

1

Social circles

1A Classmates



What makes a good classmate? Work with a partner and make a list of as many qualities as you can.

Reading and Vocabulary

Relationship adjectives

- 1 Read the forum posts. Which posts do you agree with the most? Why?
- 2 a Complete the table with the **highlighted** adjectives.

Positive	Negative	Both

b 1.04 Listen and check, then repeat.

- 3 Over to you! Discuss with a partner. Which three adjectives would you like people to use about you? Which three wouldn't you like them to use? Why?

I would like people to say that I'm loyal. I think it's important to help your friends when they need you. I would also like...

► Workbook page 2, exercises 1–2

WHAT MAKES A GOOD CLASSMATE?



SkaterJack 12th September 3.55 p.m.

A good classmate... doesn't get **jealous** if I do well in an exam.



CharlieBoy 12th September 5.23 p.m.

is **sensitive** to people's feelings and doesn't make **cruel** jokes.



HarryK 12th September 4.05 p.m.

isn't **selfish** and shares their ideas when we do group projects.



DaisyS 12th September 5.32 p.m.

is **sensible** most of the time, but knows how to have fun!



QueenChloe 12th September 4.13 p.m.

is **caring** when someone has a problem.



Freya 12th September 5.49 p.m.

understands that some people are **moody** and can quickly change from happy to sad for no reason at all!



RubyStar 12th September 4.45 p.m.

is **self-confident** enough to believe in themselves and their abilities.



MrLogan 12th September 6.02 p.m.

is **loyal** to their friends and doesn't leave them to hang out with the cool guys.



Noah365 12th September 5.10 p.m.

knows the difference between being **aggressive** and being **competitive**.



MaxOut 12th September 6.27 p.m.

is **honest** and someone that I can trust.

1 Social circles

Unit objectives

- use words to describe relationships
- use words to describe the origins of people
- use the present perfect
- use the past simple and past continuous with *when* or *while*
- use conjunctions correctly
- express your opinions about a topic
- write a fact file about a famous person using conjunctions

Language

Grammar: present perfect; present perfect with *How long*, present perfect with *for, since, ever, never, and just*; past simple and past continuous; conjunctions

Vocabulary: relationship adjectives; relationship expressions; origins

Everyday English: expressing opinions

Project: My social circle

Culture: Charles Darwin

Learn through English: Six degrees of separation (Citizenship)

1A Classmates

Supplementary materials

- Workbook: pages 2–3, exercises 1–8
- Workbook: Grammar summary Unit 1
- Photocopiable worksheets: Grammar and Vocabulary, Communication

You First

Give Sts one minute to write a list of what qualities make a good classmate. Then, write their adjectives on the board. Which are the most common? Do any appear in the texts?

EXTRA IDEA Ask Sts to rank the three most important qualities of a good classmate. Discuss their reasons.

Reading and Vocabulary Relationship adjectives

1

- Give Sts time to read the forum posts and decide on the posts they agree with.
- Get feedback.

2a

- Sts complete the task individually.
- Sts compare their answers and discuss any differences. Encourage them to give examples when they disagree, e.g. How is being competitive positive? How is it negative?

EXTRA CHALLENGE Ask Sts to choose an adjective from the **Positive** column and another from the **Negative** column, and write a sentence using each adjective.

EXTRA CHALLENGE Sts choose an adjective from the **Both** column and write two sentences using that adjective, one positive and the other negative.

b  1-04

- Play the audio for Sts to listen and check their answers.
- Play the audio again for Sts to repeat.

EXTRA SUPPORT Ask Sts to identify where the stress falls. Then get them to repeat the words, paying attention to the correct stress.

Positive: caring, self-confident, sensible, loyal, honest
Negative: jealous, selfish, aggressive, cruel, moody
Both: competitive, sensitive

EXTRA SUPPORT Get Sts to match the positive characteristics to their classmates. Write on the board 'I think ____ is ____ because...'

EXTRA CHALLENGE Ask Sts to think about the characteristics of members of their family and other people they know, and add one more characteristic to each column.

LANGUAGE NOTE Make sure Sts are clear that *sensible* refers to a person having good judgement while 'sensitive' refers to a person having delicate feelings.

3

- Give Sts time to think about the questions individually first, then discuss with a partner.
- Get feedback.

► **Workbook** page 2, exercises 1–2

Reading and Grammar Present perfect

4a 1-05

- Write the question on the board to help Sts focus.
- Play the audio for Sts to answer the question.

He didn't enjoy sports like football, and he wanted to do something different.

EXTRA SUPPORT Sts compare their answers. Play the audio again to confirm.

b

- Ask Sts to find examples of the present perfect in the conversation and complete the rule.

To form the present perfect, we use the verb **have** and the **past** participle.

