating things as if they are always true.
- Point out to students that they will have an opportunity to check their work later, so they don't need to worry about it being perfect at this stage.

Review and edit

7

- Ask students to read through the checklist and questions they should use for checking their work. Point out that these are similar to the checks that examiners use when grading exam writing tasks, and to get a good grade they should be able to answer "yes" to all the questions.
- Students could check their work individually, or they could work together in pairs to check each of their 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 need other people?

1

- Read aloud the question, *Why do we need other people?* 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 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 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 132 for the ideas contained in the video.

4 

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

5

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

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.

Extra activity: Creativity

- You could play the video again in sections with no sound and ask students to recall the ideas in each section. With stronger classes, you could invite individual students to try to give a commentary to parts of the video.

Further practice

Writing workshop, Student Book, page 132
Workbook, pages 60 to 61

Project

How can we take care of our mental health?

Project task

Designing a social media campaign

Run a social media campaign to encourage mental health and well-being in teenagers. Present your campaign ideas to the class, supported by a poster or a short video. Record your presentation.

UNDERSTAND

1 Read the instructions for the project task and the online article. Answer the questions.

- What is the purpose of the campaign?
- What do you need to present to your classmates?
- Why is adolescence an important time for thinking about well-being?
- What are some indicators of good mental health?

Be Wise on Well-being!

How often do you pause to reflect upon your psychological well-being? While it may be obvious that we need to nurture our physical health, it's far too easy to neglect our mental health. Experts argue that adolescence is a crucial time for developing key skills in managing social and emotional habits, which will in the longer-term support mental well-being. This suggests that it's essential to seek out ways to bolster your psychological health and happiness, and to embed these practices into your daily life.

Good mental health means:

- you feel optimistic about the future
- you have hobbies and interests you enjoy
- you have a positive self-image and feel good about yourself
- you can manage your emotions during periods of stress

Do you want to get more health tips and updates? Sign up to our newsletter! [Subscribe](#)

Follow us on [Facebook](#) [Twitter](#) [Instagram](#)

2 Listen to three groups discussing their social media campaigns. Match each group (1-3) to their campaign poster (A-C).

A

B

C

3 Listen again and note any themes or ideas for campaigns that the three groups mention. Add them to the mind map.

4 Work in small groups. Which campaign do you think would be the most effective out of the three? Why?

COLLABORATE AND PLAN

5 In your groups, plan your social media campaign by answering the questions.

- What is the theme of your campaign, and why is it an important message for teenagers?
- Will you create a poster or a short video to promote your campaign?
- How long will the campaign run for? For example, you could:
 - Display posters for a week at the start of the semester. Advertise this event on social media.
 - Visit classes around the school, e.g. over half a semester, to talk about mental health.
- How will you use social media to spread your message? For example:
 - Postive stories on the school website – maybe one short story every week for a semester.
 - Using a school social media account to draw attention to your campaign issue.
- What changes would you like to see as a result of your campaign?

6 Decide who will do which tasks. If you plan to produce a poster for your campaign, nominate a designer. If you plan to produce a short video, choose a director.

7 Create your poster or video.

8 Prepare notes or a script for a 3-5 minute presentation about your campaign. Include your answers to the questions from exercise 5.

SHARE

9 Practice your group's presentation.

10 Give feedback and make any necessary changes to improve your presentation.

PRESENT

11 Two groups work together. One group gives their presentation while the other group listens, makes notes in a mindmap, evaluates, and gives feedback at the end. Then swap roles.

12 Use your notes to describe the other group's campaign to the class. As a class, vote on which campaign would be most effective at promoting mental health and well-being in teenagers.

Reflect

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

- What was effective about your poster or video?
- Which aspects of your campaign did other students like the most? Do you agree?
- How do you think your campaign could be improved?
- How did your project inspire you to think about mental well-being in your own environment?

68 Project Subject link: Individuals and societies

Project Subject link: Individuals and societies 69

Project

How can we take care of our mental health?

Learning outcomes

Design a social media campaign

COLLABORATION Work collaboratively on a social media campaign

CREATIVITY Think creatively to design a social media campaign

COMMUNICATION Communicate information accurately in a social media campaign

CRITICAL THINKING Use critical thinking skills to reflect on the task

Introducing the topic

- With books closed, ask: *How do people usually feel when they have problems with friendships? What can happen if the problems continue for a long time?* Elicit that people usually feel upset, and elicit the idea of mental health, and that this can suffer if a negative situation continues for too long.
- Ask: *What other things can affect your mental health?* Elicit a few ideas, e.g., the pressure of exams, not having any money, etc.
- Ask: *What can you do to help your mental health?* Elicit a few ideas, e.g., do exercise, get plenty of sleep, find someone to talk to, etc.

Understand

1

CRITICAL THINKING

- Ask students to read the instructions for the project task, or read them aloud. Then ask them to read the online article.
- Put students into groups to discuss the questions.
- Discuss the answers with the class and ask more questions to check that students understand the details of what they will do.

ANSWERS

- to promote mental health and well-being in teenagers
- a plan and a short video or poster
- It's a time of change (relationships, leaving home) and pressure (exams, social media) and a key time to develop skills to look after your well-being.
- optimism, involvement in activities, self-confidence / self-belief, ability to manage your emotions

2 2.03

- Read the task aloud, then focus on the three posters and allow students time to read them.
- Play the audio for students to listen and match each group to their poster.
- Check answers with the class, playing the audio again if necessary and pausing it to confirm the answers.

ANSWERS

A 2 B 1 C 3

3 2.03

- Ask students to copy the mind map into their notebooks.
- They could work in pairs and add themes or ideas they can remember from the first time they listened.

- Play the audio again for students to listen and complete the mind map. Pause the audio as necessary to allow students time to write.
- Check answers with the class, playing the audio again if necessary and pausing it to confirm the answers.

SUGGESTED ANSWERS

be yourself, get active, do something you're good at, take time for yourself

4

COMMUNICATION

- Put students into groups to discuss which campaign they think would be the most effective and why. Remind them that when they are working in a group, they should encourage everyone in the group to express their opinions, and they should always listen to their classmates' opinions and express alternative ideas in a polite and respectful way.
- Ask each group to tell the class which campaign they think would be the most effective and why.

Collaborate and plan

5

COLLABORATION

- Students now work in their groups to answer the questions and plan their social media campaign.
- You could generate some ideas for campaigns with the whole class first, to help give students ideas.
- Before students work in their groups, discuss with them the options for their final output, e.g., a hand-written poster, a poster produced on a computer, a short video, etc. If they are using computers or making a video, discuss the practical ways in which they will do this, and what work they will do in class or at home.
- Monitor and help while they are working in their groups, then ask groups in turn to tell the class their plans.

6

- Students now work in their groups to plan who will do which tasks. Remind them to think about the individual strengths of group members and also their preferences. Remind them also to make sure they distribute the work in a fair way, so everyone in the group makes an equal contribution to the project.
- Monitor and help while they are working.
- When they have finished, discuss any practical help that students might need with their projects, e.g., paper for posters or props for their video.

7

- Students now work in their groups to create their poster or video.
- Monitor and help if they are working in class.

8

- Explain to students that they are going to present their campaign to the class.
- They work in their groups to prepare their script. Encourage them to include as many group members in the presentation as possible.

Share

9

COLLABORATION COMMUNICATION

- Students work in their groups to practice their presentations.
- You could discuss with the class first some tips for presentations, e.g., speak slowly and clearly, look at the audience while you speak, try to speak from memory rather than reading out notes, etc. Ask students to think about a previous presentation they have done, e.g., the one in Unit 4, and think about what they could do better this time.
- Encourage them to use the practice as an opportunity to focus on making their presentations lively and interesting.

10

- Students work in their groups and give feedback on the presentation practice. Remind them that feedback should always be constructive and respectful.
- Monitor and help while students are working.

Present

11

COLLABORATION COMMUNICATION

- Put groups together to give their presentations to each other and give feedback. Encourage them to give at least three pieces of positive feedback and one or two suggestions for how the campaign could be improved.

12

- Ask groups in turn to use their notes to present the campaign of the other group they worked with in exercise 11 to the class.
- As groups talk about the presentations, write the campaign titles on the board.
- Discuss as a class which campaigns would be effective and why. End with a class vote to decide on the most effective campaign.

Reflect

CRITICAL THINKING

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

Assessment

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

VIDEO Learning about space
READING Visualizing a description
LANGUAGE IN USE Expressing purpose
LIFE SKILLS Problem-solving as a team
LISTENING Listening for use of the dramatic present
WRITING Making a biography more memorable



Why are we fascinated by SPACE?

"The thing that really surprised me was that it projected an air of fragility ... I had a feeling it's tiny, it's shiny, it's beautiful, it's home, and it's fragile."
Michael Collins, astronaut, commenting on his view of Earth from 370,149 kilometers away

What do we know about space?

- Look at the picture on page 70 and read the caption. The feeling Michael Collins describes has been experienced by many astronauts and is called "the overview effect." Why do you think the Earth looks so fragile from space?
- Work in pairs. Complete the space facts with the words and phrases.
asteroids black holes cosmic radiation dark matter exoplanets interplanetary species solar system zero gravity

1 In 1609, Galileo discovered that the sun was at the centre of our _____.

2 _____ are planets similar to Earth in that they can support life.

3 _____ can distort space and time.

4 Life in space is tough for astronauts because they have to cope with the lack of oxygen, _____ and _____.

5 _____ live on more than one planet.

6 _____ could be mined for natural resources by companies on Earth.

7 Scientists are still exploring _____ and how it shaped the universe.

Discover vocabulary Space
Student Book ► Page 124 Workbook ► Page 66

- Watch the Factfile video and check your answers to exercise 2.
- Watch the video again. What arguments do Sara and Tom make in favor of and against space exploration?

In favor of space exploration	Against space exploration
We still have a lot to learn about space.	Space exploration is expensive.

5 Work in pairs (A and B). Student A: make a list of the pros of space exploration. Student B: make a list of the cons. You can include the arguments from exercise 4. Then discuss. Students A argue in favor of space exploration and students B against.

Key phrases Discussing pros and cons
All things considered, ...? Is it (really) worth ...?
How you considered ...? It seems that ...
I'd argue that ...? That's a good point.
If you disagree, ...? Wouldn't it be better to ...?

Discover more **SEARCH ONLINE** and find out about recent developments in space exploration. What do you think could be the next major project?

Vocabulary

- Space
- Compound adjectives
- Overcoming challenges

Further practice

Discover vocabulary Student Book, page 124

Workbook, pages 66 to 68

Vocabulary practice worksheet, Teacher's Resource Center

Reading

- Reading an article about science fiction accounts of space exploration
- Visualizing a description

Further practice

Workbook, pages 64 to 65

Reading practice worksheet, Teacher's Resource Center

Grammar

- Talking about purpose

Further practice

Discover grammar Student Book, page 125

Workbook, pages 67 to 68

Grammar practice worksheet, Teacher's Resource Center

Life skills

- Problem-solving as a team

Listening

- Listening to a monologue about a mission to the moon
- Listening for use of the dramatic present

Further practice

Workbook, page 69

Speaking

- Discussing pros and cons
- Negotiating and coming to an agreement

Further practice

Workbook, page 69

Writing

- Writing a biography
- Making a biography more memorable
- Transitional words and phrases

Further practice

Writing workshop, Student Book, page 132

Workbook, pages 70 to 71

Assessment

- Self-assessment, Workbook pages 72 to 73
- Unit test, Teacher's Resource Center

Online practice

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

What do we know about space?

Learning objectives

FACTFLIX VIDEO Learning about space

VOCABULARY Space

SPEAKING Discussing pros and cons

Introducing the topic

- With books closed, ask students to close their eyes. Say: *Think about the word "space." What words come into your mind?* Tell them their words can be words for things or objects, or they might be verbs or adjectives.
- Elicit words from the class, and write them on the board. Each time a student says a word, ask: *Who else thought of this word?* If a lot of students had the same word, write this in bigger letters on the board. If only one or two students had it, write it in small letters.
- When you have built up a word cloud on the board, focus on it with the class, and ask: *What does this show us about what we know about space and what we feel about it?*

1

- Focus on the picture and ask students to read the caption. Check that they understand the words *fragility* and *fragile*.
- Students discuss the question in pairs, then discuss it briefly as a class. Ask questions to encourage them to think about why the Earth looks fragile, e.g., *Do you think the Earth looks big or small from space? Does the atmosphere around the Earth look strong or weak?* Elicit that the Earth looks small, and the atmosphere looks as if it could be damaged easily.

Culture note

Michael Collins (born 1930) is an American astronaut. In 1969, he flew to the moon as part of the Apollo 11 spaceflight. Collins flew the command module around the moon while the two other crew members, Neil Armstrong and Buzz Aldrin, used the lunar module to land on the surface and became the first people to walk on the moon.

2

- Students work in pairs to complete the space facts with the correct words and phrases. Encourage them to guess the meaning of words and phrases that they don't know.
- Elicit a few possible answers, but don't confirm them.

Discover vocabulary

Student Book page 124 Workbook page 66

- Read aloud some of the words and phrases from exercise 2 and check that students understand them.
- If they are struggling to understand, turn to page 124 and do exercises 1 and 2 on space in class, before moving on to the Factflix video. Stronger students could do the exercises for homework, as consolidation.

3 

- Play the video for students to watch and listen and check their answers to exercise 2.

ANSWERS

- 1 solar system
- 2 Exoplanets
- 3 Black holes

- 4 zero gravity, cosmic radiation
- 5 Interplanetary species
- 6 Asteroids
- 7 dark matter

DIFFERENTIATION

- With weaker classes, play the video again. Pause after each answer is given and get students to repeat what the speakers have said, then confirm the answer.

4 

- Read aloud the questions and ask students if they can remember any of the arguments that Sara and Tom make. Read aloud the examples.
- Play the video again for students to watch and make notes.
- Allow students to compare their answers in pairs, then write the for and against headings on the board and elicit the arguments to add for each one.
- Play the video again if necessary, for students to hear the arguments in context again.
- Ask: *Can you think of any more arguments for and against space exploration?* Elicit a few ideas.

ANSWERS

In favor of space exploration:

It's a challenge that leads to innovation.

It encourages different countries to work together.

It could help the survival of our species in the future.

It can inspire us to take care of our planet.

Against space exploration:

It's dangerous and risky.

Resources found in space could cause conflicts between countries.

5

COMMUNICATION

- Read aloud the task, then put students into pairs. Allow them time to work individually and prepare their ideas.
- Read through the key phrases, giving an example of each phrase in use. e.g., **All things considered**, *I think it's a good thing.* **Have you considered** the disadvantages?, etc.
- Students work in pairs to discuss the pros and cons.
- For feedback, discuss as a class which arguments students found the most convincing overall. You could end with a class vote for or against space exploration.

Discover more

- Remind students that they should use the exact search term. 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.
- For feedback, after the research or at the beginning of the next lesson, students can tell the class about the development they researched.

Further practice

Discover vocabulary, Student Book, page 124 (answers on TG page 114)

Workbook, page 66

Vocabulary practice worksheet, Teacher's Resource Center

 Visualizing + description

Writing a description involves using your imagination to interpret the words on the lines in your book. While reading, pay attention to the small. What recognizes the author's use? How are these points described through the author's use of adjectives, adverbs, or figurative expressions? Drafting a reader's test in this way will help you to see a reconstruction of the text as a whole, to become active in connection with the text, and to make your own meaning.

 2 Study the reading strategy. Then close your eyes and listen to an extract from the science fiction novel *The First Men in the Moon*, published in 1901. Then try to draw the scene in as much detail as you can. Compare your drawing with a partner's.

 3 Read and listen to the extract and the article on page 73. Then answer the questions.

- 1 What do the explorers think about the moon? Why do you think they are going there?
- 2 What influence did Galileo's discovery have? Why?
- 3 What gave H.G. Wells the idea for his rocket?
- 4 What was the relationship between scientists and sci-fi writers?
- 5 How did H.G. Wells influence Robert H. Goddard?
- 6 What was unusual about Jules Verne's story?
- 7 According to the writer, what effect has science fiction had on science fact?

4 Complete the questions with compound adjectives from the text. Then discuss the answers in pairs.

1. Why did _____ space flights seem to be a future possibility in the 19th century?
2. Why might some sci-fi books from the 19th century be remembered? _____? Why were others _____?
3. Can you think of a _____ astronaut or scientist? What contribution did they make to the space program?
4. Galileo's telescope changed our perception of space. Can you think of another discovery that changed our idea of space?
5. Are spacecraft today, like SpaceX, still _____? What type of energy do you think spacecrafts will use in the future?

Discover vocabulary *Compound adjectives*

Student Book • Page 124 Workbook • Page 88

 5 TALKING POINTS Discuss the questions.

- 1 Think about the science-fiction books and movies you discussed in exercise 1. How might they influence and inspire tomorrow's scientists and engineers?
- 2 In *The First Men on the Moon* the two explorers find alien life. The aliens are peaceful and have an advanced civilization. H.G. Wells uses them to criticize human society. Can you think of another sci-fi story that deals with aliens? How do they compare with human beings?

Discover
more

SEARCH ONLINE and find out about nine science-fiction authors that have influenced and inspired developments in space travel. What are the similarities and differences between the

Mr. Bedford and Mr. Cavor are close to landing on the moon in a spacecraft. Bedford, the narrator, is describing his vision of the moon's surface.

Mr. Bedford and Mr. Cavor are close to landing on the moon in a spacecraft. Bedford, the narrator, is describing his vision of the moon's surface.

I take it the reader has seen pictures or photographs of the moon, and that I need not describe the broader features of that landscape, those spacious ring-like ranges vaster than any terrestrial mountains, their summits shining in the day, their shadows harsh and deep, the grey disordered plains, the ridges, hills, and craterlets —

... now we could see what no eye on Earth will ever see, that under the blaze of the day the harsh outlines of the rocks and ravines of the plains and crater floor grew grey and indistinct under a thickening haze, that the white of their ill-faces broke into lumps and patches, and broke again and shrank and vanished, and that here and there strange tints of brown and olive grew and spread.

• • • • •

This is an extract from H.G. Wells' *The First Man in the Moon*. The story was published in 1901 and tells the tale of two men who visit the moon and, to their surprise, find an alien species there. It was in 1610 that Galileo first observed the awe-inspiring mountains and valleys of the moon through a homemade telescope. The discovery had a far-reaching influence. People were eager to visit this new "world," to make money from its resources or to live there. As a result of Galileo's discovery, writers from Francis Godwin to Edgar Allan Poe have described journeys to the moons, using everything from a machine powered by jacks to balloons.

In *The First Man in the Moon*, H.G. Wells has his main characters propelled to the moon in a spherical craft made of steel, glass, and a fictitious and-gravity material called "cavorite." Well's work, from the late nineteenth century, when developments in technology, machinery, and invention—steam engines, boilers, and pressure vessels—made a long-distance flight into space seem possible—inspired writers to imagine how science and technology would develop in the future. And, in turn, the stories that they wrote inspired scientists to invent the technologies that would eventually help us get there.

The scientist and engineer, Robert H. Goddard is a good example of this. In 1897, Goddard was 12 years old and loved reading sci-fi stories. A popular serialization of H.G. Wells' *The War of the Worlds* had just been published, and Goddard was fascinated by it. *The War of the Worlds* describes a Martian invasion of Earth, and the idea of interplanetary flight in the book "gripped [Goddard's] imagination" and "inspired him to build an airplane, the first he ever built," says the book. In 1901, Goddard was 16, and he was working on a spacecraft that would fly from a valley below Goddard's town. In 1903, Goddard spent the test of his life creating that vision, and often revised H.G. Wells' for inspiration. After decades of hard work, on March 16, 1926, he became the first American scientist to build and launch a liquid-fueled rocket.

Another 8- to 9 writer, Jules Verne, wrote *From the Earth to the Moon* in 1865, which was even better. In H.G. Wells's stories were written. Verne's humorous story also inspired two highly-respected pioneers of rocket-powered spaceflight: the Russian scientist Konstantin Tsiolkovsky and the German scientist Hermann Oberth. Both of these men were fascinated by the idea of space travel and it inspired them to dedicate their lives to spaceflight. In fact, Verne's story was incredibly detailed and strangely accurate: the spaceship was launched from Florida, it had a crew of three people, and it was a three-day journey to the moon and back. Over one hundred years later, in 1969, Apollo 11 took three people to the moon in three days – and it was launched from Florida.

So what does all this mean? It means that our ability to imagine, and to tell stories about other worlds, implies that we can, in some way, transcend, and ultimately to realize these visions of the future. Science fiction stories are often more than just tales of entertainment. They're a way of inspiring people and encouraging new inventions and developments. Some of these stories may be long forgotten, but their influence is rarely short-lived. Another world-famous sci-fi author said: "I'm sure we would not have had men on the Moon if it had not been for Wells and Verne." I'm rather proud of it, since I have known several astronauts who became astronauts through reading my books." (Arthur C. Clarke)

Can you think of any other science fiction books or movies that may have inspired technological or scientific advances?

When was the book written? What do you know about this period? What other events happened around that time?

Learning objectives

READING Visualizing a description

VOCABULARY Compound adjectives

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: *Do you think that people in the past were interested in space? How do we know this?* Elicit that we know because people wrote and told stories about space. Elicit some examples of these, e.g., traditional stories about how the stars formed, or stories about space travel.
- Ask: *What do you think space travel will be like in the future?* Elicit a few ideas, then ask: *Who can help us imagine what it might be like?* Elicit that writers and movie-makers can help give us ideas about what it might be like in the future. Ask: *What books or movies do you know about space travel in the future?* Elicit a few ideas.

1

- Read aloud the questions and allow students time to prepare their ideas individually.
- Put students into pairs to discuss the questions.

- Discuss their ideas as a class. Discuss which books or movies give a positive view of space exploration, or a negative one.

Culture note

H.G. Wells (1866–1946) was an English writer who is better remembered for his science fiction novels. As well as *The First Man in the Moon*, his works include *The Time Machine* (1895), *The Invisible Man* (1897), and *The War of the Worlds* (1898).

Jules Verne (1828–1905) was a French writer who wrote adventure novels and science-fiction novels. His most popular works include *Journey to the Center of the Earth* (1864), *Twenty Thousand Leagues under the Sea* (1870), and *Around the World in Eighty Days* (1872).

Arthur C. Clarke (1917–2008) was an English science-fiction writer. His most popular work is *2001: A Space Odyssey* (1968), which was also a very popular movie.

2  2.04

- Ask students to look at the reading strategy, or read it aloud to the class. To demonstrate the idea of visualizing, ask students to close their eyes. Ask them to visualize a spacecraft, ready for take-off. Tell them you will now describe some actions, and they must make these things happen in their minds. Say: *Now the astronauts are climbing into the spacecraft. Now the engine is starting. Now the spacecraft is going up into space. The astronauts are looking out. They can see the moon in the distance.*
- Ask students to open their eyes, then ask: *Was it easy to visualize the events?*
- Tell students they are now going to listen to an extract from a science fiction novel. Tell them they should listen

carefully as they are going to draw the scene they hear about.

- Play the audio for students to listen, then ask them individually to draw the scene.
- Put students into pairs to compare their drawings, then ask pairs to tell the class how similar or different their drawings were.

3 2.05

- Play the audio for students to read and listen to the extract and the article.
- Students then answer the questions. Encourage them to use their own words when they answer, rather than copying parts of the extract or article.
- Check answers with the class, eliciting the part of the extract or article which confirms each answer.

SUGGESTED ANSWERS

- 1 The explorers seem very impressed by it.
students' own answers
- 2 It had a big influence on people, who were eager to visit the moon, to make money from its resources or to live there. It also influenced writers, who have described journeys to the moon in their books.
- 3 The developments in technology, machinery, and inventions that were taking place in the late nineteenth century.
- 4 The scientists' inventions inspired sci-fi writers to imagine future developments in science and technology. Their stories inspired scientists to invent new technologies.
- 5 Robert H. Goddard was fascinated when he read H.G. Wells' *The War of the Worlds*, which described a Martian invasion of Earth. The idea of interplanetary flight gave him a vision of a spacecraft and he decided to create one.
- 6 That, although it was written one hundred years before the first trip to the moon, it was very accurate: Apollo 11 took three people to the moon in three days and it was launched from Florida, just as Verne predicted in his novel.
- 7 It has inspired and encouraged scientists to work on new inventions and developments.

4

- Read aloud the first sentence of the extract on page 73 again and ask: *What does "ring-like" mean? What part of speech is it?* Elicit that it means "like a ring," and it is a compound adjective.
- Ask students to read the text again and find more examples of compound adjectives, then use some of them to complete the sentences.
- Check answers, and elicit or point out that some compound adjectives are written with a hyphen, but others are written as two words. Elicit or explain that when compound adjectives are used before a noun, they are usually written with a hyphen, and when they are used after a verb, they are usually written as two words.

ANSWERS

- 1 long-distance 2 long forgotten 3 world-famous
- 4 far-reaching 5 rocket powered

DIFFERENTIATION

- With weaker classes, ask students to read the extract and article and note down all the compound adjectives that they can find. Check they have found all the compound adjectives they will need for the exercise: *long-distance*, *long-forgotten*, *world-famous*, *far-reaching*, *rocket powered*.
- If you think your students will need more help, you could check that they understand the compound adjectives, then ask them to complete the sentences.

Discover vocabulary Student Book page 124 Workbook page 66

- With weaker classes, do the exercises on Compound adjectives in class, before moving on to exercise 5. Stronger classes, could do the exercises for homework.

READING TEXT QUESTIONS

- Point to the questions next to the article on page 73. Put students into pairs to discuss them.
- Discuss the questions as a class and ask: *Why is it important to think about when a book was written and what was happening around that time?* Elicit that it can help you to understand the book better.
- Elicit other science fiction books or movies that students know, and discuss what technologies are shown in them. Discuss which of these may have inspired real technological advances, e.g., in transport, medicine, etc.

5 Talking points

- 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 examples and reasons to support their ideas.
- Alternatively, students could write the answers.
- Discuss the answers as a class.

Extra activity: Creativity

- Students could work in pairs and write their own science fiction paragraph, describing their arrival on the planet Mars. Encourage them to include a description of their spacecraft, the planet, and their feelings as they arrive.
- Ask pairs in turn to read their paragraphs to the class. Ask students which they most enjoyed listening to 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 find.
- For feedback, put students into pairs to discuss the similarities and differences between the different authors' visions of the future, then discuss their ideas as a class.

Preview

- Ask students to look at the grammar presentation on expressing purpose on page 125 before the next lesson.

Further practice

Discover vocabulary, Student Book, page 124 (answers on TG page 114)
Workbook, pages 54 to 55
Reading practice worksheet, Teacher's Resource Center

ANSWERS

1 d 2 c 3 b 4 a

3

- Students could work in pairs to find the clauses of purpose in the article.
- Check the answers with the class.

ANSWERS

We explore space so that we can learn more about the universe.

We also go there so as to better understand our own planet.

What can you do to prevent muscles from getting weaker in zero gravity?

In order to help astronauts survive, scientists at NASA had to find solutions to these problems.

These cameras were developed for taking pictures on interplanetary missions.

When NASA developed astronauts' space suits, they used a special material to protect them from extreme temperatures.

The suits used metalized insulating sheets to prevent the astronauts from getting cold.

On Earth, we use this insulation for clothing, our homes, and the "space blankets" that marathon runners use!

A few years ago, a 3D pizza printing machine was developed so that astronauts could have more food choices in space.

It's good for long missions, to Mars for example, in case astronauts get bored with their food!

Fresh tomatoes don't last long in space, but 3D printers can be used to mix long-lasting powdered ingredients together.

4

- Ask students to read the text through first, ignoring the blanks. Ask: *What inventions does it mention?* (the DustBuster cordless vacuum cleaner and the Super Soaker) *What did these help astronauts to do?* (collect samples of dust on the moon and have more environmentally-friendly refrigerators).
- Ask students to read the article again and complete it with the correct words and phrases.
- Allow students to compare their answers in pairs, then check the answers with the class.

ANSWERS

1 so that 2 in case 3 in order to help 4 to develop
5 for 6 for 7 so as to

Extra activity

- Ask: *Why do we use Super Soakers now?* Elicit a few answers, using the words and phrases for talking about purpose, e.g., *We use them to have fun*.
- Put students into pairs and ask them to write three similar questions about things that we have or do regularly.
- Put pairs together into groups of four to ask and answer their questions, using the words and phrases for expressing purpose.
- Monitor while students are working, and correct any mistakes in a feedback session at the end.

5

- Focus on the three inventions. Ask students to read the descriptions, and check they understand what the inventions are and what they do.
- Ask: *Why do you think they developed freeze-dried food?* Elicit a few example answers, encouraging students to use the words and phrases to talk about purpose.
- Students then work in pairs to discuss the original purpose of the inventions.
- Ask pairs in turn to tell the class their ideas, then share the information in the answers with the class. Ask who guessed the purpose of each invention correctly.

SUGGESTED ANSWERS

- A Freeze drying was developed so as to preserve food for long periods in space and so that food supplies weighed less.
- B Scratch-resistant material was invented in order to protect space equipment and helmet visors from getting damaged in space.
- C Water purification systems were invented so that astronauts could recycle their limited water supply on board a space station.

Extra activity: Critical thinking

- Ask: *Is space exploration the best way to develop new inventions? What other things could motivate people to develop new ideas like these?*
- Put students into groups to discuss other ways in which people might be inspired to develop new inventions and new products.
- Discuss their ideas as a class. If students think of other things that can motivate people, ask: *Does this change your opinion of space exploration and whether it is worth the money? Would it be better to encourage people to make new inventions, without spending so much money on space exploration?* Discuss the questions as a class.

Discover more

- Explain that students should use the exact search term for the task. Students could do the research in class, if they have access to the internet. Alternatively, they can do it for homework. Ask them to make notes on the things they learn.
- For feedback, after the research or at the beginning of the next lesson, put students into groups to discuss what they learned.
- Ask groups in turn to tell the class what they learned.

Preview

- Ask students to do *Discover vocabulary* exercises 5 and 6 on Overcoming challenges on page 124 before the next lesson.

Further practice

Discover grammar, Student Book, page 124 (answers on TG page 114)

Workbook, pages 67 to 68

Grammar practice worksheet, Teacher's Resource Center

Life skills

What can space exploration teach us about teamwork?

Life skills strategy

Problem-solving as a team

Problem-solving as a team requires you to exchange ideas, view challenges from a new perspective and come up with a novel solution. When working in a team, try to:

- share your point of view in a clear and easy-to-understand way
- listen to and consider the views of others
- negotiate an outcome that everyone can agree on

- Study the life skills strategy. Tell a partner about a time in your life when you used teamwork to solve a problem.
- Work in pairs. Read the scenario below and answer the questions.
 - What is the problem?
 - What do you need to do?
- You can only take eight of the items below with you. Rank them in order of importance from 1 (most important) to 12 (least important) to identify the top eight most important items to take with you.

It's 2030 and there is a new International Research Base on the moon. You are part of a team of astronauts that are going to work there. On your way to the moon, your spacecraft has mechanical difficulties and you have to land 200 kilometers away from the base. Your spacecraft communication system is down, so your survival depends on reaching the base as soon as you can. You have to travel quickly and lightly. You can take eight of the following items, which will help you reach your destination.

Life skills

4 Work with another pair to form a group. As a group, compare your lists from exercise 3 and agree on one final set of items and rankings.

5 Compare your list with the official NASA rankings (which your teacher has access to) and answer the questions.

- Is your list the same as or different from NASA's? If so, how?
- What were NASA's justifications for their ranking? Do you agree?

Key phrases Negotiating and coming to an agreement

...I'm convinced that... because...

One top priority should be...

We may need to compromise...

...I'll look at it from another perspective...

I've got to move quickly and decisively...

I've still firmly convinced that...

We should provide...

6 Listen to a monologue about a famous mission to the moon in 1970 that went wrong. Check (✓) the things that helped the astronauts and NASA work as a team.

They:

- responded to a changing situation by changing priorities ☐
- used lessons learned from past experiences ☐
- let one person take the lead ☐
- were all focused on the same objective ☐
- improvised and were creative ☐
- weren't worried about making mistakes ☐
- reacted quickly and decisively ☐

Discover vocabulary Overcoming challenges

Student Book • Page 124 • Workbook • Page 68

Listening strategy

Listening for use of the dramatic present

Students may use the present tense to describe events in the past, particularly when telling a story. It can make a story or experience sound more dramatic. It is an intense, vivid storytelling and can be difficult to remember the long periods, as the speaker may sometimes move between the present and the past tense. I'll certainly focus on the dramatic present and identify changes in tense.

7 Study the listening strategy. Then listen to the audio again and answer the questions.

- When is the present tense used? Check the correct option.
 - during the scenes involving the astronauts ☐
 - during the scenes involving NASA back on Earth ☐
- Why does this use of the present tense make these scenes feel more dramatic?
- Why do you think the speaker switches between the present tense and the past tense?

8 REFLECT What are your three top tips for problem-solving as a team? How will your approach to teamwork be different in future?

Discover more

SEARCH ONLINE and find out about another challenge in the history of space exploration that required successful teamwork.

76 Unit 7 Why are we fascinated by space?

Unit 7 Why are we fascinated by space? 77

Life skills

What can space exploration teach us about teamwork?

Learning objectives

LIFE SKILLS Problem-solving as a team

LISTENING Listening to a monologue about a mission to the moon

LISTENING Listening for use of the dramatic present

SPEAKING Negotiating and coming to an agreement

VOCABULARY Overcoming challenges

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, say: *Imagine you are in a spacecraft, travelling towards the moon. Then something goes wrong. Is it better to be in the spacecraft on your own, with one other person, or with two others? Why?* Put students into groups to discuss the question and think of reasons for their answers.

Ask groups in turn to tell the class their ideas, and discuss any interesting differences between their ideas. Introduce the word *teamwork*. Ask: *What is teamwork?* Elicit that it is working together as a group to solve a problem or achieve a result.

1

COMMUNICATION

- Read aloud the life skills strategy about problem-solving as a team.
- Put students into pairs to talk about a time when they used teamwork to solve a problem.
- Ask some students to tell the class about their experiences.

2

- Students work in pairs to read the scenario and answer the questions.
- Check the answers with the class.

SUGGESTED ANSWERS

- The spacecraft has malfunctioned and landed 200 kilometers away from the research base, and the communication system is down.
- We need to get to the base as soon as possible. We can take eight items to help us on our journey to the base.

3

- Students work in their pairs to rank the items from the most important to the least important, then choose eight to take with them.
- Ask one or two pairs to explain their choices to the class.

4

COMMUNICATION

- Put pairs together into groups of four. Explain that they are going to compare their lists and agree on a final set of eight items.

- Read aloud the key phrases and give an example of each phrase in context, e.g., *Rope is more useful than matches because you can use it to climb up rocks. Our top priority should be getting back to Earth. We may need to improvise, so we should choose the parachute silk. If you look at it from another perspective, a stellar map might be useful. If we don't react quickly and decisively, we will be in trouble. I'm not really convinced that we would need any matches. We should consider the self-inflating life raft.*
- Students work in their groups to decide on their final lists.
- Ask some groups to explain their choices to the class.

5

- Use the Classroom Presentation Tool to show students the official NASA rankings of the items, or write them on the board
- Students discuss in their groups how their list was different to NASA's, and which of NASA's justifications they agree and disagree with.
- Ask groups in turn to tell the class their ideas.

ANSWERS

- 1 Two 45-kilo tanks of oxygen
- 2 18 liters of drinking water
- 3 Stellar map (of the moon's constellation)
- 4 Food concentrate
- 5 Solar-powered FM receiver transmitter
- 6 15 meters of nylon rope
- 7 Parachute silk
- 8 Life raft
- 9 Signal flares
- 10 One case dehydrated milk
- 11 Magnetic compass
- 12 Box of matches

6 2.06

- Explain to students that they are going to listen to a monologue about a space exploration mission that went wrong.
- Read aloud the task, then allow students time to read through the possible answers.
- Play the audio for students to listen and check the things that helped the astronauts work as a team.
- Allow students to compare their answers in pairs, then check the answers with the class. Play the audio again if necessary and pause it to confirm the answers.

ANSWERS

1, 2, 4, 5, 7

Discover vocabulary

Student Book page 124 Workbook page 68

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

7 2.06

- Ask students to read the listening strategy, or read it aloud to the class.
- Read aloud the task, then play the audio again for students to listen and choose the scenes where the present tense is used, and answer the questions.

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

SUGGESTED ANSWERS

- 1 a
- 2 The use of the present tense places the speaker and the listener in amongst the action out in space, as though they are present as the events are happening.
- 3 The speaker switches between the present tense and the past tense to break from the intensity of the dramatic present, but also to create a sense of distance between the events at NASA and the events far out in space. The speaker also switches to the past tense to provide dates and commentary.

Extra activity: Creativity and communication

- Elicit the main events of the story students have heard in the listening: *three astronauts in space, loud bang, oxygen tank explodes, command module loses oxygen, transfer to lunar module, CO₂ levels becoming too high, make some CO₂ absorbers, new navigation procedures, use the sun for navigation, tired and hungry, splash down successfully.*
- Ask students individually or in pairs to write an account of the events from the point of view of one of the astronauts or one of the NASA flight controllers. Encourage them to show how the people used teamwork and also to describe how the people felt at the different stages of the story. Encourage them to use the dramatic present for some parts of their account.
- Ask some students to read their accounts to the class.

8 Reflect

- Read aloud the questions and point out to students that teamworking will be an important skill for them throughout their lives.
- Allow students time to think of some ideas individually, then put them into small groups to discuss their ideas. Ask them to note down their top tips.
- Ask groups in turn to tell the class their top tips, and discuss as a class which ones students think are the best.
- Discuss as a class how students' approach to teamwork will be different in the future.

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 discuss what they learned and discuss how teamwork was important.
- Discuss as a class how teamwork helped during this challenge.

Further practice

Discover vocabulary, Student Book, page 124 (answers on TG page 114)
Workbook, page 69

Writing

How can space inspire us?

Writing task

A biography

Write a school magazine featuring a special space issue. Choose a famous person from the 20th century and write a short biography for the magazine. Consider the challenges in their life and work, and how they overcame them.

Understand the task

- Study the writing task and answer the questions.
 - What kind of jobs are available in the space industry?
 - What kind of challenges might people involved in the space industry face?
 - What personal qualities would you need for work in the space industry?
- Think and plan
 - Look at the picture of Katherine Johnson at work at NASA in the 1950s and answer the questions.
 - What kind of work do you think she did?
 - What challenges do you think she had to face?
 - What other questions would you expect to be answered in her biography?
 - Read the biography and check your ideas.

Think and plan

- Look at the picture of Katherine Johnson at work at NASA in the 1950s and answer the questions.
 - What kind of work do you think she did?
 - What challenges do you think she had to face?
 - What other questions would you expect to be answered in her biography?
- Read the biography and check your ideas.

Write a first draft

- Write a first draft of your biography using your plan from exercise 5. Include transitional words or phrases.

Review and edit

- Read through your first draft. Check it and revise it. Then write your final draft.
 - Content Have you started your biography in an interesting way? Is there a "hook" for the reader?
 - Organisation Does your essay contain interesting details about your subject as well as the main events or achievements in their life?
 - Style Have you used a variety of transitional words and phrases to connect and develop your ideas?

Reflect

Why are we fascinated by space?

What do we know about space?

Why is science fiction important?

Does space exploration benefit humanity?

What can space exploration teach us about teamwork?

How can space inspire us?

- 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

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Unit 1 Why are we fascinated by space?

79

Unit 1 Why are we fascinated by space?

Writing

How can space inspire us?

Learning objectives

WRITING Writing a biography

WRITING Making a biography more memorable

WRITING Transitional words and phrases

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: *Are you fascinated by space? How would you like to be involved in working with space? As an astronaut? As a controller on the ground? As an inventor developing things to help with space exploration?* Elicit some ideas from students, and see who in the class is passionate about space and would like to be involved.
- Ask: *If you had a dream to do something like this, and someone told you that you couldn't do it because you're too young or too old, or you're from the wrong country, would you listen, or would you make more effort to do it? Why?* Elicit the idea that having a dream is a very powerful motivator and can inspire people to make more effort.

Understand the task

1

- Read the writing task aloud.

- Focusing on the task, ask questions to check that students understand it, e.g., *What kind of text should you write?* (a biography) *What is the biography for?* (a school magazine) *What information should you include?* (the challenges in the person's life; how they overcame them).
- Put students into pairs to discuss the questions.
- Discuss the answers as a class.

Think and plan

2

- In pairs, ask students to look at the picture of Katherine Johnson and discuss the questions.
- Discuss students' ideas as a class, but don't confirm them.

3

- Ask students to read the biography to check their ideas.
- Check the answers with the class.
- Ask: *Are you surprised that she managed to continue and overcome all the challenges?*

SUGGESTED ANSWERS

- She calculated flight trajectories.
- She was a woman, and she was African-American, so she probably faced a lot of prejudice.
- students' own answers

4

- Students could work in pairs to look at the biography again and answer the questions.
- Discuss the answers with the class.

SUGGESTED ANSWERS

- with an anecdote about Katherine Johnson

- 2 Not quite: The opening paragraph is used to introduce us to Katherine with an overview of her achievements and abilities, with a supporting anecdote. The author uses paragraphs 2 and 3 to present a short chronological history of Katherine's life and the struggles she faced. The final paragraph is used to summarize her achievements and historical importance.
- 3 Direct quotations are important in building up an accurate portrayal of Katherine. They provide supporting information for the arguments in the text and give the reader a first-hand impression of her, her personality, and attitudes.

5

- Ask students to read the writing strategy, or read it aloud.
- Students then read the biography again and find the details.
- Check the answers with the class. Ask: *Which details do you find the most interesting? Why?*

SUGGESTED ANSWERS

- 1 As a child, she loved to count.
- 2 She was influenced by her father, who emphasized the importance of education.
- 3 Katherine liked to learn. She was a brilliant student who graduated from high school at 14 and college at only 18.
- 4 She ignored the racial and gender barriers, and was often assertive. She asked to be included in meetings that women had never attended before. She simply told people she had done the work and she belonged there.

6

- As a class, generate some ideas of people that students could research. You could elicit the names of the astronauts mentioned in this unit as a starting point.
- Focus on the biography of Katherine Johnson again and elicit what information is in each paragraph:
Paragraph 1: an anecdote to get the reader's attention
Paragraph 2: her early life; a significant interest she had as a child; an important influence in her life
Paragraph 3: her role in the space industry; a detail about her attitude towards workplace barriers
Paragraph 4: what we can learn from her story
- Students should use a similar paragraph plan in their biography.
- Students then do their research and make their paragraph plan.

Write a first draft

7 Language point

- Point out the highlighted words and phrases in the biography on page 78.
- Explain that these are transitional words, as they join ideas together in different ways.
- Students could work in pairs to match the highlighted words and phrases with the functions.
- Check answers and encourage students to use these transitional words and phrases in their own biography.

ANSWERS

Introduces additional information: also, as well as
Introduces contrast: however
Introduces consequence: as a result of
Introduces sequence of events: before, later

8

CREATIVITY

- Students write their first draft. Encourage them to use transitional words and phrases, and compound adjectives.

Review and edit

9

- Ask students to read through the checklist. Point out that these are similar to the checks that examiners use when grading exam writing tasks, and to get a grade mark they should be able to answer "yes" to all the questions.
- Students check their work, then revise it.
- When grading students' work, refer to the checklist. You could give a score out of 10 for each item, giving a total out of 30 for the task.

Reflect Why are we fascinated by space?

1

- Read aloud the question, *Why are we fascinated by space?*, 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 a few ideas.

2 

- Explain to students that first they are going to watch a version of the Reflect video *without* narration. They should predict what information the narration in the full version might give. They should look to the clips, images and captions for clues.

3

COMMUNICATION

- Put students into pairs or small groups to compare their answers. Play the video a second time if necessary.

ANSWERS

Students' own answers. See the transcript on page 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, use the audio-only version instead.)
- 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 video.

6

- Ask students to answer the questions in their Workbook.
- 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



Where does our knowledge come from?

1 Look at the picture. What are some different ways that these students could acquire new knowledge without leaving the room they're in?

2 Look at these statements. Which do you think are true? Which do you know are true? How?

- 1 Tokyo is the capital of Japan.
- 2 Grass is green.
- 3 The Earth orbits around the sun.
- 4 All mammals are warm-blooded. All cats are mammals. Therefore, all cats are warm-blooded.
- 5 $5 \times 5 = 10$.
- 6 You're awake right now and not dreaming.

3 Watch the Factflix video. What sources of knowledge does it mention? Complete the list.

- Senses
- _____
- _____
- Intuition



4 Look at the statements in exercise 2 again. What sources of knowledge did you use to decide if they were true?

Discover vocabulary Knowledge: Idioms
Student Book ► Page 126 Workbook ► Page 76

5 Watch the video again. Discuss the questions.

- 1 What examples does Tom give to show that sources of knowledge can be unreliable?
- 2 What other examples can you think of?

6 Work in pairs. Do you think the statements below are true or false? How certain can you be? Give reasons for your answer.

Everything we perceive as reality is, in fact, a computer simulation.
You are a fictional character in someone else's imagination.

Key phrases Expressing certainty and uncertainty
Is there any way that ...? That doesn't mean (that) ...
How can you be so sure (that) ...? Who's to say? / There's no way of ...
I don't think we can rule it out. ... nothing (for sure).
For all we know, ...

Discover more

SEARCH ONLINE and find out about the verb "know" in English. What different meanings does it have? Are all its meanings expressed by the same verb in your language?

81

Vocabulary

- Knowledge: idioms
- Multi-word verbs and single-word synonyms
- Qualities and attitudes

Further practice

Discover vocabulary Student Book, page 126

Workbook, pages 76 to 78

Vocabulary practice worksheet, Teacher's Resource Center

Reading

- Reading an article about conspiracy theories and fake news
- Identifying assumptions

Further practice

Workbook, pages 74 to 75

Reading practice worksheet, Teacher's Resource Center

Grammar

- Hedging

Further practice

Discover grammar Student Book, page 127

Workbook, pages 77 to 78

Grammar practice worksheet, Teacher's Resource Center

Life skills

- Identifying what we don't know

Listening

- Listening to a talk about confidence and humility
- Using the introduction to help you make notes

Further practice

Workbook, page 79

Speaking

- Expressing certainty and uncertainty
- Confidently saying that you don't know

Further practice

Workbook, page 79

Writing

- Writing a persuasive blog post
- Being emphatic
- Emphatic adverbs

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

Where does our knowledge come from?

Learning objectives

FACTFLIX VIDEO Learning about knowledge and where it comes from

VOCABULARY Knowledge: idioms

SPEAKING Expressing certainty and uncertainty

Introducing the topic

- With books closed, take a pen or other small item from your bag and show it to students. Then put it back in your bag and ask: *Is there a pen in my bag? How do you know?* Elicit that students know there is a pen in your bag because they saw you put it there.
- Look into your bag and say: *There's also a purse in my bag.* Then ask: *Is there a purse in my bag? How do you know?* Elicit that they know because you told them, but elicit also that they cannot be certain about it, because you might not be telling the truth. Point out that we often say we *know* something, even when we cannot be certain about it.

1

- Focus on the picture and ask students to read the caption. Put them into pairs to discuss the question.

SUGGESTED ANSWERS

Students can acquire knowledge by reading the books, talking to each other, or using their phones to search the internet.

2

- Students can work in pairs to look at the statements and decide which they think are true and which they know are true.
- Discuss their ideas as a class. If students disagree about some of the facts, encourage them to debate them, explaining why they think or know that each one is true.

3 

- Read aloud the task and check that students understand *senses* (seeing, hearing, smelling, etc.) and *intuition* (knowing something because it “feels” true).
- Play the video for students to watch and listen and complete the list with the other sources of knowledge.
- Check the answers with the class and ask students what examples they can remember from the video for each of the sources of knowledge that are mentioned.

ANSWERS

Senses, Memory, Sources of Authority, Reasoning, Intuition

DIFFERENTIATION

- With weaker classes, play the video once through for students to watch and listen. Elicit the answers, then play the video again. Pause after each source of knowledge is mentioned and elicit what the people say about it.

4

- Put students into pairs to look at the statements in exercise 2 again and think about which source of knowledge they used for each one. Point out that they might use more than one source for each statement.
- Discuss their ideas as a class, encouraging them to give reasons to support their ideas.

SUGGESTED ANSWERS

- 1 Authority / Memory 2 Senses 3 Authority / Memory / Reasoning 4 Reasoning 5 Reasoning 6 Intuition / Memory

Discover vocabulary

Student Book page 126 Workbook page 76

- Remind students that in the video, Tom says that some facts are just “common knowledge.” Ask: *What does “common knowledge” mean?* Elicit that it means everyone accepts that it is true, and explain that it is an idiom. Ask if they can remember any other idioms from the video.
- With weaker classes, turn to page 126 and do exercises 1 and 2 on Knowledge: idioms in class, before students watch the video again. With stronger classes, students can do the exercises for homework, as consolidation.

5 

- Read aloud the first question and ask students if they can remember any of the examples that Tom gives.
- Play the video again for students to watch and make notes.
- They could work in pairs to think of more examples.
- Check the answers, and discuss their own examples.

SUGGESTED ANSWERS

Senses: the squares on the checkerboard appear to be different but they are the same darkness.

Memory: some of our childhood memories may in fact be imaginary according to psychologists.

Authority: some “facts” in common knowledge are false, for example “lightning never strikes in the same place twice.”

Reasoning: a reasoned argument can be based on false premises, for example “Lightning never strikes in the same place twice; lightning has struck here before; I won’t get struck by lightning here.”

Intuition: this isn’t proof, for example, that we even exist.

6

COMMUNICATION

- Read aloud the task and the two questions. Point out to students that they should not spend too much time discussing whether the statements are true or not, but should focus on how certain they can be, and why.
- Read through the key phrases. You could play the video again, pausing after the phrases for students to hear them in context.
- Students work in pairs to discuss the questions.
- Have a brief class discussion on each of the questions.

Discover more

- Remind students to use the exact search term. They can do the research in class if they have internet access, or they can do it for homework. Ask them to note down the different meanings of *know*, then write an example sentence for each and decide how to express it in their own language.
- For feedback, after the research or at the beginning of the next lesson, discuss their findings as a class.

Further practice

Discover vocabulary, Student Book, page 126 (answers on TG page 115)

Workbook, page 76

Vocabulary practice worksheet, Teacher’s Resource Center

Reading to learn

Why can't we agree on what's true?

1

Skim read the article on page 83 for two minutes. Then answer the questions in pairs.

1

What is the text about?

2

What do you know about this topic already?

3

What ideas do you think the text will contain?

2

Read and listen to the article. Which of your ideas from exercise 1 does it contain?

Reading strategy

Identifying assumptions

Reporters can select (omit) certain information. When that information is presented in a certain way, it can influence the reader's opinion. We need to examine the underlying assumptions and decide whether they're reasonable or not.

3

Study the reading strategy. Then read the first part of the article up to line 16 again and answer the questions.

1

Does the writer agree or disagree with the idea that the Earth is flat? How do you know?

2

What assumptions is the writer's argument based on?

3

Do you think these assumptions are reasonable? Why? / Why not?

4

Read the rest of the article again. Then, in groups, cover the text and try to remember what the article says about topics 1-3. Finally, look at the text again and check.

1

what cognitive biases are

2

some examples of cognitive biases

3

how we can try to minimize the effects of cognitive biases

5

Work in pairs. Discuss and answer the questions.

1

Why do you think people join Flat Earth societies or become conspiracy theorists? Do you agree with the reasons that the writer suggests?

2

Can you think of examples of cognitive biases in yourself or other people?

Discover vocabulary

Multi-word verbs and single-word synonyms

Student Book

Page 126

Workbook

Page 76

6

Find these multi-word verbs in the article. Then answer the questions.

back up

call for

come across

get across

go against

take in

1

Which multi-word verb is a synonym of each of the following single-word verbs?

communicate

encounter

deserve

sanitise

support

require

2

Which of the multi-word verbs can be separated by putting the object between the verb and the particle?

3

Can you think of any other examples of multi-word verbs that have single-word synonyms?

7

TALKING POINTS Discuss the questions.

1

Why is fake news and misinformation a problem?

2

What strategies do people use to spread misinformation? Why do you think they're effective?

3

How easy is it to identify fake news online? What can you do to check the reliability of the information you find online?

4

What can be done to combat the issue of fake news and misinformation? Do you think it calls for media regulation, education, or both?

Discover more

SEARCH ONLINE about how we know the Earth is a globe. I found people think this but I can't find pictures from space?

82

Unit 8 What do we know?

Information and misinformation

Which words in this paragraph are in quotation marks? Why do you think the writer has used them?

"I personally believe that we live on a big disc," says Greg. "I don't think there's anything beyond it. If the world was round, the horizon would look curved and it doesn't."

Greg is a "Flat Earther", one of a group of people who believe that the Earth is not round, but flat. Membership of "Flat Earth societies" has grown rapidly in recent years and it has been suggested that this is largely due to online video sharing. With YouTube channels reaching an international audience, the idea appears to be catching on. The most dedicated Flat Earthers are devoting their lives to attending meetings, conducting experiments, and even building homemade rockets in an attempt to prove their point and get their ideas across to others.

Of course, the ideas of the Flat Earthers go against over 2,000 years of science and an overwhelming body of evidence. The Earth was claimed to be a globe by Aristotle in around 350 BCE, and there has been general agreement on this point ever since. If we accepted that the Earth was flat, we'd need to accept that an unimaginable number of people had been involved in the biggest conspiracy in history: governments, scientists, explorers, and countless others.

It may be tempting to doubt most of us that the Earth is spherical, but Flat Earthers insist that they know the truth.

The rise of the Flat Earthers is just one example of a larger phenomenon of unsubstantiated information, conspiracy theories, and fake news being circulated online. It's a phenomenon that we're only just beginning to understand, given that the internet is still only a few decades old. What's clear is that 21st-century technology is raising important questions about the way we acquire knowledge. How do we decide what's true? Why do certain ideas spread so easily? And why do some people believe so firmly in ideas that are clearly at odds with scientific evidence?

There are likely to be different reasons why people choose to believe conspiracy theories and fake news. Perhaps these individuals are looking for like-minded people to connect with. Perhaps they're suspicious of authority. However, there may also be another reason – one that relates to the way our minds work. We all like to believe that our thinking is rational and evidence-based, but, unfortunately, research suggests that this is often not the case. We frequently make logical errors in our thinking, known as "cognitive biases". Cognitive biases are like tricks of the mind. They make complex information appear simple and focus our attention on what we want or expect to see. They create the illusion of a world that makes sense. In some cases, this is very useful. However, in situations that call for more careful, objective analysis, it can be dangerous.

Here are just a few of the cognitive biases that may help to explain why people are taken in by fake news:

Confirmation bias	Illusory truth effect	Bandwagon effect	Backfire effect	Bias blind spot
We tend to seek and interpret information in a way that backs up our existing ideas and expectations, while ignoring anything that contradicts them.	Ideas become more plausible through repetition. The more often we come across an idea, the more truthful it seems, even if there's little evidence to support it.	Whenever we see other people doing something, we're more likely to do it ourselves. As more people adopt a certain view, others follow them.	When our beliefs are challenged with contradictory evidence, we don't necessarily change our minds. Instead, we often hold onto our ideas more strongly as we try to defend them.	This is the bias that makes the others even more dangerous: we don't recognize our own biases. We tend to see them in other people, while believing that our own thinking is more rational.

We may not all hold extreme views like Flat Earthers, but we probably all fall into some of these traps. We return to the same news sources, follow the same channels, and communicate in closed groups on social media. As we do so, we filter out ideas that we disagree with, ignore conflicting evidence, and reinforce our existing views. So what do we do? We may not be able to overcome cognitive biases completely, but we can become more conscious of them. We can question sources of information and read widely, seeking out a range of perspectives and carefully examining the evidence. And we can remember that the simplest answer is not always the correct one.

Can you think of any other strategies for becoming more aware of our own cognitive biases?

83

Reading to learn

Why can't we agree on what's true?

Learning objectives

READING

Reading an article about conspiracy theories and fake news

READING

Identifying assumptions

VOCABULARY

Multi-word verbs and single-word synonyms

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, say: *Joe and his grandad decide to have a race. They decide to race 200 meters. They agree that the winner will get a new bike. Who do you think will win?* Ask for a show of hands to see who students think will win, then ask them to give reasons for their answers. Some students will probably say that Joe will win because he is younger.
- Ask: *Do you "know" that Joe will win, or do you "assume" that he'll win?* Teach the meaning of *assume* (= to believe that something is true, although you have no proof).
- Ask: *What facts could change your assumptions?* Elicit a few examples, e.g., Joe is only two years old, his grandad is an Olympic sprinter, Joe isn't feeling well at the moment, etc.
- Point out that it is important to be aware of our own and other people's assumptions when deciding what to believe.

1

- Students to skim read the article. Explain that they only have two minutes to read it, so they need to read it very quickly and not worry if they don't understand every word.
- After two minutes, put them into pairs to discuss the questions.
- Discuss the answers as a class.

ANSWERS

- The text is about false information online.
- 3 students' own answers

2 2.07

- Play the audio for students to listen and read the article again, and check which of their ideas are mentioned.
- Allow students time to compare their answers in pairs. Elicit which ideas students predicted, and which they found most surprising.

Culture note

Some common conspiracy theories are that the moon landings of 1969 were faked and really filmed in a movie studio; or that aliens have landed on Earth and now live among us.

Conspiracy theories often use elaborate reasoning and complex arguments to "prove" that the ideas they put forward are true. They involve the idea that powerful people are working together to keep the truth hidden from the public. Once people reading about the conspiracy theory accept this assumption, the facts and arguments that are put forward seem to make sense.

3

- Ask students to read the reading strategy, or read it aloud.

- Ask: *Why is it important to think about what the reader assumes and believes?* Discuss as a class, and elicit that we need to understand the writer's assumptions to think critically and make up our own minds about the ideas in the texts.
- Students read the first part of the article (up to line 16) again and answer the questions.
- Check answers, and elicit evidence from the article.

SUGGESTED ANSWERS

- 1 The writer disagrees. He makes it obvious in sentences like: It may be beyond a doubt to most of us that the Earth is spherical, ...
We may not all hold extreme views like the Flat Earthers ...
- 2 Scientists and scholars have known that the Earth is a globe since the time of Aristotle (around 350 BCE). The writer makes the assumption that science is usually right and represents the truth.
- 3 students' own answers

4

- Ask students to read the rest of the article carefully.
- Put them into groups to try to remember what it says about the three topics.
- Elicit what they can remember about each topic, then ask them to read the article again to check.
- Discuss with students what facts and ideas they remembered clearly, and what things they learned by reading the article again.

SUGGESTED ANSWERS

- 1 Cognitive biases are tricks that our brains play in order to make complex information appear simple and easier for our brains to process.
- 2 confirmation bias, illusory truth effect, bandwagon effect, backfire effect, bias blind spot
- 3 To minimize the effects of cognitive biases we can become more conscious of our biases, we can question sources of information, we can read widely, and we can remember that simplicity is not the same as truth.

5

- Read aloud the questions and elicit the reasons the writer suggests why people become conspiracy theorists.
- Ask students to think about the questions and make notes individually, then put them into pairs to discuss.
- Discuss the questions briefly as a class.

SUGGESTED ANSWERS

- 1 they are looking for like-minded people to connect with, they are suspicious of authority, we all have cognitive biases
- 2 students' own answers

Discover vocabulary Student Book page 126 Workbook page 76

- Read aloud the sentence from the article: *The ideas of the Flat Earthers go against over 2,000 years of science.* Then ask: *What does "go against" mean?* Elicit that it means to contradict something.
- Refer students to the exercises on Multi-word verbs and single-word synonyms on page 126. With weaker classes, do the exercises in class, before students move on to exercise 6. With stronger classes, students can do the exercises for homework, as consolidation.

6

- Students could work in pairs to find the multi-word verbs in the article and answer the questions.
- Check the answers with the class.

ANSWERS

- 1 communicate = get across, deceive = take in, support = back up, encounter = come across, contradict = go against, require = call for
- 2 The following multi-verb words are separable: back (something) up, get (something) across, take (somebody) in
- 3 suggested answers: let go = release; get away = escape; go up = increase

READING TEXT QUESTIONS

- Point to the questions next to the article on page 83.
- Discuss the answers with the class, encouraging students to refer back to the article to justify their answers.

SUGGESTED ANSWERS

"Flat Earther" and "Flat Earth societies" are in quotation marks. The author has probably used them to show that the ideas these people have are not sensible or serious. The best evidence we have that the Earth is spherical is probably photographs taken from space, which clearly show it is a sphere.

"Unsubstantiated" means that something is not supported by any facts or evidence. Information that is "substantiated" includes newspaper articles that are supported by photographs or films and scientific articles that include facts.

One possible way to become more aware of our own cognitive biases is to do lateral thinking puzzles. These often challenge our cognitive biases, so we need to be aware of them to solve the puzzles.

7 Talking points

- Read aloud the questions and check that students understand *fake news* (= news that is reported but not true) and *misinformation* (= facts or information that are given but are not true).
- 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.
- Discuss the answers as a class.

Discover more

- Remind students to use the exact search term in the task. They can do the research in class if they have internet access, or they can do it for homework. Ask them to make notes.
- For feedback, after the research or at the beginning of the next lesson, ask individual students what they learned.

Preview

- Ask students to look at the grammar presentations on hedging on page 127 before the next lesson.

Further practice

Discover vocabulary, Student Book, page 126 (answers on TG page 115)

Workbook, pages 74 to 75

Reading practice worksheet, Teacher's Resource Center

Language in use

What do we know when we're born?

1 What do you think babies know when they're born? What don't they know?

2 Read the article. How do scientists find out what babies know?

We tend to assume that we start acquiring our knowledge of the world when we're born, but research has indicated that certain aspects of the learning process could begin earlier than that. For instance, it has been demonstrated that newborn babies have some understanding of the laws of physics. In one study, babies were shown a toy car appearing to move through a solid wall. The amount of time that the babies spent looking at it suggested that they found it strange. Newborn babies have also been found to notice the difference between two similar sounds, such as /p/ and /b/ and therefore appear to have acquired some language knowledge before birth.

It has been argued that we cannot be absolutely certain about what babies know, because they cannot tell us. However, scientists can assess babies' interest in different sights and sounds, for example, by measuring their heart rate or observing where they look and for how long.



Another way to discover what newborn babies know is to give them a special pacifier that measures how quickly they suck. It has been observed that babies tend to suck faster when they are interested in something. If the rate of sucking suddenly increases, this indicates that the babies may have recognised something familiar or noticed a change. For instance, if a baby hears a voice saying "p, p, p, b, b, b, b" and starts to suck faster when the sound changes, this indicates that the baby might have noticed the difference between the two consonants.

Discover grammar Hedging (1)
Student Book • Page 127 Workbook • Page 77

As you write, think about how you use language to "hedge", or show uncertainty that is not a complete certainty, precision, or evidence. Hedging language includes:

- modal verbs (can, could, may, might, must, should, would, etc.)
- verbs like appear, seem, suggest, etc.
- phrases like it is possible, it is likely, etc.

3 What examples of hedging described in the grammar box can you find in the article in exercise 2? Why do you think it is necessary in this kind of text?

4 Look at the verbs below. Which verb(s) can you use in each structure?

appear indicate suggest seem tend

1 Impersonal *it* + verb + *that* clause:
It ... that unborn babies can see and hear more than was previously assumed.

2 Subject + verb + *that* clause:
The findings ... that newborn babies may be able to distinguish between different languages.

3 Subject + verb + *to* infinitive:
Newborn babies ... to suck faster on a pacifier when they are interested or alert.

5 Read the text below. Which ideas do you think need to be expressed more cautiously? Rewrite them using appropriate hedging language.

A study conducted in France has found that babies understand numbers immediately after they are born. Researchers played sounds of either 4 or 12 syllables to a group of 16 newborn babies.

Then they showed them pictures with either 4 or 12 colorful shapes on them. When the number of syllables matched the number of shapes, the babies looked at the pictures for longer. The finding proves that newborn babies are able to calculate quantities and that mathematical knowledge is innate!

Discover grammar Hedging (2)
Student Book • Page 127 Workbook • Page 77

As you write, think about how you use language to "hedge", or show uncertainty that is not a complete certainty, precision, or evidence. Hedging language includes:

- modal verbs (can, could, may, might, must, should, would, etc.)
- verbs like appear, seem, suggest, etc.
- phrases like it is possible, it is likely, etc.

6 Complete the second sentence using the appropriate passive structure.

1 Researchers have claimed that newborn babies cry in the "accent" of their native language.
It ...

2 The study found that the babies had some understanding of numbers.
The babies ...

3 Some scientists have argued that the findings can be interpreted in different ways.
It ...

4 Experts think that babies understand tones of voice before they understand words.
Babies ...

5 Researchers have proposed that children may learn nouns more easily than verbs.
It ...

7 Read the extract from an academic essay and complete it with suitable passive reporting structures, using the verbs in parentheses.

There are different theories about how we acquire language knowledge, but (widely accept) the process begins before birth. (demonstrate) babies can hear speech while they are in the womb and remember sound patterns. For example, (propose) when babies are born, they already have some knowledge of their mother's language. In one study a group of pregnant women read the same story aloud every day for six weeks. After the babies were born, the babies heard the same story as well as a different story. The babies (study) prefer the story their mother had been reading, even when it was read by a different person, which suggested that they recognized (the language) not just their mother's voice. Although unborn babies cannot hear sounds clearly in the womb, (believe) they become sensitive to the rhythm of a particular language.

8 In pairs or groups, choose a question from the list or think of your own idea. Find out about this topic and present your findings to the class. Use appropriate hedging language.

Is spending time in nature good for our health? How big are black holes?
Why do we dream? How intelligent are dolphins?

Discover more **SEARCH ONLINE** *will find out about:* **what babies learn in their first few weeks of life**
What aspects of their environment can help them to learn?

Language in use

What do we know when we're born?

Learning objectives

GRAMMAR Hedging

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, say: *Two weeks ago, the average temperature was 24 degrees. 250 people visited the local swimming pool. Last week, the average temperature was 30 degrees. 350 people visited the pool. What conclusions can we come to?*
- Elicit a few ideas. Some students will probably say that more people go to the swimming pool when the weather is warmer. Write this sentence on the board.
- Ask: *Can we say this for certain? Do we know for sure that it's true?* Elicit that we cannot know for certain. Ask: *How can we change the sentence to show that we don't know for certain?* Elicit some ways to modify the sentence, e.g., *It appears that more people go to the swimming pool when the weather is warmer.*
- Point out to students that it is important to show by the words you use how certain you are about something.

- Focus on the picture and ask: *What do we know about babies?* Elicit a few ideas, e.g., they cry when they are hungry, they can't walk or talk, etc.
- Ask: *What don't we know about babies?* Elicit a few ideas, and elicit that we don't know what is happening in their minds.
- Read aloud the question and elicit some possible answers.

ANSWERS students'own answers

- Read aloud the question and elicit a few ideas, then ask students to read the article to find the answer.
- Discuss the answer with the class.

SUGGESTED ANSWERS

They use different types of experiments, including: measuring heart rate; observing where babies look and for how long; measuring how fast babies suck on a pacifier

Discover grammar Student Book page 127 Workbook page 77

- Ask students to read the information in the *Discover grammar* box, or read it aloud to the class.
- With weaker classes, turn to page 127 and go through the main points in the Hedging (1) *Discover grammar* presentation with the class before you move on to exercise 3.

3

- Students could work in pairs to read the article again and find examples of hedging.
- Check the answers with the class, then discuss as a class why hedging is necessary in this kind of text.

84

Unit 8

Unit 8 What do we know?

85

ANSWERS

We tend to assume that we start acquiring our knowledge of the world when we're born, research has indicated that certain aspects of the learning process could begin earlier than that. suggested that they found it strange. and therefore appear to have acquired some language knowledge in the womb. It has been observed that babies tend to suck faster when they are interested in something. this indicates that the babies may have recognized something familiar or noticed a change. this indicates that the baby might have noticed the difference between the two consonants. Hedging language is necessary in this kind of text because more evidence may be needed to support some of the conclusions that it reports. As babies' knowledge can only be measured indirectly, we cannot say that these findings have been proven beyond all doubt.

4

- Students could work in pairs to look at the structures and read the sentences, and decide which verbs can be used in each structure.
- Check the answers with the class.

ANSWERS

- 1 seems, appears
- 2 indicate, suggest
- 3 appear, seem, tend

5

- Ask students to read the text. Ask: *What does the text argue?* (that babies have an understanding of mathematics) *Does it express the arguments in a certain way or in a "softened" way?* (certain).
- Students could work in pairs to rewrite it using appropriate hedging language from page 84.
- Ask some pairs to read their revised texts to the class.

SUGGESTED ANSWER

A study conducted in France indicates that babies may understand numbers immediately after they are born. Researchers played sounds of either 4 or 12 syllables to a group of 16 newborn babies. Then they showed them pictures with either 4 or 12 colorful shapes on them. When the number of syllables matched the number of shapes, the babies looked at the pictures for longer. The finding suggests that newborn babies might be able to calculate quantities and that mathematical knowledge could be innate.

Discover grammar

Student Book page 127 Workbook page 77

- Read aloud the information in the *Discover grammar* box on hedging (2) with the class. With weaker classes, turn to page 127 and go through the main points in the *Discover grammar* presentation on hedging (2) with the class before you move on to exercise 6.
- With stronger classes, students can do the exercises in the *Discover grammar* for homework.

6

- Read aloud the first sentence and elicit the rewritten sentence (see answers below).
- Ask students to complete the remaining sentences.

- Allow students to compare their answers in pairs, then check the answers with the class.

ANSWERS

- 1 It has been claimed that newborn babies cry in the "accent" of their native language.
- 2 The babies were found to have some understanding of numbers.
- 3 It has been argued that the findings can be interpreted in different ways.
- 4 Babies are thought to understand tones of voice before they understand words.
- 5 It has been proposed that children may learn nouns more easily than verbs.

7

- Students complete the extract with suitable passive reporting structures.
- Allow students to compare their answers in pairs, then check the answers with the class.
- Ask: *What are the main ideas in the extract?* Elicit the main ideas, then ask: *What else would you like to know about how babies acquire language?*

ANSWERS

- 1 it is widely accepted that
- 2 It has been demonstrated that
- 3 it has been proposed that
- 4 were found to
- 5 it is believed (that)

8

COMMUNICATION

- Read aloud the task and put students into pairs or groups.
- If students have access to the internet, they can do their research in class. If not, they can do the research for homework, then prepare their presentations in the next class.
- Monitor and help, and encourage students to use a range of different hedging language and structures. Encourage them to organize their presentation so that everyone takes part and speaks.
- Ask pairs or groups in turn to present their findings to the class.
- Note down any mistakes with the hedging language to correct in a feedback session at the end.

Discover more

- Explain that students should use the exact search term. Students do the research and answer the questions individually. They could do this in class if they have access to the internet, or for homework. Ask them to make notes.
- For feedback, after the research or at the beginning of the next lesson, put students into groups to discuss what they learned.
- Discuss their ideas briefly as a class.

Preview

- Ask students to do *Discover vocabulary* exercises 5 and 6 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

Why is it important to know what we don't know?

Life skills strategy

Identifying what we don't know

Write personal qualities and attitudes in the boxes below. You can use the words in the box or your own ideas. You can also use the words in the box to describe what you think.

1 Study the life skills strategy and then do the quiz. Check your answers in the key at the bottom.

Are you good at admitting what you don't know?

It isn't easy to admit that we don't know something or that our ideas might be wrong. However, that may be a crucial skill if we truly want to understand the world better. It has been suggested that good learners possess "intellectual humility" – a willingness to identify gaps in their knowledge, learn from others, and change their mind. People with intellectual humility tend to be curious, flexible, and good at working collaboratively.

How "intellectually humble" are you? Read the statements and choose A, B, C, or D.

A = strongly agree B = partly agree C = partly disagree D = strongly disagree

- I accept that my opinions and ideas might be wrong.
- I'm open-minded and listen actively to other people's points of view.
- I'm willing to change my mind if I'm presented with new evidence or information.
- I'm curious and want to understand things in depth.
- When I realize that I don't know something, I'm happy to admit it.
- I'm good at compromising in order to resolve disagreements.

KEY

Statement 1: A = strongly agree B = partly agree C = partly disagree D = strongly disagree

Statement 2: A = strongly agree B = partly agree C = partly disagree D = strongly disagree

Statement 3: A = strongly agree B = partly agree C = partly disagree D = strongly disagree

Statement 4: A = strongly agree B = partly agree C = partly disagree D = strongly disagree

Statement 5: A = strongly agree B = partly agree C = partly disagree D = strongly disagree

Statement 6: A = strongly agree B = partly agree C = partly disagree D = strongly disagree

2 Work in pairs. Compare your answers to the quiz from exercise 1. Do you think you're generally good at admitting what you don't know? Why? / Why not?

Discover vocabulary Qualities and attitudes
Student Book • Page 126 Workbook • Page 79

3 Choose one of the statements below. Then answer questions 1–4 with a partner.

Cell phones have made people less intelligent.
Everyone should work a four-day week.
Young children learn languages more easily than teenagers or adults.

- Do you agree or disagree with the statement? Why?
- How strong is your opinion on this statement?
- What don't you know about this topic?
- What kind of information might make you reconsider your opinion?

Life skills

Confidence vs. humility

4 Read the poster. How would you answer these questions?

Lunchtime talk

Confidence vs. humility

What's more important for learning: confidence or humility?
Can we be confident and humble at the same time? And if so, how?

5 Using the introduction to help you make notes:

The introduction to a talk often contains information that will help you understand more effectively.

- Signposting language:** Knowing how many points will be made and in what order can help you. Double check to organize your notes well: introduce topics, a numbered list, a short or medium, etc.
- Key words:** The speaker will probably use these words frequently during the talk: thinking, of, about, or understanding, the fact that, since you, long when making notes.

6 Study the listening strategy. You are going to listen to the talk described in exercise 4 and make notes. Listen to the introduction to the talk, paying attention to signposting language. Then answer the questions.

- How many parts will the talk have? What will each part be about?
- How could you structure your notes? What subheadings could you use?
- What key words will you hear in the rest of the talk? What abbreviations could you use for them?

7 Answer the questions.

- To what extent do you agree with the ideas in the talk?
- Can you think of a situation in your life when you might need to show intellectual humility?

8 Work in pairs again. Follow the instructions and prepare a three-minute presentation.

- Choose a topic for your presentation – anything that you find interesting.
- Think about what you already know about the topic.
- Decide what you need to find out and do some research if necessary.

9 Think about your partner's topic. Write down at least three questions to ask at the end of your partner's talk. Make them relevant but challenging!

10 Deliver your presentations to each other in pairs, remembering to listen actively. Try to answer your partner's questions. If you don't know the answer, say so confidently. Use the key phrases to help you.

Key phrases Confidently saying that you don't know.

I don't know, but I'm going to find out. I haven't considered that, but I'll go and look into it. I don't know, but I'll get back to you on that. I don't know, but I'll get back to you on that. I don't know, but I'll get back to you on that.

11 REFLECT Do you think you dealt with your partner's questions confidently? Why? / Why not?

Discover more SEARCH ONLINE for different definitions of humility. Is it generally viewed as positive, negative, or both? Why?

Life skills

Why is it important to know what we don't know?

Learning objectives

LIFE SKILLS Identifying what we don't know

VOCABULARY Qualities and attitudes

LISTENING Listening to a talk about confidence and humility

LISTENING Using the introduction to help you make notes

SPEAKING Confidently saying that you don't know

Reporting back

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

Introducing the topic

With books closed, tell students you are going to ask them some general knowledge questions. Vary the questions so some will be easy to answer and some will be more difficult, e.g., *What's the capital of [students' country]? What's the highest mountain in the world? (Everest) How far is it from the Earth to the moon? (between 250,000 km and 360,000 km). Who wrote the Harry Potter books? (J.K. Rowling)* If students don't know the answers, encourage them to say that they don't know.

When you have asked a few questions, ask: *How do you feel when you get an answer right? How do you feel when you don't know the answer?* If students say they feel bad when they don't know an answer, ask: *Why do you think we feel bad when we don't know something?*

- 1

 - Read aloud the life skills strategy about identifying what we don't know.
 - Ask students to read the introduction to the quiz and check they understand the word *humility* (= not thinking that you are better than other people).
 - Ask students to do the quiz individually and check their answers in the key.
- 2

COMMUNICATION

 - Put students into pairs to compare their answers to the quiz and discuss how good they are at admitting they don't know something.
 - Discuss with the class who is good at admitting they don't know, and why some people find it more difficult.

Discover vocabulary Student Book page 126 Workbook page 78

 - Remind students that they had to do the *Discover vocabulary* exercises on Qualities and attitudes for homework.
 - Check the answers to the exercises now, and check that students understand all the vocabulary.
- 3

COMMUNICATION

 - Put students into pairs to choose one of the statements and answer the questions about it.
 - Ask pairs in turn to tell the class about their discussions.
- 4

 - Ask students to read the poster. Elicit that it is advertising a talk.

- Put students into pairs to discuss the questions, then discuss answers with the class.

5 2.08

- Ask students to read the listening strategy, or read it aloud.
- Ask students if any of them already use these techniques when they make notes. You could discuss what other strategies they use.
- Allow students time to read through the questions, then play the audio for them to listen and answer the questions.
- Discuss the answers with the class.

SUGGESTED ANSWERS

- 1 Four: (1) the importance of confidence for learning; (2) intellectual humility and its importance for learning; (3) how to be confident and humble at the same time; (4) ways to practice intellectual humility
- 2 You could create four numbered sections, each with a subheading. For example:
 - (1) Importance of confidence
 - (2) Importance of intellectual humility
 - (3) Combining confidence and intellectual humility
 - (4) Practicing intellectual humility
- 3 Key words and possible abbreviations:
 Confidence: conf.
 Humility: hum.
 Intellectual humility: IH
 Importance: imp.
 Learning: L.

6 2.09

- Allow students time to write subheadings in their notebooks, then play the audio for them to listen and make notes.
- Allow students to compare their notes in pairs, then play the audio again for them to listen and complete their notes.
- To check answers, write the subheadings (see exercise 5 answers above) on the board and elicit notes to add under each one.
- Discuss with students what they found easy and difficult about the task, and discuss how using the strategies helped them.

SUGGESTED ANSWERS

Importance of confidence: Scientist Marie Curie thought it important. She achieved a lot, including the Nobel Prize. Overcame own doubt and doubt of other people. Need conf. to motivate ourselves and make other people trust us.

Importance of intellectual humility: need to understand the limits of our K; people with IH self-aware, open-minded, willing to change mind; makes us better learners and better communicators

Combining confidence and intellectual humility: can have both conf. and IH; need conf. to admit what you don't know; opposite of IH is arrogance and stubbornness

Practicing intellectual humility: practice active listening; ask questions to learn more; question your own opinions and ideas; learn how to admit you're wrong

7

- Students could discuss the questions in pairs, or they could work individually and write their answers.
- Discuss the questions with the class.

8

COMMUNICATION

- Put students into pairs. Explain that they are each going to prepare a presentation on a topic they find interesting, then listen to each other's presentations and ask questions.
- You could generate ideas for a few possible topics for talks with the class first. If students are struggling for ideas, you could suggest some broad topic areas, e.g., why we need to sleep, why some people can run faster than others, how social media has changed friendships.
- Ask students individually to choose a topic and follow the instructions to prepare their presentation. If they don't have access to the internet in class, you could ask them to base their presentation purely on what they know already, or you could ask them to do the research and preparation for homework.

9

- Ask students in their pairs to tell each other the topic of their talk.
- Allow students time individually to prepare at least three questions to ask their partner about the topic, e.g., *Is sleep good for us? Why do some people sleep more than others? If I don't sleep well at night, is it good to have a nap during the day?*

10

COMMUNICATION

- Explain to students that they will now give their presentations to each other in pairs, and ask and answer their questions.
- Explain that the point of answering questions on their topic is not to catch them out, but to allow them to practice saying confidently that they don't know.
- Read through the key phrases with the class and encourage students to be confident when they don't know the answer to a question, and use a range of different key phrases.
- Students then work in pairs to give their presentations to each other and ask and answer their partner's questions.

11 Reflect

- Ask students to reflect individually on how confidently they dealt with their partner's questions, and why.
- They could compare their ideas in the pairs they worked in for their presentations, and give their partner some constructive feedback.

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 discuss what they learned about how humility is viewed.

Further practice

Discover vocabulary, Student Book, page 126 (answers on TG page 115)
Workbook, page 79

Writing

What kinds of knowledge do we need?

Writing task

A persuasive blog post

We have two jobs to write a post for your school blog aimed at younger students who are choosing what subjects to study and you. Your task is to persuade them to study your favourite subject by explaining the benefits of acquiring that kind of knowledge.

Understand the task

1 Study the writing task. Discuss the questions in pairs.

- Which subjects do you think are the most useful a) for you, and b) for society? Why?
- Which subjects do you think employers value the most? Why?
- Which subject would you encourage younger students to study? Why?
- What features of persuasive writing might you use in this kind of blog post?

Writing strategy

Being emphatic

Using emphatic language can help you convey passion and persuade other people to share your feelings and opinions. There are different ways of expressing emphasis, including:

- intensifiers and emphatic adverbs (especially, certainly, definitely, extremely)
- superlative forms (the most interesting questions)
- other emphatic professions (not only... but also...; I have often heard that...)
- accusative (after that support disappears, however, all roads weary)
- collocation (there is no doubt of feeling is rather than crazy)

2 Study the writing strategy. Then find examples of emphatic language in the blog post.

Why study philosophy?

With so many practical problems to be solved, you might think that studying philosophy was a waste of time. But you'd be wrong! Philosophy is an ancient subject, but it's never been so crucial for us to have this kind of knowledge, either as individuals or as a society.

The most important reason to study philosophy is that it'll undoubtedly change your life forever. You'll be faced with the most challenging questions you've ever been asked and you'll discover some of the greatest thinkers in history. Philosophy can help you work out not only what to do with your life, but also how to live and why. You'll never look at the world in the same way again.

What's more, philosophy teaches you a wide range of skills, not least thinking and communication skills. You learn how to think, not what to think. You learn to break down complex ideas and analyze problems. You learn to debate rationally and calmly. You learn to write clearly and precisely. These skills will be useful, whatever you do in the future.

Philosophy combines well with all kinds of subjects, from law and business in politics and economics. No matter what career you choose, you'll need to make decisions, solve problems, and communicate effectively – all things that philosophy teaches you to do.

Finally, you should study philosophy because it's indisputably essential for our society. Take the tech industry, for example. Of course, we need skilled engineers and computer programmers to develop artificial intelligence. But without philosophers, how will we ensure that it's ethical? How will we create technology that works with us and not against us?

There can be no doubt that philosophy is a tremendously useful subject. It's utterly fascinating, excellent preparation for work, and relevant to every area of life.

88 Unit 8 What do we know?

Writing

What kinds of knowledge do we need?

3 LANGUAGE POINT

Look again at the blog post on page 88. Find the emphatic adverbs and match them to the correct synonyms 1–6.

- completely
- obviously
- without doubt
- especially
- undeniably
- extremely

Think and plan

4 Now plan your own blog post. Choose a subject and make notes to complete the mind map.

Write a first draft

5 Write the first draft of your article. Follow your plan from exercise 4.

Review and edit

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

- Content: Did you include convincing arguments and examples to support your points?
- Organization: Did you divide your points into separate paragraphs?
- Style: Did you use some emphatic language?

Reflect

What do we know?

Where does our knowledge come from?

Why can't we agree on what's true?

What do we know when we're born?

Why is it important to know what we don't know?

What kinds of knowledge do we need?

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 83

Unit 8 What do we know?

89

Writing

What kinds of knowledge do we need?

Learning objectives

WRITING Writing a persuasive blog post

WRITING Being emphatic

WRITING Emphatic adverbs

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, tell the class some of the things you know a lot about and would like to know more about, e.g., *I know quite a lot about English grammar. I also know a lot about sport. I'd like to know more about history and technology.*
- Ask students in pairs to discuss what things they know a lot about or don't know much about. Ask them to write down three things they are both confident they know a lot about, and three things they would both like to know more about.
- Ask pairs to tell the class what they would both like to know more about. As they tell you their three ideas, ask: *Which of these do you think it's most important to know about? Why?*

Understand the task

1

- Read aloud the writing task.

- Focusing on the task, ask questions to check that students understand it, e.g., *What kind of text should you write?* (a blog post) *What's the topic?* (what subjects younger students should study) *What is the aim of the blog post?* (to persuade the students to study a subject that you think is important).
- Put students into pairs to discuss the questions and generate as many ideas as they can.
- Ask pairs in turn to tell the class their ideas.

2

- Ask students to read the writing strategy about being emphatic.
- You could point out to students that being emphatic is the opposite of hedging, which they studied earlier in the unit. Point out that when you are emphatic, you say things in a definite, certain way in order to persuade people.
- Ask students to read the blog post and find examples of emphatic language.
- Check the answers with the class.

SAMPLE ANSWERS

so many practical problems
you'd be wrong!

it's never been so crucial

The most important reason

it'll undoubtedly change your life forever

the most challenging questions you've ever been asked
the greatest thinkers in history

not only what you want to do with your life but also how
you want to live and why

You'll never look at the world in the same way again.

What's more,

not least thinking and communication skills

invaluable

highly valued
all kinds of subjects
No matter what
all things
it's indisputably essential
Of course,
There can be no doubt that
tremendously useful
utterly fascinating
excellent preparation
every area of life

3 Language point

- Ask students to look at the blog post again and find the emphatic adverbs.
- Allow students to compare their answers in pairs, then check answers with the class.

ANSWERS

1 utterly 2 of course 3 undoubtedly 4 not least
5 indisputably 6 tremendously

Think and plan

4

- Ask students to look at the mind map, then ask them to look at the model blog post again and match each topic in the mind map with one of the paragraphs in the blog post.
- Check these answers with the class: Paragraph 2 personal benefits; Paragraph 3 transferrable skills; Paragraph 4 job opportunities; Paragraph 5 social value.
- Elicit that the first paragraph is an introduction, and the final paragraph is a conclusion which sums up all the benefits of studying this subject.
- Point out to students that they can use the same paragraph order as the model blog post, or they can change the order of the main topic paragraphs.
- Ask students to choose a subject and plan their own blog post.

DIFFERENTIATION

- With weaker classes, choose a subject with the class. Draw the mind map on the board and generate ideas to complete the mind map. Make notes on the board for each topic, then discuss the best order for the paragraphs in the blog post. Students can use this mind map and paragraph plan for their own blog post.

Write a first draft

5

CREATIVITY

- Students write their first draft. Encourage them to use a range of words and phrases for being emphatic, including emphatic adverbs.
- Point out to students that they will have an opportunity to check their work later, so they don't need to worry about it being perfect at this stage.

Review and edit

6

- Ask students to read through the checklist and questions they should use for checking their work. Point out that

these are similar to the checks that examiners use when grading exam writing tasks, and to get a good grade 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, 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 do we know?

1

- Read aloud the question, *What do we know?*, 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 a few ideas from individual students.

2 ▶

- Explain to students that they are going to watch a version of the video *without* narration. They 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 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 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 instead.)
- Finish by asking students to comment on anything new that they learned from the video.

5

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

6

- Ask students to answer the questions in their Workbook individually. Set a time limit for this.
- Ask some students what they most enjoyed in the unit. Ask what they would like to learn more about, and why.

Extra activity: Creativity

- Play the video again with no sound and ask students to recall the ideas in each section. You could invite individual students to give a commentary to parts of the video.

Further practice

Writing workshop, Student Book, page 132
Workbook, pages 80 to 81

Project

Is it more important to explore space or the oceans?

Project task

Giving a funding pitch

Work in small teams. Choose to use "space exploration" or "deep sea exploration." Prepare a three-minute funding pitch for a group of government officials. They will ask about your research team's potential benefits to humanity. They will decide if they should fund your team, so your pitch (speech) must be persuasive. At the end, the officials will decide who to fund. You will be awarded \$450 million for the program.

UNDERSTAND

1 Read the instructions for the project task. Answer the questions.

- What are the two possible topics for your pitch?
- What will the government officials do during your pitch?
- How much money will be awarded for the winning pitch?

2.10

2 Listen to David and Emi. David is giving a short funding pitch arguing in favor of space exploration. Emi's pitch argues in favor of deep sea exploration. Copy the chart in your notebook and note their arguments.

Why we should spend the money on space exploration

- Learning about space helps us to improve our technology.

Why we should spend the money on deep sea exploration

- There are unidentified creatures in the ocean that we could learn from.

3 Who do you think makes the most convincing argument, David or Emi? Why?

4 Work in your teams. Can you add any additional ideas to the chart in exercise 2?

COLLABORATE AND PLAN

5 In your teams, choose to argue in favor of either space exploration or deep sea exploration. Plan a 3–5 minute funding pitch using the template below to help.

Team name:

Pitch for \$450 million to spend on space / deep sea exploration

- Reasons why space / deep sea exploration is important:
- Reasons why it is more important than space / deep sea exploration:
- Potential benefits to the human race of space / deep sea exploration:

6

Write a script for your pitch. Consider the "Evaluation of Content" section in the evaluation sheet below. These are the areas where the content of your pitch will be judged.

Evaluation Sheet

Team name:

Research topic: Space exploration / Deep sea exploration

Evaluation of content

Meets the task with clear outcomes	Project will benefit humanity	5 4 3 2 1	No clear benefits to humanity
Response to questions	Handled well	5 4 3 2 1	Not handled well
Preparation	Well prepared, logical	5 4 3 2 1	Poorly prepared, confusing
Organization	Clear introduction, linking of ideas, helpful summary	5 4 3 2 1	No introduction, disjointed, no summing up
Clarity of ideas	Easy to follow, clear	5 4 3 2 1	Difficult to follow, unclear
Language	Good use of language	5 4 3 2 1	Poor/limited language

Evaluation of verbal aspects

Speed of delivery	Good pace, good use of pauses	5 4 3 2 1	Too fast to hear clearly / too slowly / too low/poorly
Audibility	Clear, audible	5 4 3 2 1	Unclear/muffled

Evaluation of non-verbal aspects

Body language and eye contact	Comfortable, confident, appropriate	5 4 3 2 1	Uncomfortable, inappropriate
Attitude	Friendly, positive, enthusiastic	5 4 3 2 1	Unhappy, negative, dull

7 Decide who in your team will present which parts of the pitch.

SHARE

8 Practice your group's pitch. Consider the verbal and non-verbal aspects in the evaluation sheet. These are the areas where the delivery of your pitch will be judged.

9 Take turns using the evaluation sheet to give practice marks to each other. Ask questions and give constructive feedback to help prepare your teammates.

PRESENT

10 Organize the classroom into groups of Research Teams and Government Officials. Research Teams present while Government Officials listen and judge. Swap roles, then add up the scores for each Research Team. Which team is awarded the \$450 million?

Reflect

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

- How could you improve the planning of your pitch?
- Which aspects of space or deep sea exploration were the most difficult to explain? Why?
- What was most effective about your presentation?
- What feedback did you find most helpful?
- Would you like to be involved in space or deep sea exploration? Why? / Why not?

Project

Is it more important to explore space or the oceans?

Learning objectives

Give a funding pitch for a research project

COLLABORATION Work collaboratively on preparing and giving a funding pitch

CREATIVITY Think creatively to design a funding pitch

COMMUNICATION Communicate information effectively and persuasively in a funding pitch

CRITICAL THINKING Use critical thinking skills to reflect on the task

Introducing the topic

- With books closed, ask: *How do scientists learn more about different subjects?* Elicit that they do research. Ask: *Who pays for the research?* Elicit that it is often governments who pay.
- Ask: *How do you think governments decide what kinds of research to fund?* Discuss the question with the class and elicit that governments usually fund research that is important in some way.
- Explain that different research teams give a "pitch" (a presentation) to persuade government officials to fund their project. Ask: *What kinds of arguments do you think persuade the government officials?*

Understand

1

CRITICAL THINKING

- Ask students to read the instructions for the project task, or read them aloud.
- Put students into groups to discuss the questions.
- Discuss the answers with the class and ask more questions to check that students understand the details of what they will do.

ANSWERS

- space exploration or deep sea exploration
- ask about your research and how it could benefit humanity
- 450 million US dollars

2 2.10

- Read aloud the task, then ask students to copy the chart into their notebooks.
- Play the audio for students to listen and complete the chart with the arguments.
- Check answers with the class, playing the audio again if necessary and pausing it to confirm the answers.

ANSWERS

Space exploration: Learning about space could help us protect the Earth, for example from asteroids and comets. It helps us to improve our technology. It creates jobs. Space projects can bring nations together so that they're working with one another and sharing knowledge. It could help us find a future home for the human race, if we ever need one.

90

Project Subject link: Science

91

Deep sea exploration: There are unidentified creatures in the ocean that we could learn from. Only a tiny percentage of the oceans have been explored so far. It could help us to protect and understand our world better. The oceans are cheaper to explore than space. It could encourage developments in engineering, science, medicine, and technology.

3

- Ask the question and discuss it with the class. Encourage as many students as possible to join in and express their opinions. Encourage them to give reasons for their opinions.

4

- Put students into teams to look at the chart from exercise 2 again and think of more ideas they could add.
- Ask groups in turn to tell the class their ideas.

Collaborate and plan

5

COLLABORATION

- Students work in their teams to plan their funding pitch using the template. Encourage them to think of the most persuasive reasons and arguments.
- Monitor and help while they are working.

6

- Students now work in their teams to write their script.
- Point out that their pitch will be judged according to a range of different criteria, and the one with the highest score will win the funding.
- Read through the evaluation sheet with the class to make sure students understand all the criteria. For each one, ask: *How can you get a good score for this?* Discuss what students need to do to get a good score for each of the criteria, e.g., give arguments to show clearly how the project will benefit humanity, respond well to questions, including responding confidently when they don't know something, etc.
- Students then work in their teams to prepare the script for their pitch. Monitor and help while they are working.

7

- Students decide in their teams who should give their pitch. Remind them that when they are working together in a team, they should take into consideration who would like to do a particular task, and also who has the best skills to do it.

Share

8

COLLABORATION COMMUNICATION

- Students work in their teams to practice presenting their pitches.
- Before students start, remind them to look at the verbal and non-verbal aspects in the evaluation sheet. You could demonstrate these by giving a good and bad model of each, e.g., speaking too quickly and then speaking at a suitable speed.

9

- Students work in their teams to give feedback to each other on the presentation using the evaluation sheet.
- Encourage them to give constructive feedback to their team member who is giving the presentation. You could elicit or teach a few useful phrases for giving constructive feedback, e.g., *It might be better if you ...*, *You could improve the presentation by ...*, *You could try ...*.
- Monitor and help while students are working.

Present

10

COLLABORATION COMMUNICATION

- Divide the class in half. Tell half the teams they will give their presentation, and tell the other half they are government officials.
- Ask each team to present in turn. The other students listen to each presentation and give it a score for each category on the evaluation sheet.
- Collect in the scores, then get the two groups to swap roles, so the second group give their presentations and the first group does the scoring.
- Add up all the scores when everyone has finished presenting, and announce which team is awarded the funding.

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.
- Point out that they can also learn from watching other people, so they could think about what they can learn from the team that won the funding.
- Students work in their teams to discuss the questions.
- Discuss the questions as a class, encouraging different teams to share their experiences and opinions.
- Ask students individually to make a note of three things they have learned from this project that they can use in other projects in the future.

Assessment

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



How should we respond to CRIME?

What would you do if you saw a crime?
Would you react or are you a bystander?

Should we be bystanders?