EXTRA SUPPORT On the board, write examples of the present perfect from the dialogue. Ask Sts to point out, or come to the board and underline, *have* and the past participle.

5

- Sts look back at the conversation and answer the question.

3 We use *How long* to talk about time.

EXTRA CHALLENGE Write these questions on the board: 'How long have you lived here?' 'How long have you known me?' 'How long have you been interested in (e.g. music)?' Put Sts in pairs and give two questions to each pair. Sts take turns to ask and answer the questions as well as some follow-up questions.

6a

- Give Sts time to complete the task.
- In pairs, Sts compare their answers and try to correct any mistakes before you check answers with the class.

1 just 2 for 3 ever 4 never 5 since

EXTRA CHALLENGE In pairs, Sts think of a famous person and write sentences with *for*, *since*, *ever*, *never* and *just*. They then read their sentences to another pair who try to guess who the famous person is.

EXTRA IDEA Sts think of five *Have you ever...?* questions. They then ask other Sts their five questions. The aim is to find five different students who can answer *Yes, I have* to the questions.

b

- Give Sts time to complete the task.
- In pairs, Sts compare their answers and discuss any differences.

1 A 2 D 3 B 4 E 5 C

EXTRA SUPPORT Encourage Sts to use examples from the dialogue to support their answer.

7a

- Give Sts time to complete the task.
- Sts compare answers with a partner.

b 1-06

- Play the audio for Sts to listen and confirm their answers.

1 How long, for 2 ever, just 3 just 4 How long, since
5 ever, never 6 How long, since

- Play the audio again for Sts to listen and repeat.

EXTRA SUPPORT Divide the class in half. In chorus, one half repeats the questions, the other half repeats the answers.

EXTRA CHALLENGE Give each pair of Sts one of the dialogues and ask them to write two more lines. Then, they act it out for the class, e.g.:

A How long have you been in this class?

B I've been in this class for three weeks.

A Oh, do you like it?

B Yes, very much.

EXTRA CHALLENGE In pairs, Sts create two mini-dialogues for another pair of Sts to complete, e.g.:

A Have you ever...?

B Yes, I have.

A How long has...?

B ...for three years.

➡ **Workbook** pages 2–3, exercises 3–6

➡ **Photocopiable** Grammar and Vocabulary

Listening and Speaking

8 1-07 Audio script pT86

- On the board, write the headings 'Activity', 'How long?' and 'Good about it?'
- Ask Sts what activities they expect to hear. Write their ideas under **Activity**.
- Then ask them about **How long?** and **Good about it?**

Note

Predicting what they will hear will improve Sts' listening skills.

- Play the audio for Sts to listen and complete the task in their notebooks.
- Sts compare their answers with a partner.
- Play the audio again to check answers.

Jake: basketball, two years, he's learnt about team work
Ruby: chess, since she was a child, it really makes you think
Lucy: gymnastics, since she started primary school, she's become more self-confident / she feels she can do well at other activities, too

EXTRA SUPPORT Read the script and decide if you need to teach any new lexis before Sts listen.

9a

- Give Sts time to add two more activities to the list and write their notes to answer the questions.

EXTRA IDEA Ask Sts to share their activities with the class. Write them on the board, and ask Sts which activities they think are the most and least popular.

b


- Put Sts in pairs to talk about their activities.
- Get Sts to complete the table for their partner's activities.

➡ **Workbook** page 3, exercises 7–8

Extra

Sts can either do this in class or as a homework task.

Reading and Grammar Present perfect

4 a  1.05 Read and listen to the conversation. Why did Max decide to take up judo?

Amy Hi Max, where have you been?

Max I've just finished judo training. I'm a member of the martial arts club.

Amy Wow, I'm impressed! How long have you been a member?

Max I've been at the club for about three years. Have you ever tried martial arts?

Amy No. Why did you join?

Max I've never enjoyed sports like football, so I decided to try something different and I'm glad I did. It's a competitive sport, but everyone can take part. I've felt more self-confident since I started judo and I love it.

Amy What are the other club members like?

Max Very friendly. They've become my best mates.

Amy You make it sound great. I think I'll have to come and see what it's like.

Max Good idea! I'm sure you'll want to join when you've tried it!



b Read the conversation again and complete the rule.

To form the present perfect, we use the verb ___ and the past/present participle. We use it to give information about recent events or about past events when the time is not specified.

Present perfect with *How long*

5 Look at the conversation. When do we use *How long*?

To talk about: 1 cost 2 distance 3 time

Present perfect with *for, since, ever, never and just*

6 a Complete the sentences from the text with *for, since, ever, never* and *just*.

- I've ___ finished judo training.
- I've been at the club ___ about three years.
- Have you ___ tried martial arts?
- I've ___ enjoyed sports like football.
- I've felt more self-confident ___ I started judo.


b When do we use *for, since, ever, never* and *just* with the present perfect? Complete the rules. Write A–E.