- Look at the picture and answer the question in the caption.
- Choose an option and think of an explanation for each answer. Then discuss and compare your results with a partner.
 - If you were in a crowd and you saw someone drop litter on the street, would you ...?
 - tell them off
 - ignore it
 - If you were on your own and you came across teenagers graffitiing on public property, would you ...?
 - call the police
 - ignore them
 - If you were with some friends and you saw someone stealing from a convenience store, would you ...?
 - report it to a store assistant
 - turn a blind eye
 - If you were on your own and you saw someone break up into a car, would you ...?
 - immediately call the police
 - wait and see – perhaps they forgot their key

Discover vocabulary Behavior
Student Book ► Page 128 Workbook ► Page 88

 - Watch the Factflix video. Does the information in the video tell you anything about your answers to exercise 2? If so, what?
 
 - Watch the video again and answer the questions.
 - What were students asked to do during the experiment in 1968?
 - What happened while they were doing it?
 - How did they react when they were on their own?
 - How did they react when they were in a group?
 - What is the bystander effect?
 - Discuss the situations in pairs. Would you intervene? If so, at what point and how? Decide on the best course of action.
 - You're on a busy shopping street one afternoon when you see a group of teenage boys taking a bike from another teenage boy. It looks like they're stealing it.
 - You're standing on a crowded bus when you see a thief steal a wallet from a tourist's backpack.

Key phrases Talking about reactions
In that type of situation, it'd be safer / wiser / less risky to ...
I'm not sure that would be the best approach.
I think it'd be too slow / worried / embarrassed to ...
I think the best way to deal with it would be to ...

Discover more  **SEARCH ONLINE** and find out about **bystanders of school bullying**. Why might bystanders of bullying not intervene? What positive action can you take to prevent bullying?

Vocabulary

- Behavior
- Law and order
- Being street smart

Further practice

Discover vocabulary Student Book, page 128

Workbook, pages 86 to 88

Vocabulary practice worksheet, Teacher's Resource Center

Reading

- Reading a newspaper article about the use of surveillance and face recognition to prevent crime
- Evaluating an author's arguments

Further practice

Reading practice worksheet, Teacher's Resource Center

Workbook, pages 84 to 85

Grammar

- Talking about hypothetical situations and consequences

Further practice

Discover grammar Student Book, page 129

Workbook, pages 87 to 88

Grammar practice worksheet, Teacher's Resource Center

Life skills

- Being street smart

Listening

- Listening to a podcast about being street smart

Further practice

Workbook, page 89

Speaking

- Talking about reactions
- Giving advice about staying safe
- Making suggestions

Further practice

Workbook, page 89

Writing

- A cause-and-effect essay
- Writing a persuasive cause-and-effect essay
- Phrases for introducing causes and effects

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

Should we be bystanders?

Learning objectives

FACTFLIX VIDEO Learning about the bystander effect

VOCABULARY Behavior

SPEAKING Talking about reactions

Introducing the topic

- With books closed, walk up to two or three students and pick up a book or pen from their desk. Don't say anything as you do this. Take the items to the front of the class, then tell students you are ready to start the lesson. Ask: *Is everyone OK today?* Elicit answers from individual students.
- Then ask: *What did I just do?* Elicit that you took some things from students. Ask: *Why did you think I was doing it?* Elicit their responses, then ask: *Did you think it was a bit strange? Why didn't you say anything?* Encourage students to think about how they felt when they saw what you were doing, and why they didn't say anything, e.g., because you are their teacher, because they were afraid of getting into trouble, etc.
- Say: *Imagine those students were in the town centre, and I was a criminal – would you have reacted in the same way?* Encourage students to think about whether they would have responded in the same way or a different way.
- 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 question and the caption. Check that students understand *bystander* (= someone who sees something happening but does not respond).
- Put students into pairs to discuss the question, then discuss it briefly as a class.

Culture note

In both the U.K. and the U.S., individual citizens have the power to arrest someone if they are committing a crime and there are no police officers present. Such an arrest is called a citizen's arrest, and there are strict guidelines on how much force a private citizen can use during the arrest. Citizen's arrests are not very common either in the U.K. or the U.S., and figures in the U.K. show that they are becoming less frequent, perhaps due to factors such as the bystander effect.

2

- Read aloud the first question and give your own response, e.g., *I would tell them off because I hate litter in the streets and I think people need to learn to be more responsible.*
- Ask students individually to choose the options and think of an explanation for each of their answers.
- Put students into pairs to compare and discuss their results.
- Ask for a show of hands to see who chose each option for the four questions, and ask individual students for an explanation for their answer. Then ask students who chose the other options to give their explanations to the class. Invite other students to join in with their own reasons.

Discover vocabulary Student Book page 128 Workbook page 86

- Read aloud option b from question 3 in exercise 2 (*turn a blind eye*). Ask: *Does it mean to "take action" or "ignore something"?* (ignore something).
- With weaker classes, turn to page 128 and do exercises 1 and 2 on behavior, before moving on to the Factflix video. Stronger students can do the exercises for homework.

3

- Play the video for students to watch and listen and find out what they can learn about their answers to exercise 2.
- Discuss the ideas in the video with the class, and ask students which facts and ideas in the video apply to them.

DIFFERENTIATION

- With weaker classes, play the video again. Pause after each point is made and get students to repeat the point in their own words, then discuss their reactions to it.

4

- Read aloud the questions and ask students if they can remember any of the answers. Play the video again for students to watch and answer the questions. Pause the video as necessary to allow them time to write.
- Allow students to compare their answers in pairs, then check the answers as a class. Play the video again if necessary.

ANSWERS

- 1 They were asked to complete a questionnaire.
- 2 The room began to fill with smoke.
- 3 75% reported the smoke.
- 4 Only 38% reported the smoke.
- 5 The bystander effect is the reason people don't intervene or say something when they see a problem or a stranger in trouble.

5

COMMUNICATION

- Read aloud the task, then put students into pairs. Allow them time to work individually and prepare their ideas.
- Read through the key phrases, giving an example of each phrase in use. e.g., *In this type of situation, it'd be safer to call the police. I think I'd be too embarrassed to say something. I think the best way to deal with it would be to talk to an adult first.*
- Students work in pairs to decide what they would do and why.
- For feedback, focus on each situation and ask pairs to tell the class what they would do and for what reason. See if the class can reach agreement on the best thing to do 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.
- For feedback, after the research or at the beginning of the next lesson, discuss the questions with the class.

Further practice

Discover vocabulary, Student Book, page 128 (answers on TG page 115)

Workbook, page 86

Vocabulary practice worksheet, Teacher's Resource Center

- 5 The cameras in San Francisco look for unusual behavior and alert security if they conclude that a crime is going to be committed. The goal is to predict and prevent crime before it happens, as in the movie *Minority Report*, though in the movie the PreCrime division use the “precogs” for their information.

3

- Ask students to look at the reading strategy, or read it aloud to the class. Make sure students understand *analogy* (= describing one situation as being like another one). You could give an example of a weak analogy, e.g., *stealing something is just like borrowing it from a friend*.
- To demonstrate the idea of a valid and flawed argument, say: *Last year there were 24 robberies in this town. The year before, there were 36. So crime decreased last year. Ask: Is the final sentence true? (yes).* Elicit that the argument is valid. Then say: *I saw a robbery in the town centre last week, so there must be a lot of crime in the town. Ask: Is the second statement true? Why? / Why not?* Elicit that the argument is not well reasoned; this might have been the only robbery this year.
- Students could work in pairs to read the arguments and match them to the points in the strategy.
- Check the answers with the class.

SUGGESTED ANSWERS

- 1 It is not supported by evidence. The author does not support the argument. It is not clear that facial recognition CCTV invades our privacy any more than web tracking, phone tracking, or virtual assistants.
- 2 It unnecessarily tries to provoke an emotional response from the reader. The author has tried to provoke an emotional response to gain the reader’s support by presenting body-worn cameras as a threat to family life – a subject that readers are likely to feel emotional about. The argument could also be described as poorly reasoned since many stores already use some form of surveillance to monitor shoppers, catch thieves or deter theft.
- 3 It uses a weak, unfair, or inaccurate analogy. The author has described police officers with facial recognition body cameras as “walking CCTV cameras.” The analogy is unfair and inaccurate since police officers do more than walk while on duty.
- 4 It is poorly reasoned or unfair. The technology may not be flawless, but this does not mean that it shouldn’t be in use – only that it shouldn’t be accepted as evidence without question. If we applied the same reasoning to people, there would be no place for eye-witness testimony in law enforcement.

4

- Students could work in pairs to look through the article and note down the author’s arguments, then discuss which they agree and disagree with, and why.
- Discuss their ideas as a class. Encourage students to use ideas from the reading strategy to justify why they don’t agree with some of the author’s arguments.

DIFFERENTIATION

- With weaker classes, ask students in pairs to look through the article again and make a note of the author’s arguments.

- Elicit these, from the class: *Our ability to act and move freely without being monitored is under threat. We have already had to accept tracking on our phones, etc. Facial recognition and CCTV invade our privacy. Soon even our children will be monitored as potential criminals. Walking CCTV cameras mean we are being treated as potential criminals. Errors with facial recognition technology are very worrying. We are close to living in the dystopian world of Minority Report. We cannot be free in a world of constant surveillance.*
- Make notes of the arguments on the board.
- Students can then refer to these notes to discuss which arguments they agree and disagree with, and why. Encourage them to use ideas from the reading strategy to justify why they don’t agree with some of the author’s arguments.

Discover vocabulary Student Book page 128 Workbook page 86

- Refer students to the exercises on Law and order on page 128. 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, as consolidation.

READING TEXT QUESTIONS

- Point to the questions next to the article on page 95. Put students into pairs to discuss them.
- Discuss the answers as a class.

SUGGESTED ANSWERS

The author uses inclusive language such as *we* and *our* to make the reader feel involved and to encourage them to agree with the author’s point of view.

Other questions: students’ own answers

5 Talking points

- 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 examples and reasons to support their ideas.
- Alternatively, students could write the answers.
- Discuss the answers 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 out, and ask them also to think about their own opinions and note down their ideas and reasons.
- 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 discuss the questions.
- Discuss the questions briefly as a class.

Preview

- Ask students to look at the grammar presentation on talking about hypothetical situations and consequences on page 129 before the next lesson.

Further practice

Discover vocabulary, Student Book, page 128 (answers on TG page 115)

Workbook, pages 84 to 85

Reading practice worksheet, Teacher’s Resource Center

Language in use Can we always believe what we see?

1 Read the extract from a graphic novel and answer the questions.

- What reasons does Jessica give for not being able to give a clear description of the suspect?
- Why do the detective and the officer think that she lied in her testimony?
- Why might Jessica have given inaccurate testimony?

Discover grammar Talking about hypothetical situations and consequences
Student Book • page 128 Workbook • Page 87

2 Study the mixed conditional sentences from the extract. Does each clause (separated by a comma) refer to the past or the present?

- If I'd had my glasses at the time, I'd be able to give you a better description.
- If I hadn't gone back to the museum for my laptop, I wouldn't be in this awful situation.
- If she were innocent, she wouldn't have lied.

Language in use

3 Read the article about Lamar Johnson and answer the questions.

- Why did Lamar Johnson spend 13 years in prison?
- Why were the original testimonies from the two teenagers questionable?
- Which organization helped Johnson to get out of prison?
- How was Johnson's innocence eventually proved?

4 How might Johnson's story have been different? Answer the questions with mixed conditionals.

What if ... ?

- Johnson didn't "look like" the gunman.
- Johnson wasn't a strong and determined character.
- Johnson hadn't contacted the MAIP.
- the justice system hadn't wrongfully convicted Johnson.

5 Work in pairs. You are sharing a prison cell with your partner. Read your role cards, add details to your story, then talk about how your lives could have been different. Use mixed conditionals.

Bungling burglars

Sometimes the evidence is inconclusive, but at other times there's little doubt. You are living proof of that.

Student A

You are in prison because you bungled a foolish-but-compassionate's job in office at the scene of the crime. The police simply called one of your friends and asked for your name.

Student B

You are in prison because you tried to sneak into a house through a narrow chimney and got stuck. The owners were on vacation at the time. Tell your wife spotted by a man walking his dog.

Discover more SEARCH ONLINE and find out more about the **Innocence Project** and the reasons for **misidentification**. What can be done to reduce the numbers of a wrongful conviction?

Language in use

Can we always believe what we see?

Learning objectives

GRAMMAR Talking about hypothetical situations 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

- With books closed, think of a celebrity that students all know and ask when they last saw them, e.g., on TV or in a magazine. Then ask them individually to write a description of the celebrity, giving as much detail as they can.
- Put students into groups and ask them to compare their descriptions and note down how many differences there are between them.
- Ask groups in turn to tell the class about the differences between their descriptions. Ask: *Why do you think there are differences?* Discuss this as a class and encourage students to speculate on why people remember things in a different way, and why some people remember better than others.

1

- Focus on the text and elicit or explain that it is part of a graphic novel. Ask: *Do you read graphic novels?*
- Ask students to read the extract and answer the questions in pairs.
- Discuss the answers as a class, encouraging students to refer back to the graphic novel extract to support their ideas.

ANSWERS

- She says she wasn't wearing her glasses at the time, it was dark, and she was 20 to 30 meters from the incident.
- They find evidence from CCTV footage that contradicted the details in her testimony.
- She either has a poor memory of the night of the theft or she was the thief and is trying to avoid getting caught.

Discover grammar Student Book page 129 Workbook page 87

- Read aloud the mixed conditional from Jessica's first speech: *If I'd had my glasses at the time, I'd be able to give you a better description*. Ask concept questions to check that students understand it, e.g., *Did she have her glasses at the time?* (no) *Is she able to give a good description?* (no) *Is she talking about a real situation, or a hypothetical one?* (hypothetical).
- Read through the information in the *Discover grammar* box with the class.
- With weaker classes, turn to page 129 and go through the main points in the *Discover grammar* presentation together before you move on to exercise 2.

2

- Read aloud the first sentence and elicit that the first clause refers to the past, and the second clause refers to the present.
- Students could work in pairs to study the remaining sentences and decide whether the individual clauses refer to the past or present.
- Check answers with the class.

ANSWERS

1 past, present

2 past, present

3 present, past

3

- Ask students to read the article and answer the questions.
- Allow students to compare their answers in pairs, then check with the class.

ANSWERS

1 He was mistakenly identified and convicted for murder.

2 One didn't see the shooter's face and her vision was blurry at the time, and the other only said that the gunman "looked like" Johnson.

3 The Mid-Atlantic Innocence Project (MAIP)

4 The MAIP helped to review the evidence and find three new witnesses to testify that he wasn't the gunman.

4

- Read aloud the task and the first question. Elicit one or two mixed conditional sentences, e.g., *If Johnson didn't look like the gunman, he wouldn't have been convicted.*
- Students could work in pairs to write the remaining sentences.
- Check the answers with the class. Ask: *Do you know of any similar cases?*

SUGGESTED ANSWERS

1 If Johnson didn't "look like" the gunman, he mightn't / wouldn't have been convicted.

2 If Johnson wasn't such a strong and determined character, he might / would have given up trying to prove his innocence.

3 If Johnson hadn't contacted the MAIP, he might / would still be in prison today.

4 If the justice system hadn't wrongfully convicted Johnson, he might have a business degree and his own business by now.

5

CREATIVITY

- Read aloud the task, then allow students time to read the role cards. Divide the class into pairs and ask them to each choose their role and think of more details to add to their story. Encourage them to use their imagination and be as creative as possible.
- Students then work in their pairs to tell each other their stories, using as many mixed conditionals as they can. Their partner can listen and note down how many mixed conditionals they use.
- Monitor and help while students are working, and note down any errors to correct in a feedback session at the end.

Extra activity: Creativity

- Ask students in pairs to write a short letter from Lamar Johnson to a friend or family member during his time in prison. Tell them the letter can be when he has just gone to prison, after five or ten years, or when he found out he might be released. Encourage them to think about how he felt, how he spent his days in prison, etc.
- Pairs can share their letters in groups of four or six, or with the whole class. Ask: *How do you think people remain positive during a situation like this?*

Discover more

- Explain that students should use the exact search term for the task. Students could do the research in class if they have access to the internet. Alternatively, they can do it for homework. Ask them to make notes on the things they learn.
- For feedback, after the research or at the beginning of the next lesson, elicit what students learned about the Innocence Project, and discuss as a class what can be done to reduce the chances of wrongful conviction, e.g., not convicting someone just on witness evidence, etc.

Preview

- Ask students to do *Discover vocabulary* exercises 5 and 6 on Being street smart on page 128 before the next lesson.

Further practice

Discover grammar, Student Book, page 129 (answers on TG page 115)

Workbook, pages 87 to 88

Grammar practice worksheet, Teacher's Resource Center

Life skills

How can we deal with difficult situations?

Life skills strategy

Being street smart

Being street smart starts with being aware of your surroundings in public places and taking precautions to protect yourself. Get to know your city and exploring the world is important and brings life experiences, but it is also important to prepare for possible dangers and have some knowledge of how to deal with different situations.

- Study the life skills strategy, then read the poster below. Discuss the questions.
 - Which of the seven tips do you think are the most useful? Choose three.
 - Are there any tips that you follow regularly?

Discover vocabulary Being street smart

Student Book • Page 128 Workbook • Page 88

1 BE AWARE OF YOUR SURROUNDINGS

Pay attention to the people around you and don't get distracted.

2 GO OUT WITH FRIENDS

You're safer in a group.

3 ALWAYS HAVE A BACK-UP PLAN

For example, take some extra money for a cab back home in case you need it.

4 MEMORIZE EMERGENCY PHONE NUMBERS

Remember some key numbers in case you lose your cell phone.

5 WALK WITH CONFIDENCE

Walk with your head up and shoulders back so that you don't look vulnerable.

6 THINK TWICE ABOUT WALKING IN QUIET AREAS

It's easier for someone to threaten you in a quiet area, and harder for you to get help.

7 LEARN HOW TO DEFEND YOURSELF

But even so, try to avoid confrontation unless absolutely necessary.

7 TIPS FOR BEING STREET SMART

4

In pairs, discuss the situation below. Which course of action (a–d) do you think would be best? Think of arguments to support your choice.

Antonio is on his way home alone along a quiet street, when someone stops him and demands his cell phone and wallet. They might have a weapon in their pocket, although it's not certain. Antonio hands over his phone, but his wallet is at home. The mugger does not stop there, thinking Antonio might have other valuables, too. Should Antonio ...

- try to run away and hope the mugger doesn't follow.
- run to the nearest house for help, hoping that someone is in.
- scream for help, then try to defend himself.
- try to reason with the mugger and convince them he has no other valuables.

5

Study the speaking strategy. Then think about what advice you would give to Antonio to help him avoid the same situation in future.

Speaking strategy

Giving advice about staying safe

You can want to give people you know advice to prevent something bad from happening to them (again) in future. If you are giving advice to someone else to help, it is often best to avoid sounding too critical. You can give advice by phrasing it as a suggestion. You should keep your suggestions in a friendly and encouraging tone, but perhaps you should consider keeping your valuables in a safe place in the future (rather than in your wallet, which may be more appropriate if the person has recently had their valuables stolen).

6

Look at the situations below. What advice would you give? Use the key phrases to help you.

Your friend has a habit of leaving their bag open in public places. Yesterday, they had their phone and wallet stolen from it.

Another friend frequently walks around looking at their cell phone and listening with headphones.

One of your classmates walks home alone every day, often slouching and looking downwards.

Key phrases: Making suggestions

How about ...? / Maybe if you didn't / haven't ...
 I may suggest / I think you could / could have ... Perhaps in the future you could try to ...
 If I were you, I think I would ... You could consider ...

7

Compare your ideas as a class.

8

REFLECT Have you used any of the strategies from this lesson in the past? Which are you likely to use in the future? Which would you not use and why?

Discover more

SEARCH ONLINE for advice from your local authority on how to stay safe in your town or city.

Unit 9

How should we respond to crime?

Life skills

How can we deal with difficult situations?

Learning objectives

LIFE SKILLS

Being street smart

VOCABULARY

Being street smart

LISTENING

Listening to a podcast about being street smart

SPEAKING

Giving advice about staying safe

SPEAKING

Making suggestions

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, say: *Imagine you are on your own, in a part of a city that you don't know very well. Your phone is dead. You are visiting a friend, and you have their address but you aren't sure where their flat is, so you are walking around looking for their street. There aren't many people around. How do you feel?* Elicit answers from individual students. If students say that they feel a bit scared, ask why. Without scaring them too much, elicit the idea that there are places and situations that are dangerous in cities.

Ask: *What can you do in this situation?* Elicit a few ideas, e.g., find a shop and ask for directions, find a pay phone and call

your friend, etc. Elicit the idea that the way you behave and the decisions you make can help to keep you safe.

1

- Read aloud the life skills strategy about being street smart, then ask students to read the poster.
- Put them into pairs to discuss the questions.
- Discuss their ideas as a class, asking students to explain which three tips they chose and why.
- Discuss if students have any other strategies or tips for being street safe.

Discover vocabulary

Student Book page 128 Workbook page 88

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

2 2.12

- Explain to students that they are going to listen to a podcast about being street smart.
- Read aloud the question, then play the audio for students to listen and note down the numbers of the tips that are mentioned.
- Allow students to compare their answers in pairs, then check the answers with the class. Play the audio again if necessary and pause it to confirm the answers.

ANSWERS

1, 2, 5, 6

3 2.12

- Allow students time to read through the questions. With stronger classes, students could work in pairs and try to answer the questions from memory before they listen again.
- Play the audio for students to listen again and answer the questions.
- Check the answers with the class, playing the audio again if necessary and pausing it to confirm the answers.

ANSWERS

- 1 You lose 50% of it.
- 2 It revealed that it takes thieves seven seconds to choose a target and that they look for people who aren't walking confidently or paying attention.
- 3 They failed to notice a woman dressed in a black gorilla costume walk in, beat her chest, then leave.
- 4 An inability to focus on more than one thing at a time.
- 5 The stranger may be a thief trying to distract you or get you to take out your phone so that they can steal it.

4

COMMUNICATION

- Put students into pairs to discuss the situation and decide which course of action would be best and why.
- Tell them they should discuss each of the courses of action in turn, discussing the advantages and disadvantages of each before they reach their final decision. Point out that there is no "right" answer, but students should use their own ideas to think about what is best.
- Ask pairs in turn to tell the class their ideas and reasons.

5

- Ask students to read the speaking strategy, or read it aloud.
- Students then work in their pairs to think of two or three pieces of advice for Antonio to help him in the future.
- Ask pairs in turn to tell the class their ideas. If some pairs sound critical or too direct, elicit ways to soften their advice.

POSSIBLE ANSWERS

Perhaps you should walk home with a friend in the future. It might be a good idea to walk on main roads, not on quiet streets.

6

- Ask students to read the three situations, or read them aloud to the class.
- Read through the key phrases with the class and give an example of each one in context, e.g., **Have you thought about** walking home with a friend? **If I may say so, I think you could have** chosen a different route home. **If I were you, I think I would** stick to the main roads. **Maybe if you didn't** look at your phone all the time, you might see dangers coming. **Perhaps in the future you could try to** look more confident. **You could consider** taking your headphones out.
- Point out that some of the phrases are followed by the gerund form of a verb (-ing), e.g., *Have you thought about (doing) ... ?*

- Ask students individually to study the situations and think about what advice they would give. Encourage them to use a range of different key phrases.

7

- Focus on each situation in turn and elicit some possible answers, using a range of different key phrases.

POSSIBLE ANSWERS

If I were you, I think I would keep your bag closed in public places.

Maybe if you didn't look at your cell phone all the time, you would be more aware of what's going on around you. Perhaps in the future you could try to walk in a more confident way.

Extra activity: Collaboration and communication

- Put students into groups. Ask them to think about people they know who have habits that are not street smart. Ask them to tell their classmates and discuss in their groups what advice they could give each friend.
- Ask groups in turn to tell the class about one of the people they discussed, and the advice they agreed on.

8 Reflect

- Read aloud the questions and point out to students that being street smart will be an important skill for them as they get older and spend more time on their own, away from home.
- Allow students time to think of some ideas individually, then put them into small groups to discuss their ideas.
- Discuss as a class which strategies students have used, and which they would and wouldn't use in the future.

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 discuss what they learned and what advice they found the most useful.
- Discuss as a class what useful advice students found.

Further practice

Discover vocabulary, Student Book, page 128 (answers on TG page 115)
Workbook, page 89

Writing

Is policing the answer?

Writing task

A cause-and-effect essay

Write an essay explaining an essay contest about policing and security. The best essays will be published in the school magazine. Choose from the topics below and write a cause-and-effect essay.

- Cardboard cops
- Police in schools
- Body cameras for police officers

Understand the task

- Study the writing task. Think of possible causes (reasons) and effects (positive and negative results) for the three topics.
- Read the essay about "Policing in schools" and complete the chart with the effects.

	Cause	Effect
Paragraph 1	a rise in juvenile violent crime in the U.S.	
Paragraph 2	officers engage in everyday school discipline	
Paragraph 3	a tough approach to school discipline	
Paragraph 4	a need to reduce violent crime in schools	
Paragraph 5	policing in schools	

Policing in schools

During the 1980s and early 1990s, the U.S. experienced a rise in juvenile violent crime. As a consequence, the number of police officers in public schools grew significantly. 71 percent of U.S. public high schools now have at least one armed officer on site. Although this may seem like a positive development in terms of school security, it is not necessarily effective and often does more harm than good.

The main role of the officers is to protect the teachers and students, but they have also been allowed to engage in everyday school discipline. This has led to officers enforcing criminal justice on students, including fines or arrests, for minor offenses such as throwing paper airplanes or arriving late for school. Students can receive a criminal record, essentially for normal childhood behavior.

During this tough approach to discipline, students in public schools are suffering academically and, in terms of their future prospects. Studies suggest that schools in Texas, for example, have experienced a decline in graduation rates. If students are arrested at school and receive a criminal record, they will also find it difficult to get jobs or places at colleges later in life.

The main reason for having police officers in schools is to reduce the rate of violent crime, such as shootings. However, research indicates that this has already begun to decline in the U.S. by 1999, before the government started heavily investing in school policing. A 39 percent decline in 1994–1999 compared with a 33 percent decline in 1999–2013 suggests the benefits of school policing are unclear. What is clear is its effect on the number of juvenile arrests in the U.S., which has risen sharply in places where school policing has been introduced.

To sum up, school should be a safe place for children to learn and develop. If policing in schools is important in making students and teachers feel safer, then officers need to provide that protection without treating children like criminals. Otherwise, the lives of an unnecessary number of American children are being damaged as a result of it. We need the police to protect lives, not destroy them.

Think and plan

Writing a persuasive cause-and-effect essay

To write a persuasive cause-and-effect essay:

- establish your viewpoint on the issue (for or against) and identify your reasons;
- identify the second viewpoint (opposition/opponent) policy, change public opinion, etc.
- write an opening paragraph (introduction) in which you state your main statement;
- state the main statement in the essay or supporting your main statement;
- complete your argument with relevant supporting details, e.g., facts, statistics, examples.

Reflect

How should we respond to crime?

- Should we be bystanders?
- How can we prevent crime?
- Can we always believe what we see?

- Think about your answers to the lesson questions. Make notes.
- Watch the Reflect video without narration. Can you guess what information the narrator gives?
- Work together and compare your ideas.
- Watch the same video with narration. Make notes. Did you learn anything new?
- Discuss the lesson questions in pairs.

Now go to the Reflect box in the Workbook and write your answers to the questions. Workbook page 63

Writing

Is policing the answer?

Learning objectives

WRITING Writing a persuasive cause-and-effect essay

WRITING Phrases for introducing causes and effects

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: *Think about the place where you live. What kinds of crimes are there?* Elicit a few ideas, e.g., burglaries, shoplifting, graffiti, speeding motorists, etc. Ask: *What is the best way to prevent these crimes?* Discuss the different kinds of crimes that students mentioned, and some possible ways to prevent each one, e.g., more police on the streets, making people aware of how to make their homes safe from burglars, speed cameras, etc.

Understand the task

1

- Read aloud the writing task, and ask questions to check that students understand it, e.g., *What kind of text should you write?* (an essay) *What is the topic of the essay?* (cardboard cops, policing in schools, or body cameras for police officers). Point out that the topics all refer to strategies for reducing crime. Ask: *What should your essay include?* (the causes of a strategy being used, and the effects of using the strategy).

- Write on the board the two headings *Cause* and *Effect*. Focus on the first topic (cardboard cops) and ask: *What are the reasons or causes for using these?* (e.g., cardboard cops are cheaper than real cops, there is a lot of minor crime in the city), then ask: *What effects do you think they might have?* (they might remind people not to break the law). Make notes on the board under the two headings.
- Put students into pairs or small groups to think of causes and effects for the three topics.

SUGGESTED ANSWERS

Cardboard cops

Causes: Police officers cannot be everywhere at once.
Effects: They act as a deterrent to thieves. They are seen by locals as cheap replacements for real officers.

Policing in schools

Causes: Crime in schools
Effects: Students and staff feel safer. Police have a negative effect on students' academic performance.

Body cameras for police officers

Causes: Police misconduct, such as suspects being badly treated.
Effects: The behavior of the police and the public are monitored during difficult situations. Being under constant surveillance can affect the mental health of the officer wearing the camera.

2

- Ask students to read the essay and complete the chart with the effects.
- Allow students to compare their answers in pairs, then check with the class, eliciting the part of the essay that confirms each answer

ANSWERS

Paragraph 1: the number of police officers in schools has increased

Paragraph 2: officers enforce criminal justice in schools

Paragraph 3: students may suffer academically and in later life

Paragraph 4: juvenile arrests increase

Paragraph 5: the lives and futures of schoolchildren are damaged

Think and plan

3

- Ask students to read the writing strategy, or read it aloud.
- Ask students to read the essay again and answer the questions.
- Allow students to compare their answers in pairs, then check them with the class.

SUGGESTED ANSWERS

1 The author is against school policing.

2 The author would like the role of police officers in schools to change so that students are not given such severe punishments for minor offenses.

3 Policing in schools is not necessarily effective and often does more harm than good.

4 Supporting details for the author's arguments:
Paragraph 2: [Policing in schools] has led to officers enforcing criminal justice on students, including fines or arrests, for minor offenses such as throwing paper airplanes or arriving late for school.
Paragraph 3: Studies suggest that schools in Texas, for example, have experienced a decline in graduation rates.
Paragraph 4: Research indicates that [violent crime rates in schools] had already begun to decline in the U.S. by 1999, before the government started heavily investing in school policing.

4

- Students work individually to choose a topic from the writing task, establish their viewpoint and aim, and write the main idea for their essay in one sentence.
- Put students into pairs to compare their ideas.

5

- Students can do the research in class, if they have access to the internet, or they can do it for homework.

6

- Students could work individually or in pairs to write their paragraph plans.

Write a first draft

7 Language point

CREATIVITY

- Point out the highlighted words and phrases in the essay.
- Elicit which introduce a cause, and which introduce an effect.

ANSWERS

Cause: Owing to, The main reason for, as a result of

Effect: As a consequence, led to, effect on

8

- Students write their first draft. Encourage them to use words and phrases for cause and effect, and mixed conditionals.

Review and edit

9

- Ask students to read through the checklist. Point out that these are similar to the checks that examiners use when grading exam writing tasks.
- Students could check their work individually, or in pairs.
- They then revise their work individually.
- When grading students' work, refer to the checklist. You could give a score out of 10 for each item, giving a total out of 30 for the task.

Reflect How should we respond to crime?

1

- Read aloud the question, *How should we respond to crime?*, 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 a few ideas from individual students.

2 ▶

- Explain to students that they are first going to watch a version of the video *without* narration. Students watch this and predict what information the narration might give.

3

COMMUNICATION

- Put students into pairs or small groups to compare their answers. Play the video a second time if necessary.

ANSWERS

Students' own answers. See the transcript on page 136 for the ideas contained in the video.

4 ▶

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

5

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

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.

Extra activity: Creativity

- Play the video again in sections with no sound and ask students to recall the ideas in each section. You could invite students to give a commentary to parts of the video.

Further practice

Writing workshop, Student Book page 132

Workbook, pages 90 to 91

VIDEO Learning about the meaning of success

READING Recognizing rhetorical devices

LANGUAGE IN USE Expressing choice with *-ever*; Adding information using relative clauses with *which*

LIFE SKILLS Developing a growth mindset

LISTENING Active listening

WRITING Bringing a story to life

What does success look like to you?

- Look at the picture and read the caption. What do you think the metaphor of the ladder and the wall means?
- Discuss in pairs. Do you agree with the statements?

What does success look like?

- Success means having more wealth than your friends.
- If you are not happy, you are not successful.
- Success means having power, for example, at work.
- You're successful if you fulfill your ambitions.
- Success means devoting your life to rewarding work.
- The greatest form of success is to be remembered after your death for your accomplishments.
- Fame is a good measure of success.

Discover vocabulary Success
Student Book ► page 130 Workbook ► page 96

- Watch the Factfile video. Do Sara and Tom agree or disagree with the statements in exercise 2?
- Watch the video again and answer the questions.
 - What do Tom and Sara say about Greta Thunberg's success?
 - Why could van Gogh be seen as both unsuccessful and successful?
 - What needs, beyond the basics, does the Theory of Needs identify?
 - What sort of power appeals to Sara, but not to Tom? Why?
- What would success look like to you? Rank the following from 1 (least important) to 10 (most important). Then compare your answers with a partner.

☐ I enjoy my job.	☐ I'm famous.
☐ I have close friends and family.	☐ I'm fit and healthy.
☐ I have power.	☐ I'm helping people.
☐ I have strong self-esteem.	☐ I'm saving the environment.
☐ I have wealth.	☐ I'm well-traveled.

Key phrases Discussing success
 (But, to me, is not) success.
 (I) think (I need ... to feel fulfilled.
 ... (that) the type of success that appears to me.
 To me, it's more about ... than about ...

Discover more **ASK FRIENDS** about someone they consider very successful. What does that person's success look like? How have they achieved it?

Before you start climbing the ladder of success, make sure it's leaning against the right wall.

Vocabulary

- Success
- Doing what you love
- Personal growth

Further practice

Discover vocabulary Student Book, page 130

Workbook, pages 96 to 98

Vocabulary practice worksheet, Teacher's Resource Center

Reading

- Reading three extracts from speeches by famous and successful people
- Recognizing rhetorical devices

Further practice

Workbook, pages 94 to 95

Reading practice worksheet, Teacher's Resource Center

Grammar

- Expressing choice with *-ever*
- Adding information using relative clauses with *which*

Further practice

Discover grammar Student Book, page 131

Workbook, pages 97 to 98

Grammar practice worksheet, Teacher's Resource Center

Life skills

- Developing a growth mindset

Listening

- Listening to a motivational speaker
- Active listening

Further practice

Workbook, page 99

Speaking

- Discussing success
- Giving encouragement

Further practice

Workbook, page 99

Writing

- A morality tale
- Bringing a story to life
- Adverbials

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 does success look like to you?

Learning objectives

FACTFLIX VIDEO Learning about the meaning of success

VOCABULARY Success

SPEAKING Discussing success

Introducing the topic

- With books closed, ask students to imagine themselves in ten years' time. Ask: *Where do you think you will be living? What will you be doing? What will your weeks be like? What about your weekends?*
- Put students into pairs to discuss these questions.
- Elicit ideas from individual students and discuss what kinds of jobs they might be doing, where they might be living, etc. Then ask: *What do you need to do now to make these things happen?* Discuss the question as a class.

1

- Focus on the picture and read aloud the question and the caption. Discuss as a class what the metaphor of the ladder and the wall means.

SUGGESTED ANSWER

It is advising people to think about their goals and choose them carefully before investing time and effort in them.

2

COMMUNICATION

- Read aloud the first statement and check that students understand *wealth*. Give your own response to the statement, e.g., *I don't think it's true that success means having more wealth than your friends. Some jobs are better paid than others, and it isn't only people with well-paid jobs who are successful.*
- Ask students individually to read the statements and decide if they agree or disagree with each one, then put them into pairs to discuss the statements.

Discover vocabulary

Student Book page 130 Workbook page 96

- With weaker classes, turn to page 130 and do exercises 1 and 2 on success in class, before moving on to the Factflix video. With stronger classes, students can do the exercises for homework, as consolidation.

3

- Play the video for students to watch and listen and decide whether Sara and Tom agree or disagree with the statements in exercise 2. Point out that they discuss different opinions about the statements, so students should watch and listen right to the end before they finally decide whether Sara and Tom agree or disagree.
- Discuss the answers and ask: *What arguments did Sara and Tom make that you agree with?* Elicit what arguments students can remember.

ANSWERS

- 1 disagree 2 agree 3 agree 4 agree 5 agree
6 agree 7 disagree

DIFFERENTIATION

- With weaker classes, play the video again as you discuss the answers. Pause after each statement is discussed and get students to repeat what Sara and Tom say in their own words, then discuss whether this shows that they agree or disagree with the statement.

4

- Read aloud the questions and ask students if they can remember any of the answers. Play the video again for students to watch and answer the questions. Pause the video as necessary to allow them time to write.
- Allow students to compare their answers in pairs, then check the answers as a class.
- Play the video again if necessary, for students to hear the answers.

ANSWERS

- 1 She probably doesn't have a high income, but she is still successful. Her success is probably due in part to her fame.
- 2 He could be seen as unsuccessful because he didn't sell any paintings during his lifetime, but he could also be seen as successful because he has had a huge influence on other artists, long after his death.
- 3 The need for achievement, the need to feel part of a social group, and the need for power.
- 4 The power that comes with a leadership role appeals to Sara. It appeals to her because she would like the power to make an organization better.

5

COMMUNICATION

- Read aloud the task, then read through the ten items and check that students understand them all.
- Ask students to work individually and rank the items.
- Read through the key phrases, giving an example of each phrase in use. e.g., *I think I need to have power to feel fulfilled. Wealth isn't the type of success that appeals to me. To me, it's more about being happy than being famous.*
- Students work in pairs to compare their answers and discuss any differences in opinion.
- For feedback, ask pairs in turn to tell the class which items they ranked in a similar way, and which items they ranked very differently.
- You could see whether, as a class, you could agree on the top three items.

Discover more

- Remind students to use the exact search term. Read aloud the task and elicit ideas for who students could ask, e.g., friends, family members, other teachers, etc.
- For feedback, at the beginning of the next lesson, put students into groups to report back on the person they learned about and discuss which one they consider to be the most successful and why. Ask groups in turn to tell the class which person they chose 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

Which personal qualities count most?

1 Which of these personal qualities do you think are most important in life? Choose three.
bravery determination empathy strength passion self-awareness

2 Work in pairs. Discuss your choices from exercise 1. Would you change any?

3 Read and listen to the speech extracts on page 105. Match the extracts (A–C) with the speakers (1–3). Explain your decisions.
1 Theodore Roosevelt 2 Elizabeth I 3 Steve Jobs

4 Read the three extracts again and answer the questions.
1 What common purpose do all the speech extracts have?
2 Which speaker tries to achieve their purpose by ...?
a motivating their audience to be loyal and courageous
b offering direct advice to the audience, using themselves as an example
c describing the characteristics that he/she wants the audience to aspire to
3 Which extracts address the audience directly? What is the effect of this?
4 Which qualities from exercise 1 are praised in the speech extracts? Give evidence.

5 Study the reading strategy. Then answer the questions.
1 Is repetition used in all three speech extracts (A–C)? Give evidence.
2 What group of people are contrasted against the “man in the arena” in extract B, and how are they portrayed?
3 In extract A, why is a contrast made between the body of a woman and the heart and stomach of a man? Is this effective? Why? / Why not?
4 Look at metaphors a and b. Who or what does each metaphor refer to? Do you think the metaphors are effective? Why? / Why not?
a the man in the arena (extract B)
b medicine and a patient (extract C)

6 TALKING POINTS Discuss the questions.
1 Have any of the speeches changed your mind about your answers in exercise 1?
2 Do you think that different personal qualities are valued in different parts of the world and different periods of history? Why?

Reading strategy

Recognizing rhetorical devices

Repetition: words or expressions repeated for emphasis or rhythm.
Contrast: a comparison between things that are different, or a description of something after the fact so that the listener can see the difference.
Metaphor: a word or phrase that refers to something by comparing it to something else in order to highlight the similarities between them.

Discover more

SEARCH ONLINE and note the point of view by Rudyard Kipling: Which personal qualities does it value?

Discover vocabulary

Doing what you love

104

Unit 10 What matters most to you?

A

We have been persuaded by some that are careful of our safety, to take heed how we commit our selves to armed multitudes, for fear of treachery. But I assure you I do not desire to live to distrust my faithful and loving people. Let tyrants fear. [...] I am come amongst you, as you see, at this time, [...] being resolved, in the midst and heat of the battle, to live and die amongst you all; to lay down [...] for my kingdom, and my people, my honour and my blood, even in the dust.

I know I have the body but of a weak and feeble woman; but I have the heart and stomach of a king, [...] and think foul scorn that [...] any prince of Europe, should dare to invade the borders of my realm: to which rather than any dishonour shall grow by me, I myself will take up arms. I myself will be your general, judge, and rewarder of every one of your virtues in the field.

I know already, for your forwardness you have deserved rewards and crowns; and We do assure you in the word of a prince, they shall be duly paid you. In the mean time, [...] not doubting but by your obedience to my general [...] and your valor in the field, we shall shortly have a famous victory over those enemies [...] of my kingdom, and of my people.

105

B

It is not the critic who counts; not the man who points out how the strong man stumbles, or where the doer of deeds could have done them better. The credit belongs to the man who is actually in the arena, whose face is marred by dust and sweat and blood; who strives valiantly; who errs, who comes short again and again, because there is no effort without error and shortcoming; but who does actually strive to do the deeds; who knows great enthusiasms, the great devotions; who spends himself in a worthy cause; who at the best knows in the end the triumph of high achievement, and who at the worst, if he fails, at least fails while daring greatly, so that his place shall never be with those cold and timid souls who neither know victory nor defeat.

C

I was a very public failure, and I even thought about running away from the valley. But something slowly began to dawn on me – I still loved what I did. The turn of events at Apple had not changed that one bit. I had been rejected, but I was still in love. And so I decided to start over.

I didn't see it then, but it turned out that getting fired from Apple was the best thing that could have ever happened to me. The heaviness of being successful was replaced by the lightness of being a beginner again, less sure about everything. It freed me to enter one of the most creative periods of my life.

During the next five years, I started a company named NeXT, another company named Pixar, and fell in love with an amazing woman who would become my wife. Pixar went on to create the world's first computer animated feature movie, *Toy Story*, and is now the most successful animation studio in the world. In a remarkable turn of events, Apple bought NeXT. I returned to Apple, and the technology we developed at NeXT is at the heart of Apple's current renaissance. And Laurene and I have a wonderful family together. I'm pretty sure none of this would have happened if I hadn't been fired from Apple. It was awful, losing medicine, but I guess the patient needed it. Sometimes life hits you in the head with a brick. Don't lose faith. I'm convinced that the only thing that kept me going was that I loved what I did. You've got to find what you love. [...] Your work is going to fill a large part of your life, and the only way to be truly satisfied is to do what you believe is great work. And the only way to do great work is to love what you do. If you haven't found it yet, keep looking. Don't settle. As with all matters of the heart, you'll know when you find it. And, like any great relationship, it just gets better and better as the years roll on. So keep looking until you find it. Don't settle.

Reading to learn

Which personal qualities count most?

Learning objectives

READING Reading three extracts from speeches by famous and successful people

READING Recognizing rhetorical devices

VOCABULARY Doing what you love

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 name a successful person. Elicit a range of different names, e.g., sports players, singers, actors, business people, etc. Write all the names on the board.
- Focus on the names on the board and ask: *Why are these people all successful? What do they all have in common? Is it their family background? Their personality? Luck?*
- Put students into pairs to think about what the people on the board all have in common that has allowed them to be successful.
- Discuss students' ideas as a class.

1

- Read aloud the question, then read through the list of qualities and check that students understand them all.
- Ask students individually to choose the three that they think are most important in life.

2

COMMUNICATION

- Put students into pairs to discuss and explain their choices from exercise 1.
- Read aloud each quality in turn and ask for a show of hands to see how many students chose it. Ask one or two students to tell the class why they chose this quality.

3 **2.13**

- Focus on the three speakers and elicit what students know about them. Share the information in the culture note with the class.
- Point out the glossary below the extracts and allow students time to read it.
- Play the audio for students to read and listen and match the extracts with the speakers.
- Allow students to compare their answers in pairs, then check with the class, asking students to give reasons.

ANSWERS

- B – the use of the language is slightly old-fashioned and the phrase ‘in the arena’ suggests someone who is involved in public life, like a politician.
- A – the use of old-fashioned language in the speech is a clue, and also the fact that the writer is a woman
- C – the speech mentions that he started various companies

104 Unit 10

Culture note

Theodore Roosevelt was an American politician. He served two terms as the U.S. President from 1901 to 1909.

Elizabeth I was the Queen of England from 1558–1603. She is remembered for being a strong ruler and a powerful woman living at a time when men dominated in politics.

Steve Jobs is remembered for pioneering the personal computer revolution as the CEO of Apple. The company developed many innovative and successful products, including the iPhone. The valley referred to in his speech is Silicon Valley in California, where there are many technology firms.

4

- Students read the extracts again and answer the questions.
- Allow students to compare their answers in pairs.

SUGGESTED ANSWERS

- 1 All the extracts have the purpose of encouraging people to be bold and strong, and not give up.
- 2 a extract A b extract C c extract B
- 3 extracts A and C address the audience directly. This has the effect of making the speech seem more personal.
- 4 bravery (extract A – she says that she herself will take up arms; extract B ... the credit belongs to the man who ... strives valiantly)
determination (extract B – the man who ... comes short again and again, because there is no effort without error and shortcomings; extract C – And so I decided to start over ... keep looking until you find it)
passion (extract B – the man who ... knows great enthusiasms; extract C – the only thing that kept me going was that I loved what I did)
self-awareness (extract C – You've got to find what you love)

5

- Ask students to look at the reading strategy. Explain the meaning of *rhetorical* (= using words in a way that helps you to persuade or impress people).
- To check that students understand what a metaphor is, elicit one or two examples from the class.
- Students could work in pairs to read the extracts again and answer the questions.
- Check the answers with the class.

SUGGESTED ANSWERS

- 1 Repetition is used in all three speech extracts.
A: *without* (x 5 paragraph 1); *believer* (x 3 paragraph 3);
B: *who* (x 12); C: *love* (x 4); *don't settle* (x 2)
- 2 Contrast is made between the "critic" and the "man in the arena" (or "doer of deeds") in the first line. The critic merely observes and comments on the faults of the "strong man" but does not deserve any credit because he does not take any action himself. The "man in the arena" who "fails while daring greatly" is also contrasted with the "cold and timid souls who neither know victory nor defeat." The speaker suggests that the critics are risk-averse, lacking the action and vitality of the "man in the arena."
- 3 A contrast is made between the body of a woman and the heart and stomach of a man because it suggests that even though the speaker is a woman (women at that time were not considered to be brave or strong) she has as much bravery as a man.

- 4 a The metaphor of the man in the arena represents someone who is striving and taking risks to achieve something. It creates an image of a dusty and blood-stained gladiator in a Roman arena. The image is one of struggle and persistence in the face of failure or defeat.
b The metaphor of medicine and a patient is used to represent a difficult or unpleasant event that actually results in something good happening. The "medicine" is Jobs being fired from Apple, but as the "patient" Jobs is led on to new achievements in his career as a result.

Discover vocabulary

Student Book page 130 Workbook page 96

- Refer students to the exercises on Doing what you love on page 130. With weaker classes, do the exercises in class, before students move on to exercise 6. Stronger students can do the exercises for homework.

READING TEXT QUESTIONS

- Point to the questions next to the extracts on page 105. Put students into pairs to discuss the questions.
- Discuss the answers as a class.

SUGGESTED ANSWERS

"This time" refers to right now, the present.