- We use *for* ___.
- We use *since* ___.
- We use *ever* ___.
- We use *never* ___.
- We use *just* ___.

- A to talk about how long something has happened
- B to ask if an event has happened at any time in the past
- C to say something took place a short time before now
- D to talk about when something started
- E to say an event hasn't happened at any time in the past


7 a Complete the dialogues.

- A ___ have you been in this class?
B I've been in this class ___ three weeks.
- A Has Hannah ___ lived in another town?
B Yes, her family has ___ moved here.
- A Where have they been?
B They've ___ had lunch in the canteen.
- A ___ has Poppy had a dog?
B She's had a dog ___ Christmas.
- A Have you ___ run a marathon?
B No, we've ___ run more than 5 km!
- A ___ has Joe been in the chess club?
B He's been in the club ___ September.

b  1.06 Listen and check, then repeat.

> **Workbook** pages 2–3, exercises 3–6

Listening and Speaking

8  1.07 Listen to three conversations and complete the information.

	Jake	Ruby	Lucy
What is the activity?			
How long have they done it?			
What is good about it?			

9 a Get ready to speak Look at the list. Add two more activities. Which things do you do? How long have you done them? What is good about these activities? Write some notes.

play a sport play an instrument
do voluntary work do art classes

b Work with a partner. Talk about the activities in exercise 9a that you do.

> **Workbook** page 3, exercises 7–8

EXTRA

Write some *How long* questions that you would like to ask a celebrity. Use the verbs in the box.

be have know live want

1B Group instinct



How many friends do we need?

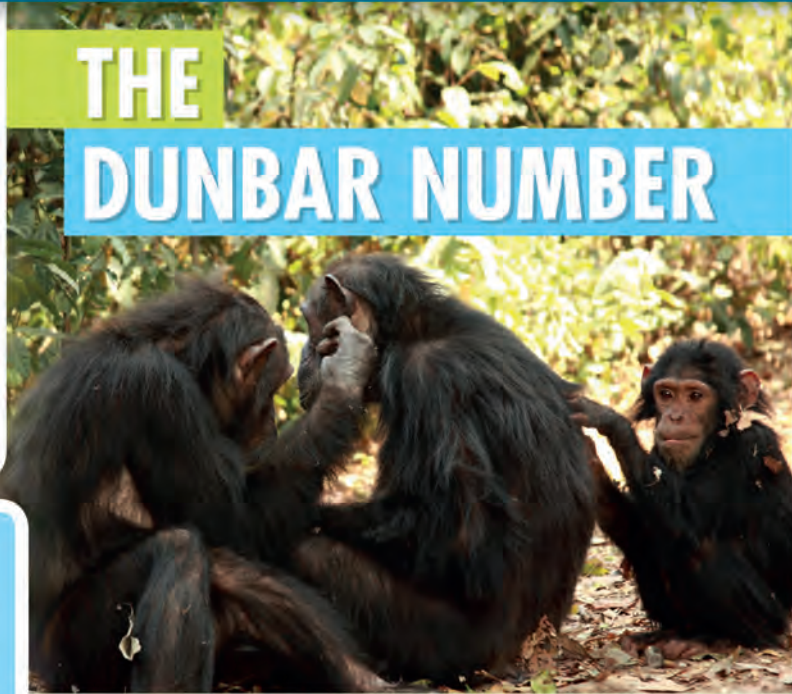
Reading and Listening

- 1 Look at the photos. Describe what you can see. What are the similarities?
- 2 **a** **1.08** Read and listen to the article. Complete the infographic with the correct numbers.
b According to Dunbar, what do we need to make real friendships? Do you agree? Why? / Why not?

When Robin Dunbar invented the Dunbar number, he was studying the social habits of monkeys. The Oxford University professor was watching the way monkeys clean each other when he realized that intelligent animals have big social groups. He found that this was true for humans, too. Dunbar also discovered some unknown facts about our past while he was studying relationships between humans. While humans were living in small communities thousands of years ago, they were more successful when the group had 150 members. That was the Dunbar number: 150. The perfect number for a group of humans to work and socialize with each other.

One hundred and fifty, however, was not the only Dunbar number; there are others. The smallest is five. This is the number of people that we trust the most and they are usually the members of our families and our best friends. The next group has 15 members and they are people that we are fond of. These people won't let you down and they will keep their promises. Then there is a group of 50 people that you have something in common with such as studying, working or playing sports together. Finally, there is the biggest group, 150 people. You might not be keen on all of them and might even hate one or two of them. However, because they include your friends' friends or their boyfriends or girlfriends, you accept them all.