The speaker probably uses "man", not "person" because he was a man himself and at the time the speech was given, women did not usually play important roles in public life, and were not considered to be strong or brave.

"comes short" and "shortcomings" refer to failures.

6 Talking points

COMMUNICATION

- 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 examples and reasons to support their ideas.
- Alternatively, students could write the answers.
- Discuss the answers 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 personal qualities that the poem values.
- For feedback, after the research or at the beginning of the next lesson, discuss as a class what personal qualities the poem values, and discuss students' reaction to the poem.

SUGGESTED ANSWERS

The poem values calmness, patience, honesty, modesty, ambition, resilience, and determination.

Preview

- Ask students to look at the grammar presentations on expressing choice with *-ever* and adding information using relative clauses with *which* on page 131 before the next lesson.

Further practice

Discover vocabulary, Student Book, page 130 (answers on TG page 115)

Workbook, pages 94 to 95

Reading practice worksheet, Teacher's Resource Center

Language in use

How can you find a career that suits you?

1 Read the blog. Why has Priya decided to work out her ikigai?

Priya Suri

Finding my ikigai

Ikigai (pronounced /i.ki.gai/) is a Japanese word that means "the reason for living." Studies show that having an ikigai helps you to lower your stress levels, improve your health, and even to live longer, which sounds pretty cool! I decided to find one.

Working out your ikigai isn't easy, but the concept is fairly straightforward. You start with four overlapping circles, which represent what you're good at, what you love, what you can be paid for, and what the world needs. Then you write your ideas in the circles. If something can fit in more than one circle, you put it in the section where the circles overlap. What you're looking for is something that fits in that sweet spot right in the middle, where all four circles meet. That's your ikigai.

Take a look at my own ikigai diagram, which has helped me decide on my next career move. First of all I trained as an accountant, but I've been a teacher for a few years now, which is a rewarding career, and schoolteachers are definitely something the world needs.

What I love

What I'm good at

What the world needs

What I can be paid for

IKIGAI

Passion

Mission

Profession

Vocation

2 Look at these sentences from the blog. Match the underlined words (1-3) with their meanings (a-c).

1 If I could do whatever I wanted, I'd be a soccer coach.

2 I'm hoping this job will let me work wherever I want.

3 I'm planning to take my clients outside whenever the weather's nice.

a at any time that

b anything that

c in any place that

3 Which of the following are important to you? Add other priorities, using words ending in -ever.

I want a career that allows me to ...

1 dress however I want at work.

2 do my job wherever in the world I choose.

3 work regular hours, not whenever my boss decides I'm needed.

4 work on whichever projects I'm most interested in.

5 work with whoever leads the way in my chosen industry.

Discover grammar Adding information using relative clauses with which

Student Book page 131 Workbook page 97

Write a short paragraph about your ideal job. Use the information in the box to help you.

1 the best possible way to do a job

2 the best possible way to do a job

3 the best possible way to do a job

4 What do these relative clauses from the blog on page 106 refer to?

1 which sounds pretty cool

2 which represent what you're good at, what you love, what you can be paid for, and what the world needs

3 which has helped me decide on my next career

4 which is a rewarding career

5 which is a big negative

5 Complete the sentences by adding extra information about the underlined text.

1 Firefighters save lives, which would be really rewarding if I think.

2 A lot of doctors work in hospitals, which ...

3 Farmers spend a lot of time outside, which ...

4 Some vets have to take care of spiders, which ...

5 Politicians make a lot of speeches, which ...

6 Computer programmers have to be good at writing code, which ...

6 Look again at Priya's ikigai diagram. Write sentences to explain what she's written, using which to give extra information.

She's put "accountant" as her profession, which must be because ...

7 Create your own ikigai diagram by drawing four overlapping circles. Then complete it.

8 Work in pairs. Discuss and add to your ikigai diagrams. Use which to give extra information, and -ever words to express choice. What is your ikigai?

A You like planes and travel, which suggests you might be happy working for an airline.

B He's, but I'd like to do it, however I want. Airline employees have to work on their feet.

Discover more

SEARCH ONLINE and complete an ikigai test or questionnaire. Do you have an ikigai?

Language in use

How can you find a career that suits you?

Learning objectives

GRAMMAR Expressing choice with -ever

GRAMMAR Adding information using relative clauses with which

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: *Do you think it is easy or difficult to find the career that is right for you?* Elicit a few answers from individual students, encouraging them to give reasons for their answers. Then ask: *How can you find the right career for you? What should you think about? What things can you do to help you make your decision?*
- Put students into pairs. Ask them to discuss the questions and note down their ideas.
- Discuss students' ideas as a class.

1

- Ask students to read the blog and answer the question.
- Discuss the answer with the class.

ANSWERS

She wants to change careers. She wants a job that will allow her to get outdoors more often.

Discover grammar Student Book page 131 Workbook page 97

- Read through the information in the *Discover grammar* box with the class, and ask students to find examples of *whatever*, *whichever*, *whoever*, etc., in the blog.
- With weaker classes, turn to page 131 and go through the main points in the *Discover grammar* presentation with the class before you move on to exercise 2.

2

- Students could work in pairs to read the sentences and match the underlined words with the meanings.
- Check answers with the class.

ANSWERS

1 b 2 c 3 a

3

- Read aloud the sentences, then ask students individually to decide which priorities are important to them, and add at least two more priorities using words ending in -ever.
- Put students into pairs to compare and discuss their answers, then discuss their answers as a class.

Discover grammar Student Book page 131 Workbook page 97

- Read through the information in the *Discover grammar* box with the class. To demonstrate the difference between a relative clause which refers to a noun or noun phrase, and a relative clause which refers to the preceding clause or a longer section of language, say these two sentences: *My uncle took me for a drive in his new car, which was a Rolls Royce.* Elicit that *which* refers to the car. Then say: *My uncle took me for a drive in his new car, which was fun.* Elicit that *which* refers to the whole clause (my uncle taking me for a drive in his new car).

106 Unit 10

4

- Read aloud the first relative clause and ask students to find it in the blog on page 106. Elicit what it relates to (having an *ikigai*, lowering your stress levels, improving your health and living longer).
- Students could work in pairs to find the remaining relative clauses in the blog and decide what they refer to.
- Check the answers with the class.
- With weaker classes, turn to page 131 and go through the main points in the *Discover grammar* presentation with the class before you move on to exercise 5.

ANSWERS

- 1 The preceding group of clauses: "having an *ikigai* helps you to lower your stress levels, improve your health, and even to live longer"
- 2 The preceding noun phrase: "four overlapping circles"
- 3 The preceding noun phrase: "my own *ikigai* diagram"
- 4 The preceding noun: "teacher"
- 5 The preceding clause: "my current job doesn't give me much chance to be out in the fresh air"

5

- Read aloud the task, then read aloud the example sentence. Elicit one or two more possible endings to the sentence, e.g., ... *makes it a really important job*.
- Students could work in pairs to complete the sentences with their own ideas.
- To check the answers, read aloud each sentence beginning in turn and elicit some possible extra information that can be added.

SUGGESTED ANSWERS

- 1 *Firefighters save lives, which would be really rewarding I think.*
- 2 *A lot of doctors work in hospitals, which are often very busy and understaffed.*
- 3 *Farmers spend a lot of time outside, which is good for their lungs.*
- 4 *Some vets have to take care of spiders, which might be poisonous.*
- 5 *Politicians make a lot of speeches, which is why they are usually good with words.*
- 6 *Computer programmers have to be good at writing code, which can take months or years to learn.*

6

- Read aloud the task and the example answer. Elicit or give another example, e.g., *She's put "eating pizza" as something she loves, which doesn't seem very useful for choosing a career.*
- Students could work individually or in pairs to write sentences.
- Ask some students to read their sentences to the class.

7

- Ask students to create their own *ikigai* diagram, using the one on page 106 as a model. They then complete it with their own ideas.
- Monitor and help while students are working.

8

COMMUNICATION

- Put students into pairs and read aloud the task and the example dialogue.
- Students show each other their *ikigai* diagrams, then discuss them and add to them.
- Monitor and help while they are working.
- Ask individual students what their *ikigai* is and why.
- You could also discuss with students how easy or difficult they found the task. If they found it difficult, encourage them to say what they found difficult.

Extra activity: Critical thinking

- Say: *Some people end up in jobs or careers that they don't enjoy. How can you prevent this from happening?*
- Discuss the question as a class. Encourage students to understand that decisions they make when they are young will lead them in certain directions, and if they don't think carefully enough at this stage, they could end up on a path that will lead them towards the wrong job or career for them.

Discover more

- Explain that students should use the exact search term for the task. Students could do the research and complete the questionnaire in class if they have access to the internet. Alternatively, they can do it for homework. Ask them to make a note of their results.
- For feedback, after the research or at the beginning of the next lesson, put students into pairs to compare their results and say whether they agree with them or not, and why.
- Find out how many students in the class got results that they agreed with.

Preview

- Ask students to do *Discover vocabulary* exercises 5 and 6 on Personal growth 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

Why is a growth mindset useful?

Life skills strategy

Developing a growth mindset

People with a growth mindset understand that their current abilities aren't fixed. If you believe that it becomes... They know that, with hard work, they can change their lives and abilities over time. Developing a growth mindset will help you to become the person you want to be.

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

Do you have a growth mindset?

Do the questionnaire and find out.

1 I think people's intelligence is mostly something they get ...

a at birth

b from challenging their brain and asking questions to help them understand

2 When something is difficult for me, I ...

a increase my effort and try to turn my weaknesses into strengths

b lose confidence

3 When I make mistakes, I ...

a feel bad about myself

b make a conscious effort to learn from them

4 There are aspects of my personality that I'm not too happy with but ...

a if I try really hard in the right ways, I can make improvements

b I just have to accept myself as I am

5 When I'm given opportunities to go outside my comfort zone, I usually ...

a take them, as they'll be a good way to learn

b avoid them so that I don't run the risk of failure

6 When people give me constructive criticism, I ...

a get annoyed or upset

b listen carefully and try to act on the feedback

Discover vocabulary Personal growth

Student Book page 130 Workbook page 98

2.14

2 Listen to a motivational speaker. Then check the answers to the questionnaire that indicate a growth mindset, and compare them to your own answers. Do you have more of a growth mindset or a fixed mindset?

3 Listen again and answer the questions according to the article.

1 What scientific evidence is there in support of a growth mindset?

2 Could anyone become the next Shakespeare if they had the right attitude?

3 Which specific personality traits have been successfully changed through effort and training? How?

4 What word should you add if you start thinking "I can't ...?"

4 What do you think of the speaker's account of growth mindset? What might be the positive or negative results of thinking in this way?

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Unit 10 What matters most to you?

Life skills

Why is a growth mindset useful?

5 Work in pairs. Read problems A and B and discuss the questions (1-4) in relation to each person. Then share your ideas with the class.

1 Why do you think the problem has occurred?

2 Why might it be difficult for them to improve the situation?

3 How could they develop a growth mindset?

4 How would having a growth mindset help them?

A Ricardo

Let's see! I was getting great grades in English, but now everything is so much harder and I'm not doing as well. I don't think I have got the right ideas for learning languages.

B Anna

I'm the captain of my sports team. But although I have more experience than all the other players, they still think I'm new when I give them advice. Unfortunately, I don't have the leadership skills that all the other players have.

Listening strategy

Active listening

Active listening involves giving your full attention to someone when they are speaking and demonstrating that you are engaged in the conversation. Listening like this also gives you a more likely to find positive and solutions when speaking. As a listener, you are more likely to listen from the conversation and make a judgement. You can demonstrate active listening in a number of ways.

1 By using common courtesy and signs.

2 By acknowledging the speaker's point of view.

3 By showing empathy and giving encouragement to the speaker when appropriate.

4 By restating the speaker's point in your own words, to show you understand.

6 Study the listening strategy. Then match the points (1-4) with the examples (a-d).

a Phrases such as I know how you feel or Don't give up!

b Phrases such as So you're saying that ...? or Do you mean that ...?

c Nodding, smiling, and avoiding distractions, such as checking your watch.

d Phrases such as I see where you're coming from or I can see why you would think that.

7 How could active listening help to encourage a growth mindset?

8 You are going to role play a conversation. Firstly, choose one of the situations from exercise 5, or write your own true or made up situation (30-60 words).

9 Work in pairs. Student A starts by reading out their problem. Student B must try to help by encouraging a growth mindset. Demonstrate active listening and use the key phrases where appropriate. Then swap roles.

Key phrases giving encouragement

You've got this! Keep working hard!

I'm sure you can do it now you see.

Don't give up! Don't let us let you down!

Try / limit yourself / focus.

You're doing great!

10 REFLECT Discuss the questions in pairs.

1 What things about your own personality or abilities would you like to improve? Why?

2 Have you approached your weaknesses with a growth mindset or a fixed mindset? Give details.

3 What strategies could you use to improve in these areas?

Discover more

SEARCH ONLINE and find out about positive self-talk. Write down five words or phrases that you could use to help you reach your goals.

Unit 10 What matters most to you?

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Life skills

Why is a growth mindset useful?

Learning objectives

LIFE SKILLS Developing a growth mindset

VOCABULARY Personal growth

LISTENING Listening to a motivational speaker

LISTENING Active listening

SPEAKING Giving encouragement

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, read aloud the following sentences, pausing to allow students to imagine the scenarios: *Think about an ambition that you want to achieve in your life – maybe you want to be a professional sports person, a famous singer, or a successful business owner. Imagine yourself achieving your ambition, then ask yourself: Do I really believe that this is possible?* Elicit a show of hands to find out who believes that their ambition is really possible.
- Ask: *If you believe that your ambition is possible, do you think you are more likely to achieve it? Why?* Discuss the question as a class.

1

- Read aloud the life skills strategy about developing a growth mindset, then ask students to do the questionnaire individually.

Discover vocabulary Student Book page 130 Workbook page 98

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

2 2.14

- Explain to students that they are going to listen to a motivational speaker. Elicit or explain that a motivational speaker is a speaker who inspires other people and helps them to believe that they can achieve what they want to achieve in life.
- Play the audio for students to listen and check the answers to the questionnaire which indicate a growth mindset.
- Check these answers, then ask: *Who has a growth mindset?* Find out with a show of hands who scored five or six points in the questionnaire, and tell those students they already have a growth mindset.

ANSWERS

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

3 2.14

- Allow students time to read through the questions. With stronger classes, students could work in pairs and try to answer the questions from memory before they listen again.
- Play the audio for students to listen again and answer the questions.
- Check the answers with the class, playing the audio again if necessary and pausing it to confirm the answers.

ANSWERS

- 1 The more we use particular parts of our brain, the more brain neurons connect to each other, and these neuron connections make our brains more effective.
- 2 Not necessarily.
- 3 Anxious people have trained themselves to replace unhelpful thoughts with helpful ones. Introverted people have made a conscious effort to meet up with friends more often and felt more extroverted as a result.
- 4 You should add “yet” to form “I can’t yet.”

4

- Put students into pairs to discuss the questions. Ask them to note down at least two positive results and two negative results of thinking in this way.
- Ask pairs in turn to tell the class their ideas, and discuss them as a class.

5

COMMUNICATION

- Read aloud the task, then put students into pairs.
- Ask them to read the two problems and discuss the questions about each one.
- Discuss each problem in turn with the class.

6

- Ask students to read the listening strategy, or read it aloud to the class.
- Point out that active listening is about listening carefully and also using verbal and non-verbal ways of showing that you are listening.
- Students could work in pairs to match the points in the strategy with the examples.
- Check the answers with the class.

ANSWERS

a 3 b 4 c 1 d 2

7

- Put students into pairs to discuss how active listening could help encourage a growth mindset in both the person listening and the person speaking.
- Discuss their ideas as a class.
- If students are struggling for ideas, ask more questions to prompt them, e.g., *If you listen actively, do you think you learn more? How can it help you to learn more? If someone listens actively to you, how do you think it makes you feel? Does it make you more confident or less confident?*

SUGGESTED ANSWER

Active listening could help to encourage a growth mindset for the listener because they are more likely to learn and retain information from the conversation. It could help to encourage a growth mindset for the speaker because they are more likely to feel positive about what they are saying and keep talking. Restating the speaker’s point in your own words could also help anyone else listening in to the conversation to understand and follow it.

8

CREATIVITY

- Explain to students that they are going to role play a conversation in which one of them talks about a problem and the other listens actively.

- Put students into pairs and ask them to choose one of the situations in exercise 5 or make up their own situation.

9

COMMUNICATION

- Read through the key phrases with the class and model pronunciation of each one with positive, encouraging intonation.
- Students then work in their pairs to do the role play. Monitor and help while they are working, encouraging the student who is practicing active listening to use a range of different key phrases.

DIFFERENTIATION

- Weaker students might find the role play quite difficult. To give them extra support and help them develop confidence, allow them to work in groups of four, with one pair of students talking about a problem and the other pair practicing active listening. They then swap roles in their group and practice again.

Extra activity: Critical thinking

- To encourage students to think about their own behavior and make positive changes, ask them to keep a diary for a week of situations where they practice active listening, or when they experience it from other people. Ask them to note down what they learned when they listened actively, and how they felt when other people actively listened to them.
- When they have done this for a week, put them into groups to discuss their experiences. Invite some students to tell the class about their experiences. Ask: *Did this help you to become more aware of your own behavior and make changes?*
- Point out to students that it is always useful to reflect on their own experience and think about how they can learn from it.

10 Reflect

- Read aloud the questions, then allow students time to think about their answers individually, before you put them into pairs to discuss.
- Ask pairs in turn to tell the class about their discussions.

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 compare their five positive inner statements and choose the five best to tell the class.
- Ask groups in turn to tell the class their ideas.

Further practice

Discover vocabulary, Student Book, page 130 (answers on TG page 115)
Workbook, page 99

Writing

What can stories teach you about values?

Writing task

A morality tale

Write a morality tale to teach a lesson about a value or moral message, to be published in a newspaper.

Understand the task

1 Study the writing task. Then, in pairs, think of as many morality tales as you can. They could be traditional folk tales, modern stories, or movies.

2 Read the text below. What is the moral of the tale?

Potatoes, eggs, and coffee beans

"Life's so unfair!" Lily said to her father, John, as she threw herself miserably onto a chair. "I can't cope anymore!"

John looked with concern at his daughter. She had had a difficult year, and was always complaining about it. He knew that he had to do something to help her.

He put his arm gently around her shoulders and led her to the kitchen. He filled three pots with water, and started to heat them on the stove. When the water was boiling, he added potatoes to the first pot, eggs to the second, and coffee beans to the third. Then he sat down and waited. Lily paced the kitchen, complaining with every breath.

After twenty minutes, John took the three pots off the heat. He put the potatoes on a plate and broke them with a fork. "Do you see how soft these potatoes have become?"

he asked. "But look at the eggs." He broke off the shells. "Inside, they're harder than they were before." Then he poured the liquid from the coffee beans pot into a cup. "Lily could drink it."

"Coffee!" she said. "Delicious!" John smiled. "The potatoes, the eggs, and the coffee beans have all experienced the same adversity – twenty minutes in boiling water. But look how differently they have reacted. The potatoes went in hard and strong, but now they're soft and easy to break. The eggs were easy to break before. Now, they look the same on the outside, but inside, they're stronger and tougher. And the coffee beans? They didn't change much themselves, but they changed the water they were boiled in and created something new."

"You can't choose to avoid adversity, my dear," he continued. "But you can choose how to react to it."

Writing strategy

Bringing a story to life

Writing a story well involves more than saying what happened. To make your readers want to read to the end, you need to bring the story to life in their minds. It helps to include:

1. Descriptions of the people, the setting(s), or actions to create images in the reader's mind.
2. Some direct speech, e.g., "I can't cope anymore!"
3. An opening sentence that really grabs the reader's attention.
4. A satisfying ending that ties up the moral of the tale and leaves the reader thinking.

3 Study the writing strategy. Find examples of points 1–4 in "Potatoes, eggs, and coffee beans". How effectively do you think the author brings the story to life?

4 LANGUAGE POINT Look at the highlighted adverbials in the story. What question do they each answer? How?, When?, Where?, or Why?

Think and plan

5 Use the card as an outline for your morality tale or think of your own story.

two friends walking in desert

Friend A gets angry and hits friend B

Friend B writes in sand: "My friend hit me today," but says nothing.

They walk to an oasis lake and swim.

Friend A almost drowns and is rescued by friend B

Friend B carves on a rock: "My best friend saved my life today."

Friend B explains: writes in sand "so that the winds of forgiveness can blow it away" and in rock "so that it's recorded for hundreds of years."

6 Think about how to start and end your story, and write a paragraph plan.

7 Write the first draft of your story using your plan from exercise 6. Include adverbials.

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

Reflect

What matters most to you?

What does success look like to you?

Why is a growth mindset useful?

Which personal qualities count most?

What can stories teach you about values?

How can you find a career that suits you?

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.

Writing

What can stories teach you about values?

Learning objectives

WRITING Writing a morality tale

WRITING Bringing a story to life

WRITING Adverbials

Reporting back

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

Introducing the topic

- With books closed, tell the class about a well-known story that you like and what you can learn from it, e.g., *I really like the story of Shrek because it shows you that it doesn't matter what you look like – what matters is the kind of person you are*. Then say: *Think about stories that you like – what can you learn from them?* Put students into groups to think of two stories they all know and what people can learn from them.

Understand the task

1

- Read aloud the writing task and teach the words *moral* (= a lesson that people can learn from a story) and *morality tale* (= a story whose main aim is to teach a moral).
- Ask: *Are any of the stories you discussed morality tales?* In pairs students think of as many other morality tales as they can.
- Ask pairs in turn to tell the class their ideas.

2

- Students read the story and decide what the moral is.
- Allow students to compare and discuss their ideas in pairs, then discuss their ideas with the class.

SUGGESTED ANSWER

We cannot avoid adversity in life, but we can choose how to react to it.

3

- Ask students to read the writing strategy, or read it aloud.
- Ask students to read the story again and find examples of the different points in the writing strategy.
- Allow students to compare their answers in pairs, then check them with the class.
- Discuss as a class how the author brings the story to life.

SUGGESTED ANSWERS

- Descriptions of the people, the setting(s), or actions to create images in the reader's mind.

People: John is portrayed as a caring father, e.g., "John looked in concern at his daughter," "He put his arm gently around her shoulders." Lily is portrayed as unhappy and anxious because she has had a difficult year, e.g., "Lily paced the kitchen, complaining with every breath."

The setting: The text describes a chair, a kitchen, three pots, a fire, a plate, and a fork in the house.

Actions: For example, "she threw herself miserably onto a chair." This is a vivid image (rather than simply "sat in a chair").

- Examples of direct speech:

"Life's so unfair!"

"I can't cope anymore."

"Do you see how soft these potatoes have become?"

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Unit 10 What matters most to you?

111

"But look at the eggs." "Inside, they're harder than they were before."

"Coffee!" "Delicious!"

"The potatoes, the eggs, and the coffee beans have all experienced the same adversity – twenty minutes in boiling water. ... They didn't change much themselves, but they changed the water they were boiled in and created something new."

"You can't choose to avoid adversity, my dear," "But you can choose how to react to it."

3 An opening sentence that really grabs the reader's attention:

"Life's so unfair!" Lily said to her father, John, as she threw herself miserably onto a chair.

4 A satisfying ending that ties up the moral of the tale and leaves the reader reflecting on it:

"You can't choose to avoid adversity, my dear," he continued. "But you can choose how to react to it."

Students' own answers for the second question, though they might comment on the lack of physical description of the two protagonists. Whether this is needed or not is a matter of opinion.

4 Language point

- Focus on the highlighted adverbials in the story. Elicit or point out that an adverbial adds information about *how*, *when*, *where*, or *why* something happens. Explain that it can be an adverb or a phrase. To illustrate this, focus on the first adverbial *miserably* and elicit that it explains *how* Lily threw herself into the chair.
- Students could work in pairs to look at the remaining adverbials and decide which question they answer.
- Check the answers with the class.

ANSWERS

miserably – How?

with concern – How?

to help her – Why?

gently – How?

on the stove – Where?

When the water was boiling – When?

complaining with every breath – How?

After twenty minutes – When?

so that Lily could drink it – Why?

Think and plan

5

- Ask students to read the outline for a morality tale. Explain that they can use this outline for their story, or they can think of their own story.

6

- Students could work individually or in pairs to think about how to start and end their story and write a paragraph plan.
- Ask some students to tell the class their ideas for an opening sentence and a satisfying ending.

Write a first draft

7

CREATIVITY

- Students write their first draft. Encourage them to include adverbials and also relative clauses if possible.

Review and edit

8

- Ask students to read through the checklist. Point out that these are similar to the checks that examiners use when grading exam writing tasks, and to get a good grade they should be able to answer "yes" to all the questions.
- Students could check their work individually, or work together in pairs to check each of their stories in turn.
- They then revise their work individually, 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 matters most to you?

1

- Read aloud the question, *What matters most to you?* and the five questions at the top of the Reflect panel.
- Students read and think about their answers to the questions.

2 ▶

- Explain to students that they are first 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 their answers. 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. They can compare their predictions with the actual ideas presented in the narration. (If you are unable to play the video in the classroom, use the audio-only version.)
- Finish by asking students to comment on anything new that they learned from the video.

5

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

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.

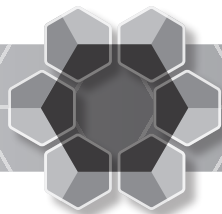
Extra activity: Creativity

- Play the video again with no sound and ask students to recall the ideas in each section. You could invite individual students to give a commentary to parts of the video.

Further practice

Writing workshop, Student Book, page 132

Workbook, pages 100 to 101



Discover vocabulary and grammar answer key

Unit 1 Vocabulary page 112

Design and technology 1.14

1

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

2

1 shock-absorbent 2 Groundbreaking 3 Eco-friendly
4 Anti-reflective 5 energy efficient 6 performance-enhancing 7 streamlined

Relationships 1.15

3

1 gets on my nerves 2 takes care of 3 took to
4 form a real bond 5 get along (with each other)
6 have their ups and downs 7 see eye to eye
8 make a good team

Developing an argument 1.16

5

1 face a challenge, make light of something, take something seriously
2 take something seriously, make light of something
3 on the face of it
4 the bottom line is
5 make no bones about
6 back up your claims

6

1 face 2 On the face of it 3 make no bones about
4 make a case for 5 backed up 6 the bottom line is 7 make light of

Unit 1 Grammar page 113

1

1 the 2 ø 3 ø 4 the 5 the 6 the 7 the
8 ø 9 ø 10 ø 11 the 12 the

2

1 The larger / bigger the mammal, the more slowly its heart beats.
2 Peacocks look very different; the female is the less attractive of the two.
3 Both the dodo and the mammoth are extinct.
4 The whales lost their way, but none (of them) has died.
5 We saw many different butterflies, some of which were quite rare.
6 I have two neighbors, both of whom keep chickens.
7 The more slowly we act to protect the planet, the worse the future will be.
8 The polar bear depends on the ice, much of which is melting, for its survival.

Unit 2 Vocabulary page 114

Above and below the surface 1.17

1

1 conceal, reveal 2 exterior, interior 3 subterranean, above ground 4 inner, outer 5 cover up, uncover

Biology 1.18

3

1 microscope 2 enzyme 3 nutrient
4 photosynthesis 5 biology 6 offspring
7 fungus 8 organism 9 root 10 seedling

4

SUGGESTED ANSWERS

1 humans, orangutans, polar bears, penguins, elephants
2 Charles Darwin 3 mushrooms 4 oxygen

Judging others 1.19

5

Quick to judge: jump to conclusions, make assumptions, shallow criticism, unfairly write someone off
Slow to judge: don't judge a book by its cover, give someone the benefit of the doubt, keep an open mind, withhold judgment

6

1 b 2 a 3 d 4 c

Unit 2 Grammar page 115

1

1 eat at restaurants in the main tourist spots
2 the Colosseum / underground area of the Colosseum
3 (that) she take the tour of underground Rome

2

1 The blog proposed a walk around the city to understand it better.
2 The blog recommended researching the culture of the country before you arrive.
3 The blog recommended the beach for barbecues.

3

1 if you could tell me the time
2 understand the ticket machine instructions
3 this bus goes to the town center
4 which platform the train to London leaves from
5 know what time the museum closes

Unit 3 Vocabulary page 116

Collocations with *make* 1.20

1

1 make a discovery 2 make a prediction
3 make an observation 4 make a generalization

- 5 make a connection, make a discovery, make sense of
6 make plans, make a decision 7 make use of

Idioms: verb phrases 1.21

- 3
1 create a (more) level playing field, give someone / something the edge over
2 call the shots, give someone / something free rein
3 take something at face value
4 go hand in hand with
- 4
1 go hand in hand with
2 call the shots and they rarely give their children free rein
3 gives a computer the edge over a human in a game of chess?
4 create a more level playing field?
5 take something at face value.

Binomial expressions 1.22

- 5
1 step by step 2 over and over again 3 sooner or later
4 now and then 5 more or less 6 once and for all
7 out and about 8 here and there
- 6
1 out and about, would you mail this letter, please
2 now and then 3 More or less. I'm on the last exercise
4 over and over again 5 step by step 6 Sooner or later, you'll need to buy a new one 7 here and there, but most of it was very disappointing 8 once and for all

Unit 3 Grammar page 117

- 1
1 that he will fail his exam 2 the situation will improve next month 3 end of the story 4 to be faster in future / will be faster in future 5 traveling in a driverless car / will travel in a driverless car 6 prices will rise next year 7 anticipated to get worse 8 predicted to live longer in the future
- 2
1 would 2 would 3 would / will 4 won't 5 was / is
6 would 7 will 8 would / will

Unit 4 Vocabulary page 118

Dealing with problems 1.23

- 1
1 philosophical 2 endure 3 collaborate 4 transform adversity into opportunity 5 act promptly
- 2
1 transform adversity into opportunity!
2 philosophical
3 endured
4 keep, in perspective
5 It's not the end of the world
6 persistent

Expressions with turn 1.24

- 3
1 in turn 2 at every turn 3 turn back the clock
4 turn your back on something 5 turn your hand to something 6 it turned out that

Problem-solving techniques 1.25

- 5
1 f 2 c 3 g 4 b 5 d 6 h 7 e 8 a
- 6
1 visualizes 2 sleep 3 challenges 4 emulate
5 change 6 work 7 error 8 thinking

Unit 4 Grammar page 119

- 1
1 succeeded in 2 been able to 3 managed to
4 been able to / managed to 5 have failed to 6 fail to
7 been able to 8 been able to
- 2
1 could offer 2 shouldn't have parked 3 shouldn't be using 4 could have helped 5 should invite
6 shouldn't ignore 7 should have gone 8 should / could have been given

Unit 5 Vocabulary page 120

Shopping and advertising 1.26

- 1
1 discount, sale, thriftiness 2 impulse buyer 3 brand
4 feel-good factor, product placement, jingle, logo, slogan

Advertising compound nouns and collocations 1.27

- 3
1 brand recognition 2 market leader 3 market research
4 advertising campaign 5 customer review
6 advertising agency 7 brand name 8 customer profile
- 4
1 brand name 2 brand recognition 3 customer profile
4 advertising agency 5 advertising campaign
6 market leader 7 customer reviews 8 market research

Internet privacy 1.28

- 5
1 browsing history, third-party / flash / zombie cookies, track activity
2 malware, third-party / flash / zombie cookies, viruses
3 antivirus software, privacy policy, block something
4 pop-up / personalized ads, banner ad
- 6
1 viruses 2 malware 3 pop-up ads 4 antivirus software 5 track activity 6 flash / zombie cookies
7 privacy policy 8 third-party cookies

Unit 5 Grammar page 121

1

1 they 2 we 3 one 4 to 5 them 6 so
7 three pairs 8 had 9 not 10 herself

2

1 a new coat 2 I'll say hi to my mom 3 my friends wear this brand 4 reducing the price 5 the best quality
6 We certainly hope consumers can trust this brand.
7 my best friend doesn't wear sunglasses 8 their parents didn't love this ad 9 I wish I hadn't spent all my money.
10 I decided against buying a new computer.

Unit 6 Vocabulary page 122

Friendships 2.15

1

1 circle of friends, clique, social network
2 acquaintance, casual friend 3 confidant, loved ones, meaningful relationship 4 social butterfly

2

1 casual 2 acquaintance 3 social butterfly
4 social network 5 meaningful relationship
6 confidant 7 circle of friends 8 clique 9 loved ones

Social withdrawal 2.16

3

1 steer clear of 2 be alone with my thoughts, get away from it all, and get some peace and quiet 3 lose touch
4 go into my shell 5 out of the picture 6 go it alone

Friends and frenemies 2.17

5

1 confide in someone 2 hurt someone's feelings
3 distance yourself from someone 4 undermine someone's self-confidence 5 have a sense of humor
6 be a shoulder to cry on, confide in someone
7 tell it to someone straight 8 look down on someone, put someone down

6

1 b 2 a 3 e 4 d 5 c

Unit 6 Grammar page 123

1

1 'm having 2 consider 3 Do you believe 4 have had
5 are you tasting, doesn't taste 6 are you staring, looks
7 does this emoji mean, 've been meaning

2

1 he would say "thank you" 2 he wouldn't talk about me behind my back 3 forgetting our names 4 texting her friends 5 he would answer my messages 6 you would listen when I give advice 7 the neighbors wouldn't have parties during the week 8 somebody would hang out with me 9 tapping his foot. It's so annoying!
10 we could go on vacation this year

Unit 7 Vocabulary page 124

Space 2.18

1

1 hostile environment 2 asteroid 3 black hole
4 dark matter 5 zero gravity 6 exoplanet
7 interplanetary species 8 final frontier 9 cosmic radiation

2

1 final frontier 2 Zero gravity 3 cosmic radiation
4 dark matter 5 hostile environment 6 interplanetary species 7 asteroid

Compound adjectives 2.19

3

1 powered b 2 respected d 3 inspiring a
4 forgotten c a lived b famous d distance
d reaching

4

1 highly-respected business people 2 world-famous scientists 3 awe-inspiring idea 4 rocket-powered spaceship 5 long-distance travel 6 short-lived excitement

Overcoming challenges 2.20

5

1 handle a difficult situation, prepared for the worst
2 set a goal, abandon the plan
3 stepped up to the challenge, take the lead
4 keep their nerve, turn the situation around

6

1 F 2 T 3 T 4 T 5 F

Unit 7 Grammar page 125

1

1 to, from 2 in case 3 so that 4 so as not to
5 so that 6 for

2

1 Before the invention of clocks, people used the sun in order to tell the time.
2 The astronaut took his guitar to the space station so as not to get bored.
3 Before modern technology, sailors used the stars in order to find their way.
4 We use this app about astronomy to name the stars in the night sky.
5 You need these glasses so that the sun won't / doesn't damage your eyes.
6 The ancient Greek astronomer, Eratosthenes, used the measurements of shadows to that he could calculate the size of Earth.
7 This robot is needed for collecting samples.
8 Their protective clothing prevents them from getting radiation sickness.

Unit 8 Vocabulary page 126

Knowledge: idioms 2.21

1

1 adoubt 2 knowledge 3 fact 4 doubt 5 question
6 granted 7 gut

Multi-word verbs and single-word synonyms 2.22

3

1 taken in, deceived 2 back up, support 3 come across, encountered 4 goes against, contradict 5 gets across, communicates 6 call for, requires

Qualities and attitudes 2.23

5

1 ignorance of the problem 2 confidence, arrogance
3 humility 4 intellect 5 self-awareness 6 perseverance

6

1 c 2 b 3 a

Unit 8 Grammar page 127

1

1 This tea is believed to cure a cold. 2 It is thought that this diet will make / makes you smarter. 3 It is claimed that this technique will improve / improves your memory. 4 helps you live longer 5 save thousands of lives 6 the accident was caused by human error 7 to be true 8 to have been changed 9 to have been discovered 10 will reduce pollution

2

1 Being lonely could harm your health.
2 Eating meat might have made early humans smarter.
3 It is believed that social media causes teenagers stress.
4 Those who enjoy reading may also be good at writing.
5 It is said that you need to practice for 10,000 hours to become good at an activity.
6 Animals appear to feel earthquakes before humans do.
7 It is claimed that eating cheese at night gives you nightmares.
8 Listening to loud music seems to cause hearing problems.

Unit 9 Vocabulary page 128

Behavior 2.24

1

1 didn't mean to do it 2 make a fuss 3 turn a blind eye
4 intervene 5 get away with 6 overreacting 7 react
8 lend a helping hand

Law and order 2.25

3

1 hold up a bank, commit a crime 2 accuse us of, breaking the law 3 detained, for, released the suspect
4 arrested, charge him with 5 be dropped, convicted / acquitted or acquitted / convicted

4

1 arrest 2 hold up a bank 3 break the law 4 accuse someone of / charge someone with 5 drop charges
6 acquit 7 convict 8 detain 9 release a suspect
10 commit a crime

Being street smart 2.26

5

1 avoid confrontation, defend yourself, have a back-up plan, pay attention, think twice about something
2 get distracted by, look vulnerable
3 threaten someone

Unit 9 Grammar page 129

1

1 a 2 a 3 b 4 a 5 a 6 b 7 b 8 a 9 a 10 b

2

1 hadn't 2 had 3 wasn't 4 were still 5 have been stolen 6 hadn't given 7 would 8 had

Unit 10 Vocabulary page 130

Success 2.27

1

1 have a high income, wealth
2 devote their lives to, rewarding
3 leadership role, fulfilled an ambition, accomplish
4 high on her list of priorities, fame / power, power / fame

Doing what you love 2.28

3

1 decide to start over 2 fill a large part of someone's life
3 do something / someone justice 4 dare 5 keep someone going 6 strive to do something 7 worthy cause 8 truly satisfied 9 triumph

4

1 do him justice 2 keep me going 3 deciding to start over 4 dares 5 triumph 6 truly satisfied
7 fill a large part of her life 8 strive to do

Personal growth 2.29

5

1 d 2 e 3 a 4 c 5 b

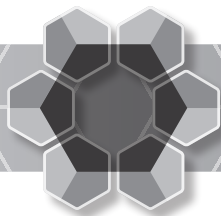
Unit 10 Grammar page 131

1

1 whenever 2 wherever 3 whatever 4 whoever
5 however 6 whoever 7 wherever 8 whatever
9 whichever 10 however

2

1 Dr. Foster never judged people 2 Fran's parents taught her to stand up for herself 3 a cheap yellow uniform
4 way 5 we cannot change the way we think
6 failure 7 Kate's teachers believed in her
8 Matt started writing a blog about life in a wheelchair
9 the book by my favorite author 10 She has always loved keeping a diary



Writing workshop A summary

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 summary, many of the tips and strategies will also apply to other written tasks. The different stages in the writing process are focused on in more detail in individual units of the book, and it might be useful to refer students to individual sections of the Writing workshop as they do each unit. As students get to the end of the course, you can work through the Writing workshop with the class, bringing together all the stages of writing they have studied into one task.

Understand the task

1

- Ask students to read the task.
- Allow students to compare their answers in pairs, then check the answer with the class.

ANSWER

as part of a reading journal to help with revision

2

- Ask students to look at the task again and note down what information from the original text a summary includes.
- Allow students to compare their answers in pairs, then check the answer with the class.

ANSWER

the main points

3

- Students to read the Writing strategy and article then decide in pairs which sentences to include, and why.

ANSWERS

- 1 ✓ It is one of the main points from the article, and it is written in the student's own words.
- 2 ✗ It is an example, so is a detail, not a main point.
- 3 ✗ It is a main point, but it is taken directly from the text, not written in the student's own words.
- 4 ✓ It is one of the main points, and it is written in the student's own words.
- 5 ✗ It is an example, so is a detail, not a main point.
- 6 ✗ It is a personal opinion, but a summary should be objective.

4

- Students match each sentence in the summary with the information it reports from the text.

ANSWERS

- 1 states the author and title of the article and summarizes the main theme of the article as in the introduction
- 2 summarizes paragraph 2
- 3 summarizes the Downey & Condrón study – paragraph 3
- 4 summarizes the Downey & Bobbitt-Zeher study – paragraph 4
- 5 & 6 summarize the Nicoletti & Rabe study – paragraph 6
- 7 serves as a conclusion, summarizing Steinmann's concluding paragraph

5

- Ask students to compare the first paragraph of the article with the first sentence in the summary. Ask: *What information is not included in the summary? Why?* Elicit that some of the details and examples are not included.
- Students could then work in pairs to look at the remaining paragraphs in the article again and decide what information is not included in the summary and why.
- Discuss students' answers as a class.

6

- Ask: *Is all the information in the summary in the same order as the information in the article?* Elicit that it is in the same order.

7

- In pairs, students read the first and last sentences in the summary again and think about their function.

ANSWERS

They act as a simple introduction and conclusion.

Think and plan

1

- Read aloud the Writing strategy. Point out that it is important not to copy from the original text in your notes to avoid plagiarism.
- Students could work in pairs to complete the notes.

ANSWERS

- 1 Condrón 2 only children 3 Older
- 4 Nicoletti & Rabe 5 schoolwork 6 insider information
- 7 the most 8 effect

2

- Students work in pairs to find examples of synonyms or paraphrases in the summary, and examples where the original words have been used.
- Discuss students' answers as a class.

3

- Read aloud the question and allow students time to compare the notes to the final summary.
- Discuss answers a class.

ANSWER

The notes on paragraph 5 are not used in the final summary. It is a less strong point as it doesn't have support from a source and was probably included in the original text mostly to introduce the Nicoletti & Rabe study using a familiar example (about the Williams sisters).

4

- Ask students to read the article "Lifelong Learning." They could work individually or in pairs to make notes.
- Before they start, read through the reminder points with the class.
- Elicit ideas and make notes on the board. If students suggest including ideas that are not important points, discuss if these should be included or not.

Drafting

1

- Read aloud the Writing strategy about writing in your own words.
- Students then read the sentences and complete the paraphrases in their own words.
- Allow students to compare their answers in pairs, then check with the class.

SUGGESTED ANSWERS

- 1 an (appropriately) educated and skilled, crucial / vital
- 2 from (your) mistakes / as you go along / by doing
- 3 innovative / creative thinking, reliance on

2

- Ask students to write paraphrases for the highlighted sections of the “Lifelong Learning” article.
- Allow students to compare their answers in pairs, then discuss their answers as a class.

3

- Read aloud the Writing tip about citing sources. Point out that it is very important to cite the source if you use someone else’s ideas, in order to avoid plagiarising their work.
- Students could work in pairs to find examples of reporting verbs and phrases in the summary.
- Discuss students’ answers as a class.

4

- Students look at the “Lifelong Learning” article again and identify the author and the sources mentioned.
- Check the answers with the class.

ANSWERS

Author: Ann Wallis; Sources: John Field and Gail Dutton

5

- Students then use their notes to write their first draft.
- They could work in pairs to look at each other’s first drafts and suggest improvements.

Review and edit

1

- Read aloud the Writing strategy about improving flow.
- Students could work in pairs to look at the sentences from the first draft of the summary on page 133 and decide what was changed and why.
- Discuss their answers with the class.

ANSWERS

- 1 Examples of the social skills that children learn are not in the final summary because they are examples, not main points.
- 2 The extra information “when they enter kindergarten” is added in the final summary because it is an important point.
- 3 Information about the ages of the children in the study is not included in the final summary, because it is an unnecessary detail.

2

- Read aloud the task and elicit some examples of words and phrases that can be used for linking, e.g., *and*, *but*, *because*.

- Ask students to find examples of linking words and phrases in the summary.
- Allow students to compare their answers in pairs, then check with the class.

ANSWERS

One U.S. study ... A later study, however, also showed ... (shows contrast)

Another advantage ... (adds to the previous point)

Thus, ... (introduces a logical conclusion of the previous points)

3

- Students look at the model summary again and find an example where information from several sentences in the original text has been brought together into one sentence in the summary.
- Check answers with the class.

ANSWER

Sentence 2 in the summary brings together information from two sentences: “From an early age, children with siblings spend a large amount of their time together as first playmates. It is perhaps unsurprising, then, that they pick up a lot of early social skills from older brothers and sisters ...”

4

- Refer students back to the final point in the Writing strategy about being as concise as possible, and leaving out unnecessary words or details.
- Read aloud the first sentence and the example answer. Elicit which words have been cut and why.
- Students could work in pairs to read the sentences and decide which words could be cut.
- Discuss their ideas as a class.

5

- Check answers from exercise 4.

ANSWERS

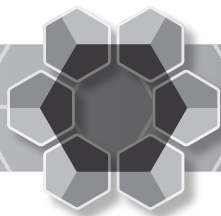
- 2 For some people, communication skills come naturally; for others, they are skills that need to be learned. (-3 words: not necessary for sentence to make sense)
- 3 An ideal candidate for this role will be good at communicating, highly motivated, and able to work on their own initiative. (-8 words: ellipsis of subjects and auxiliaries in a parallel structure)
- 4 There are some soft skills more easily learned through experience rather than training. / Some soft skills are more easily learned through experience rather than training. (-2 words: reduced relative clause using past participle; or -3 words: remove impersonal “there are” and use “soft skills” as the subject with a passive verb)
- 5 How you go about teaching soft skills will depend on the age of the trainees and their life experience. (-8 words: deleted unnecessary ‘in terms of’ and use of noun phrases to replace verb phrases)

6

- Read the checklist aloud before students work through the list to do a final check of their summary.

7

- Students write the final draft of their summary.



Literature A science fiction novel

Introducing the topic

- Read out the heading. Ask: *What is science fiction?* Elicit that it is a story that is set in an imagined world – often the future – where when science has changed the way we live.
- Ask: What science fiction novels or movies do you know? Elicit examples that students know, e.g., *Star Wars*, *Star Trek*, *The Martian*. Elicit that science fiction novels and movies often involve space travel and aliens.
- Focus on the picture of the author and the other pictures on the page. Ask: *What do you know about Jules Verne? What do you think this novel is about?* Elicit what students know about Jules Verne and encourage them to speculate on what the novel is about.

Before you read

1

- Read sentences 1–3 aloud, then ask students to read the information about Jules Verne and *The Story So Far*, then choose the correct answers.
- Check the answers, encouraging students to give evidence from the texts to support their answers. Then ask: *What else would you like to know about Jules Verne? 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 innovative (Verne wrote “original” stories and “many have identified him as the creator of the science fiction genre”)
- 2 widely (“his novels have been translated into more than 140 languages”)
- 3 falling rocks (“their expedition to the Earth’s center is blocked by a rock slide”)

2 3.01

- Before you play the audio, allow students time in pairs to look at the pictures and discuss what they think is happening in each one.
- Refer students to the glossary in 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 them to put the pictures in the correct order.
- Check answers with the class, playing the audio again if necessary and pausing to discuss the order of pictures as each one is mentioned.

ANSWERS

A 4 B 1 C 3 D 2

Recall

3 3.01

- Allow students time to read through the summary. With stronger classes, they could work in pairs and try to remember some of the missing words.
- Play the audio again for students to read and listen and complete the summary.
- Allow students to compare their answers in pairs, then check the answers with the class. Check that students understand the meaning of all the words they have added.

ANSWERS

1 compass 2 earthquake 3 eruption 4 surface
5 water 6 lava 7 ten 8 planks 9 cannon

Interpret

4

- Students could work individually or in pairs to answer the questions. Remind them that they should refer back to the text in their answers, to justify their ideas.
- Discuss the answers with the class.

SUGGESTED ANSWERS

- 1 Verne uses repeated adjective-noun combinations, e.g., “quaking walls,” “shivering rocks,” “burning heat,” “dense vapors,” “agitated compass needle.” He uses descriptive verbs (which are alliterative in translation) – “See how the water boils and bubbles.”
- 2 Verne uses repetition – starting with adjective-noun combinations: “burning lavas, molten rocks,” etc. He then uses intense repetition of verbs that indicate how they will be thrown out of the volcano; these are generally partial synonyms: “thrown out, expelled, tossed up, vomited,” etc.
- 3 Verne uses scientific fact to make his science fiction writing seem more realistic and believable (although it wasn’t referred to as “science fiction” at the time).
- 4 The moment where the adventurers’ raft stops moving creates a feeling of suspense and anticipation for the reader before the final dramatic events where the characters are blown out of the volcano.
- 5 Verne uses language relating to sound (continuous explosions, loud detonations), movement (shaking of the rocks, spinning movement, whirled, rocked), feeling / sensation (snorting flames, vast furnaces (heat), wild, fierce puffs of stormy wind (wind)).

COMMUNICATION

- Read through the Literary strategy with the class. Give a simple example of how a writer could convey an angry character, using each of the techniques, e.g.,
(direct) *He was really angry.*
(speech) *"Get out!" he shouted.*
(behavior) *He walked out and slammed the door.*
(effect on other characters) *Sophie looked at him with fear in her eyes.*
(appearance) *His mouth was twisted into a snarl.*
(thoughts) *"I will get my revenge on him!"; he thought.*
- Students could work in pairs to answer the questions about indirect characterization in the extract.
- Discuss the answers with the class, encouraging students to refer back to the text in detail and give examples.

ANSWERS

- 1 **anxious / pessimistic:** Axel
confident / optimistic: Professor Lidenbrock
- 2 **Possible answers:**
 - a "we are lost now, utterly lost!"
 - b What are you in a fright about now?" ... "What is the matter with you?"
 - c "My uncle calmly shook his head."
"Yes," replied the Professor, eyeing me over his spectacles.
 - d He often makes short exclamations at the beginning of what he says, e.g., "What! Don't you recognise the symptoms?" and "An eruption! Do you mean that we are running up the shaft of a volcano?"
He is also described as speaking in an agitated and anxious way using verbs such as cry and shout.
 - e Axel's private thoughts show that he is very anxious and in inner turmoil, e.g., "I went rapidly over the thousand ideas which passed through my mind." and "... I was occupied with strange and almost childish speculations. But I was the victim, not the master, of my own thoughts."
- 3 The advantages of indirect characterization are that readers are more involved and included if allowed to draw their own conclusions about a person in the text, rather than simply being directly told by the author. Readers can piece together the person's character through what they say and do during the course of the narrative.
- 4 **students' own answers**

Extra activity

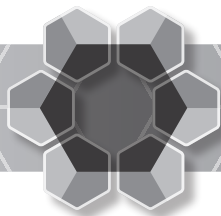
- To give students a greater understanding of the different techniques for indirect characterization, put them into pairs and ask them to choose a feeling or quality, e.g., *happy, excited, generous, mean*. Ask them to write an example of each type of indirect characterization to show this feeling or quality.
- Ask pairs in turn to read their examples to the class. Other students can listen and guess the feeling or quality that is being shown.

Respond**6**

- Read through the instructions with the class.
- Ask students to work individually to write their paragraph.
- Monitor and help while students are working.
- Tell students to put their texts up on the classroom wall and circulate around the classroom to read each other's texts.
- After they have read them all, discuss with the class any effective characterization that is included.
- Discuss as a class which scenes students enjoyed listening to and why.

Extra activity

- Ask: *Which of the techniques for characterization can be used in a movie? Which cannot be used?* Discuss with the class what techniques are used in movies (speech, behavior, effect on other characters, appearance) and which cannot be used (direct characterization, thoughts).
- Ask: *What extra techniques can be used in movies to show character?* Elicit a few ideas, e.g., sound effects, lighting, costumes, special effects, and discuss how these could be used to show character.
- As a class, you could choose a science fiction movie that students all know, then choose a character and discuss what techniques are used to show their character through the movie.



Literature A graphic novel

Introducing the topic

- With books closed, ask: *When you were younger, did you read books that had a lot of pictures? How did the pictures help you understand the story?* Elicit a few ideas, e.g., they help you imagine the characters and the setting of the story.
- Ask: *Do you think illustrations are also a good idea in books for teenagers and adults? Why? Are there any disadvantages to having illustrations?* Discuss the questions as a class.

Before you read

1

- Point to the extract from a graphic novel on pages 143–144, then ask students individually to read and answer the questions.
- Allow students to compare their answers in pairs, then discuss them with the class.

SUGGESTED ANSWERS

1 students' own answers

2 A graphic novel: is highly illustrated; has a small amount of text; includes speech in bubbles, shows mood and atmosphere through visual means such as the characters' expressions and body language, and use of color.

A traditional novel: has no pictures (except possibly the occasional illustration); has full text; shows speech and dialogue through punctuation; conveys mood, atmosphere, and people's feelings through language.

3 When reading a graphic novel, readers are visually given many key pieces of information, such as what the characters look like; the readers will usually use a combination of written and visual clues to make sense of the story; the process of reading can be quicker. When reading a traditional novel, readers have to visualize the characters, etc., in their "mind's eye." The readers also have to understand the story through reading the text alone (rather than being helped by visuals). A traditional novel can take longer to read than a graphic novel.

2

- Ask students to read about Charlotte Brontë then complete the summary.
- Check the answers and check that students understand *groundbreaking* (= new and different) and *pseudonym* (= a false name).
- You could elicit the names of other British novelists from this period that students know, e.g., Charles Dickens, Thomas Hardy, Mary Shelley.

ANSWERS

1 Charlotte Brontë 2 groundbreaking 3 1847
4 Currer Bell 5 Emily 6 Anne 7 pseudonyms
8 women 9 life

Culture note

In Victorian Britain (during the 19th Century), women did not generally work. However, some women were employed by richer families. Poor women were used as servants and more educated women could find employment as governesses to teach the rich families' children. It was not considered acceptable for women to write novels, especially ones that told stories about love or romance. For this reason, Charlotte Brontë and her sisters all wrote their novels using male pseudonyms.

3  3.02

- Before you play the audio, ask students to look at the pictures quickly. Discuss as a class what they can guess about the story from looking at the pictures. Ask questions if necessary to prompt them, e.g., *Who do you think is the main character? Why? What can you learn about this person from the pictures?*
- Point out the glossary at the bottom of page 144 and allow students time to read it.
- Play the audio for students to read and listen, then ask them to complete the character descriptions with the correct names.
- Allow students to compare their answers in pairs, then check with the class.

ANSWERS

1 Jane Eyre 2 Mr. Brocklehurst 3 Bessie
4 John Reed 5 Mr. Lloyd 6 Eliza Reed
7 Mrs. Reed 8 Georgiana Reed

Recall

4  3.02

- Allow students time to read through the questions, then play the audio again for students to read and listen. Ask them to answer the questions, giving evidence from the extract to support their answers.
- Allow students to compare their answers, then check with the class. Refer back to details in the graphic novel if necessary to explain the answers.

SUGGESTED ANSWERS

1 Jane is living with her aunt Mrs. Reed's family, because she is an orphan with no money: "You are a dependant, mama says; you have no money; your father left you none ... If she were to stop supporting you, you would have to go to the poor-house."

2 The reasons for Jane's unhappiness are: She is sometimes criticized by the nurse Bessie (though Bessie becomes kinder to her) and she also feels physically inferior to her cousins: "I often came home with a sad heart because I had been criticised by Bessie, the nurse, and humbled by my physical inferiority to my cousins."

Mrs. Reed is cruel to Jane, e.g., locking her in the red room. John Reed bullies Jane and uses physical violence against her, as seen in the illustrations.

- 3 Lowood boarding school, where Jane will be sent, seemingly has very simple conditions with “plain food, simple clothes, and unsophisticated accommodation.” We could infer that these mean harsh conditions, e.g., Mr. Brocklehurst himself seems very severe and harsh from his words and his appearance.

5

COMMUNICATION

- Put students into pairs to try to retell the story in their own words and predict what they think happens to Jane at Lowood School.
- You could work as a class and try to retell the story, starting the story yourself and then asking pairs in turn to continue it.
- Discuss students’ predictions as a class.

Interpret

6

- Explain to students that in this task, they must use their own ideas to interpret what they have read in the graphic novel. Tell them there are no definite right and wrong answers to the way they interpret the text, but they must be able to justify their answers with details from the text.
- Students could work in pairs, or they could work individually to answer the questions, then compare their answers in pairs.
- Discuss the answers with the class.

SUGGESTED ANSWERS

- 1 a Mrs. Reed
b to Jane Eyre
c shows that she is unkind, self-justifying, and vindictive
d shows that she treats Jane differently to her own children, and is happy to exclude Jane from family life
- 2 a John Reed
b to Jane Eyre
c shows that he is unkind, conceited, and cruel
d shows that he sees Jane as his inferior and not a true member of the family (even though she is his cousin)
- 3 a Jane Eyre
b to John Reed
c shows she is spirited, feisty, tough, and hot-tempered
d shows how much she resents his bullying behavior
- 4 a Mr. Lloyd
b to Jane Eyre
c shows he is kind (in contrast to the other adult male Mr. Brocklehurst)
d shows he cares about her well-being
- 5 a Mr. Brocklehurst
b talking to Mrs. Reed about Jane
c shows he is cold and unkind
d shows that he perceives Jane as an object to be discussed rather than spoken to
- 6 a Jane Eyre
b to Mrs. Reed
c shows she is strong-willed, not prepared to be downtrodden, and capable of being extremely challenging to those in authority
d shows her resentment of her aunt and also that she doesn’t love her or see her as any sort of mother figure.

7

- Read the Literary strategy aloud.
- To help students grasp the idea of the different perspective of images, ask them to imagine an image of their classroom. Ask: *If you are drawing this image from the student’s perspective, where is the teacher?* Elicit that the teacher would be at the back of the image. Ask: *If you are drawing it from the teacher’s perspective, where is the teacher?* Elicit that the teacher is at the front of the image, and you see the students in front of you.
- To help them grasp the idea of mood, say: Imagine an image of two people talking in a garden. *How could you make the mood bright and cheerful?* Elicit that you could make the weather sunny and add flowers. Ask: *How could you make the mood sad or scary?* Elicit that you could make it quite dark, with grey clouds, and no flowers.
- Students could work in pairs to answer the questions about the extract.
- Discuss the answers with the class.

ANSWERS

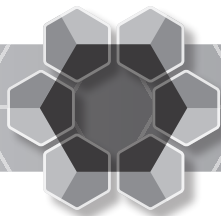
- 1 Jane Eyre is told from Jane’s point of view. It is clearly established through the image which shows the back of Jane’s head looking at the scene in frame one, and the fact that Jane is lagging behind and separate from her cousins in frame two. It is supported by the use of the pronouns *I* and *my* and the reference to “my cousins.”
- 2 The book is a symbol of escape for Jane. The symbolism of the book changes when John takes the book from Jane and then throws it back at her. It is as if he is throwing her dreams back at her and destroying any hope of achieving them.
- 3 The close-up magnifies the sense that Jane is trapped, frightened, and alone in the room, with just her own thoughts.
- 4 The mood of the final frame is sombre and foreboding through the use of color, the bleak setting, and the “action” which shows the small figure of Jane arriving alone. There is not much speech and no words of welcome or encouragement. The sign for Lowood school is also intimidating and unwelcoming.

Respond

8

COMMUNICATION

- Tell students they are going to act out all the scenes from the extract.
- Put them into groups of nine. If you have some students over, make the groups slightly bigger and ask students to share the role of director.
- Read through the instructions with the class, then ask students to work in their groups and prepare their performance.
- Monitor and help while they are working.
- Ask groups in turn to perform the scenes for the class. Students can watch the performances and note down any differences in interpretation.
- When all groups have performed, discuss as a class which performances captured particular characters well, and discuss any differences in interpretation.



Literature A poem

Introducing the topic

- With books closed, ask: *Do you ever read poems? What poems do you know? What are the features of a poem?* Elicit a range of answers. 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.

Before you read

1

- Read out the question and discuss as a class the difference between being alone and being lonely.

SUGGESTED ANSWER

Being alone means that you are by yourself, without another person present. *Being lonely* means that you feel unhappy because you are not with other people or you don't have anyone to talk to.

2

- Ask students to read the information about Katherine Mansfield and decide if the sentences are true or false, or not found in the text.
- Check the answers with the class.

ANSWERS

1 F 2 T 3 F 4 NF

Recall

3  3.03

- 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 and underline the evidence for their answers in the poem.
- Discuss the answers as a class, referring back to the poem to confirm the answers.

ANSWERS

- 1 in a bedroom ("to sit beside my bed")
- 2 night time ("who comes at night")
- 3 Loneliness ("Now it is Loneliness who comes at night")
- 4 female ("I watch her," "She turns," and "She, too, is old, she, too has ...")

4  3.03

- Allow students time to read through the questions.
- Play the audio again for them to read and listen to the poem again and answer the questions.
- Allow students to compare their answers in pairs then check with the class, eliciting evidence from the poem to confirm the answers.

ANSWERS

- 1 Sleep. The narrator is unable to sleep and is lying awake.
- 2 She feels like a tired child.
- 3 She watches her blowing out the light (oil lamp).
- 4 The ebbing tide breaks on a barren shore and a strange wind flows, and then there is silence.

Interpret

5

- Read through the Literary strategy with the class. Students could work individually or in pairs to answer the questions.
- With weaker classes, read out the first question and elicit how loneliness is personified in the poem (as an old woman who comes to the narrator's house at night). Once they have this image in their heads, students should find it easier to answer the remaining questions.
- Discuss the answers with the class.

SUGGESTED ANSWERS

- 1 Loneliness is personified as an old woman who silently visits the narrator's room at night.
Possible answer: I think it's an effective image because the personification of loneliness is quiet, still, and slightly spooky, which might convey the concept of sad isolation.
- 2 The poet creates a detailed personification of loneliness through her:
actions: blowing out the light could symbolise the darkness of the state of loneliness.
state: she is motionless and weary which could help to imply the sadness of being solitary and alone.
appearance: she is old and droops her head, which again conveys a solemn, sad impression. However, she wears the laurel leaves of past victories, which also implies a noble dignity.
- 3 The narrator is accepting of Loneliness and lays waiting for her, then observes her sitting motionless and drooping her head. She isn't afraid of Loneliness and doesn't try to drive her away. The narrator also identifies with her and states "She, too, is old; she too, has fought the fight. / So, with the laurel she is garlanded." This possibly implies that, like Loneliness, the narrator has lived a difficult life but overcome difficulties encountered.
- 4 The narrator takes her hand and clings to her, seemingly finding comfort.
- 5 There could be a number of interpretations. It could be that the barren land filling with the dreadful monotone means she is waiting for death. Alternatively, rain in a barren land could be interpreted as a more positive and optimistic thing.

6

COMMUNICATION

- Read aloud the task and the three answer options.

- With weaker classes, elicit some words that could make the mood of a poem optimistic and cheerful (*bright, laughter, sing*), some that could make it sombre and reflective (*dark, sad, tears*), and some that could make it peaceful and calm (*quiet, still*).
- Put students into pairs to discuss the mood of the poem and find words that contribute to the mood.
- Discuss the question as a class, encouraging students to refer back to the poem to support their opinions.

ANSWER

b (weary, droops her head, old, sad dark, ebbing tide, barren shore, unsatisfied, the dreadful monotone of rain)

Respond

7

- Read though the instructions with the class.
- Ask students to do questions 1 and 2 first, and check these answers with the class.
- Students can then work in their pairs to prepare and practice their interviews. Monitor and help while they are working.
- With weaker classes, continue asking students to do each question in turn, then stopping them to elicit some possible answers from the class before they move to the next question. This will ensure that weaker students have enough support to enable them to plan and carry out their interview.
- Ask pairs in turn to read their interviews in front of the class. Other students can listen and note down one thing they like about each performance.
- Students then reflect on the performances in their pairs. Discuss their responses as a class.

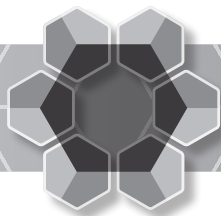
POSSIBLE ANSWERS

1 She appears to visit people when they can't sleep. She comes to sit beside people's beds. She always seems to be alone. She seems to prefer darkness because she blows out the light. She appears to be a very calm, still, and gentle person. She looks and acts as if she's exhausted from her past life. She appears to be old. She seems to have some mysterious, glorious past because she wears the laurel leaves of victory.

2–8 students' own answers

Extra activity

- For homework, you could ask students to find another poem about being lonely. 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 personification, 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.



Literature A piece of travel writing

Introducing the topic

- With books closed, ask: *What countries have you visited?* Elicit answers from individual students.
- Then ask: *What countries have you read about, or learned about on TV?* Elicit answers from students, and elicit the kinds of things they have learned about different countries from books or TV shows.
- Ask: *Have you ever read any travel writing?* If necessary, explain that travel writing is a kind of writing where an author travels around a country and writes about their experiences, describing the country, the people, the way of life, and their own personal experiences there. Ask: *How is travel writing different to a travel brochure?* Elicit a few ideas, e.g., it gives an idea of what real life is like in a place, and can give you an idea of what it is like to be in a particular country.

Before you read

1

- Ask students if any of them have heard of Bill Bryson or read any of his books. Elicit what they know about him.
- Ask students to read the information about Bill Bryson and *The Story so Far*, then complete the factfile.
- 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

Nationality: American-British

Born: 1951, Iowa, in the U.S.

Jobs: journalist and editor, writer

General types of writing: non-fiction

Main subjects covered: travel, science, language

Places written about: Europe, U.K., U.S.

Characteristics of his travel writing: humor, descriptions, everyday life

Travel ambition: seeing the Northern Lights

Culture note

The Northern Lights (aurora borealis) refers to a natural display of light that you can sometimes see in the night sky in northern regions such as the far north of Europe. They are caused by magnetic disturbances in the atmosphere, caused by the sun, and appear as strange, brightly-coloured lights that seem to move across the sky.

Recall

2 3.04

- Focus on the pictures and explain that they all show different forms the Northern Lights.
- 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 decide which image doesn't represent the type of northern lights that Bryson saw.
- Check the answers as a class, referring to the extract to confirm the answers.

ANSWERS

A; B = "a translucent cloud of many colours – pinks and greens and blues and pale purples;" C = "They were of only one colour, that eerie luminous green you see on radar screens."

3

- Ask students to read the extract again and put the events in order.
- Allow students to compare their answers, then check with the class. Refer back to details in the extract if necessary to confirm the answers.

ANSWERS

a 6 b 5 c 1 d 3 e 4 f 2

4

- Ask students to decide individually if the sentences are true or false, then put students into pairs to compare.
- Check the answers with the class, eliciting evidence from the text to support the answers.

ANSWERS

- 1 T (Everyone says to him "You should have been here just before Christmas.")
- 2 F (The Northern Lights appear low in the atmosphere, but Bryson says "I knew from my reading that the Northern Lights are immensely high up in the atmosphere, something like 200 miles up.")
- 3 T (Bryson states that "They are capable of the most weird and unsettling optical illusions" and "To this day many Lapps earnestly believe that if you show the Lights a white handkerchief or a sheet of white paper they will come and take you away.")
- 4 F (Bryson says "The eerie thing was how silent it was.")
- 5 F (The buses out of town only depart once a week, and are sometimes subject to cancellation because of snow. Bryson wants to reserve a seat on the following week's bus, but this has been cancelled: "What was I going to do with myself for two more weeks?")
- 6 T (Bryson says "It was a nice town. I liked the people. They had been kind to me.")

Interpret

5

- Point out that in this task, students should give their own opinions, based on information in the extract.
- Students answer the questions individually, then discuss their ideas in pairs.
- Discuss the questions with the class.

POSSIBLE ANSWERS

- 1 He describes his repeated failed attempts to see them at different times of the day, which is contrasted with the locals' breezy reassurances that it is easy to see them.
- 2 He uses a short introductory sentence in a declarative style, "*On my sixteenth day in Hammerfest, it happened.*" This introduces and frames his description.
- 3 Verbs of movement that he uses include: *swirl, shoot, hang, creep, flow, fly, sweep across, flashed across, spun, vanish, and reappear*. He uses them to vividly convey the many different ways that the Northern Lights appear to move across the sky.
- 4 He has a range of different reactions. He says "I stood transfixed," "it was the most beautiful thing I had ever seen," "I was constantly twisting and turning to see it." He also says "I stayed and watched for two hours unable to pull myself away." It shows to the reader how amazing they are to watch. It also shows how widespread they are across the sky, because you need to twist and turn.
- 5 He introduces humor in a number of ways:
 - His frenetic questions to the tourism director: "Today? Really? When?"
 - The contrast between himself and the tourism director, who looks at his watch "with the casualness of someone who has lived for years in the middle of nowhere."
 - The comic speed in which he dashes to the hotel: "I have seldom moved so quickly."
 - The fact that he has oddments of clothes trailing after him as he arrives at the bus.
- 6
 - Read through the Literary strategy with the class.
 - To demonstrate to students why comparisons are important in a descriptive text, you could give a description of one of the images on page 150 without using any comparisons, e.g., *It was dark, and the sky was all green*. Elicit that the description is not interesting or exciting, and does not engage your imagination.
 - Put students into pairs to answer the questions.
 - Discuss the answers with the class.

SUGGESTED ANSWERS

- 1 It is rich in comparison because Bryson is describing something strange and unusual that most people have never seen. He therefore describes the "unknown" Northern Lights in terms of things that are known to the reader.
- 2 Similes:

"It had an oddly oily quality about it, like the rainbows you sometimes see in a pool of petrol." He's comparing the quality or appearance of a particular "cloud of many colors" he saw to a rainbow effect in oil.

"they shoot wraith-like across the sky, like smoke in a wind tunnel." He's describing the way they move and comparing them to the movement of smoke in a wind tunnel.

"sometimes they hang like luminous drapes." He's describing the way the Northern Lights hang in the sky, and comparing them to lit-up drapes (curtains).

"then hang there like vapour trails." He's describing how they hang in the sky like vapour trails, which are left in the air behind airplanes.

"they flashed across the sky like falling stars." He is describing the way they move across the sky like falling (shooting) stars.

- 3 students' own answers
- 4 He uses "wraith-like" and "static-like." They mean like a ghost or an apparition, and sounding like static – the "interference" you might get on a radio, TV, or other communications device.
- 5 "They can seem to come out of the sky and fly at you at enormous speeds, as if trying to kill you." And "Sometimes the Lights would flicker brightly in the west, then vanish in an instant and reappear a moment later behind me, as if teasing me." Both examples give the Northern Lights human qualities, a technique which we call personification. This makes it seem as if Bryson is having an interaction with a living thing, and adds a degree of drama to the text.

Extra activity

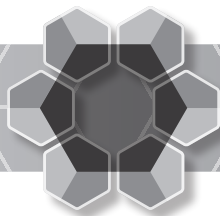
- Before students move on to writing about a different natural phenomenon, you could ask them in pairs to imagine they are seeing the Northern Lights and write a short description of one of the images on page 150.
- Ask pairs in turn to read their descriptions to the class.

Respond

7

CREATIVITY

- Read through the instructions with the class, then read out the information about the three different phenomena.
- With weaker classes, you could focus on each of the phenomena in turn and ask: *What do you think it looks like? How do you think you feel when you look at it?* Elicit a few ideas, and try to elicit some descriptive language and comparisons about each one.
- Ask students individually to choose the phenomenon they will write about, then explain their choice to a partner.
- Ask some students to tell the class which one they have chosen, and why.
- Students then write their three paragraphs individually. Weaker students could work in pairs for this.
- Monitor and help while students are working.
- Ask students to swap their descriptions with a partner or another pair and give feedback. Remind them that feedback should always be positive and constructive.
- When students have written their final drafts, put them into groups to read their descriptions to each other and note down the comparisons that are used.
- They then give feedback on the descriptions and answer the questions in number 6.
- You could ask groups in turn to read their favorite description to the class and explain why they like it.



Student Book audio and video scripts

Unit 1, page 5, exercises 3 and 4 Factfix VIDEO

Sara Hi there, and welcome to Factfix! I'm Sara ...

Tom ... and I'm Tom. Now our question today is "How have animals inspired us?"

Sara And we're looking specifically at biomimicry, where we take inspiration from nature in order to solve problems or improve technologies. "Bio" refers to nature and living things, as in "biology." "Mimicry" is like "copying."

Tom A brilliant example of this is the kingfisher bird. So, what does this bird have in common with the Japanese bullet train? You see, a Japanese engineer noticed that kingfishers fly through the air very efficiently and can dive into the water without making much of a splash. At the time, he was working on the bullet train, which made an extremely loud noise when it went through tunnels. Inspired by the kingfisher's beak, he and his team re-designed the train's front to make it more aerodynamic. As a result the train was quieter, faster, and more energy-efficient than ever before!

Sara Another groundbreaking design we have borrowed from animals comes from the fins of humpback whales. You see, they have bumps on the edges of their fins that enable them to move easily through water. A marine biologist decided to apply the same design to the fans on wind turbines. The bumpy blades made the fans 20% more energy efficient.

Tom There are so many examples out there of how biomimicry has inspired and improved design.

Sara Like the eco-friendly cardboard bicycle helmets that mimic the bone structure of the woodpecker, which has a shock absorbing skull. This allows it to drill trees up to 12,000 times a day!

Tom Or, how the designers of camera lenses were inspired by moths' eyes, which are anti-reflective so they don't attract predators. They have tiny pillars on the outside that allow light in but stop it from bouncing out again. This has been mimicked by camera lenses to do exactly the same thing.

Sara And finally, did you know that swimsuits designed with overlapping layers, like shark scales, can help swimmers move through water much more quickly?

Tom So, that's why Michael Phelps won so many medals! I need a new swimsuit.

Sara Good idea. But you still won't be Michael Phelps!

Tom True enough! But, as you can see, animals have given us a lot of ideas for new designs and innovative engineering.

Sara I wonder what problem they'll help us find a solution to next? See you next time everyone!

Tom Bye!

Unit 1, page 11, exercises 4 and 6 1.02

Presenter Today on Global Matters, we are looking at animal products, the impact these products have, and what alternatives there might be. There's no disputing the fact that there are problems associated with animal products, but if we gave them up, what would we replace them with? In the studio today we have environmentalist Dr. Helen Brady to talk about the challenges we face and make a case for reducing our reliance on animal products. Welcome, Dr. Brady.

Dr. Brady Thank you. Well, the fact of the matter is that our dependence on animal products is bad for us, bad for the environment, and bad for animals, too.

Presenter Can you back up those claims?

Dr. Brady Lots of studies already have. Let's take meat as an example. Statistically, there is a proven link between excessive meat consumption and heart disease.

Presenter Although eating meat did help us evolve – apparently eating cooked meat enabled our brains to grow quickly. So maybe we should eat some?

Dr. Brady On the face of it, that would make sense. But nowadays, we have access to such a wide variety of plant-based foods that we can get all the nutrients we need from that, with no effect at all on our development.

Presenter That's good to know.

Dr. Brady There's also an ethical dimension to consider. Meat, dairy, and eggs are often produced on industrialized factory farms, where animals have a very poor quality of life. That's something we have to take seriously.

Presenter I agree, although there are small-scale organic farms that are more ethical in that they have better conditions for animals.

Dr. Brady Yes, except products from these farms are often expensive, and most people cannot afford them. And anyway, I think we are missing the main point about animal products.

Presenter Which is?

Dr. Brady The cost to the environment – it's simply huge! Did you know that it takes around 300 liters of water to produce a kilo of vegetables, but more than 15,000 liters to produce a kilo of red meat! There are plenty of statistics and charts like these that highlight the enormity of the problem. By 2050, the global population could be more than nine billion. Let's make no bones

about this – there is simply not enough water to produce meat for that amount of people.

Presenter That's a concern. But not all meat is equal. Looking at this chart you have given me I can see that a kilo of chicken uses around 4,000 liters of water, which is less than a kilo of nuts. Apparently it takes about 9,000 liters to produce a kilo of nuts, or twice as much as a kilo of chicken!

Dr. Brady That's true, but there is also the use of land to consider. Animals use around 39% of the Earth's habitable land, which includes land used for making their feed. Compare this with the 11% that is used for crops. We shouldn't make light of that fact.

Presenter What about other animal products, such as leather. Should we avoid it?

Dr. Brady That's an interesting question. Leather production creates a lot of pollution from the toxins used in tanning, but leather is a by-product of the animals reared for meat. To produce another completely new product could create a bigger carbon footprint.

Presenter So should we keep on buying leather?

Dr. Brady Not necessarily. The thing is we need to reduce our overall dependency on any product that comes from animals. The greenhouse gases emitted in producing animal products are huge: a recent study found that the top three meat firms produced more greenhouse gases in 2016 than the whole of France.

Presenter So we seem to have a lot of evidence that proves that using fewer animal products will help the environment and our health.

Dr. Brady Exactly. According to the United Nations, we all need to use fewer animal products and eat more vegan meals, which will help in the fight against climate change. The bottom line is this: reducing animal products will help the environment, animals, and ultimately ourselves, too.

Unit 1, page 13, exercises 2 and 4 Reflect VIDEO

Why are animals important?

How have animals inspired us?

Designers often look to the natural world when trying to make something faster, stronger, or more flexible. For example, an adhesive material, capable of mounting a TV to a wall, was inspired by the skin of a gecko. This process of adopting principles from the natural world is known as biomimicry, and it has helped designers come up with many amazing new technologies.

Can animals be good companions?

We love pets, but the idea of animals as companions is relatively recent. It wasn't until the 19th century that pet keeping became popular and even then, it was only the upper classes who could afford to keep animals for pleasure. Today, however, around 85 million American families own a pet. Some studies have shown that pets decrease stress and make people more active and sociable, which has a positive influence on emotional and physical health.

Why do we need animals and insects?

Humans rely on animals and insects for many reasons: food, clothing, healthy soil to grow plants, and to maintain balanced eco-systems. Take frogs, for example. Tadpoles clean our waterways by eating algae. Frogs also eat insects, so without them, there would be less pest control. And they are food for birds, fish, and other mammals, so without frogs these animals would struggle to survive. But recently, frog populations worldwide have been rapidly declining. Estimates suggest that over 200 species have died out since the 1970s! If frogs and other animals continue to disappear, the planet's eco-systems will suffer, and so will we.

Do we need animal products?

Livestock farming requires valuable resources, such as water and land, so animal products are generally bad news for the environment. But the good news is there are alternatives. Most meat products can be replaced by cheaper vegan alternatives, such as soy meat, or tofu. Other animal products such as leather can also be replaced by plants. One company has created a leather substitute by weaving together the fibers of pineapple leaves. Experts agree that we need to become a more water-efficient society – and fast! Changing our reliance on animal products will be a big help in doing this.

How should we treat animals?

New discoveries about the brain have improved our understanding of animals. We now know that many animals feel the same kinds of sensations and emotions as we do. Elephants, for example, appear to grieve when one of their group dies. And some animals even have a sense of humor, like chimpanzees and bonobos, who often play practical jokes on each other. So, do animals with more complex emotions deserve more rights? Or should we treat them all the same? What do you think?

Unit 2, page 15, exercises 3 and 4

Tom Hi guys and welcome to Factflix with me Tom...

Sara ... and me Sara.

Tom What happened to your arm?

Sara I fell off my skateboard and it's really sore. But the good news is it's not broken, and I got to have an X-ray. Cool, huh?

Tom Yeah – and it leads us perfectly to the question of today's video: "Why do we look below the surface?"

Sara Sometimes, the exterior of something doesn't tell us what we need to know, and we need to see inside or underneath to find out more. That's why doctors use x-rays, which were first invented in 1895. One of the first uses of x-rays was to locate a needle in a patient's hand so it could be removed!

Tom But it isn't just doctors that look beneath the surface. Suppose that historians only ever looked above ground; they wouldn't know nearly as much. Old objects get covered up by centuries of dust, earth, and vegetation, so you have to dig down for them.

Tom Archaeologists have uncovered whole subterranean cities this way.

Tom And these works by ancient Greek writers were believed to have been lost forever, until archaeologists found fragments of them in a historic Egyptian garbage dump.

Sara Old buildings can tell interesting stories about their past as well, if you look below the surface. In 2013, restorers were renovating the interior of the Sforza Castle in Italy, when they discovered part of a mural by Leonardo da Vinci. It had been concealed under 17 layers of white paint!

Tom Another reason for looking below the Earth's surface is to understand the Earth itself better. Climate scientists, called paleoclimatologists, collect ice cores from deep inside glaciers, sometimes as deep as 3 km below the surface, where the ice is about 800,000 years old. The ice and the bubbles of atmospheric gases inside them reveal a lot about what the climate was like in the past.

Tom With this information, it's possible to better understand how the Earth's climate is changing in the present and predict how it might change in the future.

Sara This links to another reason we look beneath the surface – to extract the materials and minerals we need. This is called mining, and without it we wouldn't be able to make most of the technology we use every day, like cars, planes, computers or even our phones.

Sara But this technology causes pollution too, which is why we need renewable energy. However, even renewables require some mining. The best long-life batteries to store electricity from wind and solar power use a substance called antimony, and this also has to be taken from the ground. Looking ahead, estimates suggest we'll run out of antimony within 30 years, unless we find more!

Tom That's a very scary thought! Of course, we all have our own fears and anxieties – they're part of our inner self rather than our outer self. But we don't always show our true feelings or share our worries and difficulties with other people. We usually have to get to know somebody better to find out what's going on inside.

Tom So, Sara, how are you feeling?

Sara I'm OK, but my arm still hurts.

Tom Oh, yeah – sorry, I forgot! But that's it for today's show. Bye!

Sara Nope. That's not happening today. See you next time!

Unit 2, page 19, exercise 5

Camille Excuse me. We were wondering why there were so many tunnels underneath Paris. Were they dug specifically for the human remains?

Guide No, they weren't. They started out as part of a quarry, dug by people extracting stone to use for building. Lots of buildings in Paris are made of stone from these underground tunnels.

Camille Do you by any chance know which ones?

Guide The Louvre Museum is one example. The stone is that warm gray color that you see all over the city.

Paul And do you know how many kilometers of tunnels there are below the city?

Guide More than 200 kilometers of quarry tunnels. And a lot more if you include all the sewer tunnels, the metro tunnels, and so on. There are some very detailed maps of the tunnels. Artists have gone into the tunnels, too, and created amazing artwork.

Camille Wow! I'd love to see that artwork. Hey, Paul, do you want to try and see it?

Paul Yeah, good idea. Would you happen to know if there are any tours to see the underground artwork?

Guide I'm afraid there aren't. It's illegal to enter most of the tunnels.

Paul Oh, that's a shame.

Guide They're very dangerous, unfortunately.

Camille Oh. We've read that there are a lot of other underground tours, though. Are any of them worth doing?

Guide Well, it depends what you're interested in, but there are a lot of good options. Most people enjoy seeing ...

Unit 2, page 20, exercises 4 and 5

A We were always moving to a new city because of my mom's job. I went to five schools in six years! By the time I started at my current school, I'd decided there was no point in making the effort with friendships, because they wouldn't last. I didn't even try to be friendly with people. Everyone made assumptions about that, of course, and decided I must be weird. When I finally realized I did want to make friends, it was too late because everyone avoided me. Anyway, one lunch time I was really clumsy. I tripped while I was carrying my tray to a table, and my food went everywhere. A lot of people laughed, but one guy, Dylan, came and helped me clear up the mess. Then he invited me to sit at a table with him and his friends. At that point, things started to get better for me. Dylan and I never became great friends, but his kindness that day gave me the chance to start talking to people, and other friendships grew. Thank you, Dylan!

B When I was younger, I used to be really mean to my classmates. I'd make fun of someone's hair or the way they looked. There was this one boy who used to come to school in odd, old-fashioned clothing. His name was José, and I used to tease him a lot. Sometimes I felt guilty about being mean, but I guess I got a thrill from having a sense of power over other people. You see, at home, I felt powerless. My big sister was always telling me how pathetic I was. One morning, before school, my sister had been particularly terrible. So when I sat down on the school bus, I sighed loudly. A voice came from behind me: "Having a bad day?" I turned around in my seat. It was José! I didn't really want to speak to him, so just muttered a response: "Yeh, pretty bad." "Why's that?" he said. At first I thought, "Why is he talking to me?" But before I knew it, I was telling him all about my problems at home. He listened carefully and was understanding – he even told me about some problems in his own home life. When I'd finished, he gave me a kind smile and offered me a cookie from his lunch. "What a nice guy," I thought. He did it in spite of everything I had said to him in the past. There was nothing odd about him as a person. I guess it's true what they say: don't judge a book by its cover. He just had an unusual way to dress. Anyway, I accepted his offer of a cookie. It made me think – there was real power in that small act of kindness. I decided, then and there, that was the kind of power I wanted. Not the power you get from being mean, but the power you get from being kind. And little by little, I managed to change my habits. I'm a much nicer person these days.

C I was in a cafe and I'd ordered a tuna sandwich, but the waitress brought me a cheese sandwich instead. I had to wait for her to redo my order, and it was making me late for a meeting with my friends. Eventually, she brought a tuna sandwich, but it had mayonnaise in it, and I'd specifically asked for one without mayonnaise! In my anger, I guess you could say I jumped to conclusions – I told her she was incompetent in front of the other customers. I demanded she get someone else to serve me. Then, when she explained they were short of staff, I said, "Oh, just forget it!" and I walked out of the cafe. Later, I was telling my friend about the waitress, and he said, "Oh, my sister's friend, Raquel, works at that cafe. Poor girl – her dad's in the hospital. I can't imagine how she must be feeling." I remembered the waitress earlier had a name tag – Raquel. I felt so bad that I'd made her day even worse than it already was. Ever since then, I've always tried to keep an open mind about people, because you never know what's going on in their lives.

Unit 2, page 23, exercises 2 and 4

What's below the surface?

Why do we look below the surface?

We look below the surface of things for all sorts of reasons. It can allow us access to underground resources, new information, or enable us to discover hidden problems. Looking below the Earth's surface can teach us about the past. Fossils, for example, can tell us about species that became extinct millions of years ago. We can analyze them to find out how they lived, died, and even what they ate.

Do plants secretly communicate?

Under the surface of a forest, plants communicate and exchange minerals via a network of fungi growing in the soil. Cooperating with other individuals makes the whole forest more resilient. But some plants take advantage of this system, like these ghost plants. The plant is pure white because it has no chlorophyll and doesn't make food through photosynthesis. Instead, it takes out carbohydrates from the fungal network, and gives nothing back in return, like a thief!

What's under a city?

You may be surprised at what goes on under a city. There are underground transport systems, electricity cables, and sewers. But there may also be ruined buildings, tunnels, secret hiding places, or even whole cities. Underground cities are often, but not always, historic. Beneath the city of Helsinki there is an underground network which was started in the 1980s. Construction below ground continues today and to date the network of tunnels extends to around 10 million square meters.

What hidden reasons do people have for their behavior?

People don't always behave in the way we would like them to, but we shouldn't judge too quickly. Below the surface, they may be dealing with issues in their personal lives. And it's possible you have behaved similarly yourself, and not thought about the way it might appear to others. Or your instinct to judge others may come from your own insecurities. Remember, it's always important to consider what's going on below the surface in yourself and others.

What's below the Earth's surface?

The Earth's surface is divided into 7 major and 8 minor tectonic plates. These slowly move in relation to each other. Beneath the tectonic plates is a layer called the asthenosphere. The rock in this layer is not hard and can move around. And under the asthenosphere are the mesosphere and the core, in the center of the Earth. The core is made up of iron and nickel, which is liquid in the outer core and solid in the inner core. When volcanoes erupt, we get a glimpse into what lies kilometers beneath the Earth's surface! It's always worth remembering that what's beneath the surface can often give a better understanding of the world around us, as well as many other aspects of life.

Project, page 25, exercises 2 and 3 1.06

Pearl So, first we need to choose a geological feature.

Carlos Why don't we go for the cave system in Vietnam? It's in south east Asia, it's the furthest place away from us, none of us have ever been there, and I don't know anything about it at all. What do you think?

Lucy Actually I know a bit about it. I've at least heard of it. It's so massive that it has its own weather system, with clouds and fog actually inside the cave.

Sofia No way!

Lucy Yeah it's truly amazing. I've seen photos of it.

Sofia Sounds fascinating. I think we should do that one then.

Pearl OK, well we've got the website home page already done here – that's all about the company, Great Geological Expeditions.

Carlos Yes, so that has the selling points, why you should travel with them, pictures, things like that. So people visit the website and, if they click on the Hang Son Doong Cave in Vietnam, it takes them to our web page. What do we need to include on our web page?

Lucy Well, we need information about the geological feature. I think we probably need two people to look at that. It's a lot of work.

Sofia I'd like to do some research into the cave system. Ethan, do you want to do that with me?

Ethan Yes, OK.

Pearl OK, so Sofia and Ethan, you two can look into the background of the geological feature. So you need to find out how it was formed and what it's like now.

Sofia Yes, how it was formed is the actual question for the project, isn't it?

Ethan Can we include pictures and charts, things like that?

Carlos Definitely. And try to find out how old it is.

Sofia OK.

Pearl Lucy what about you, what are you interested in looking at?

Lucy I'm happy to find out some background information about Vietnam. So I could make a travel guide for the country – information to introduce us to the country, language, capital city, currency, things like that.

Carlos Yes, and how to get around. What's the transportation like, how do you get to the cave system, and so on?

Pearl OK, so Lucy is looking at ... the country of Vietnam and travel. What else? Carlos, any ideas?

Carlos Safety information. Is it safe to travel there, do you need medicines or any vaccinations, what travel insurance you need maybe?

Sofia That sounds good. Also do you need to be super fit to go climbing and caving?

Ethan That's a good plan.

Pearl Safety information, Carlos. Right. And how about if I do a "frequently asked questions" page, with information about the expedition?

Sofia Perfect.

Ethan What sort of things do you need on the questions page, Pearl?

Pearl Oh, things like do you need a visa, and how much does the program cost.

Ethan Yes, and what's included in the cost: accommodation and meals, and so on.

Pearl Oh yeah, definitely! Somehow I don't think it's going to be a cheap trip!

Unit 3, page 27, exercises 4 and 5 **Factflix VIDEO**

Sara Hello and welcome to Factflix! I'm Sara.

Tom And I'm Tom.

Sara What's so funny, Tom?

Tom I was just looking at these photos: "Everyday objects that look like faces." Take a look!

Sara OK - they're pretty good!

Tom I'm thinking of sending one in! I tend to spot faces in things pretty easily. You know, round the house, in the clouds - that sort of thing. Isn't it weird that our brains do that? Or is it just me?

Sara No, it's definitely not just you! Today we're exploring the question "Why are patterns important to us?" Noticing patterns isn't a new thing.

Sara Early humans needed to identify patterns, in order to spot predators or identify food that was safe to eat. Today, our brains are incredibly good at detecting all kinds of patterns.

Sara Whenever we make an observation about the environment through our senses, our brain makes a connection with information stored in our long-term memory.

Sara It happens incredibly fast, and we don't need to make a conscious effort to do it. In fact, we can't stop ourselves from doing it!

Tom That's right – humans can't help seeing patterns. In fact, we probably start learning to see them before we're even born!

Tom As we go through life, we're constantly discovering new patterns that get increasingly complex as we get older.

Sara Every subject we study at school involves learning patterns of some kind. These patterns could be ...

Tom Computer programs and algorithms can find patterns in huge amounts of data at lightning speed. No human can do that. And this technology is getting more sophisticated all the time. With these more powerful tools for identifying patterns, we'll be able to make more accurate predictions and get better at making plans.

Tom We'll be able to make more useful generalizations more informed decisions and even make sense of the universe in new ways.

Tom Who knows what technology we'll have 50 years from now and what new patterns we'll be able to observe? But there is one thing we can be pretty sure of whatever happens.

Sara What's that?

Tom We'll still be using it to share pictures of vegetables with faces!

Sara Definitely! Bye everyone!

Tom See you!

Unit 3, page 33, exercises 6 and 7 1.08

Marty It's four o'clock and you're listening to the afternoon show with Marty and Dave. Do you know what, Dave? In the two years that we've been hosting this show, this is the first time I've seen you without your usual afternoon can of soda. What's going on?

Dave Well, I've decided to kick the soda habit once and for all.

Marty You're giving it up?

Dave Well, it's OK as a treat now and then. But I've been reading a book about habits that's inspired me to try to make a few positive changes, including cutting down on sugar.

Marty Oh, OK. Sounds useful.

Dave Mmm. It's *The Power of Habits* by Charles Duhigg. It's really interesting.

Marty Uh-huh. And does it offer some good tips for changing your habits?

Dave Well, the book doesn't claim that it's simple, I'm afraid. In fact, Duhigg says that once you've established a habit, that neural pathway is there in your brain for life.

Marty Yeah? It's bad news if that's true.

Dave But, apparently, even if those old habits are there, we can learn to replace them with new patterns of behavior. The key is understanding how the habit loop works.

Marty OK. So what's the habit loop?

Dave It's a circular process with three parts. First, there's a cue – something in the environment that triggers the habit, that makes us behave in a particular way. With my afternoon soda habit, the cue is the time of day: 3:30, about half an hour before we go on air. That's when I get the urge to go to the cafeteria and get a soda.

Marty Yep. I see. And is the cue always a time of day?

Dave No, not necessarily. It could also be a place, a situation, or a feeling. But when we experience that cue, it automatically triggers a routine – the next stage in the habit loop.

Marty And the routine is the habit itself.

Dave Right. So in my case, the routine is walking to the cafeteria, buying the soda, coming back to the studio, and drinking it. And that routine leads to a reward – a positive feeling or effect.

Marty Uh-huh.

Dave As the habit loop repeats itself over and over again, the reward becomes more and more strongly associated with the cue. You experience the cue, you anticipate the reward, and that's the motivation for the routine.

Marty Sure. And sooner or later, that habit becomes really difficult to break.

Dave Exactly. So Duhigg says that to change a habit, we need to understand the cues and, most importantly, the rewards associated with it. What are the rewards and are there any hidden rewards we might not be aware of? And could we connect the old cue to the same rewards using different behavior? So, going back to the soda example, what rewards am I actually getting from buying the soda? I'm probably thirsty because I don't drink enough water and I'm probably craving energy from the sugar and caffeine. But it's not just that. Buying the soda is an excuse to go for a walk and chat with people in the cafeteria. So I thought, what if I walk to the cafeteria but don't buy the soda?

I could get an apple instead. At least that'd be healthier and it might give me most of the same rewards.

Marty We'll see! But tell me, is the only way of breaking a habit to replace it with a new one? I mean, can't we just develop better self-control? Make a conscious decision to choose an apple over a can of soda each time we're faced with that choice?

Dave Yeah, I see your point. But it seems that a lot of our everyday behavior is automatic. From what I've read, some studies say it's more or less 40%.

Marty Oh, really? That's kind of scary.

Dave Yeah, I know. Psychologists have looked into what makes some people better at achieving goals than others and they're starting to think that it isn't necessarily that successful people have more willpower or self-discipline. Instead, maybe they're just more likely to form good habits instead of bad ones. They're still on autopilot like everyone else – it's just that their automatic behavior is going to the gym or studying instead of lying on the sofa scrolling through their phone.

Unit 3, page 35, exercises 2 and 4 Reflect VIDEO

How do we use patterns?

Why are patterns important to us?

Patterns are fundamental to the way humans think and learn. Now, thanks to developments in artificial intelligence and machine learning, the potential for discovering new patterns has never been greater. But what could the rise of technology mean for the human race?

How do computer programs use patterns?

An algorithm enables apps or computer programs to extract patterns from huge amounts of data, and we use them every day. They help us decide what to read, watch, listen to, and buy, and they're starting to be used in areas such as health care and the justice system. But algorithms rely on the data and instructions we give them. And they could become so complicated that we no longer understand or control them. In fact, most experts agree that finding a way for humans and machines to work together is one of the most important problems to be solved in the decades to come.

How accurately can we predict weather patterns?

Patterns also allow us to make predictions. For example, humans use data, science, and pattern recognition skills to make predictions about the weather. Weather forecasts not only help us make our personal plans, they're important for agriculture, and the running of our transportation networks. Or they can warn us of severe and potentially devastating weather events. Weather forecasting has become incredibly sophisticated, combining human expertise with cutting-edge technology. But the Earth's atmosphere is so chaotic and fast-changing that they can't always get it right.

How can we change patterns of behavior?

There are patterns much closer to home that we also need to pay attention to – our patterns of behavior. We are all creatures of habit and that has important advantages. Not least, it reduces the number of decisions we need to make every day. But we need to use conscious strategies to make sure that we're forming healthy and productive habits, rather than destructive ones.

How do we use graphs to visualize patterns?

Patterns in data are much easier to identify when we can visualize them. By creating graphs and charts, we can take complex, abstract data and make it meaningful, helping us to identify important trends and relationships. Patterns give meaning to our world. They help us understand the past, the present, and the future. How do you use patterns in your life?

Unit 4, page 37, exercises 4 and 5 Factflix VIDEO

Tom Hi everyone, and welcome to Factflix! I'm Tom.

Sara And I'm Sara. Ugh! Life is so unfair!

Tom What's wrong?

Sara I didn't get a ticket to the Jamjar concert, and now they're all sold out!

Tom Pff, it's not the end of the world. It's just a concert.

Sara It's not just a concert, Tom – it's a Jamjar concert! I'm so annoyed! Why didn't I buy it yesterday! But OK, I know what you're saying. I should keep things in perspective. It's nothing compared to the real problems a lot of people have.

Tom And that brings us to today's question: "What's the best way to deal with problems?"

Tom For your problem, I'd say "don't make a mountain out of a molehill." Sure, you'll miss a concert – a Jamjar concert – but it's really no big deal. Why didn't you get a ticket anyway? I thought you were going to get one yesterday, after school.

Sara I was, but my bike chain broke and by the time I'd walked home there were no tickets left!

Tom I told you a long time ago there was a problem with that bike chain! You should have taken it to the bike shop earlier. A stitch in time saves nine, you know.

Sara No, I really don't know. Saves nine what?

Tom Nine stitches. So, if you have a hole in your sweater, you should mend it by sewing one stitch now. That way it won't get bigger and need nine stitches later. It's about acting promptly, dealing with the problem now, before it gets worse.

Sara Oh, OK. I get it. But don't worry, Jamjar is live streaming the gig, so I'm going to invite friends over and have a party at my house! You know what they say: "when life gives you lemons, make lemonade!"

Tom Yes! It's all about transforming adversity into opportunity, right?

Sara Exactly!

Tom Bubble wrap is a good example of that. Its two inventors tried to sell it as a kind of 3D plastic wallpaper, but the problem was, no one was interested. It was only when they thought, "Is there any way we can sell it as something else?" that they realized it was a great packaging material.

Sara That's a cool story. It also fits the saying, "Two heads are better than one." The two inventors might not have solved the problem if they hadn't collaborated. Collaboration is often key to problem solving, especially in science. There was a space probe from Earth recently that landed on a comet! Solving all the problems involved in that needed collaboration between thousands of people from 50 organizations in 14 different countries!

Sara But sometimes breakthroughs are the result of one person being persistent and not giving up. Apparently, Thomas Edison tried 1,000 different ideas for an electric light bulb before he found the one that really worked! If at first you don't succeed, try, try again!

Sara But sometimes there's nothing to be done about a problem, and you just have to be philosophical and accept it. Like, bad weather, for example. As the saying goes, "What cannot be cured must be endured."

Tom That's very true. I've finally accepted that you can't be cured of your terrible taste in music. I'll just have to endure listening to Jamjar when I'm with you!

Sara So rude! Well, bye everyone

Tom See you next time.

Unit 4, pages 42 and 43, exercises 4 and 5 1.10

It isn't easy to solve problems. Sometimes, the more we reflect on them, the more unsolvable they seem to become. But interestingly, psychologists have come to the conclusion that, again and again, it's the same few things that stop us from finding the perfect solution. We're going to look at those obstacles today.

The first big obstacle to finding the best solution is our subconscious preference for methods that have worked for us in the past. This can make us blind to more effective methods, so it's important to try and think outside the box. To demonstrate this, I gave you the 5+5+5+5 puzzle earlier. Did anyone think up a solution that worked? OK, a couple of you. Great job! The reason this one's so hard is that you see math symbols and want to think mathematically. After all, years of math lessons have taught you good mathematical methods that work well for you. But actually, in this case you need to change your perspective and think about the symbols you're seeing in a more abstract way. A plus sign, with one little line added, can be turned into ... a 4. Then you have 545+5+5, which does indeed equal 555.

The second thing that often stops us from finding solutions is that we think of objects according to the function they were designed for, not for all the potential things they could be used for. A chair, for example, can be used not only for sitting on, but also for drying clothes, for standing on to reach high objects, to give you balance when you're practicing ballet, and so on. For the puzzle question I gave you about the chalk, the most satisfying solution requires you to think outside the box about the chalk's function. We usually use it to draw or write with. But imagine throwing that piece of chalk into a lake, like any stone you might find on the ground. Can you visualize the circles of ripples that come from the point where it hit the water? They might easily reach 15 meters in size.

Third on the list of problem-solving obstacles is the fact that we often limit our options unnecessarily. For example, let's look at the question I gave you with the nine dots. Most people puzzle over this one for a long time but, even with a lot of persistence, trial and error gets them nowhere. And that's because they make the assumption that the four lines can't go outside the square of dots. That light bulb moment only comes when they realize that they have to think outside the box – quite literally. Try drawing your first line straight down through the dots on the left – A, D, and G – and continuing it beyond the bottom dot to an imaginary fourth dot. Now draw a line from there diagonally up and right, through H and F, to another imaginary dot. The third line goes through C, B, and A, and the fourth line through A, E, and I. You should have an arrow shape.

The fourth issue that people often have is the difficulty of deciding which information is relevant to the problem, and which isn't. Take that question about Lala, Lele, and so on. I expect you figured it out in the end. But how many of you thought about the letters in the girls' names and looked for a pattern before you came to the conclusion that their names were irrelevant? Because of course the fifth daughter's name has to be Mary. So, those are four of the most common issues that stop us from finding effective solutions. Now that you know what to watch out for, you may find that problem solving becomes a little easier.

Unit 4, page 45, exercises 2 and 4

How do we solve problems?

What's the best way to deal with problems?

"Hope for the best, prepare for the worst." This is useful advice for dealing with problems. Of course, we can't always predict the problems we'll have to face, but some aren't so hard to imagine. Got to get to the airport? Then give yourself plenty of time, so if you miss your bus, it isn't such a big deal. If you plan for the worst, you're ready for anything!

What unintended consequences can solutions bring?

Our world is a complex place, and any change has many consequences. When humans learned to control fire, we were able to survive in colder climates and cook our food. Experts argue that cooking our food provided extra nutrition in our diets. But even controlled fires can have unintended consequences. We now rely on technology to solve a lot of our problems. But technological solutions can bring unintended consequences too. For example, automation has brought cheaper goods, but it has also taken away jobs.

How can we make travel more accessible for everyone?

Planners and architects need to think carefully when designing an environment so that it's accessible to as many people as possible, and technology can help. In the city of Seattle in the United States, people with limited mobility can use an app called "Access Map" to get directions. It can suggest routes to avoid steep hills, or barriers such as steps and raised curbs. And new technology at a train station in Melbourne, Australia, uses computer-generated speech to give visually-impaired people detailed directions on their smartphones via an app called BlindSquare.

How can we become good problem solvers?

Groups can solve problems more effectively if the people in a group have different backgrounds and different ways of thinking. Imagine a group of ten people. Each person has to come up with two ideas. If everyone's brain works in the same way, they will come up with ideas similar to each other's. But if those ten people are diverse, there will be a lot of different ideas, so there is more chance that one of the ideas will be successful.

What can governments do to solve problems?

Governments can tackle problems by passing laws and providing money to fund projects and policies. But it isn't always easy to choose the best course of action. When the government of Victoria, Australia, passed a law to make all bike riders wear helmets, they hoped to reduce the number of serious injuries. Instead, the data suggests that injuries increased, because people in helmets felt that they could safely take more risks.

Solving big problems is rarely simple!

Project, page 47, exercises 2 and 3 1.11

Group 1

Diego I'm really excited by this project, I have a lot of ideas.

Hassan Yeah, this is a good one, and we have an excellent team!

Maria OK. Just read it again... what are the key points?

Diego Natural patterns. Designs in nature. Something eco and green, and beautiful.

Hassan OK, talk to me about natural design and shapes. What sort of ideas do you have?

Diego Plants – petals, leaves, shapes of trees.

Hassan I like this, yeah... so symmetrical flower shapes, uh, branches, wood grain?

Diego Yeah, branches is a good one, the way trees and bushes grow... a lot of off-shoots, branching off.

Maria This could be really good for a tall structure, I don't know, like a skyscraper or something.

Diego Oh hang on, but what about a really beautiful low rise building, not a skyscraper... I don't know, something like a hotel, but it looks like a tree if you saw it from above – so all the different parts of the hotel are different parts of the tree.

Maria Oh, you mean like a palm tree shape or something?

Diego Yes, so the branches of the tree go to different parts of the hotel – the pool, the reception, the restaurant, the rooms.

Hassan Yes! I like that more than the skyscraper idea. Let's do something really ecological and sympathetic to the surroundings.

Maria Yeah, that's gonna be amazing. I think this is...

Group 2

Heidi Oh this could be a pretty hard challenge. I think there are a lot of things to do here.

Rafael Yes, you're right. I'm not sure about "natural patterns" to be honest. What does that even mean?

Daisy What about animal patterns, you know like camouflage things?

Rafael Oh OK, so like zebra stripes or tiger spots, or things like that?

Heidi Hmm, yeah well, I don't think I want to design a spotty building though.

Daisy Plants are probably easier.

Rafael Or water? Waves, ripples, droplets?

Daisy Droplets could be good – nice shape.

Heidi Maybe we should think about the building we want to design.

Rafael Could it be something that is based around the shape of water?

What about an art gallery, or a surf school, or something that draws inspiration from the sea or a waterfall?

Daisy Cool, that'd be really good. I think maybe...

Group 3

Silvia Let's think about mathematical patterns in nature to start with then.

Rosa OK. Um, beehives – you know, honeycombs.

Liam Yes... um... things that repeat, things that are symmetrical, things that fit together, things that tessellate.

Silvia Oh, oh, snowflakes!

Rosa Um, spider houses – uh what are they – oh, cobwebs!

Liam Beautiful shells.

Silvia Shells are good, shells have stripes, and they have spirals.

Liam Spirals are everywhere in nature, you can see fractals in shells, and in the center of flowers, and in things like pine cones.

Silvia Yep, super.

Liam Are we talking about the Fibonacci sequence?

Silvia Yes, we are!

Rosa Yes, that's a really nice idea – fractals and spirals and really cool mathematical shapes!

Liam We could make a really beautiful design for something like a hospital or an elder care facility.

Silvia A place to take care of people? Nice idea.

Unit 5, page 49, exercises 3 and 4

Sara Hey guys! It's Factfix, with me, Sara.

Tom And me, Tom! Today's question is - "What influences our buying decisions?"

Sara And why do you look so happy, Tom?

Tom I just bought new sneakers online and they're arriving tomorrow. They're my favorite brand. You've probably seen them advertised on TV. You must know the jingle. Dah, do, do, do, do, do.

Sara Er... no.

Tom What about the slogan – "Do it now"?

Sara Sorry Tom!

Tom Anyway, I was browsing some of the sales and discounts online. I wasn't planning on buying anything but then I found a mega bargain. My favorite sneakers with ten percent off, so only \$260! And I had just gotten money for my birthday, too. I just had to get them.

Sara \$260?! That's not my idea of a bargain, Tom. That sounds like an impulse purchase. Personally, I'd choose a cheaper brand! But I know there are a lot of different things that influence our own buying habits. Some of us believe what companies tell us in their ads. You know, that their brand is special, or the best on the market. Other people are a little more careful, even if they're really wealthy. Did you know that billionaire oil tycoon John Paul Getty had a reputation for thriftiness? He even had a payphone for guests when they stayed in his mansion. He hated losing money!

Tom And looking at this study, he's not alone! About 24% of people are like this – they're called thrifty buyers. They have a lot of self-control, and strong "buyer's remorse," so after they've bought something, they usually feel really bad. And only 15% of the population are impulse buyers, like me. They get excited when they buy something, and experience little or no regret at all. According to a study of college students, people who are used to dealing with numbers and facts, like science and engineering students, were more likely to be thrifty buyers than people who study the arts, for example.

Sara But it says that 61% of people are average buyers, like me. We're not as emotional as the other types. That's why companies use different sales techniques – they're trying to target different types of buyer. So, data, charts, and graphs can convince reluctant buyers that they're getting a good deal.

Tom For brand-oriented buyers like me, ads focus on pleasure – they don't focus on price, but the promise of enjoyment.

Sara And for data-driven buyers like me, they focus on information! But strangely enough, most people don't weigh the benefits and drawbacks of a product before they buy. If you think about it, we don't really need many of the things we have. We buy them because of peer pressure, the desire to feel part of a group, and have social status.

Tom Now that I think about it, my friends Jake and Noah do have exactly the same sneakers. So, seeing my friends with stuff does convince me to buy it! What can I say, I like to have what's in!

Sara And you're happy to pay more for the latest products and the most fashionable logos. A lot more. I, on the other hand, don't like spending money. If I decided I really needed something expensive, I'd save up for it.

Tom So, you're telling me you're stingy?

Sara Er, no. I'm sensible. I'm not an emotional buyer, like you!

Tom That's fair. Bye everyone!

Sara See you next time!

Unit 5, page 54, exercises 2 and 3 1.13

Presenter We've all been there: while scrolling through our favorite newsfeed or social media site, the same ads keep popping up again and again. The strange thing is that you'd just been searching online for a similar product.

Coincidence? No. The fact is that our online activity is easy to track, and websites, internet providers, and social media sites are all doing it: collecting personal information, then using it to give us personalized advertisements. Today in the studio we have IT expert Anna Jacobs who's going to give us some information and advice about internet security. Welcome, Anna.

Anna Thank you. Well, companies say they collect data about people to improve customer experience, so they need to know about your shopping habits and lifestyle. That's not necessarily a bad thing. In a recent survey, 31% of consumers said they wanted a more personalized shopping experience.

Presenter So on the one hand, some customers want more personalization, but on the other hand, there's concern about online privacy, right?

Anna That's right.

Presenter So how is data collected?

Anna In many ways, and often people are unaware of it. Look at the phone apps and online games that children and teenagers use. Companies might ask kids to do a survey or quiz before playing a game or using an app, with the chance of winning a prize. My advice is don't do these types of quizzes if you want to protect your privacy.

Presenter OK, but what about cookies? What are they and how do they work?

Anna Cookies are small text files that are downloaded to your smartphone or computer when you visit a site. You can choose to accept or decline cookies, but they can be useful. They tell the site when you have returned so that your shopping preferences and any items in your shopping basket are always there. Most cookies don't have viruses and they cannot install malware, and the information they collect is usually encrypted. But there are also third-party cookies.

Presenter Can you explain?

Anna Imagine this: you visit a music webzine and after browsing the content, you click on a banner ad from a sportswear company. When you load the ad onto your computer screen, you are giving it permission to put a third-party cookie onto your computer. The third-party cookie collects information about your browsing habits, and when you visit another site with the same ad, the company opens the cookie to see where you've been.

Presenter So third-party cookies can track your activity across many different sites?

Anna Exactly, and they can sell that information to other companies – that's why you get pop-up ads for products you might be interested in on other sites. But you can block these cookies in your browser's settings. However, there are cookies that are not so easy to spot or block.

Presenter Which are ... ?

Anna Flash cookies and zombie cookies. Flash cookies are downloaded when you visit a site that uses Adobe Flash. They are super cookies that can access your location, your photos, and even your messages, and can be permanently stored on your computer. And zombie cookies keep on coming back even when you delete them. Your only option is to use antivirus software to get rid of them.

Presenter OK. Is anyone else out there tracking us?

Anna Well, internet providers also collect information. They know about your browsing history and the posts you share on social media.

Presenter Can't we just delete our browsing history?

Anna You can, but it won't work. They'll still have the information. However, there are private search engines that are designed to keep your searches secure, private, and free from trackers.

Presenter And what about social media sites?

Anna Social media sites have access to a massive amount of data. They do have privacy policies, so make sure you check them and decline if you're worried about how your information will be used.

Presenter Any last words of advice?

Anna Information has value, just like money. Think about who gets that information, how it's collected, and what it's used for. Always think twice before you click "OK" or "Accept" to an app or a website using your personal information.

Unit 5, page 57, exercises 2 and 4

How does advertising work?

What influences our buying decisions?

Whatever product you want to buy, there is a lot of choice out there. But how much do brand names influence our decisions? Some years ago, researchers tested the power of brand recognition with a group of children. Each child was given two identical servings of fast food in paper bags. One bag was labeled with a famous fast food logo, and the other bag was plain. The results were surprising: 77% of children said the fries tasted better in the bag with the logo on it. But the food was exactly the same! This is the power of a strong brand.

What is the science of selling?

The science of selling can involve explicit forms of advertising, but sometimes the message is communicated in more subtle ways. Some products are advertised through product placement. This happens when a product is advertised in the context of a movie, TV show, or music video. The product or service is presented in a way that will create positive feelings towards the brand. It might not feel like advertising, but it is, and it works!

Is advertising always ethical?

Ethical advertising aims to promote a product or service responsibly. Ethical companies can reach out to customers by promoting good causes. A 2015 report revealed that 92% of U.S. millennials are more likely to buy a product from an ethical company. Of course, not all advertising is ethical. Advertisers often emphasize the positive aspects of their product but leave out any information that might negatively affect their sales. Advertising directly to children can also be considered unethical, especially advertisements for candy and junk food, which are potentially harmful. So, we all need to be smart consumers. Think about what the ad is saying and what it might be leaving out.

How can we deal with online advertising?

These days most companies use internet advertising such as banners, pop-up ads, and email marketing. But how can we deal with these ads? First of all, never just allow cookies. Only allow the ones that are necessary so that third parties can't follow you online. Secondly, go to your browser and activate the pop-up blocker utility. Finally, download an ad-blocking program. Some may charge a small fee. But it's worth it for ad-free surfing!

How can we be persuasive?

When companies advertise a product or service, they use persuasive techniques that appeal to their target audience, such as clear language and appealing visuals, sales, or a positive review of the product – nothing is more persuasive than having great customer feedback!

So, look at the advertisements around you. How are they persuading you to buy?

Unit 6, page 59, exercises 3 and 4

Tom Hi everybody, and welcome to this week's show. I'm Tom.

Sara And I'm Sara.

Tom Today we're asking the question "How many friends can we have?" So, Sara, how many friends do you have?

Sara Let me see ... er, according to social media, right now I have exactly 1,437 friends.

Tom Yeah, but how many of those people are actually friends? You know, like people you spend time with?

Sara I don't know. Good question. Maybe around one hundred, or 120?

Tom Interesting. That's not far off Dunbar's number.

Tom Professor Robin Dunbar argued that none of us can deal with more than 150 meaningful relationships at a time. You know, a friendship where there's some level of trust and where you'd help each other out if either of you needed it. The rest of the people we know are probably acquaintances. That's someone you've met but don't really know. According to Dunbar, it's possible for each person to have about 500 acquaintances.

Sara This is really interesting! I'm just checking out Professor Dunbar now. He says that we all have layers of friendships. The outer layers are larger but the quality of the relationships is worse. The smallest layer is an inner circle of about five of your closest friends. These are your loved ones, like family members and best friends, and they form your support clique. You have a strong emotional attachment to this special group of people.

Sara Then there's a circle of 15 close friends, including the people from your support clique. They may act as confidants in your life – you trust them enough that you share most of your secrets or feelings, and they give you sympathy in return. As you go outwards, the total for each layer includes the total of the previous layer. After the close friends, there's a layer of 50 friends, and then the famous layer of 150 casual friends. Together, these are the meaningful contacts in your life. They are close enough that you would invite them to a party but you might not share all your secrets or feelings with them.

Tom To Dunbar, who's a professor of anthropology, it's all to do with the size of our brains. Intelligent apes have larger social groups. As part of this group, humans are very intelligent, so we can cope with large social communities – about 150 people. He then found that most villages in Britain before the 19th century had about 150 people in them. The same goes for certain communities in the U.S., like the Amish and the Hutterites. Dunbar believes that this is because a population of 150 means that everyone feels a strong connection with each other and usually acts in the best interests of the community as a whole. When a population becomes bigger than 150, it becomes harder to manage. That's when you start to need formal laws, and police, and things like that.

Sara Interesting. But most of the time, it's not laws that influence the way we behave, is it? It's our social network. If you hang out a lot with selfless people, your instinct will probably be to behave selflessly. And if most of the people you know are selfish, you'll probably be the same.

Tom True.

Sara And I'm still not sure about the number 150. My friend is a total social butterfly with way more friends than that.

Tom It's only an average! And anyway, you might find your friend has a large social network but only a small number of close friends.

Sara Well, I think it's good to have friends. You know, people who socialize regularly are likely to have lower blood pressure. That helps them avoid things like heart attacks. Friends are good for your health!

Tom I completely agree!

Sara Good. So ... shall we start socializing?!

Tom Good plan! Bye everyone!

Sara See you!

Unit 6, page 65, exercise 3 2.02

Today, I'm going to talk about friendships. After a quick look at why your choice of friends matters, I'm going to examine the traits of a true friend, and of a frenemy, and give some tips on what to do when friendships go wrong. So, why does your choice of friends matter? Because the people you hang out with make you who you are. Your family is a big influence, of course, particularly in your early years. But increasingly, as you grow up, it's your friends who influence you. The great news is, you can choose your friends. But the bad news is, not everyone makes the right choices. Sometimes the people you think of as friends are actually frenemies.

So, what's a true friend? It's someone who's interested in what's going on in your life, and who's a shoulder to cry on when you need it most. They don't necessarily share your hobbies and interests, but they don't look down on them either. They don't necessarily agree with you on everything, but they respect your opinions. In short, they accept you as you are.

That doesn't mean they never criticize you. A good friend's job is to help you to become the best person you can be. And sometimes that might involve them telling it to you straight. After all, if a good friend can't tell you when you're making a big mistake, who can? But they would always do this kindly, and in private. If someone you think of as a friend is forever criticizing you and putting you down in front of other people, this person may be more of a frenemy than a friend.

So, what other frenemy signs are there to look out for? Humor is one. If their jokes make you laugh, great. But if their jokes often hurt your feelings, and they then accuse you of having no sense of humor when they see that you're upset, think twice about keeping this person close to you – it's classic frenemy behavior.

Do you have friends who encourage you to do things that you know are wrong? That could be seen as frenemy behavior, too. Other examples: they might ignore you when you're in a group, even though they're great company when it's just the two of you. Or they might encourage you to confide your secrets in them, and then tell people you hardly know. At worst, they might just pretend to be your friend in order to get something they want.

And what do you do if you've noticed some frenemy behavior in your friend? First, remember that none of us is perfect! There's a scale between true friend and frenemy, and most people are somewhere in the middle. Talk to your friend, and explain how their behavior makes you feel. If they apologize and try to change, don't give up on them – they're a friend who's made a mistake, and we all make those. On the other hand, they may see the situation a bit differently from you, so listen carefully to their point of view, and be prepared to make changes yourself if you've made mistakes. After all, being a good friend yourself is the best way to earn good friends. But if you have someone in your life who doesn't take your feelings seriously, and who regularly makes you feel uncomfortable or anxious, it might be time to distance yourself from them. Find other people to hang out with instead. Frenemies can really get you down and undermine your self-confidence. Choose to spend your time with more positive people!

Unit 6, page 67, exercises 2 and 4

Why do we need other people?

How many friends can we have?

We have friends for all sorts of reasons. They can make us laugh, make our troubles seem more bearable, or comfort us when we're down. Professor Robin Dunbar said that on average the human brain can cope with about 150 meaningful social relationships, but only five of these people will be really close friends. The important thing is to have enough friends throughout life to feel happy and supported. But remember, friendship goes two ways. It's about supporting your friends as much as they support you.

Why do some people avoid society?

People may decide to avoid society for all kinds of reasons. Maybe out of shame or humiliation because of something they've done or perhaps out of fear of failure or embarrassment. More positive reasons include a desire to be with nature and the wilderness or to avoid distractions in order to get a job done. Many people feel more creative when they're alone.

How does social media affect us?

Social media connects us, informs us, and entertains us, or it can provide company when we're feeling lonely. But communication on social media has its problems. People can't be seen when they communicate, which means they may write things that they wouldn't normally. And you can't read their facial expressions or hear their tone of voice, so misunderstandings can occur. So, before you share anything, take care to avoid upsetting people. And if you ever become the target of online bullying, don't be afraid to talk to someone about it or report it.

What makes a good friend?

Good friends like you for who you are. They celebrate your successes, even when they haven't been successful themselves. And they give you support, even when you've made stupid mistakes. If a friendship leads to problems more than happiness, it may be time to end it. The person may be more of a frenemy than a friend. But a good friendship is something to treasure. All of us want good friends, but the best way to have one is to be one.

How sociable should we be?

Everyone's needs for human contact are different. Some people are extroverted and get their energy from socializing. And some people are introverted. They enjoy being alone and only occasionally need interaction with others.

Some people worry that social media is negatively affecting the amount of face-to-face time we get with the people in our social network. But recent studies suggest that this isn't the case. In spite of the options on social media, meeting people face-to-face remains just as popular as it ever was.

Project, pages 68 and 69, exercises 2 and 3 2.03

Group 1

Martin OK, so what do we want the theme of our campaign to be? Any thoughts?

James It's got to be something we can design a poster around.

Martin Or make a video. We could act out a drama or a scene, maybe make a short movie?

James Nice idea. But we still need a good theme first. We're promoting mental health and well-being in teenagers, but how?

Elena I'd like to keep it positive. Not something depressing like anti-bullying.

James Yeah, but that really does affect teenagers.

Elena Well, I don't know, maybe a "support your friends" campaign?

Martin Good idea. That would give us a more positive message to work with. I like that.

James Or what about something around body positivity or self-esteem?

Elena How about a "be yourself" campaign?!

James Yeah, everyone is different ... and that's OK!

Martin We could have headshots of different faces in our movie.

Elena Or it could be a poster. We could have a teenager looking really happy and confident. It could help teenagers who are getting bullied and depressed, without directly making it about bullying. We'd be coming at it from a different angle.

Martin I like it. It's really great ...

Group 2

Sarah How do you guys cope with stress, because I know I'm like stressed all the time.

Paul Mmm, yeah, I play sports.

Arlo Yeah, for me playing volleyball is awesome, you know you get outside, see your teammates, move around.

Olivia OK, maybe "Get active" is a good theme – that helps physical and mental health. So we could do something about sports for our campaign, do you think?

Paul Not just sports, maybe "Do something you're good at"?

Sarah Nah, I don't like that so much. When I'm stressed out, I don't want to do things, I just want to take a break.

Paul Or sleep. It's important to get enough sleep. That's good for stress.

Sarah Yeah, or just stop what you're doing or, you know, just take time out.

Paul Oh, OK, I like this. So you take five.

Arlo Yes.

Olivia Does anyone use one of those meditation apps? You know to help you meditate, help you relax?

Sarah No.

Paul No, I don't.

Arlo Me neither, but I do do yoga.

Olivia Oh that's really good. Could our campaign look at ways to take a break?

Sarah Yes, I like the "take time for yourself" focus. It's a strong message ...

Group 3

Rosa Sometimes it's good for your mental health if you do something kind for someone else.

Isabella True, but what do you suggest teenagers do? Charity work?

Rosa Maybe. Or maybe just something simple like looking out for their friends more actively.

Logan Yes, actually it can be really hard to talk to your parents or a teacher if you're worried about something.

Isabella True.

Logan But if you can talk to a friend, I'm sure that's really good for your mental health.

Rosa OK, so maybe a campaign about supporting your friends – something simple like just asking them how they are.

Logan That's good for the mental health of both people. I think we're on to something here.

Unit 7, page 71, exercises 3 and 4 Factflix VIDEO

Sara Hi guys and welcome to Factflix! It's me Sara.

Tom And me Tom. Today's question is: "What do we know about space?"

Sara If you ask me, we don't know a lot. But our knowledge has improved.

Sara People used to think that Earth was the center of the universe, until Galileo invented the telescope in 1609. Looking through it, he worked out that the planets in our solar system move around the sun. He was also one of the first people to look at the surface of the moon! He'd have been amazed by the fact that 360 years later, in 1969, people landed on it!

Tom Yes, we've achieved a lot, but there is still so much to discover about space. Nobody knows, for example, what dark matter is. Scientists are still investigating it. We believe it's there because of the gravitational effect that it seems to have, but we can't see it because it doesn't reflect light like ordinary matter. There's also the question of how time changes in black holes and how many exoplanets - that's planets similar to ours - there are out there. And what kind of life we might find on them! Space is the final frontier and humanity's biggest challenge. But it's difficult to find answers in such a hostile environment.

Sara Each Apollo mission cost over 450 million dollars. It's not easy to get into space and then once you're there, you have to deal with the lack of oxygen, zero gravity, and cosmic radiation. But is all this space exploration really worth it? Wouldn't it be better to use that money to help people on Earth?

Tom I'd argue that it's worth it. All these risks and challenges lead to innovation, which can help improve the lives of people on Earth.

Sara That's a good point.

Tom And have you considered that international space programs also bring people together? Just look at the International Space Station - 15 nations built it, and astronauts from many different countries work together there. Space gives us a common goal.

Sara Sure. Until countries start arguing about the resources they find! There could be billions of dollars' worth of natural resources on asteroids - and that could definitely be a source of conflict! But all things considered, I agree. If Earth can't support us anymore, we'll need to be an interplanetary species if we're going to survive.

Tom But hopefully space travel can help us avoid that, too! When astronauts first see Earth from space, they're often struck by how beautiful and fragile it looks. Maybe a greater knowledge of what's out there, will help us to value what we have here.

Sara I really hope so. Either way, it seems that space is our future. We need to explore the universe to realize just how lucky we are here on Earth! Until next time, everyone!

Sara Bye!

Unit 7, page 77, exercises 6 and 7 2.06

Picture the event: you are part of a team of three astronauts, traveling 360,000 kilometers above the surface of the Earth in a small spacecraft. The spacecraft is made up of a command module and a lunar module, and two of you are going to transfer to a lunar module to land on the moon, while the third astronaut stays in the command module and waits for your return. All is going according to plan, when suddenly you hear a loud bang: the command module starts to lose oxygen and all three of you have to transfer to the smaller lunar module. This part of the spacecraft is meant for two people and, inside, it's the size of a small car. But the lunar module has enough water, oxygen, and batteries for a few days, if you use your supplies carefully. But the big question is: how do you get back home?

On April 13, 1970, this is exactly what happened to the astronauts on board the Apollo 13 space mission. It was a desperate situation, so how did they handle it? Did they turn the situation around and find a solution? Or did they panic and lose their focus? What happened over the next few days was critical to saving the astronauts' lives, and teamwork was a big part of it. As soon as the oxygen tank exploded, engineers at NASA immediately realized that the mission's objective had changed. They abandoned their plan of landing on the moon - their priority now was to get the astronauts back to Earth. They stepped up to the challenge and worked on a solution fast, using the checks and simulations that they needed. Experience had taught them to expect the worst and that one small mistake could end in disaster. Three years earlier, the entire crew of Apollo 1 had been killed when the spacecraft accidentally caught fire. No one wanted to repeat that experience. Everyone was focused on the same objective and determined to make it happen.

The astronauts move to the lunar module, but then an alarm goes off - the CO₂ levels in the smaller spacecraft are becoming dangerously high. With help from engineers on the ground, the astronauts take the lead and manage to improvise CO₂ absorbers with the materials they have available - plastic bags, cardboard, and some tape!

But the real challenge was just beginning. Because the spacecraft had been damaged, NASA flight controllers had to write and test new navigation procedures for the return home. This usually took three months, but engineers set an almost impossible goal to do it in three days.

Teamwork helped them achieve that. NASA reacted quickly and decisively and didn't lose sight of its objective - to get the astronauts home. Armed with the new navigation procedures, the astronauts start to align the spacecraft for re-entry into Earth's atmosphere. However, debris from the explosion is making it difficult to orient themselves by the stars. To make matters worse, they are flying in terrible conditions, suffering from lack of food and sleep, with very little power, and in very low temperatures. It is critical for them to remain calm and keep their nerve. They quickly change their plan again and use the sun to guide their re-entry into the Earth's atmosphere. On Tuesday April 17, 1970, Apollo 13 splashed down safely in the Pacific. Mission accomplished!

Unit 7, page 79, exercises 2 and 4 Reflect VIDEO

Why are we fascinated by space?

What do we know about space?

Thanks to telescopes, space probes, and the International Space Station, we know more than ever about our solar system and beyond. But the more we discover about space, the more we realize what we don't know. Less than 5% of the universe is made up of ordinary matter. That is, planets, rocks, stars, animals, and so on. 27% of the universe is actually dark matter: a strange form of matter that produces no light. We cannot see it, but we can see its effects on light, so we're pretty sure it's there. The remaining 68% is dark energy. It's thought to be a force that affects the expansion of the universe, but other than that we have very little idea what exactly it is! But the mystery of space is what drives us to explore, discover, and create.

Why is science fiction important?

Many scientists acknowledge the part that science fiction has played in inspiring their inventions. One famous example is Arthur C. Clarke's description of radio signals bouncing off satellites for long-distance communication. So, what's next on the horizon? Keep a close eye on those science fiction books and movies to find out!

Does space exploration benefit humanity?

In 1962, President Kennedy made a famous speech supporting space exploration and promising to land on the moon. Seven years later and with the help of 400,000 people, NASA managed to send Apollo 11 to the moon. In order to do this, scientists had to invent all kinds of new technology. Many of the inventions first created for the mission to the moon are still used all over the world today!

What can space exploration teach us about teamwork?

Space is a harsh, isolated environment, so astronauts need to work together as a team. For example, astronauts Sunita Williams and Aki Hoshida spent six and a half hours working together outside the International Space Station to fix a power system. They even had to use an old toothbrush to clean a bolt when they didn't have the right tool! But thanks to their ingenuity and teamwork, the space station was repaired.

How can space inspire us?

From the 1950s until the 1970s, the NASA space programs inspired a whole generation of scientists and engineers. Today, a new idea called the Lunar Orbital Platform-Gateway, is being developed. The Gateway will orbit the moon and provide a base for further exploration of the moon. It is hoped that it will also prepare us for travel into deep space and possibly even a mission to Mars!

Unit 8, page 81, exercises 3 and 5 Factflix VIDEO

Sara Hi everyone and welcome back to Factflix. I'm Sara.

Tom And I'm Tom. Today, I have a puzzle for you. Ready? We can't see, hear, smell, touch, or taste it, but we spend our whole lives trying to acquire it. What is it?

Sara Oooh, that's a good one. I really don't know!

Tom And that's a clue. What did you just say?

Sara Er - "I don't ... know"? Ah, I get it! Knowledge!

Tom That's it! Today we're discussing the question "Where does our knowledge come from?" So Sara, tell me something you know.

Sara That's a weird question! But OK. I know, I know that my sweater is red.

Tom But do you really know that? How can you be so sure that's true?

Sara Because I can see it!

Tom OK. So, we can acquire knowledge through our senses. But are our senses totally reliable? Look at Squares A and B in this picture. A is darker than B, right? But when you connect the two, you see that they're actually the same!

Sara No way! That's really interesting. You know, another way we know stuff is because we remember it happening. But we can't always trust our memory either.

Sara Did you know that psychologists believe that some of our childhood memories might be partly or even completely false? It's possible that events we think happened are actually imagined.

Tom And then there are facts. Of course, some sources of information are very unreliable, like conspiracy theories about the Earth being flat, for example. But there are facts from sources of authority that are just common knowledge. We know that we lose 80% of our body heat through our head. And we know that lightning never strikes in the same place twice.

Except that neither of those “facts” is actually true. Lightning is bound to strike the same place more than once at some point. I mean, the Empire State Building alone is struck by lightning between 25 and 100 times every year! And if we really lost 80% of our body heat through our heads, there would be no need for full winter clothing – just a thick hat would be enough!

Sara OK. OK. But we can't cast doubt on everything! We still have logical reasoning, don't we? Surely, we can take it for granted that $2 + 2 = 4$. Right? Wrong! We can use reasoning to draw conclusions that are valid. But that doesn't mean those conclusions are true. It depends whether the argument is based on true premises. For example, 'I think lightning never strikes in the same place twice. Lightning has struck here before. Therefore, I won't get struck by lightning here.' The argument is logical but the first premise is wrong so the whole argument is!

Tom Nothing is beyond doubt! Do we know for a fact that we even exist?! For all we know, we could be fictional characters in someone else's imagination. Who's to say? I don't think we can rule it out. Is there any way that you can prove your existence?

Sara Maybe not. But in everyday life, we sometimes have to take things at face value or go with our gut instinct – or intuition – to just, you know, live!

Tom Very true. What we really need to know is when to call things into question and examine the evidence and when to keep an open mind and accept that there's no way of knowing for sure.

Sara But how do we know that?

Tom Very good question! See you next time, guys.

Sara Bye!

Unit 8, page 87, exercise 5 🎧 2.08

Has everyone got a seat? OK, great. Well, thanks everyone for coming to my talk today. It's going to be a short talk, but I hope you'll find it interesting. So, what I'm going to talk about today are arguably two of the most important ingredients in learning: confidence and humility. I think we all know that both of these qualities are important, but it can be difficult to figure out how we can be both confident and humble at the same time. We tend to think of them as opposites a lot of the time. Anyway, in this talk, I'm going to explain why I think confidence and humility can go hand in hand. I've divided the talk into four parts.

First of all, I'm going to look briefly at why we need confidence in order to learn and achieve our goals. This will probably be fairly obvious, but it still seems worth saying.

In the second part of the talk, I'm going to talk about intellectual humility. Intellectual humility is the ability to admit what we don't know – to realize that we'll sometimes make mistakes and get things wrong. I'm going to explain why this is just as important as confidence.

In the third part of the talk, I'm going to try to explain how I think we can be confident and humble at the same time and why we shouldn't see these qualities as being opposites.

Finally, in the fourth and final part of the talk, I want to introduce a few ways that we can practice intellectual humility in our own lives.

OK, so let's get started shall we?

Unit 8, page 87, exercise 6 🎧 2.09

Part 1

OK. So, confidence is important, right? Well, the scientist Marie Curie certainly thought so. She's quoted as saying the following: "We must have perseverance and above all confidence in ourselves. We must believe that we are gifted at something."

I think it's pretty clear that we need to have confidence in our knowledge and abilities. And who better than Marie Curie to illustrate what can be achieved with enough confidence? She discovered two new chemical elements, won a Nobel Prize, and became one of the most famous scientists of her time. And it wasn't only self-doubt that Curie had to overcome – she also had to overcome the doubts of other people. Few women even had the opportunity to study science at that time, especially women like Curie, who didn't come from a wealthy background. So we need to be confident for two reasons. Firstly, we need confidence to motivate ourselves. We need to believe that we're capable of achieving our goals. And secondly, when we show other people that we're confident, they're more likely to trust us and believe that we know what we're doing.

However, there's a problem. If learning were only a matter of being confident, then you'd expect the most knowledgeable people to also have the most confidence. Yet, very often, that isn't the case. Maybe you've had this experience – I know I have. The more you learn about a subject, the more you ignorant you feel. It can be a bit disappointing and overwhelming sometimes, but in fact, it's a positive and normal aspect of learning. If we really want to make progress in anything, we have to be prepared to accept that there's a lot to learn and that we'll make mistakes along the way.

Part 2

And that brings me to the second part of my talk: intellectual humility. Intellectual humility is a way of thinking that involves understanding the limits of our knowledge. People with intellectual humility are aware that they might be wrong and they are curious about what they don't know. They're self-aware and able to question their own thinking, they're open-minded and good at listening actively to other people's points of view, and they're flexible and willing to change their minds if necessary. Instead of getting defensive when they come across something they don't know, intellectually humble people are happy to admit it – both to themselves and to others.

Psychologists argue that intellectual humility makes us not only better learners but also better communicators. It makes us open to different people's points of view and better at resolving disagreements. Employers seem to be realizing the importance of intellectual humility, too. A senior manager at Google recently said that it's one of the top qualities he looks for at job interviews.

I believe that intellectual humility is really important for us all, both as individuals and as a society. As individuals, we need humility if we want to learn and work effectively with other people. And I believe it's important for our society that people in positions of power are aware of what they don't know. Otherwise, how can they make informed decisions and resolve conflicts?

Part 3

So, moving on to the third part of the talk, I want to make the point that intellectual humility is not the opposite of confidence. It has nothing to do with a lack of self-esteem. It doesn't mean always assuming that you're wrong or giving in every time someone challenges your ideas. Instead, it means paying attention to the evidence and deciding whether you really have enough information. I'd say that you need quite a lot of confidence to be able to do this. You need confidence to admit that you don't know something. You need confidence to change your mind. And you need confidence to learn and fill the gaps in your knowledge.

So what is the opposite of intellectual humility? I would say arrogance – the assumption that you're always right and have nothing more to learn. And stubbornness – being determined to stick to your opinion even when the evidence is clearly against you. These qualities may sometimes look like confidence on the surface, but they really get in the way of learning.

Part 4

We just have a few minutes left, so in this final part of the talk, I want to look at some practical ways that you can develop an intellectually humble mindset. Anyone can learn to think in this way. Like so many things, it's a question of getting into the right habits.

OK, so tip number one: practice active listening. The next time you talk to someone, make sure you really listen to what they're saying. Ask them questions and try to understand the point they're making. All too often, we pay more attention to our own ideas than to those of other people. Listen carefully and you might just learn something interesting.

Tip number two: question your own opinions and ideas. Ask yourself, "What do I know about this topic or issue?", "How do I know this?", and "What don't I know?"

And tip number three: learn how to admit that you're wrong. It doesn't have to be humiliating if you do it confidently. The key is not to get defensive. Instead, show curiosity about what you need to learn. You can say something like "That's a really interesting question. I don't know the answer, but I'm definitely going to find out."

So that brings me to the end of my talk. It isn't easy to cultivate intellectual humility. But I believe that it's worth trying if it can make us better learners and help us to get along with each other. Ultimately, we all have a choice to make: do we simply want to look knowledgeable or do we genuinely want to seek the truth?

Does anyone have any questions? Yes, ...

Unit 8, page 89, exercises 2 and 4 🎥 Reflect VIDEO

What do we know?

Where does our knowledge come from?

Our thirst for knowledge is one of the things that makes us human. We spend huge amounts of time, effort, and money trying to acquire knowledge and keep hold of it. We acquire knowledge in many ways: from direct experience and observation of the world around us – through our senses, by using our memory, and from other people – whether in person, or via books, the internet, and other kinds of media. But which sources of knowledge can we trust? Which can't we trust? And how do we tell the difference?

Why can't we agree on what's true?

Thanks to technology, it's easier to acquire and share knowledge than ever before. So why do people see the world so differently? Perhaps because our mind plays tricks on us so that the world seems to make sense. We call these cognitive biases. They determine what information we pay attention

to, and ignore. Over time, they become our reality – a reality that may be very different from other people.

What do we know when we're born?

From the moment we're born, we're acquiring knowledge about the world around us. But are babies really born knowing nothing about the world? Is some knowledge part of our biology or learned from experience in the womb? Scientists are discovering that babies may be born with more knowledge than we once thought. Knowledge about physical objects and patterns, and even about math and language.

Why is it important to know what we don't know?

In a world that values confidence, it isn't always easy to admit what we don't know. But identifying the gaps in our knowledge is crucial for learning. Awareness of our intellectual limits can help us to learn more effectively, resolve conflicts, and work constructively with others.

What kinds of knowledge do we need?

We may take it for granted that some kinds of knowledge are more useful than others, like science or technology, for example. But what would happen if no one studied philosophy, or history, or art, literature, or music? The amount of human knowledge is vast and modern civilization needs all of it.

Project, page 90, exercise 2 2.10

David Why we should spend the money on space exploration
In my view, space exploration is really important: we improve technology, create jobs, and work with other nations because of it. For example, the International Space Station really is international, as many countries worked together to build it, and astronauts from across the world use it to live on in space and share their knowledge. The advances we make in space exploration continually give rise to a huge number of advances in technology, which are now commonplace in everyday life: from freeze-dried food to memory foam, satellites, and artificial limbs. And let's consider our future options. One day, we might not be able to live on planet Earth any longer. That's really scary. I think it's important to continue funding missions to other planets so that we can find out if they have the resources to support human life. For instance, in 2003, two rovers were sent to Mars by NASA to look for signs of water and life, and we are learning more about the planet and its chemistry all the time because of them. Somehow, I don't think we are going to end up living under the sea! To sum up, spending money on space exploration is essential for the future of the human race.

Emi Why we should spend the money on deep sea exploration.
It is a well-known fact, not just by oceanographers and environmentalists but by the general public at large, that we need healthy oceans in order to have a healthy planet. It is astonishing to realize, then, just how little we know about our vast and beautiful oceans. In particular, the deep waters of the seas are a mystery to us: oceanographers have only mapped a tiny percentage of the ocean floor, and we understand very little of what lies in the deep trenches and canyons of the abyss. There are undiscovered plants and animal life, and creatures we know little about. Exploration of the deep could help us to understand, and therefore find ways to protect, our world better. For example, fairly recently, cameras that were sent to the ocean trenches managed to film a giant squid for the first time in its natural environment. Who knows what other undiscovered species, both plants and animal life, lie in the depths of the seas, and what benefits they could bring to humankind? Why are we looking up, and not down? It's time to re-think our priorities. In the U.S., for example, NASA's exploration budget is far greater than the ocean exploration budget of the National Oceanic and Atmospheric Administration. It's much cheaper to explore the oceans, but only 5% of our oceans have been explored. By funding deep sea exploration, we could potentially encourage developments in engineering, science, medicine, and technology. Understanding our ocean environment is fundamental, and it is only by exploring our oceans that we can know ourselves and protect our world.

Unit 9, page 93, exercises 3 and 4

Sara Hi guys, welcome to Factflix, with me Sara ...

Tom ... and me, Tom! Today, we're talking about the bystander effect.

Sara Er, Tom?! What's this? What a litterbug!

Tom Sorry, I didn't mean to drop it! Obviously I can't get away with anything when you're around!

Sara It's important to do or say something if you see it isn't right! That's better than turning a blind eye, right?

Tom Maybe. It depends.

Sara That's it! Right there, that's the bystander effect!

Sara And that's today's question: "Should we be bystanders?"

Sara A bystander is someone who doesn't intervene. So they don't say or do anything when they see a problem or someone in need of help. A great example illustrating this was a famous experiment in 1968. College students were put in a room and asked to do a questionnaire. Then, after a few minutes, while they were completing it, the room began to fill with smoke. They didn't know it, but it was being pumped in by the experimenters!

Now, imagine you are in that room alone. You're completing a questionnaire when you suddenly see smoke.

Sara What happens next? What would you do, Tom?

Tom Hmm ... I think the best way to deal with it would be to get out quickly and call for help.

Sara Yeah, you probably would if you were the only person there.

Sara But now imagine there are other people in the room. The smoke appears but they aren't reacting.

Sara What would you do then, Tom?

Tom Honestly? If that were the case, I'd probably convince myself that the smoke can't be that dangerous.

Sara So you'd think something like "If there were really a fire, surely they would do something about it?"

Tom Yeah. It sounds ridiculous, but I think I'd be too worried about looking silly in front of others to do anything. I wouldn't want to appear as though I was overreacting to the smoke by being the only person to make a fuss.

Sara That's exactly how people reacted in the experiment. When participants were on their own, 75% reported the smoke but when they were in a group of three, only 38% reported it. This isn't as surprising as it sounds. Let's put it in a different context. Imagine you're walking down a quiet street when you see another teenager and they're upset because they've had their cell phone stolen. What do you do? You'd probably offer to help them. You might let them use your phone to call their parents or the police, or something like that. But now imagine it's a crowded street with a lot of people walking past. Perhaps now you'd just continue walking and expect someone else to help.

Tom I get it. The more people there are, the less likely you are to help.

Sara Exactly. When there are other people around, we don't feel the same pressure to take action. If others aren't worried, why should you be?

Tom OK, but how should we intervene? I mean some situations are definitely more dangerous than others. For example, if I saw someone being mugged, should I approach the mugger and tell them to back off? I'm not so sure that would be the best approach. In that type of situation, it'd be safer to call the police. Or you could find an adult who can help, but you do need to be careful and protect yourself. I guess the main point is that we should always try to do something. It's the same at school too. When you see bullying for example, you should always say something and try to offer a helping hand to the victim.

Sara But we should understand that this isn't always as easy as it sounds. We can see the bystander effect everywhere. It can even affect us when we deal with much bigger problems, such as how we react to global warming. The thing is that the bigger the problem and the more people it affects, the less likely we are to respond to it.

Tom So, we are all bystanders?

Sara I guess, but we don't have to be. It's always in our power to do something and change things for the better. So I'll always tell you to pick up your litter, Tom!

Tom OK, but you know that was an accident, don't you?

Sara Sure, Tom.

Tom It was!

Sara See you later everyone!

Tom Bye!

Unit 9, page 98, exercises 2 and 3 2.12

In order to keep ourselves and our possessions safe, we need to think about what to do and how to act in risky circumstances. Although violent crime in the U.S. has declined over the last few decades, 300,000 robberies are still committed every year. Most of these are in big cities, and many are pickpocketing offenses or muggings.

The first thing to remember is to put your valuables in zipped pockets. If you have a bag with you, keep it close to your body, and closed, preferably zipped as well. If you prepare yourself in this way, you will probably avoid most pickpocketing situations. However, if you are confronted by a thief, stay calm. Look for a safe way out; for example, give them your cash and valuables, as these items can be replaced. Try not to panic and overreact – the average person loses fifty percent of their IQ, or their ability to reason, in times of intense stress, but reacting rather than thinking is a mistake.

Did you know that it takes a criminal just seven seconds to choose a victim? It's called the 7-second rule and if you know about it, and what thieves are looking for, you can avoid being a target. The rule is based on a study carried out in New York. Researchers used video footage of a busy New York street, and asked prisoners to rate the pedestrians on a scale of 1 to 10: 1 being very easy to rob and 10 being difficult and not worth it. All of them chose people who walked slowly, slouched, and were looking downwards rather than at eye level. The study showed that in order to deter thieves, you should walk confidently, and look confident, particularly in areas of high risk. If you look worried or lost, you may appear vulnerable and therefore easier to rob. Secondly, thieves will look for people who aren't paying attention, so it's important to be aware of your surroundings.

Nowadays, many people look at their phone or listen to music while they're walking down the street. That could be a problem, as noticing things around you when you are focused on something else is difficult. In 1999, psychologists Daniel Simons and Christopher Chabris revealed their study on an effect known as "inattention blindness." They wrote about an experiment involving a video of six actors, three dressed in white and three dressed in black, moving and passing around a basketball. People were asked to watch the video and count the number of times the players wearing white passed the basketball. Roughly half of the participants were so focused on this task that they failed to notice a woman in a black gorilla costume walk right into the middle of the players, beat her chest, and leave. The experiment showed that many people have a low-working memory capacity, or an inability to focus on more than one thing at a time. So although it's fine to listen to music and to text your friends while you're out, make sure you're aware of what's going on around you, too.

Another thing pickpockets and muggers look out for is people who have expensive clothes and accessories, such as the latest smartphone. Try to keep your phone in your pocket unless you really need to use it. Be cautious if a stranger asks you for the time as they might be doing it to distract you or to get you to take out your phone. And they will rarely target groups of people, so it's best to go out with friends or where there are a lot of other people around. Think twice before walking alone across deserted parks or through quiet and poorly lit areas, especially at night.

My advice today doesn't mean you should stay home and live in fear. It's about taking some common-sense precautions while you're out and about to protect yourself and your possessions. It's about staying aware of what could go wrong. So, get out and explore the world, by all means – it's the only way to get real life experience and develop your street smarts – but stay safe while you're out there. Thank you.

Unit 9, page 101, exercises 2 and 4 Reflect VIDEO

How should we respond to crime?

Should we be bystanders?

In the 1960s, psychologists conducted several experiments to find out how people react during emergencies. The results showed that when faced with a dangerous situation, most people will not react if other people are there. They called this the bystander effect. However, more recently, psychologists have found that most people do have an instinct to help others. If you witness someone being threatened in the street, ask an adult for help or call the police. Don't be a bystander, but don't take unnecessary risks.

How can we prevent crime?

Policing, courts, and prison sentences all play a part in trying to deter criminals, but they are mainly there to deal with crimes that have already been committed. Preventing crime needs different tools. CCTV surveillance, for example, can identify and prevent potential criminals and criminal behavior, but it's also a huge invasion of privacy. The most effective approach is through improved social conditions and good education. Communities with stronger bonds have lower crime rates and young people who receive a good education are more likely to prevent crime than commit it.

Can we always believe what we see?

People used to think that our memories of events were stored like movies on a memory card, but they are much more complex than that. The mind reconstructs events and pieces them together like a puzzle, but the stress of a crime can interfere with this reconstruction. Experiments have shown that people can be easily led to believe things if they are asked about them in a certain way by a lawyer. These experiments prove that it's not difficult to create false memories. So we shouldn't always believe what we think we have seen.

How can we deal with difficult situations?

When most people come across a stressful or risky situation, they tend to freeze or panic. Most of us aren't first responders – like the police – so we aren't trained to react quickly or to deal with stress. Consequently, the best way to deal with difficult situations is to avoid them. Be alert and try to look confident and relaxed. Leave valuables at home, or make sure you keep them safe inside sealed or zipped pockets. But if you are mugged, give the thief what they want and contact the police straight away.

Is policing the answer?

More police officers do not necessarily mean less crime. Since 1997, the number of police officers in the United States has dropped, but violent crime has fallen too, by 37 per cent. However, policing in schools has grown, though a recent study shows that this has not made schools safer. Of course, schools should be safe places, but a police presence can create an environment of fear. We need to make sure we protect young people ... without criminalizing them.

Unit 10, page 103, exercises 3 and 4 Factfile VIDEO

Tom Hello and welcome to Factfile! I'm Tom.

Sara And, I'm Sara. Today's question is "What does success look like to you?"

Tom This is what success looks like to me! Cold hard cash earned after babysitting my neighbor's kids!

Sara Good job, Tom. But really? Is success only about wealth for you? Do you need to be richer than the people around you to be successful?

Tom Nah, I'm only joking. I don't think that at all. There are a lot of people who aren't rich that are really successful. Take an environmental campaigner like Greta Thunberg, for example. She probably doesn't have a high income but she's incredibly good at persuading people to take better care of the planet. She's making the world a better place, and that, to me, is real success. It must be really rewarding to devote your life to a good cause like that, don't you think?

Sara Absolutely. But then, she wouldn't be as successful at what she does if she wasn't famous. And fame is often used as a measure of success. Although it doesn't always come in people's lifetimes! Just think of the artist Vincent van Gogh. During his lifetime, he only sold one painting, and barely anyone knew of him, so he wasn't successful. But now he and his paintings are famous all over the world, and he's been a huge influence on other artists. Being remembered long after your death – for something good – is the greatest form of success there is.

Tom I don't know, I think van Gogh would have preferred to make money from his art when he was alive! But, of course, we should say that money or fame – or both – don't always make you happy. There are so many stories about people who are rich and famous but are still really unhappy. It's hard to see them as successful. I'd say that they picked the wrong ambitions to fulfill. They climbed the ladder of success, but it was leaning against the wrong wall. People say the first step to being successful is knowing yourself well, so you can decide what ambitions will make you happy. If your ambition is to have a happy family, and you succeed in that, then I'd say you're a successful person.

Sara There's an interesting theory on that, called the Theory of Needs. It states that there are three needs different people have, once the basics of food, water, safety, and so on, are covered. First, there's the need to feel part of a social group and have close personal relationships. Second, there's the need for achievement and having people notice what you've accomplished. And third, there's the need for power. Success means getting the right balance of these things for you.

Tom Sounds sensible. Above all else, I think I need to feel part of a social group to feel fulfilled. I must admit the power of a leadership role isn't the type of success that appeals to me. I'd feel bad controlling other people's lives.

Sara Really? To me, leadership's more about the power to make an organization better through your ideas than about controlling others. Power – good power – is definitely high on my list of priorities in life.

Tom I guess that just proves different ambitions are right for different people.

Sara So make sure you choose ambitions that suit your personality. Then you can't go wrong! Thanks for watching guys.

Tom Bye!

Unit 10, page 108, exercises 2 and 3 2.14

Do you believe that your traits and abilities are largely fixed and unchangeable? That you're "just not good at math" or that you'll never be very organized, or creative, or sociable? Many people think in this way. Experts call it a "fixed mindset."

But there is an alternative way of thinking: a "growth mindset." People with a growth mindset believe that, with effort and practice, our traits and abilities can change over time. There is plenty of scientific evidence to support this belief. The more we use particular parts of our brain, the more brain neurons connect to each other, and these neuron connections make our brains more effective. So, the positive actions that we take, such as repeated practice of skills, and asking questions to further our understanding, can actually make us smarter. No one is suggesting that everyone has the potential to become the next Picasso or Shakespeare. But, with determination and effort, we can become more intelligent and skilled than we are right now.

And it isn't only intelligence and skill that can change in this way. People with personality traits that they want to change can also be successful in making improvements. For example, by training themselves to replace unhelpful thoughts with more helpful ones, people can make themselves less anxious. And introverted people who make a conscious effort to meet up with friends more often, start to see themselves, even after only a few months, as more extroverted and sociable in personality than they were before.

The benefits of having a growth mindset are huge. People with a fixed mindset accept their weaknesses as unchangeable; people with a growth mindset work hard to get rid of those weaknesses or turn them into strengths. People with a fixed mindset lose confidence and quickly give up when something is hard; people with a growth mindset respond by increasing their effort. People with a fixed mindset see constructive criticism of their work or behavior as hurtful – a criticism of who they are. People with a growth mindset take the criticism on board and use it as feedback to help them improve.

Choosing to develop a growth mindset is a powerful way to boost your confidence. So if you ever start to think “I can’t ...,” stop that thought right there. Instead, think “I can’t yet” and start practicing! If you are ever tempted to avoid trying something hard because you don’t want to fail, resist the temptation. It’s only by going outside your comfort zone that you can improve and learn. If you ever make mistakes, and you will – if you’re challenging yourself enough – don’t be hard on yourself. Make a conscious effort to learn from them and be glad that your mistakes have given you that opportunity.

If you believe that your intelligence and personality can change, then it doesn’t matter if you don’t have the abilities you would like to right now. You know that, if you keep working on them, you can develop them over time. If nothing in your personality is fixed, anything is possible, so believe in yourself! You’ve got this!

Unit 10, page 111, exercises 2 and 4 Reflect VIDEO

What matters most to you?

What does success look like to you?

Success comes in many forms: wealth, fame, and power, to name a few. But true success comes from happiness, which means setting goals that suit your personality. Some people say that luck plays an important part in success, too. But others argue that successful people make their own luck, by spotting opportunities and working tirelessly towards their goals.

Which personal qualities count most?

Only you can work out what personal qualities count most. But it can help to look to others for inspiration. Take Steve Jobs for example: his passion and fearlessness kept him going in spite of the challenges he faced. So, what extraordinary things would you like to do? And what personal qualities do you need to do them?

How can you find a career that suits you?

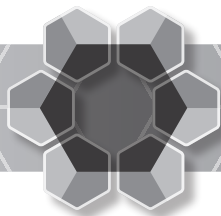
Choosing a career is always challenging. But the more thought you put into it, the better your chances are of finding the career that suits you best. Use your research skills to find out about the career options available to you. And if you find that your chosen career doesn’t suit you as well as you had hoped, don’t worry. Experts believe that today’s young people will, on average, have over five different careers over the course of their lives!

Why is a growth mindset useful?

A growth mindset is about believing that you can improve your intelligence, skills, and personality with effort. You can do this by answering questions in class, even if you’re not 100% sure you have the right answer, or by asking questions, which may help you to understand something better. A growth mindset involves choosing the more challenging option and pushing yourself to do it as well as you can. Instead of “I can’t do this,” try saying “I can’t do this yet.”

What can stories teach you about values?

Almost all cultures have traditional tales with a moral message. Aesop’s Fables, which originated in ancient Greece, are some of the most famous. One of Aesop’s stories is about the wind and the sun, who were arguing about who was stronger. They saw a traveler wearing a cloak and decided to have a contest to get him to take it off. The wind blew and blew, but the traveler just wrapped the cloak around himself more tightly. So the sun shone as brightly as he could. The traveler soon became hot and took off his cloak. What’s the moral of the story? That kindness and gentleness often get things done more quickly than force.



Workbook answer key and audio script

Unit 1 Why are animals important?

Reading to learn page 4

1

- 1 Text A: serious and objective,
Text B: informal and appealing
2 Text A: a leaflet
Text B: an advertisement
3 Text A: to inform people about taking care of cats
Text B: to describe a cat that needs adopting

2

1 c 2 b 3 d 4 a 5 b

3

1 Y 2 N 3 N 4 NM 5 Y 6 Y

4

SUGGESTED ANSWERS

- 1 Cats can form a strong bond with their owners. Having a cat can combat loneliness.
2 Owning a cat can be expensive.; Cats need to have a controlled diet.
3 Snowy should be adopted by someone with lots of free time to give him the attention he needs, perhaps someone with other cats, but not small children.

Vocabulary and Grammar page 6

1

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

2

1 anti-reflective 2 streamlined 3 shock-absorbent
4 groundbreaking

3

1 c 2 a 3 c 4 b

4

1 ups 2 to 3 care 4 along 5 team 6 bond

5

1 Sneakers 2 ✓ 3 the country 4 ✓ 5 ✓

6

1 The Labrador 2 Humans 3 The young 4 Bees
5 The electric car

7

1 bees 2 gardens 3 pesticides 4 the old
5 food and drink 6 bee hotels 7 the sun 8 The bee

8

1 Giraffes, the taller; Rhinos, the more endangered
2 Birds, the bigger; Bees, the more important

9

- 1 The hotter
2 The more streamlined
3 the fitter
4 the more energy efficient
5 The longer

10

1 Both 2 Neither 3 All 4 None

11

- 1 neither of which
2 both of whom
3 all of which
4 a few of whom

12

- 1 which
2 neither of
3 Both
4 The more
5 all
6 whom

13

1 c 2 f 3 a 4 e 5 b 6 d

Life skills page 9

1 ① 1.01

- 1 Owen 2 including 3 good 4 environment
5 the world

AUDIO SCRIPT

Eva Have you seen this, Owen? It says that every year, the world's population increases by about 70 million people. If it continues to increase at this rate, by 2050 there'll be 9 billion people in the world. That means we'll need to produce nearly twice as much food as we currently do. That's a scary thought.

Owen I agree. We face challenges producing food today and it's only going to get more difficult. That's why I think we should make a case for including insects in our diets in the future and reducing our reliance on other, more familiar, food products.

Eva I just can't imagine eating ants for lunch – do you really think that's a solution?

Owen I do. There's no disputing the fact that it might seem like a crazy idea to people in North America or Europe, but the fact of the matter is that people in Asia, Africa, and South America have included insects in their diet for centuries. That's because edible insects are good for you, good for the environment, and good for the global economy, too.

Eva How do you know?

Owen Well, there are a lot of facts that back up these claims. I know, on the face of it, insects don't look like much, but they're rich in nutrients. Let's take grasshoppers as an example. One small portion contains between 14 and 28 grams of protein, which is between 25 and 50% of the amount a man, for example, needs every day.

Eva That's a lot from something so small.

Owen Exactly. And it doesn't stop there. Insects contain a lot of other vitamins and minerals that we need in our diet, too.

Eva Interesting! What else is good about edible insects?

Owen Well, there's the environmental issue to consider. Insect production requires far less land, energy, water, and feed than, say, beef production.

Eva Really?

Owen Yes, it does. Ok, let's compare the amount of feed necessary to produce one kilo of meat from crickets and one from cows. For the crickets, it takes two kilos of feed and 80% of the cricket can be eaten. But for the cows, it takes eight kilos of feed and only 40% of the animal is edible.

Eva Hmm, I guess we need to take statistics like those seriously.

Owen Definitely, and there's the economic dimension to consider, too.

Eva Which is?

Owen Insect farming can help people in developing countries make a living. It's quite cheap and easy to do, and it doesn't require expensive machinery or a lot of land. It takes 15 m² of land to produce one kilo of protein from crickets compared to 200 m².

Eva Wow! So, you're right, there seems to be a lot of evidence that supports the argument for including insects in our diet in the future.

Owen Completely. The bottom line is that consuming edible insects as an alternative to other animal products will benefit our bodies, our planet, and the global economy.

2 1.01

SUGGESTED ANSWERS

Support for the claim	Examples / evidence
the health benefits of insects because of the nutrients they contain	the amount of protein in a small portion of grasshoppers and the percentage of a man's daily allowance it is equal to
fewer resources needed to farm insects / less pressure on the environment	the amount of feed used to produce a kilo of meat from crickets compared to the amount used to produce it from cows
the economic benefits of insect farming on people in developing countries	the amount of land needed to produce a kilo of protein from crickets

3

SUGGESTED ANSWER

to convince Eva that including edible insects in our diet could be a solution to food production problems in the future

4 1.01

1 F 2 T 3 T

5

1 disputing 2 link 3 matter 4 consider 5 point
6 take

6

1 let's take, as an example
2 there's a proven link between
3 You're missing the point about
4 There's also, to consider

5 the fact of the matter is
6 there's no disputing the fact that

Writing page 10

1

1 disagree 2 two 3 paragraph 4
4 fact, figure, fact, figure, figure, fact

2

1 words 2 put 3 way 4 clarify 5 short 6 sum

5

1 We shouldn't be allowed to own more than one pet.
2 students' own answers

8

explain two or three important opinions: 2 and 3
introduce the essay title: 1
sum up your opinion: 4
restate your reasons: 4
state your opinion: 1
support your opinions with facts and figures: 2 and 3

Self-assessment page 12

1

the writer's attitude towards the subject or reader

2

the type of text / audience / purpose

3

It's objective because it's an information leaflet and it isn't trying to influence opinions.

4

1 eco-friendly 2 groundbreaking 3 energy efficient

6

1 get along with
2 their ups and downs
3 see eye to eye

7

1 get on my nerves
2 make a good team
3 form a real bond

8

1 zero 2 definite 3 definite

11

1 the 2 Both 3 Neither 4 The 5 all

13

1 make a case for
2 the bottom line is
3 back up your claims
4 to make light of something

14

facts and figures

Unit 2 What's below the surface?

Reading to learn page 14

1

A 2 B 5 C 6 D 1 E 3

2

1 field 2 geobiologist 3 multicellular
4 hydrothermal 5 nuclei (nucleus)

3

SUGGESTED ANSWERS

- 1 They have begun to learn more about life far below the surface of the Earth.
- 2 He compares it to exploring the Amazon rainforest because there is life everywhere, plus an abundance of unusual organisms.
- 3 They have explored deep-sea hot springs, underwater mud volcanoes, and deep diamond mines, and used the deep-drilling vessel Chikyu.
- 4 It is extraordinary because it can survive up to 130°C, which is far beyond the temperature at which other organisms can survive.
- 5 They think that early life started deep below the surface billions of years ago.

4

SAMPLE ANSWER

Researching life below the subsurface is definitely more exciting. We already know a lot about life on the surface of our planet because biologists have been studying it for hundreds of years. In contrast, the study of life in the deep biosphere has only been going on in the last few decades. The discovery of *Geogemma barossi* shows that there are potentially many more amazing organisms to be found deep in the subsurface. Through such discoveries, scientists can learn more about the extreme limits of life on Earth, and possibly the origins of it.

Vocabulary and Grammar page 16

1

1 inner 2 exterior 3 concealed 4 uncovered
5 above ground

2

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

3

1 enzyme 2 fungus 3 fungal 4 nutrient 5 root
6 offspring 7 seedling

4

1 biologists 2 fungi 3 microscopes 4 biological
5 organisms 6 photosynthesis

5

1 seeing 2 book 3 wearing 4 putting 5 bring
6 visit

6

1 that we visit 2 taking 3 that we bring 4 lending
5 borrowing 6 wearing

7

- 1 Do you know when the sewer tours start?
- 2 —
- 3 I was wondering how much the tour costs.
- 4 Would you happen to know who built the sewers?
- 5 —
- 6 Would you be able to tell me where the exit is?

8

- 1 how much the secret station tour costs
- 2 what the name of the secret station is
- 3 where I could find information about the tour
- 4 why they closed the station
- 5 if the station is used as a movie set
- 6 if a lot of people used the station

9

- 1 withhold 2 off 3 a, by 4 shallow 5 the, of
6 make

10

- 1 jump to conclusions
- 2 keep an open mind
- 3 shallow critic
- 4 withhold judgment
- 5 unfairly write her off

11

SAMPLE ANSWERS

- 1 Yes, I try to conceal the fact that I'm a little greedy.
- 2 Yes, I would. I think it would be fascinating to look at microscopic organisms.
- 3 My friend Anna suggested going to see the new superhero movie this weekend.
- 4 Excuse me. Could you tell me where the exit is, please?
- 5 I'm rather judgmental so I often jump to conclusions about people when I meet them.
- 6 Yes, I decided that a boy in my theater group wasn't nice, but I later realized he was really friendly.

Life skills page 19

1 2.01

1 Adam 2 Aisha 3 Erin

AUDIO SCRIPT

Jake Welcome to Flash Radio's call-in show for young people. This week we're asking, "Are we too judgmental in our society?" Have you ever judged someone unfairly? Or have people judged you? Call us now at the number on our website or send us a message on our social media pages. Our first caller is Erin.

Erin Hi Jake! I started going to a youth club with friends recently and there was a girl there who kept staring at me. I know I look different - I make my own clothes and I'm very tall, but honestly, I started to feel very uncomfortable. One evening, she was staring, and whispering about me - I thought it was some sort of shallow criticism. So then and there, I decided to confront her. But I was in for a surprise - I had jumped to conclusions! She explained that she had an Instagram fashion page and she was just interested in my clothes. Ever since then, we've been friends. I eventually realized that I was judging her because I thought she was judging me! So maybe people aren't as judgmental as we think.

Jake Thanks Erin! And it's Adam next, he just messaged us. Adam says, "I was sitting on a busy train recently with my brother and there was an older man opposite us. I suppose we were talking rather loudly, but the thing is, my brother has a hearing problem and wears hearing aids. Anyway, the man across from us suddenly told us to be quiet because he was doing a crossword. At that point, I apologized and explained that my brother has a hearing problem, but the man wouldn't listen. Before I knew it, he got up angrily and moved. I think strangers should withhold judgment sometimes. If he had looked at us for more than a second, he would have seen my brother's hearing aids and maybe given us the benefit of the doubt. So some people are too judgmental."

Jake Thanks, Adam! We now have Aisha on the line.

Aisha Hey Jake! We had a school talent show, and my two friends, Anna and David, entered it. They're amazing singers, unlike me - I can't sing well at all! On the day of the show Anna was absent from school because she was sick and had lost her voice, so she asked me at the last minute to sing in her place. Before I knew it, I was nervously standing on stage with David. I tried my best, but I couldn't sing one of the high notes. At that point, I felt that everybody was making assumptions that I was trying to be a talented singer like my friends. However, at the end, I was amazed when everyone shouted and clapped. Little by little, I realized that they hadn't unfairly written me off and they had understood that I was helping my friends! So I agree with Erin, people aren't as judgmental as we sometimes expect them to be.

Jake Thanks Aisha! And here's another call ...

2 2.01

1 c 2 b 3 a 4 c

3 2.01

- 1 shallow criticism
- 2 withhold judgment
- 3 making assumptions
- 4 unfairly written

4

1 f 2 d 3 e 4 a 5 b 6 c

5

- 1 At that point
- 2 then and there
- 3 Before I knew it
- 4 little by little
- 5 Eventually
- 6 Ever since then

Writing page 20

1

1 C 2 B 3 A

2

- 1 The first stage
- 2 many days
- 3 the same time
- 4 Meanwhile
- 5 gradually
- 6 until
- 7 eventually

3

SUGGESTED ANSWERS

- 1 leaves, grass, fruit, and vegetable peels
- 2 Compost. You use it as a fertilizer in your garden or in potted plants to make your plants grow well.

4

1 B 2 C 3 A

5

SUGGESTED ANSWERS

Introduction – The process of composting is when things like vegetable peelings turn into decayed organic matter called compost.

Paragraph 1 – At the first stage you put waste into the composter. Over several days mesophilic microorganisms begin to break down the waste. The temperature rises to 40°C.

Paragraph 2 – Different microorganisms called thermophilic microorganisms then break down the waste until it is in smaller pieces. This takes up to several months and temperatures rise to up to 65°C.

Paragraph 3 – Gradually, the thermophilic microorganisms use up the supply of compounds in the waste. The temperature drops and then the mesophilic microorganisms finish breaking down the mixture into finer compost over several months. The compost is finally ready.

Conclusion – These processes eventually create fertile compost, which is useful for gardens.

Self-assessment page 22

1

SUGGESTED ANSWERS

- 1 have a prefix, suffix, or root that I recognize
- 2 be a word in my own language
- 3 be explained or defined in the text

2

SUGGESTED ANSWER

A culture is a particular civilization or society, or a group of activities such as the arts. In biology, a culture is a group of cells which are grown as part of an experiment.

3

1 inner 2 reveal 3 subterranean

4

1 interior 2 reveal 3 cover up

5

SUGGESTED ANSWERS

- 1 A microscope is used for examining organisms and other things that are too small for the human eye.
- 2 Photosynthesis is a process which only happens when there is light.
- 3 A biologist is someone who studies living organisms including plants and animals

6

1 seedlings 2 offspring 3 biological

7

- 1 *She suggested* that we visit / visiting the new underground art gallery.
- 2 *He proposed* that I / we explore the ancient caves.
- 3 *He recommended* that we book / booking an afternoon tour.

8

SAMPLE ANSWERS

- 1 He suggested that I study in the school library for two hours a day.
- 2 She recommended seeing the latest superhero movie.
- 3 My mother proposed that we go on vacation to a small island off the coast of our country.

9

- 1 how deep the mine is
- 2 how the special elevator works
- 3 if the miners spent all day underground

10

SAMPLE ANSWERS

- 1 By any chance do you know what time the Kennedy Space Center closes?
- 2 Would you be able to tell me something about the history of the Space Center?
- 3 Do you have any idea if this shuttle ever went into space?

11

SUGGESTED ANSWERS

- 1 don't judge them and you accept what they tell you .
- 2 make immediate assumptions about their behavior, which may be wrong .
- 3 reject or disregard them without good reason

12

- 1 withhold 2 by

13

SUGGESTED ANSWERS

- 1 Anecdotes help us make personal connections with other people.
- 2 Using time expressions helps the listener follow the order of events.

14

SUGGESTED ANSWERS

- 1 It describes how something happens.
- 2 You might include diagrams or illustrations. They can help to explain the process described to the readers.
- 3 A clear and concise step-by-step description of the process.

Unit 3 How do we use patterns?

Reading to learn page 24

1

- 1 c 2 a 3 c 4 b

2

- 1 They're proof of a deep love of nature.
- 2 are recurring forms found in the natural world
- 3 They had certain aims they needed to achieve.

4 They provide great strength.

5 make sense of the connection between architecture and nature

3

- 1 They make visitors feel like they are in a great stone forest because the columns and ceiling are inspired by nature.
- 2 They support a large roof and use only a small amount of floor space.
- 3 the biomes
- 4 The biome design allows tourists to see the whole view uninterrupted.

Vocabulary and Grammar page 26

1

- 1 c 2 b 3 d 4 a 5 e

2

- 1 sense 2 observations 3 decisions 4 connection
- 5 generalizations 6 use

3

- 1 plans 2 decision

4

- 1 shots 2 field 3 hand 4 rein 5 edge 6 value

5

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

6

- 1 take things at face value
- 2 give them free rein
- 3 goes hand in hand
- 4 give companies the edge

8

- 1 imagine 2 expect 3 doubt 4 foresee
- 5 forecasting 6 anticipate

9

SUGGESTED ANSWERS

- 1 *The movie was much better* than we had anticipated / imagined / expected.
- 2 *The other team has the edge so I doubt (that) / don't imagine (that) / don't expect (that) we'll win today.*
- 3 I imagine / guess *that you'll work in computer science one day.*
- 4 *Weather experts had predicted / had forecasted that a storm was coming so it was no surprise.*

10

- 1 been predicted 2 expect 3 doubt 4 anticipate
- 5 imagined / guessed

11

- 1 less 2 later 3 there 4 about 5 then

12

- 1 over and over again
- 2 more or less
- 3 once and for all
- 4 here and there
- 5 step by step
- 6 now and then

Life skills page 29

1 3.01

1 c 2 a 3 b

AUDIO SCRIPT

Todd Oh hey, Ruby! I haven't seen you for ages. How are you doing?

Ruby Hi Todd, well, not great to be honest. I'm feeling a little depressed.

Todd Oh dear, well, we all have ups and downs now and again.

Ruby Uh-hum, I know. But I've been feeling like this for the last few weeks.

Todd Oh really? Why?

Ruby Well, three weeks ago I made a decision to improve my life. I'd formed some bad habits, spending every evening watching movies and eating candy and snacks. I felt really unhealthy, so I decided to kick the snack habit once and for all and try to get fit.

Todd Yeah? But that's a good thing to do, Ruby. You shouldn't be feeling depressed.

Ruby Mmm, I know. The thing is, Todd, exercise doesn't come naturally to me. I never enjoyed playing sports when I was at school and now that I'm working, I don't have the motivation to join a gym. But then I heard about a fitness app for cell phones. It's a step by step running plan that has helped thousands of people to start running and get fit.

Todd Really? That sounds like a great way to get out and about and get some exercise.

Ruby Exactly! Anyway, I've been using the app for more or less three weeks now, but I struggle to motivate myself to do it. It should be a habit by now.

Todd Oh really? Why do you say that?

Ruby Because it takes 21 days to form a new habit. That's what all the books say.

Todd They can't make generalizations like that, Ruby. Everyone's different and it also depends on the new habit you're trying to form. I mean, in your case taking up running when you don't find exercising easy is going to be much harder than, say, getting into the habit of drinking 2 liters of water every day.

Ruby Well, I wonder how long it'll take before going for a run becomes automatic for me.

Todd Longer than you imagine! I read about some psychologists the other day who looked into how long it actually takes to form a habit. They asked 96 people to choose a new behavior, like reading for 20 minutes before going to bed, and do it for 12 weeks. Every day during that period, the people said whether or not they had done this and how automatic it felt. At the end of the period, the researchers made sense of the results and said that on average it takes 66 days for a new habit to become automatic.

Ruby Oh, OK. That's longer than I anticipated!

Todd They made an interesting observation too – it doesn't matter if you miss a day here and there. The behavior will still become automatic sooner or later.

Ruby That's good to know. And I guess at the end of the day, it doesn't matter how long it takes me to form my running habit. As long as I get fit once and for all!

2 3.01

a, b, d, f

3 3.01

1 Watching movies and eating candy and snacks.

2 It helps people to start running and get fit step by step.

3 21 days, because she read it in some books

4 66 days, because he read about an experiment by psychologists

5 that you can still form a new habit even if you miss a day here and there

4

1 empathy 2 agreement 3 attention, interest

4 understanding

5

1 3 (Yep) 2 1 (Oh dear) 3 3 (Oh really?) 4 2 (Uh-hm)

(suggested responses in parentheses)

Writing page 30

1

1 c 2 c 3 a

2

1 d 2 e 3 b 4 a 5 c 6 f

3

1 comparing / contrasting

2 describing trends

3 giving approximate figures

4 describing predictions

4

SUGGESTED ANSWER

The graph refers to predicted changes in total population in North America and Europe.

Self-assessment page 32

1

an idiom

2

b

3

1 make a generalization

2 make a decision

3 make a connection

4 make use of

6

1 take something at face value

2 go hand in hand

3 give someone the edge

8

POSSIBLE ANSWERS

1 forecast, predict, foresee

2 anticipate, guess, imagine, expect

3 doubt, don't expect

10

1 here and there

2 more or less

3 now and then

4 out and about

5 sooner or later

6 step by step

POSSIBLE ANSWERS

- 1 Yeah? / Oh. Right. / Oh really? / Cool.
- 2 Um-hm. / Mmm. / (That's) right. / Sure. / Yep. / Yeah. / Exactly.
- 3 Mmm. / Yeah, I know. / Oh. / Oh dear.

14

trends, e.g., upward / downward patterns of movement

Unit 4 How do we solve problems?**Reading to learn** page 34

1

- 1 both 2 B 3 A

2

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

3

- 1 Because they were hunted for their fur.
- 2 Sea urchin numbers have decreased which has led to an improvement in the kelp forests.
- 3 The author thinks it can teach us that it is possible to reverse unintended consequences.
- 4 They can cause damage to the environment in a wide range of different ways.
- 5 There was a lack of predators and disease.
- 6 They cause soil erosion and destroy crops and small trees.

4

SAMPLE ANSWER

In my opinion, author B's conclusions are more convincing than author A's. Author B seems to draw realistic conclusions about our ability to reverse problems with unintended consequences such as invasive species. I think the author is right in saying that we can't always turn the clock back and that it is more important to focus on major global problems such as climate change. In contrast, Author A seems to think that a small success in reversing unintended environmental consequences can be transferred to a lot of other countries. However, the author gives the specific example of the sea otters which involves just one species. The author also seems to think that projects like this could help resolve major environmental issues. I think they are being overly simplistic and optimistic about the impact that such projects can have.

Vocabulary and Grammar page 36

1

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

2

- 1 persistent 2 collaborate 3 It's not the end of the world
4 keep, in perspective 5 act promptly

3

- 1 b 2 a 3 c 4 b 5 c

4

- 1 turn back the clock
- 2 in turn
- 3 turned out
- 4 turn your back on

5 turn your hand to

5

- 1 failed (SF) 2 succeeds (SS) 3 unable (LA)
4 managed (SS) 5 able (GA)

6

- 1 unable to
- 2 didn't manage to
- 3 failed
- 4 managed to
- 5 has succeeded in
- 6 able to

7

- 1 could 2 shouldn't 3 should 4 could 5 should
6 shouldn't
Present: 3, 4, 5, 6 Past: 1, 2

8

- 1 could have put an elevator in that new building
- 2 should be wheelchair accessible
- 3 should have put these travel instructions in Braille
- 4 shouldn't have bought buses with very narrow doors
- 5 could create more disabled parking spaces in this town

9

- 1 challenge 2 work, Change 3 blue-sky 4 sleep
5 visualize, consciously 6 emulate, Trial
7 subconsciously

10

- 1 sleep on a problem 2 subconsciously 3 consciously
4 working on 5 emulate

11

SUGGESTED ANSWERS

- 1 I'm more persistent than they are because I don't give up easily.
- 2 I would turn back the clock to last May because I was involved in an amazing play then.
- 3 I managed to pass my French exam.
- 4 I think I'd probably succeed in running a marathon if I put my mind to it.
- 5 I should have read the questions more carefully.
- 6 It's usually best to sleep on something and decide in the morning.

Life skills page 391 4.01

- 1 one hour 2 four 3 thirty / 30 4 eighty / 80 5 Yes

AUDIO SCRIPT

Teacher Good morning, everyone.

Students Morning.

Teacher Today is Problem-Solving Day and we'll be doing different activities to practice problem-solving skills. First, you're going to take the "Bridge Construction Challenge." Think of it as a civil engineering task.

The challenge is to build a bridge to go across the space between these two desks - that's 30 centimeters. Your equipment is 80 popsicle sticks, some fast-drying glue, as well as pencils and paper.

Work on it in your groups of four. You have an hour to finish it. Your bridge can be any design, but it needs to be strong enough to put a glass of water on.

Thomas Good to be working with you again, Felipe, Sofia, and Yasmin.

Yasmin Thanks, Thomas. It's a tricky task and an hour is quite a short time, really.

Felipe Yeah, I agree, Yasmin - should we have a project manager?

Sofia Yes, I can do that. Good idea, Felipe.

Yasmin Thanks, Sofia.

Sofia OK. How shall we approach the task?

Felipe Well ... this might seem like a silly thought, but what about taking a trial-and-error approach?

Thomas I think that'll take too long, Felipe.

Felipe Yeah, maybe you're right.

Yasmin Well, the only thing that occurs to me right now is that we should visualize the design first and draw some plans. Then, we'll be able to build the bridge more quickly and efficiently.

Sofia Good idea, Yasmin. Here's a piece of paper and a pencil, everyone. Visualize what the bridge will look like. Then, quickly draw different versions of it.

Sofia Everyone finished?

Felipe, Thomas, Sofia Yes.

Sofia Let's look at the plans and keep an open mind when we first consider them.

Yasmin Here are my designs. I think this is the best one. It's made from triangular sections to make the bridge strong.

Sofia Thanks. What's about yours Thomas? That one looks interesting.

Thomas It's a cool arched bridge which has the curve of a long leaf. It emulates the natural world.

Sofia Great ideas, everyone! Keep them coming. Felipe?

Felipe Well, mine are all very practical. Like this one here with the strong, solid base.

Sofia Good. Thanks. So, shall we make a decision about which design to use?

Yasmin Yes, we don't want to run out of time.

Sofia So what about Thomas's design here?

Felipe To be honest, I'm not sure it's going to support a glass of water. It won't be strong enough.

Thomas Yeah, I think I was doing a bit of blue-sky thinking there! I was just trying to consciously challenge assumptions about what a bridge looks like!

To be honest, I thought that both Yasmin's and Felipe's designs could work.

Sofia Interesting. What you just said gives me another idea. Maybe we should look at things from a different perspective and not just think about one design. We could join Yasmin's and Felipe's designs together and have a bridge with triangular side sections and a strong base.

Thomas Yeah! I think that's the answer.

Sofia OK, shall we start making it? We can build it in three different sections, the base and the two sides. Felipe, you start on the base ...

Teacher OK, everybody. Time's up. Let's take a look at the bridges. Sofia's group first. Yours looks good, but will it support a glass of water? Let's see!

Yes! It supports the glass. Great job! Let's analyze the design before we go on to the next one ...

2 4.01

1 c 2 a 3 b 4 b

3 4.01

1 trial-and-error 2 visualize 3 emulate

4 blue-sky thinking, challenge assumptions

4

1 thing 2 occurs 3 silly 4 about 5 look

6 perspective 7 ideas 8 coming 9 just 10 idea

Teacher note: the solution to the task is explained in the video on YouTube at <https://youtu.be/nk3CJdwieqk>

Writing page 40

1

1 the environment
safety in the home

2 educate young people
create workshops
have cheap replacement parts

2

1 adopt 2 tackle 3 take 4 focus 5 force

4

SAMPLE ANSWERS

1 It can cause high levels of stress, high blood pressure, and hearing loss. It can also stop people from sleeping.

2 reduce traffic, encourage use of electric cars, create car-free zones, limit the number of planes taking off and take off times, limit the hours of road repair, introduce laws to stop people from playing loud music late

Self-assessment page 42

1

SUGGESTED ANSWERS

It will give you a range of information, different arguments, and alternative perspectives on the topic.

2

1 strengths, weaknesses 2 correct / true / right

3 convincing

3

1 perspective 2 promptly 3 persistent

4

SAMPLE ANSWERS

1 When I didn't make the school soccer team.

2 In drama, when I wrote and performed a sketch with four other students.

3 I broke my tennis racket during an important match, but I borrowed a better one and won.

5

1 in 2 on 3 to

6

SAMPLE ANSWERS

1 When I was younger I was unable to concentrate well in class.

2 I felt very proud when I managed to walk 30 km in one day.

3 I wasn't very worried when I failed to pass my driver's test.

7

SAMPLE ANSWERS

- 1 I succeeded in making my town's soccer team.
- 2 I could play some simple tunes on the piano and swim 50 m.
- 3 I didn't manage to get a role in the school play, but I didn't mind.

8

- 1 should / could be 2 should / could have spoken
- 3 shouldn't build

9

SAMPLE ANSWERS

- 1 You should have asked me before you posted that photo, I really don't like it.
- 2 We should / could have used better problem-solving techniques.

10

SUGGESTED ANSWERS

- 1 Blue-sky thinking. Advertisements need to be creative.
- 2 Trial and error. Making different prototypes is helpful.

11

- 1 visualize 2 subconsciously

12

SUGGESTED ANSWERS

- 1 Ideas that at first seem ridiculous may appear more promising with a little more thought.
- 2 Although an idea may seem unpromising, it may prompt another member of the group to think of a better idea.

13

Introduction: c

Paragraph 1: a, d

Paragraph 2: b, f

Conclusion: e

Unit 5 How does advertising work?

Reading to learn page 44

1

advertising on devices with screens like computers and cell phones

3

Main idea: what display ads are / how they work

Supporting detail the reader may not understand: the phrase "click through rate" and the acronym CTR

Useful supporting detail: how the CTR is calculated

Further supporting detail the reader might want:

examples of a good and bad CTR

4

- 1 Y 2 N 3 N 4 NM 5 Y 6 N

5

- 1 It makes a case for digital advertising because the online market is getting bigger every day.

- 2 The viewer sees an ad, clicks on it, goes to another web page, and buys a product.
- 3 Because people don't expect to find important content in banner ads so they ignore them.
- 4 Yes, it is, because many people want to stay safe online, and find the ads annoying.
- 5 Traditional ads are too expensive for small businesses, but display ads enable them to promote their brands more cheaply.

Vocabulary and Grammar page 46

1

- 1 d 2 f 3 e 4 b 5 a 6 c

2

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

3

- 1 brand 2 market 3 advertising 4 customer

4

- 1 customer profile
- 2 market research
- 3 brand recognition
- 4 advertising agency
- 5 market leader
- 6 advertising campaign

5

- 1 brand name 2 customer profile
- 3 advertising campaign 4 market leaders

6

- 1 football 2 the Super Bowl
- 3 the Super Bowl / the championship game of the NFL
- 4 the ads (shown in a commercial break during the game)
- 5 \$5 million (for 30 seconds of air time)

7

- 1 watched it on TV 2 other ads

8

- 1 popular 2 they

9

- 1 ones 2 They 3 – 4 one 5 do 6 them
- 7 they 8 so

10

Containing personal information browsing history

Types of cookies flash, third-party, zombie

Common actions block something, track activity

Types of programs antivirus software, malware, viruses

Types of ads banner, personalized, pop-up

11

- 1 malware
- 2 viruses
- 3 pop-up
- 4 browsing history
- 5 track activity
- 6 flash

Life skills page 49

1 5.01

personal information online

AUDIO SCRIPT

1

Woman I really hate getting all these emails. I get more than a hundred every day.

Man Really? Who are they from?

Woman Well, I get emails from work and I also get some personal emails, but the rest are promotional emails from different companies ... some of them I've never heard of!

Man What do you do with them all?

Woman I don't read them! That's for sure. I open my inbox and click delete, delete, delete on all the unwanted emails.

Man Whatever you do, don't just delete them. You should right-click on the email in your inbox, select "junk" and then select "Block sender."

Woman Really? I didn't know that.

Man And in future, make sure you read through a company's privacy policy before supplying any contact information.

Woman Ugh! That's not my idea of fun.

Man Well, you should do it. There might be a sentence in it giving the company permission to share your contact details with other companies. And then you'll get lots of emails about stuff you've never requested.

Woman Hmm, I see what you mean.

2

Man I don't believe it! I have another advertisement on my phone for a new camera.

Woman Well, what's the problem? You're into photography and you said you wanted a new camera.

Man I would really like one and that's why I was reading some online reviews of a new instant camera earlier today. It sounds like an amazing camera, but I stopped myself from buying it. I need to save up for it!

Woman Wow! I admire your willpower! I don't think I could stop myself. Seeing the reviews would convince me to buy it.

Man Well, my willpower is definitely being tested because look what happens now ... I'm on a completely different website and, look, there's an advertisement for the same camera. It's as if it's saying, "Hi, there! Don't forget me! You really need me."

Woman I know what you mean. It is hard, especially if you're easily influenced by advertisements. And you're right, these types of advertisements are very powerful. One option is to go to Settings on your laptop, then go to Ads Personalization, and switch it off. You'll still see ads, but they won't be personalized ones, so it'll be easier to ignore them. Besides, companies will get less of your personal information this way, so it's safer.

Man Well, that sounds like it's worth a try!

3

Man Look at this email I've just received from someone at my bank. Whoever it's from, their English is awful and they're terrible at spelling. It's really funny!

Woman You might think it's funny, but there's a serious side to it. The errors are warning signs that this is probably a phishing email and you definitely shouldn't trust it.

Man Really? But, it says there's been a problem at the bank and I need to confirm my bank account number and username. Look, it's really easy – there's a link in the email that takes me directly to the bank.

Woman Whatever you do, do not click on that link! It'll take you to a fake web page, which will ask for your personal

information. Before you know it, you'll have no money in your bank account.

Man Oh, no! I'd feel terrible if that happened! How can I protect myself from phishing attacks like this in the future?

Woman Well, one option is to use anti-malware software. It'll block any suspicious emails and attachments.

Man Thanks! I'm going to go online and order it right now!

2 5.01

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

3 5.01

1 work and personal emails 2 switch off personalized ads

3 use anti-malware software

4

1 sure 2 recommend 3 option 4 advice

5 Whatever 6 worth 7 works

5

1 Make sure you 2 Whatever you do 3 one option is to

Writing page 50

1

1 to promote the opening of a new store this Saturday

2 people who want to stop using single-use plastic and packaging and go zero waste

3 products, in-store events, web page, location, a freebie

2

1 c 2 b 3 d 4 a

3

a Come to one of our monthly workshops!

b Want to learn a new skill?

c eco-friendly soap

d We're here!

Self-assessment page 52

1

the paragraph topic and the main idea

2

evidence, definitions, and examples

3

accept or be persuaded by the main idea

4

1 factor 2 product 3 buyer

6

1 customer 2 brand

7

1 agency 2 campaign 3 leader 4 research

8

1 it 2 mine 3 we

9

1 she 2 on offer 3 clean all stains

10

1 does 2 ones 3 so

11
to avoid repetition

12

POSSIBLE ANSWERS

pop-up / personalized ads / banner ads / display ads

13

third-party cookies, flash cookies, zombie cookies

15

Wh- questions / Questions beginning with *What / When / How / Where / Why*

17

to advertise something

18

Who is the target audience?
What do they need to know?
What do I want them to do?

19

SUGGESTED ANSWERS

a positive testimonial, a discount / product on sale

Unit 6 Why do we need other people?

Reading to learn page 54

1

3 B, 5 A

2

	Text A	Text B
format	bullet points	salutation
text content	neutral information	description of experience
sentence structure	full sentences	some incomplete sentences
formality	formal style / full forms	informal style / contractions
point of view	third person	first person

3

- 1 It doesn't involve being selfish.
- 2 Yes. Text A says it's useful for people faced with busy schedules and at times of stress, and Lily says she was feeling stressed.
- 3 She calls it "me time."
- 4 It is best to avoid accepting too many invitations from friends.
- 5 No, it mentions going for a stroll with a confidant.
- 6 She concludes that it isn't something extra but something that people should practice regularly.

4

SAMPLE ANSWER

Yes, I think the concept of self-care is a useful idea because a lot of young people are so busy that they don't allow themselves time to "decompress" and focus on their own well-being. There is a lot of pressure to be on social media

constantly or go out all the time, but sometimes we need to get away from it all and have some peace and quiet.

5

SAMPLE ANSWER

I think I'd like to do yoga in my room for an hour using a yoga YouTube channel. Then, I'd go for a walk in a park that's not too far from my house for a couple of hours and be alone with my thoughts.

Vocabulary and Grammar page 56

1

- 1 network, ones
- 2 casual, acquaintance, butterfly
- 3 confidant
- 4 clique
- 5 circle, meaningful

2

SUGGESTED ANSWERS

- 1 A casual friend is someone who you aren't very close to; a confidant is someone you know very well and can tell your secrets to.
- 2 A circle of friends is just an ordinary group of friends, whereas a clique is a small group of friends who don't really want other people to join them.
- 3 An acquaintance is a person that you only know slightly, whereas a loved one is a member of your own family or a very close friend.

3

- 1 communication
- 2 withdraw from
- 3 by themselves
- 4 tranquil solitude
- 5 involved in

4

- 1 get away from it all
- 2 get some peace and quiet
- 3 be alone with my thoughts
- 4 steer clear of other people
- 5 go into your shell
- 6 lose touch with

5

- 1 S understand, D meet with
- 2 D contemplate, S believe
- 3 D intend, S signify

6

- 1 –
- 2 have
- 3 –
- 4 've known
- 5 're having
- 6 're

7

- 1 'm forever posting photos
- 2 's constantly running out of
- 3 's forever borrowing
- 4 's always watching online videos
- 5 's always asking
- 6 're constantly boasting

8

- 1 I wish Tom wouldn't post hundreds of photos every day
- 2 If only Amy wouldn't share everything on social media
- 3 I wish Christine would answer my messages
- 4 If only people wouldn't say such insensitive things on social media
- 5 We wish journalists wouldn't complain about the dangers of technology all the time

9

1 a 2 c 3 b 4 b 5 a

10

- 1 put someone down
- 2 look down on someone
- 3 confide in someone
- 4 distance yourself from someone
- 5 undermine someone's self-confidence
- 6 hurt someone's feelings

11

SAMPLE ANSWERS

- 1 I look for someone I can trust and who knows how to keep a secret.
- 2 I hate being alone with my thoughts because I end up worrying about things too much.
- 3 No, I never post photos to show I'm having a good time. I don't need to tell everyone about it.
- 4 My friend is always messaging me late at night about our homework for the next day.
- 5 My sister told it to me straight when she said I couldn't borrow her phone anymore.
- 6 Yes, I think that I make a good shoulder to cry on since I'm very sympathetic.

Life skills page 59

1-2 6.01

keeping in touch: get in touch regularly, hang out in person
being a good friend: be sensitive, confide in them
dealing effectively with conflict: apologize, accept their apologies

AUDIO SCRIPT

Josh Welcome to the latest school podcast. I'm high school student Josh Richards, the guest interviewer for today. I'll be interviewing expert Sonia Gomez about how to maintain friendships. She's a high school guidance counselor who's written a blog on the subject for young people.

Sonia Thanks, Josh. Yes, I'm going to be asking "How can we maintain friendships?" and looking at the main areas that lead to people staying friends with each other over time. These areas are: keeping in touch, being a good friend, and finally, dealing effectively with conflict.

3 6.02

- 1 distancing yourself from them
- 2 has put them down, a shoulder to cry on
- 3 confide in them, too
- 4 to apologize, hurt someone's feelings

AUDIO SCRIPT

Josh So today you'll tell us how to maintain the perfect friendship.

Sonia Well, actually, I see it a bit differently. It's not about perfect friendships, but more about good working friendships that will last.

Josh I see. That sounds like a good way of looking at it.

Sonia I'll start on the main area: keeping in touch. My first point here is: get in touch regularly with your friend. It's obvious, but it's the most important thing you can do to maintain a friendship. Lack of contact leads to problems. If you don't get in touch with a friend, they might think you're distancing yourself from them.

The second point about contact is to hang out in person. Spending time together helps to reinforce shared interests. But remember, if you live a long distance from your friend, you can hang out together on a video call. Chat, play a game, or even watch a funny movie together.

Josh Great idea.

Sonia Moving on to: being a good friend. There are two points I'd like to make. First, be sensitive. Notice if your friend is having difficulties. If they're upset because someone has put them down, you can be a shoulder to cry on. My second point is: tell them if you are having problems and ask for advice. If you have a problem, it's important to confide in them, too.

Josh But that behavior could also be seen as needy and demanding. That's not being a good friend!

Sonia That's one interpretation. Another is that you're showing that you respect your friend's advice. This will make them feel valued.

Josh Ah, right. Yes, that makes sense.

Sonia The last main area is dealing with conflict. The first point I'd make here is how important it is to learn to apologize.

Josh Well, what if your friend is upset about something you did, but it wasn't completely your fault? Should you apologize then?

Sonia Well, think of it from the other person's point of view. This will help you to see why they're upset and understand that you perhaps *did* do something wrong. It's essential to apologize if you hurt someone's feelings. My next point here is this: always accept your friends' apologies if *they* have done something wrong. You will never move on from conflict unless you do this!

Josh Yes, from my experience, that's definitely true!

Sonia And those are the main points I'd make for today. Of course, listeners can find useful links on the school website.

Josh Thank you!

4

1 of 2 Another 3 be 4 differently 5 from

5

1 That's 2 interpretation 3 Actually 4 little
5 behavior 6 as 7 might 8 way

Writing page 60

1

- 1 They introduce us to new things, they help us see the world in a different way, and encourage us to show our best side.
- 2 We may never truly get to know them on a deeper level and discover if we have more than superficial things in common.
- 3 We have known shared interests. We can be ourselves with them and they know us well enough to give help with long-term problems.

2

1 likely 2 tendency 3 tend 4 often 5 majority
6 speaking

3

SAMPLE ANSWERS

ask them questions to get to know them better; to behave badly because I know them so well; are friends of my own age

5

- 1 have the same traits and characteristics as we do
- 2 have a very different way of behaving from us

6

SAMPLE ANSWERS

Advantages of having a similar personality: more likely to react to things in same way, see the world from a similar perspective, share the same sense of humor

Disadvantages of having a similar personality: similar character traits may cause arguments, may reinforce each other's negative behavior

Advantages of having a different personality: can have a different view of things which makes for interesting conversations, can help to improve each other's behavior

Disadvantages of having a different personality: might not have as much to talk about, might find it harder to connect over shared experiences

Self-assessment page 62

1

POSSIBLE ANSWERS

article, essay, novel, narrative, poetry, etc.

2

SUGGESTED ANSWERS

- 1 point of view: It's whether a story is told in the first or third person, and if an account appears subjective or objective.
- 2 format: This is the way that the text is presented. It includes the use of paragraphs, headings, illustrations, lists, etc.
- 3 formality: This is whether a text is more or less formal. It includes things such as whether contractions and informal language are used.
- 4 content: This is what is contained in the text, whether it's a description of a place or person, neutral information, dialogue, etc.

3

SAMPLE ANSWERS

- 1 I mostly have school friends, but some neighbors, too.
- 2 We can chat with them online and try to do things with them such as go to the movies.

4

- 1 *An acquaintance is someone who you know slightly, but who isn't a good friend*
- 2 *A social butterfly is someone who is friendly to everyone but who also moves from friendship to friendship*
- 3 *A loved one is someone who is close to you, such as a sibling or a best friend*

5

- 1 shell 2 thoughts 3 alone

6

SAMPLE ANSWERS

- 1 You can avoid losing touch with your friends by regularly messaging and seeing them.
- 2 I get some peace and quiet by going for a walk in the park on my own.
- 3 I think it's best to steer clear of other people when you're in a bad mood.

7

POSSIBLE ANSWERS

- 1 have, know, believe, feel, understand, own, belong, like
- 2 run, play, study, walk, read, watch, laugh, speak

8

- 1 dynamic: I'm not having a good time.
Stative: I have three pets at home.
- 2 dynamic: I'm thinking of posting this photo.
Stative: I think it's a bad idea to overpost.

9

SAMPLE ANSWERS

- 1 She's always cheating – it's really annoying!
- 2 They're constantly playing around and not taking it seriously.

10

SAMPLE ANSWERS

- 1 I wish people would be quiet and watch the movie.
- 2 I wish students wouldn't keep looking up from their exams; it's distracting.

11

- 1 from 2 in 3 a, of

12

SAMPLE ANSWERS

- 1 put you down in front of your friends
- 2 look down on your interests and favorite music
- 3 undermine your self-confidence by saying negative things to you

13

SUGGESTED ANSWERS

- 1 are easy to add to afterwards
- 2 are a visual way to show the key ideas and development of a talk
- 3 show the relationship between key points

14

SUGGESTED ANSWERS

- 1 It's particularly useful to define terms in the introduction so that the reader knows exactly what you are discussing from the beginning.
- 2 People might define a term differently, so you need to be clear about your particular use. Terms can also be relative and depend on the context you are using them in.

Unit 7 Why are we fascinated by space?

Reading to learn page 64

1

- 1 D 2 C 3 A 4 – 5 B

2

C

SUGGESTED ANSWERS

- 1 The first time she reads it from a viewer's perspective and doesn't make any notes. The second time is from a designer's perspective and she makes notes.
- 2 No, she doesn't. She also does a lot of research in order to create visuals that are as realistic as possible.
- 3 I think the designers used their imagination, but didn't do any research because their spacecrafts weren't realistic and couldn't have gone into space like Rachel's.
- 4 She used the International Space Station as inspiration for the modular design. Two sections can leave the main spacecraft and enable astronauts to explore other planets.
- 5 students' own answers

Vocabulary and Grammar page 66

1

- 1 solar 2 zero 3 black 4 cosmic 5 Dark

2

- 1 final frontier
2 exoplanets
3 interplanetary species
4 hostile environment
5 asteroids

3

- 1 short-lived
2 far-reaching
3 world-famous
4 highly-respected

4

- 1 forgotten 2 powered 3 distance 4 famous
5 inspiring

5

- 1 c 2 f 3 b 4 e 5 d 6 a

6

- 1 a 2 b 3 a 4 c 5 a

7

- 1 *In order to learn about black holes, I'm going to watch this movie.*
2 *He uses a telescope so as to see / that he can see Saturn.*
3 *I'll take a coat because it might rain. In case it rains, I'll take a coat.*

8

- 1 in order to see
2 to find
3 so as to protect
4 In case you don't have
5 for looking

9

- 1 c 2 a 3 b 4 a 5 c

10

- 1 a 2 c 3 b 4 c

Life skills page 691  7.01

a, c

AUDIO SCRIPT

Zac Good to see you, Ana. How are you doing?

Ana Still trying to find a job in marketing, unfortunately, but other than that I'm good, thanks. How about you, Zac?

Zac I got a job working in computer software, but it wasn't easy. There's so much competition for jobs these days.

Ana I agree. Take the last two months as an example. I apply for a lot of jobs, have interviews, and don't get offered anything. I'm starting to think I should abandon my plan and consider a different career.

Zac No, don't do that! If I were you, I'd keep your nerve and try to stay positive. I'm sure you'll get something soon.

Ana I hope so. Anyway, how's your job?

Zac It's OK, thanks, but there are some things I'm not happy about.

Ana Like what?

Zac Well, we're organized into departments which operate separately, so there's no communication between them except at management level.

Ana Oh! I know a bit about that. It's called the silo effect and it often prevents information from being shared across the organization. It ends up having a negative effect on employees and the company as a whole.

Zac It's true! It'd be so much better if there was cross-communication. We could share information with other departments and work together – we have a common goal after all.

Ana Apparently, that was one of the things that helped NASA win the space race in the 60s, when the U.S. and the Soviet Union were competing to reach the moon first.

Zac Seriously?

Ana Yeah, I saw a documentary about it the other day. The U.S. were losing the space race because of the way the teams at NASA were working at the time. There was no cross-communication between them, just like at your company.

Zac So, how did NASA turn the situation around?

Ana Well, a manager called George Mueller comes in and helps transform working practices. First, he asks every team to work on their part of the project at the same time and that sets a common goal for everyone to work towards.

Zac Exactly, that's a good place to start.

Ana Mueller also makes sure that the teams communicate regularly with each other and share information so that they become connected and build trust.

Zac Cross-communication! See? That's what I want where I work.

Ana The documentary mentioned other changes which helped NASA perform better, too. Like delegating jobs to people, whatever their age and level of experience. Surprisingly, the average age of workers at NASA then was only 26.

Zac Wow! Really?

Ana Yes. So they decided that if young or inexperienced employees were given problems to deal with, they'd step up to the challenge and come up with solutions, and that's exactly what happened.

Zac Well, I wish the managers did that where I work.

Ana The final thing that helps transform NASA's performance is recording any mistakes and sharing them among the teams so that important lessons are learned.

Zac It's true. We can all learn valuable lessons from our mistakes. And we shouldn't be afraid to admit to our mistakes either.

Ana True. Anyway, as a result of the organizational changes that Mueller and his colleagues made, the teams at NASA turned into a unified team – in effect, they became a team of teams.

Zac Sounds like such an interesting documentary, Ana. I wish all the managers at work could see it. The transformation at NASA might have been in the nineteen sixties, but it's still relevant to how people work today.

2 7.01

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

3 7.01

- 1 sharing information across the organization
- 2 build trust
- 3 inexperienced employees
- 4 unified team / team of teams

4

1 d 2 a 3 f 4 b 5 e

Writing page 70

1

1 T 2 T 3 F 4 T 5 T

3

- 1 As a result of
- 2 later
- 3 However
- 4 as well as
- 5 before

4

- 1 a reason or result
- 2 a sequence of events
- 3 a contrast
- 4 additional information
- 5 a sequence of events

5

1 also 2 when 3 but

6

1 B 2 C 3 A

Self-assessment page 72

1

To help your comprehension.

2

nouns, adjectives, adverbs

3

when I'm reading a story; when I'm listening to an audio story

4

1 solar system 2 dark matter 3 interplanetary species

5

SUGGESTED ANSWERS

zero gravity; cosmic radiation

6

POSSIBLE ANSWERS

long-distance; long-forgotten; short-lived

8

SUGGESTED ANSWERS

They exercise in order to stay fit.

They exercise so as to stay fit.

They exercise so that they (can) stay fit.

11

1 your nerve 2 a goal 3 a / the challenge

13

the present tense / the dramatic present

14

It can make them sound more dramatic.

16

You should include some personal or unusual information in order to make your biography richer, more engaging, and more memorable.

18

1 also, as well as 2 however 3 before, later

4 as a result of

Unit 8 What do we know?

Reading to learn page 74

1

1 c

2 b

3 Sample answers

1 Yes, I think it is reasonable. We believe that the truth is important in our society and that the news that's reported is true. There is past evidence to suggest that fake news is harmful.

2 I don't think it is reasonable to think that it is purely positive to be skeptical. If you are too skeptical, you could become cynical. You might refuse to accept reasonable and well-grounded ideas from experts, for example.

2

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

3

1 New forms of media driven by new technology.

2 It encouraged people to examine existing assumptions and made them understand that the truth isn't always simple.

3 They should ignore past assumptions and clear away their preconceived ideas, then put back certain things one by one.

4 The idea of "I exist," which is impossible to doubt.

5 They would read it in an active, questioning way and look for further evidence that the news is true.

6 It can be a useful tool for critical thinking.

4

SAMPLE ANSWERS

1 Yes, I think a questioning approach which doesn't automatically accept assumptions is useful. It is

- particularly helpful in our age of social media when we are constantly reading stories from unverified sources and which may not have strong evidence.
- 2 I think that I take a critical or skeptical approach sometimes. But I often feel that I'm too willing to accept news stories and their underlying assumptions when I'm browsing online; I should be skeptical more frequently. In particular, I think that I need to look more closely at any evidence provided.

Vocabulary and Grammar page 76

- 1
1 doubt 2 knowledge 3 beyond 4 gut 5 fact
6 granted 7 question
- 2
1 's / is common knowledge
2 know for a fact
3 's / is beyond a doubt
4 called into question / cast doubt on
5 cast doubt on / call into question /
- 3
1 f 2 c 3 a 4 d 5 b 6 e
- 4
1 have been taken in
2 had come across / came across
3 calls for
4 get across
- 5
1 may have discovered
2 might (have) become
3 could have started
4 may have acquired
5 might have changed
- 6
1 b 2 a 3 c 4 a 5 b 6 c
- 7
1 – 2 Newborn babies are known 3 –
4 Babies have been found 5 It has been discovered
- 8
1 It has been observed
2 are thought to have
3 has been claimed
4 is reported to sleep
- 9
1 self-awareness 2 knowledgeable 3 ignorant
4 humble 5 perseverance 6 curiosity
- 10
1 intellects 2 curious 3 perseverance 4 knowledge
5 humility 6 arrogant
- 11

SAMPLE ANSWERS

- 1 I read disturbing "facts" about dangerous chemicals being dumped in the river near my house which were later declared untrue.

- 2 Students go with their gut instinct when they don't know the answer to an exam question.
- 3 No, I don't think that I'm easily taken in by others because I'm generally skeptical.
- 4 You can back up your ideas using quotes from academics or through evidence such as statistics.
- 5 I think that perseverance is more important; you won't succeed unless you keep trying and working hard at something.
- 6 No, I don't think so. Sometimes I think it's acceptable to tell others about your talents.

Life skills page 79

- 1 ④ 8.01
1 three 2 meaning 3 person 4 world
5 curiosity, progress

AUDIO SCRIPT

Hello everyone? Can you hear me? Great. I'm looking forward to giving you the first student talk of this year. Today, I'm going to talk about curiosity and explain why it is essential to progress in our society. I've divided my talk into three main parts:

First of all, I'm going to ask briefly, "What does it mean to be curious?" and identify exactly the topic of my talk.

After that, in the second part, I'll look at a particular person who showed great curiosity and at how curiosity can be beneficial to progress in society.

Finally, I'm going to imagine a world where curiosity doesn't exist and the impact it might have on progress.

2 ④ 8.02

AUDIO SCRIPT

When I researched this talk, I began by thinking, "What exactly is curiosity?" All the definitions mentioned wanting to learn and know things, for example: "Curiosity is the strong desire to know or learn something." So, we can understand from this that knowledge is at the heart of curiosity.

And that brings me to the second part of my talk – an example of a curious person who was always striving for new knowledge. Amazingly, this person left school at the age of ten! But through his energy and curiosity, he invented many new things, and he played a role in the creation of our country and its progress. What is his name? Benjamin Franklin.

Although Franklin had no formal education, he was very curious about the world around him. This led him to conduct many experiments – particularly with electricity. He conducted a daring experiment with a kite in a storm, which proved that lightning was electricity. He then went on to invent the lightning rod, which kept buildings safe from lightning, as well as other things, including a type of stove and special glasses called bifocals. He passionately believed in sharing ideas. He created the first lending library in the United States, and he allowed people to copy and use his inventions for free. In this way, his curiosity contributed to progress in society.

Imagine a world without curious people like Franklin. What would it be like? There would be no groundbreaking developments such as we have seen in the past with inventions like the wheel. I think we would have a society where people just accepted everything as it is and remained ignorant of new possibilities. There would be no progress, no striving to find solutions to problems.

I'll finish with a quote from one of our first ladies of the United States, Eleanor Roosevelt who said, "Curiosity must be kept alive!" I agree! It's essential if we want to continue to make progress.

3 8.03

a 3 b 1 c 2

AUDIO SCRIPT

Ava Any questions? OK. Question number one over here.

Student 1 Do you think making progress is not only about curiosity, but also about trying hard and not giving up when we can't discover something immediately?

Ava That's a good question. I'll get back to you on that. Maybe we could talk at the end?

And now our second question, over there.

Student 2 OK, so curiosity is a good quality now, but do you think a hundred years ago, it was seen as a negative? Perhaps curious people were seen as not having humility because they didn't just accept things.

Ava Interesting question. I hadn't considered that, but I'm going to look into it.

Student 3 Do you think curiosity is only good when it's about science or engineering, for example? If you're curious about reality TV stars and gossip, well that's different, isn't it?

Ava That's something I'd like to explore in more detail. I hadn't really thought about different types of curiosity, and if some are better than others. Next question . . .

4

1 into 2 get 3 about 4 out 5 in

5

1 good question 2 get back 3 hadn't considered

4 look into 5 learning about

Writing page 80

1

b

2

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

3

SAMPLE ANSWERS

1 You should join the debating society because it's the most interesting club at the school.

2 The debating society is clearly the school's liveliest club.

5

SAMPLE ANSWERS

1 You will learn to write your own raps or modern poems.

2 There are opportunities to develop performance skills.

3 There will be a chance to analyze famous raps or poems.

4 You will learn to listen and give feedback on other students' work.

5 It's a really lively club that's always fun.

Self-assessment page 82

1

b

2

SUGGESTED ANSWER

The assumption is that raising the cost of the flights will discourage people from taking them. However, it may not be the case that people will be discouraged; they may be so eager to fly to popular destinations that they will pay more.

3

1 for 2 common 3 into

4

SAMPLE ANSWERS

1 I went with my gut instinct when I had to pick one important class out of three last year.

2 I called into question the idea that Beyonce is the greatest pop singer of all time.

5

1 deceived 2 communicate

6

1 for 2 against 3 up

7

1 It is suggested that babies cry less if their parents hold them.

2 The research indicates that babies like music.

8

SAMPLE ANSWERS

1 *Young children seem* to exercise less these days.

2 *It appears* that young children look at screens more nowadays.

9

1 has been shown that babies recognize voices

2 has been demonstrated that chimpanzees can count

10

1 are believed to have self-awareness

2 is thought to harm bees

11

1 humility 2 self-aware 3 curiosity

12

1 perseverance 2 knowledgeable 3 ignorance

13

1 Signposting language, because you will know how many points will be made and in what order.

2 You can make abbreviations of them.

14

1 Intensifiers and emphatic adverbs such as especially, clearly, or very. Absolute language like *forever*, *all*, or *every*.

2 There can be no doubt that philosophy is one of the most interesting subjects for all students to study.

Unit 9 How should we respond to crime?

Reading to learn page 84

1

1 students' own answers

- 2 The title indicates that the author views graffiti as a problem that needs to be tackled. This is clear because the title asks “What can we do...?” which suggests that something needs to be done about it.

3

SUGGESTED ANSWERS

- 1 The author links graffiti with other kinds of disorder and petty crime but doesn't support the argument with evidence, such as data, references, or a quotation from a credible source.
- 2 The argument about graffiti being a gateway offense may be valid, but it isn't supported. Even if it were supported, claiming that street gangs will flourish if graffiti is not tackled is a poorly reasoned argument: not every area with graffiti has a problem with street gangs. The author also tries to provoke an emotional response by describing the fear that residents and visitors will experience. It seems unnecessary in an article about graffiti, not street gangs, and unjustified because the link between the two has not been properly argued.
- 3 This analogy compares cleaning graffiti to clearing snow during a blizzard. This comparison is used to suggest that the task is pointless. However, it is inaccurate since snow cannot be controlled, whereas graffiti can. Snow also falls over a large area, whereas the author argues that taggers will deliberately spray a particular spot that has just been cleaned.
- 4 The author concludes with an unsupported and poorly reasoned argument. The argument assumes that taggers or graffiti artists would be deterred by the threat of stronger punishments but does not provide evidence. The author also assumes that this would dramatically reduce crime in general. Even if we can link graffiti, as a gateway offense (paragraph 2), to other forms of crime, it is a leap in reasoning to assume that deterring it would have a “dramatic” effect on crime in general.

4

SUGGESTED ANSWERS

- 1 No. We know this because they use quotes around “artists” showing they do not really think it is art, and because they call it “mindless defacement.”
- 2 The police have noticed that graffiti can lead to worse crimes in the future.
- 3 It is harder because of the GraffitiTracker app which can track similar tags and show past offenses.
- 4 The police found a notebook filled with drawings which matched graffiti stored in the app.

Vocabulary and Grammar page 86

1

- 1 intervene 2 overreact 3 mean to 4 turn a blind eye
5 lend a helping hand 6 make a fuss 7 get away with

2

- 1 mean to 2 turn a blind eye 3 get away with

3

- 1 P 2 A 3 C

4

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

5

- 1 would, d 2 wouldn't, b 3 hadn't, e 4 'd / would, c
5 'd / had, a

6

- 1 wouldn't make
2 had done
3 wouldn't have enjoyed
4 would speak / would be speaking
5 would have seen

7

- 1 wouldn't be late if the bus had arrived on time
2 hadn't stayed up too late, she wouldn't feel tired now
3 wouldn't be broken if she hadn't slipped on ice

8

- 1 If Parkin had reported his mother's death, her social security money would have stopped.
2 The bank wouldn't have cashed the checks if Parkin hadn't worn / been wearing a wig.
3 If the police hadn't investigated, Parkin would still receive / be receiving the social security money now.

10

- 1 have a back-up plan
2 think twice about
3 avoid confrontation
4 pay attention
5 threaten someone
6 get distracted

11

- 1 twice about 2 defend 3 vulnerable 4 attention
5 confrontation 6 back-up plan

Life skills page 89

1  9.01

No, they weren't. Nothing actually happened to Speaker 1.

AUDIO SCRIPT

1

It should have been a dream vacation after our wedding – ten days in the Caribbean sun, relaxing and doing some sightseeing every now and then. And in one respect, the island wasn't disappointing. It's just like all the photos in the brochures – white sand, crystal clear water, palm trees ... but what we hadn't expected was how we'd feel there. We knew it was best to avoid some parts of the town, especially at night, but we had to be cautious inside the hotel too because of thieves. It made us feel vulnerable and we couldn't relax. All my wife wanted to do was come home.

2

I'm a free spirit and organized tours just aren't my thing. That's why I didn't think twice about spending my gap year traveling around southeast Asia alone. As a solo traveler, there are occasions when you can look vulnerable, but I was always careful to stay safe. The one time when I didn't, I was in a local cafe with some Australians I'd met in my hostel. Suddenly, there was a lot of noise behind me and then the next minute, the owner of the cafe gave me something ... it was my backpack! I had left it on the back of my chair and someone had stolen it. If the cafe owner hadn't noticed and intervened, I wouldn't have it now.

3

Looking back, it was all my fault. We'd only just arrived at the guest house. It was a traditional North African house in the old part of town. My two friends were tired after the flight and wanted to rest, but I was eager to start exploring. You have to make the most of every minute when you're only visiting for a short time, don't you? Anyway, before long, I was completely lost. Worse still, I was in a really quiet area with narrow dark streets. Suddenly, two men threatened me, demanding money and my cell phone. What could I do but give them everything? It completely ruined our weekend.

4

I think it was day 3 of the week's tour when disaster struck. I was really thirsty, so I decided to stop and get some water and then catch up with the rest of the group. I'd only left my bike for less than a minute, so I couldn't believe my eyes when I came out of the store and it was gone. At first, I thought it was one of the other cyclists playing a trick, but when I realized my bike had actually been stolen I felt so stupid. What was I going to do without it for the rest of the vacation? The tour guide was great – he reported the crime to the police and organized a back-up bike for me.

2 9.01

1

1 e 2 a 3 d 4 c

2

1 c 2 b 3 e 4 d

3 9.01

- 1 The island looked as beautiful in real life as it does in travel brochures.
- 2 Because she was traveling on her own.
- 3 He didn't want to waste any time because they weren't visiting for very long.
- 4 Yes, she could, because the guide managed to get another bike for her to use.

4

1 e 2 f 3 c 4 a 5 d 6 b

5

Jesse

Writing

page 90

1

SUGGESTED ANSWERS

- 1 There's a high rate of crime. / People want to protect their property / feel safer.
- 2 Positive: It might deter criminals / reduce crime.
Negative: People might intervene / break the law.
- 2
 - 1 For, but with reservations.
 - 2 We must make sure programs have strict rules and regulations for residents, and residents do not take the law into their own hands.
 - 3 Neighborhood Watch programs have increased recently / more than 40% of the U.S. population lives in a Neighborhood Watch area.

3

1 C 2 E 3 E 4 C 5 E 6 C

4

1 Owing to 2 As a consequence

Self-assessment

page 92

1

To help you reach your own conclusions about the topic.

2

Logical, well-reasoned

3

SUGGESTED ANSWERS

a lack of supporting evidence; weak or inaccurate analogies

4

1 lend 2 turn 3 make 4 react

6

1 up 2 for 3 of

7

1 break 2 drop 3 acquit

10

SUGGESTED ANSWERS

- 1 If Max hadn't threatened an elderly lady on the street, he would be free / wouldn't be in jail now.
- 2 If the elderly lady wasn't a strong character, she wouldn't have defended herself.
- 3 Max wouldn't have been convicted / would have gotten away with the crime if there hadn't been CCTV cameras on the street.

11

To talk about hypothetical or imaginary situations in the past, present, or future.

12

a mixed conditional. e.g., *I'd be hungry now if I hadn't had any lunch.*

13

SUGGESTED ANSWERS

pay attention to your surroundings; avoid confrontation

14

SUGGESTED ANSWERS

get distracted by things; walk alone in quiet areas

16

To sound more sensitive and less critical.

17

You might consider trying to walk with a little more confidence.

18

You should include facts, statistics, and examples in order to strengthen your arguments.

19

To introduce a cause: owing to; as a result of

To introduce an effect: as a consequence; led to

Unit 10 What matters most to you?

Reading to learn page 94

1
d

2
1 Y 1,5 2 Y 2,3 3 N 4 N 5 Y 6 6 N

- 3
- He starts with repetition by using "a college noted for knowledge, in a city noted for progress, in a State noted for strength." It gives the speech a strong rhythm which could help to engage the audience.
 - He makes the contrast between those who waited, rested, and looked behind them, and those who moved forward. He wants to emphasize that it is important to move forward.
 - "We set sail on this new sea." It means that the country is going to travel into and explore this completely new area, i.e., space.
 - He repeats the word "because." He does this for effect and because he is listing the reasons why they choose to go to the moon and do other things.

Vocabulary and Grammar page 96

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

2
1 fame 2 power 3 wealth 4 rewarding

3
1 cause 2 Dare, strive 3 do 4 triumph, going 5 part

4
1 decided to start over 2 worthy cause 3 strived
4 dared 5 truly satisfied 6 triumph

5
1 when 2 what 3 where 4 which 5 who

6
1 wherever 2 whichever 3 whatever 4 whoever
5 however 6 whenever

7
a 3 NP b 1 PC c 4 PC d 2 NP

8
1 My parents seem to enjoy their work 2 a local school
3 I usually get good grades on my chemistry tests

10
1 c 2 a 3 b 4 a 5 c 6 b

11
1 outside my comfort zone
2 take something on board
3 weakness
4 make a conscious effort to
5 run the risk of
6 strength

12

SAMPLE ANSWERS

- I would like to fulfill my ambition of writing and creating a short movie.
- Fame isn't the type of success that appeals to me, but wealth and power definitely do.
- I would choose to meet Greta Thunberg because she has very interesting ideas.
- No, we have to wear a uniform all the time.
- The best way for a teenager to boost their confidence is to do volunteer work in the community and help others.
- I'm good at receiving constructive criticism because I'm open-minded and humble.

Life skills page 99

1 ⑩ 10.01
1 d 2 a 3 f 4 b 5 e 6 c

AUDIO SCRIPT

Ashraf Welcome to Daily Chat, with me, Ashraf.

Emma And me, Emma. Today we're asking: Can we learn anything we want with the right mindset?

Ashraf We'll take a few calls in a moment, but first, we want to tell you the story of top concert pianist Andrew Garrido, who's now in his twenties. He's definitely an example of someone with the right mindset.

Emma Andrew was eager to learn the piano at the age of ten, but his parents didn't have enough money for a keyboard or for lessons. So Andrew made his own keyboard out of paper.

Ashraf He then began to learn the piano by clicking on notes on an online keyboard and then playing the notes on his paper keyboard.

Emma Andrew listened to the notes online and made a conscious effort to memorize them. His ability to keep the musical notes in his head was his real strength.

Ashraf After six months, Andrew's mother realized he was serious and she borrowed money for ten piano lessons. At his first lesson, the teacher was amazed when Andrew could already play the scales – even though he had never played a real piano!

Emma He turned out to be an excellent student who could listen to constructive criticism and act on feedback. So after his eighth lesson, he took his beginner piano exam and passed with a distinction, which really boosted his confidence.

Ashraf Incredible! But at that point, Andrew faced a serious problem – his mother couldn't afford any more lessons.

Emma Instead of giving up, Andrew went back to practicing on his paper keyboard. He then passed more piano exams, at a higher level.

Ashraf In the end, Andrew's mother bought him a real keyboard, and eventually, after years of practice, he earned a place at a top music school and then at a conservatory.

2 ⑩ 10.01
1 effort to memorize 2 real strength 3 constructive criticism, on feedback 4 boosted his confidence

3 ⑩ 10.02
1 c 2 b 3 e 4 d 5 a

AUDIO SCRIPT

Emma So, what do you think about Andrew's story? If we have the right mindset, can we learn anything? Do we just

need to say to ourselves, "You've got this! Keep working on it!"? What do you think, Ashraf?

Ashraf I was just amazed by Andrew's story. To me it shows a positive mindset can take you a long way in life.

Emma OK, let's hear from some listeners. First up, we have Tom on line one now.

Tom Hi, there. Let me see if I understand, Ashraf. If I've understood you correctly, you're saying that "If you have the right mindset you can do almost anything." But I disagree - I think that people like Andrew are born with an incredible talent.

Emma Thanks, Tom. A different view there. Next on the line is Carmen. Hi, Carmen.

Carmen Hello, well I think it's not just about mindset, it's also about having a supportive family who say, "don't give up!" Where would Andrew be without the help of his mother?

Ashraf That's true, thanks Carmen. Let's hear from Sarah now.

Sarah Hi! Yes, I agree that mindset is important, but what Andrew's story also shows is that you don't need expensive things to do well. If you're motivated, you can still succeed.

Emma So you're saying that motivation is more important than money, Sarah. Interesting. Well, to me, one part of Andrew's mindset was that he was good at "thinking outside the box." He had a problem and he found a creative solution.

Ashraf Nice point, Emma. I think we have time for one more caller so let's hear ...

4

1 hard 2 proud 3 else 4 give 5 got 6 working

5

Sam says to Amy, "So you're saying that you could listen and check my pronunciation?"

Writing

page 100

1

1 the old man 2 Sara 3 Erin

2

1 She tries to buy a very valuable plate from an old man for a small amount of money.
2 She realizes the plate is valuable and buys it from the old man for a fair price.

3

1 how, thought
2 where, worked
3 when, messaged
4 when, contacted
5 why, sell
6 how, sold

4

SUGGESTED ANSWERS

1 The author describes the sign on the office door behind Sara which makes the reader visualize the office.
2 "Hey, I'd like to buy your plate."
3 It takes the reader straight into the heart of the story through the direct thoughts of one of the main characters.

Self-assessment

page 102

1

1 People use rhetorical devices to emphasize their message and engage their audience.
2 repetition, metaphor, and contrast

2

1 rewarding 2 fame, priorities

3

SAMPLE ANSWERS

1 *When I'm older, I'd like to devote my life to helping disadvantaged young people*

2 *I think that having a high income isn't important compared to enjoying your work*

4

1 you work hard to do it 2 very successful / a great success

3 choose to begin again

5

1 going 2 part

6

1 whichever 2 whatever 3 however

7

1 who 2 where 3 when

8

1 He had an interview at a top college

2 the computer program

10

<i>critical</i>	<i>constructive criticism</i>
<i>strong</i>	<i>a strength</i>
<i>weak</i>	<i>a weakness</i>

11

1 your, zone 2 feedback 3 made, conscious

12

1 It helps them to feel more positive and confident about speaking.
2 Possible answers: using positive, non verbal signals; acknowledging the speaker's point of view; showing empathy and giving encouragement; restating the speaker's point in your own words

13

SUGGESTED ANSWERS

1 A story needs to be interesting and engaging so the reader wants to finish it. You want the story to come to life in the reader's mind.
2 I would include vivid descriptions of the characters, the places and the actions to help create pictures in the reader's mind. I would also include dialogue and a satisfying ending.

Exam preparation A

page 104

1

The grammatical structure is a superlative, which helps to identify that the missing word must be the article.

2

1 the 2 longer 3 by / from / during 4 before 5 as
6 them

3

It is a good idea because speakers will often use different words from the ones in the question.

4 11.01

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

AUDIO SCRIPT

Interviewer I am joined by Emma Dawson from Together with You. Emma, I understand that your charity supports the relatives of people who have to stay in the hospital long-term, but how do you do that?

Emma Can I just correct that last statement? Of course, we do support people with family members who are very ill and have to spend extended periods in the hospital, but the biggest part of our work is supporting the patients themselves, particularly those who do not have any family or friends nearby to visit them during what can be a very scary time.

Interviewer Yes, that's a big problem, isn't it? Sometimes the reason is understandable, for example, the person's family live abroad or don't have the money to visit them. But for a patient without any visitors, loneliness can have a big impact on their mental health. And this is concerning because issues with mental wellbeing can impact physical health as well, so it can even affect recovery times.

Emma The problem is that it can be hard for hospitals to work out who needs that extra support and attention; that is, who would benefit most from our services. Doctors and nurses are so busy making sure all of their patients are safe and healthy, that there isn't always time to keep track of who is getting visitors and who isn't, although they always do the best they can.

Interviewer How frustrating!

Emma Yes. And in some cases, the patients do have friends or family who could come to visit them, but due to issues with finances or with childcare, or even something as simple as not having access to a car, they are unable to visit very often.

Interviewer So how can your charity help?

Emma We support patients and their social networks in a number of ways. Firstly, we work with hospitals, raising awareness about how not to make assumptions about how easy it is for someone to have visitors. A number of hospitals we work with have even changed to more flexible visiting hours to support those with children. We also offer a creche facility in some of the larger hospitals to take care of children while their parents visit, and in some cases, we can offer financial support to allow people to pay their bus fares to visit hospitals. Lastly, and perhaps our biggest job: when patients don't have anyone to come and visit them we send out volunteers to spend time with them, talking to them, and perhaps running any errands they might need.

Interviewer Oh really?

Emma Oh, yes. Things can really build up if you have to spend a lot of your time in the hospital. You would be surprised how much of a difference something as small as posting a letter can make to someone's life. Once, a patient we were supporting was becoming very distressed by angry letters about a late bill repayment, and we were able to help them send a letter explaining their special situation and the company was able to give them an extension.

Interviewer Incredible, it's fantastic that this service is available to help those in need.

Emma Yes, it means a lot to our patients, and to the families that we support. But I'd like to let your listeners know that we are always seeking more volunteers to be hospital visitors. You don't have to know all about health or illness, all you need is to be friendly and caring. Or, if you don't think that volunteering in hospitals is for you, you can help us by taking part in activities like fundraising or, if you're a good public speaker,

you could even deliver some of our awareness talks. Get in touch with us on our website or on our social media channels if you're interested or if you have any questions at all, and a member of our team will be delighted to respond to you.

Interviewer It's been really fascinating hearing about such a worthy cause. Thank you very much, Emma.

5

You can give complete answers to the questions by giving reasons and evidence.

7

You should state your point of view in the introduction, give reasons and examples in the main body, and repeat your point of view in the conclusion.

Exam preparation B

page 106

1

"shapes and patterns he saw in nature"

"this interest in the natural world"

2

1 c 2 g 3 a 4 e 5 b 6 d

3

Study the instructions for the task and sentences and try to identify the kind of information that is missing.

4 11.02

1 one answer 2 chemistry 3 thinking

4 waste and recycling 5 plastic (waste) 6 lazy

7 extra minutes 8 health 9 voting 10 character

AUDIO SCRIPT

I loved math from my very first lesson in elementary school, and that's really when my interest in solving math problems began. What I really liked was when there was only one answer to a problem; I really wasn't interested in problems where the answers weren't so precise. Later on, other school subjects introduced me to problems where there were many possible solutions. In history, for example, the best solution to a problem often depends on people's personal points of view; in chemistry, solutions are largely reached by trial and error. I began to appreciate that different problems require different solutions and different types of thinking.

I now work for a design company. I have worked on several projects having to do with marine conservation, but usually my work involves finding creative solutions to problems about waste and recycling. These are global issues, so I spend a lot of time looking at the solutions people in other countries have come up with.

One of my favorites is a way to encourage people to recycle plastic water bottles. Plastic waste is one of the most serious problems facing the world's environment, and I worry that things will get even worse in the future, yet it's still difficult to persuade people to recycle. I guess many of us are just too lazy to do anything other than throw a plastic bottle in the nearest trash can. In Beijing, however, there are special machines that allow you to pay for a ride on the subway with plastic bottles. The machine scans each bottle you put in and adds a credit to your commuter pass. Alternatively, you can choose to receive extra minutes on your cell phone. Many cities have an increasing problem with people dropping their trash in the street. This is not only expensive to clear up

but represents a serious health risk. The city of Edinburgh, Scotland, is using an innovative solution which takes advantage of people's love of voting for their favorite things. Trash cans now have two transparent sections and a question at the top, which can easily be changed. By putting their trash in one section of the can or the other, people can express their preference and see how other people have voted. One question offered the choice between two characters in a popular novel, asking people to vote for their favorite. Another asked people whether the best superpower would be the ability to fly or the ability to make yourself invisible.

5
It will make you feel less nervous and more relaxed, help you to talk more freely, and the conversations will be more natural.

7
You should choose a topic that you know a lot about, because you will have more ideas to include.

Exam preparation C page 108

1
Noun. Yes, it has a typical prefix (-tion). No, it doesn't need to be a negative or plural.

2
1 invitation 2 trendy 3 publicity 4 obligation
5 favorable 6 themselves 7 marketers

3
SAMPLE ANSWERS
It's worth -ing; (not) worth it; worth a try
Yes, they all do.

4
1 worth a try
2 aren't always truthful
3 my idea of a
4 My advice is / would be

5
There are two tasks. If you only do the first task when you listen first time, you will only have one opportunity to listen and do the second task, then not have a chance to check your answers.

6 **11.03**
Task 1 1 h 2 c 3 e 4 f 5 b
Task 2 1 d 2 a 3 f 4 g 5 e

AUDIO SCRIPT

1
I used to live in a pretty suburb with lots of trees and wide streets. The house was the perfect size for my family and we really liked it. The trouble was that it was impossible to sit and relax in the nice large yard. You simply couldn't hear yourself think! The problem wasn't the neighbors playing loud music or anything, but the airplanes overhead. The suburb was underneath the flight path to a major airport and planes flew over every five minutes or so. It used to drive us crazy and we realized we needed to have some peace and quiet. In the end, my dad sold the house to my uncle. He's completely deaf and couldn't hear the planes, so he didn't have a problem with them.

2
Well, with all the kids having grown up and moved away, Joyce and I were rattling around in a big house. With just the two of us, we didn't need all those extra rooms. And we no longer had the time and energy for such a big yard. Last year, we sold our four-bedroom house and bought a two-bedroom apartment. It was hard to say goodbye to the place where we'd brought up our family – we had lots of happy times in that house. But we just woke up one morning and made the decision to move. By the time I finished breakfast, Joyce had gotten in touch with a realtor in the next town. Two weeks later, we had a buyer. Best decision we ever made.

3
Our last house was great. The only problem was that we never really got along well with the people next door. I guess it's always something of a lottery: who you end up living next door to. It wasn't that they made too much noise or anything; they just weren't our sort of people, and they were forever arguing, so we kept our distance. Then their teenage son started hanging out with some rather annoying friends; they were always playing soccer and constantly kicking the ball over the fence into our yard. When they came over to retrieve it, they would walk all over our plants. And one day they kicked it so hard it broke a window in our house. We decided to move away. We wanted to sell the house quickly, so we got in touch with an auction house. We were pleasantly surprised that we received a higher price than if we'd used a local realtor. Within two months we had moved away.

4
Personally, I wouldn't choose to use a realtor to sell a house. The amount they charge just seems ridiculous compared to the work they actually do. When we sold our house, we didn't have that kind of money to throw around; in fact, that was one of the reasons we had to sell it and buy a cheaper one. Instead of using a realtor, we told all our friends, neighbors, and loved ones that we wanted to move and asked them to spread the word. Then we posted photos of the house and gave a description and the price on Facebook and other social networking sites. We asked people to share it online and offered a \$200 prize to anyone whose "share" led to the sale of the house. Amazingly, when we tracked the activity, we found that it had been "shared" so many times that the information was available pretty much worldwide: we had inquiries from Europe and Australia. Funnily enough, the house eventually went to a couple in the next town and the prize went to my niece, who shared the announcement with an old school friend whose parents were also looking to move.

5
The situation suited all of us. My dad and I were living in Albany, but his company was moving its offices to Boston. Mr. and Mrs. Grant were living in Boston but wanted to move to Albany to be nearer Mrs. Grant's elderly mother who was sick and needed more help. So we swapped houses. We got the two properties valued by a realtor, but once that was done, we did everything ourselves. Our property was valued slightly more than theirs, so they paid us the difference. It was as simple as that.

7
It usually involves speculating about something in the photos. Use modal verbs, e.g., *may, might, could; perhaps, it's possible that.*

9

The places should be historic sites or beautiful scenic areas. They should be easy to reach by car and not involve a lot of climbing.

Exam preparation D page 110

1

No, you don't. Each paragraph might match more than one question, or none at all.

2

1 D 2 A 3 D 4 A

4 **11.04**

1 c 2 b 3 c 4 b 5 a

AUDIO SCRIPT

Tim The more I look at reports of fake news everywhere, the more I wonder whether we can believe anything we are told anymore!

Julie Yes, it's sometimes hard to decide whether we can actually know anything for certain.

Tim Well, we have to be able to know some things. We just need to look at the evidence ourselves and make up our own minds.

Julie You're right, but it isn't always easy, is it? Take the moon landings, for example. I've come across people, not many, who believe that America never really went to the moon: that the whole thing was faked. Now I don't really believe that, but how can I be sure? How can I examine the evidence myself? I can't visit NASA and talk to the people involved and even if I did, they might be lying. I can't go to the moon and check for footprints.

Tim I guess we have to look at the probability of its being true. I mean, if the whole thing was faked, thousands of NASA employees would have known, and not one of them would have breathed a word to their families, friends, or the newspapers. If the landings were fake, someone would have talked. And then there's the Cold War. The Soviet Union was monitoring America's every move and listening in on all communications. If the Soviets could have exposed the whole thing as a lie, it would have been highly advantageous for them. But there is no evidence that the Soviet Union ever claimed that the moon landings were faked.

Julie So why do you think some people are convinced that it never happened?

Tim I think we live in an age of cynicism. People no longer believe everything they are told, and some people get some sort of satisfaction from not believing anything they are told. It is very strange that some people are more willing to believe something for which there is no evidence than they are to believe something for which there is plenty of evidence.

Julie By evidence, you mean the photos of the moon, the TV pictures, and the recordings of the conversations with the astronauts?

Tim Not just that. All that could have been faked. There are the technicians who got them there. What reason would they have to lie and maintain that lie for over 50 years? But what really convinces me is evidence from other people, not just those who worked for NASA. Scientists around the world tested over 800 pounds of moon rock. All the results indicate that it didn't come from the earth. And other countries have sent spacecrafts to the moon which have found the machinery left behind by the Americans. If it was a lie, why would they cover it up?

Julie I read there are no stars in the photos of the moon landings. Some people think NASA didn't dare include fake stars because expert astronomers would know the exact position of the astronauts from the arrangement of stars.

Tim It's true there are no stars, but there's a scientific explanation. With reflection of the sun off the moon's surface and the astronauts' spacesuits, the camera would compensate for the excess light and change the exposure, so that the stars would not be seen. You get the same effect if you photograph a brightly-lit sports event at night – you can't see stars in the photos.

Julie Right.

5

There are three options. You have to discuss two of them.

Exam preparation E page 112

1

- a The paragraph mentions that the horses are feral, not wild, but doesn't talk about differences between the species.
- b It mentions how the mustangs came to the Americas.
- c It mentions that there are three times as many mustangs as the land can sustain, but doesn't contrast that with the fact that the American people revere them.
- d It mentions "frontier spirit" but doesn't talk about the mustangs' role.

The answer is b.

2

1 b 2 c 3 d 4 a 5 b

3

One of you needs to change your mind.

4

1 c 2 b 3 c 4 b 5 a

5

Paragraph 1: introduction

Paragraph 2: benefits you got from your work experience

Paragraph 3: problems you encountered

Paragraph 4: advice you would give the company about giving students work experience there in future.

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