Of course, thanks to social media we can easily get in touch with old friends, like and dislike the things they do and get to know new friends all over the planet. Dunbar says, however, that we need real contact with people to build real relationships. We might fancy a boy or girl in a photo, but we have to meet them to find out what they are really like. We have to do things with someone if we want to become true friends. We can share photos and videos through social media, but we can't share real experiences together online: at least not yet.



THE DUNBAR NUMBER

1 _____
The perfect number for humans to work and socialize together.



2 _____
The people that you have something in common with.



3 _____
The people that you are fond of.



4 _____
Family members and best friends.



1B Group instinct

Supplementary materials

Workbook: pages 4–5, exercises 1–9

Workbook: Grammar summary Unit 1

Photocopiable worksheets: Grammar and Vocabulary, Communication

You First

Tell Sts to write the number of friends they think people need on a piece of paper, making it large enough for the rest of the class to read. Once everyone has finished writing, ask Sts to hold up their piece of paper and give them a moment to compare their answers. Discuss the numbers as a class, asking Sts to give reasons for their answers.

EXTRA IDEA Ask Sts to discuss the question in small groups and agree on a number. Write the numbers on the board and discuss them as a class, asking Sts to give reasons for their answers.

Reading and Listening

1

- Sts look at the photos individually, then discuss the similarities in pairs.

EXTRA IDEA Give Sts 15 seconds to look at the photo at the bottom of the page. Then, have them close their books. Get ideas from Sts about what they saw. Then, give them another 15 seconds to look at the photo and add more information.

EXTRA SUPPORT Elicit or teach the meaning of *socialize*, *trust*, *fond of*, *keen*, *real contact*, *have in common with*, *fancy*. Tell Sts they are from the article. Add any other words your Sts may find difficult.

EXTRA CHALLENGE Sts look at the two photos. Ask *How do you think the photos relate to the text?* Discuss ideas as a class.

2a 1•08

- Play the audio for Sts to listen and follow.
- Give Sts time to complete the infographic.

EXTRA SUPPORT Sts find the sentences to justify their answers in the text. Remind Sts they are looking for a number.

1 150 2 50 3 15 4 5

b

- Set a time limit of one minute for Sts to find the answer.

We need real contact with people.

EXTRA IDEA Sts write five sentences from the article, removing an important word from each sentence. Then, they swap with another student and complete the sentences.

EXTRA CHALLENGE Ask *What else do we need to make real friendships?* Sts discuss in small groups.

EXTRA IDEA Sts complete the numbers in the infographic for 2–4 about themselves. Encourage them to consider their use of social media.

EXTRA CHALLENGE Sts make two infographics: one for the people they know face-to-face and another for the people they know on social media. Sts discuss the differences in pairs and then as a class.

EXTRA CHALLENGE Write on the board 'Social media gets in the way of making real friendships.' Tell half the class to think of arguments in favour of the statement, and the other half to think of arguments against. Then hold a class debate.

Vocabulary Relationship expressions

3a

- Give Sts time to complete the task.
- Get them to compare with a partner before you check answers.

1 I'm not keen on 2 gets in touch with 3 fancied 4 hate
 5 've got a lot in common 6 let me down 7 dislikes
 8 is fond of 9 socialize 10 got to know

EXTRA CHALLENGE In pairs, Sts change the sentences with the alternative expressions. E.g. 1 *I got in touch with Alex because I wanted to invite him to my party.* 2 *My dad is fond of his friends on the internet.* Ask Sts to share their sentences with the whole class and choose the best ones.

b

- In pairs, Sts ask and answer the questions.

EXTRA SUPPORT Elicit the questions from the class and write them on the board.

➡ **Workbook** page 4, exercises 1–3

Grammar Past simple and past continuous

4a

- Sts read the article to find the missing words.

1 When 2 when 3 while 4 While

EXTRA CHALLENGE Get Sts to complete the exercise before reading the article again. Give them time to compare their answers in pairs.

EXTRA SUPPORT Tell Sts that all the words can be found in the first paragraph of the article.

b

- Give Sts time to complete the rules, referring back to the article if necessary.

1 past continuous 2 past simple 3 while 4 when

c

- Give Sts time to complete the task.

1 While, was driving, had 2 socialized, while, was visiting
 3 didn't get on, while, were studying 4 While, was waiting, didn't think / wasn't thinking 5 Were, having, when, heard
 6 When, broke down, weren't travelling

EXTRA IDEA Ask Sts to write two similar sentences, one true and one false, about themselves and their friends. Sts say a sentence to the class and the class guesses if it's true or false.

➡ **Workbook** pages 4–5, exercises 4–6

➡ **Photocopiable** Grammar and Vocabulary

Listening and Speaking

5a 1-09 Audio script pT86

- Play the audio for Sts to listen and answer the question.

Don't go out onto a busy street and let your dog, even the world's smallest dog, run free!

EXTRA SUPPORT Read the script and decide if you need to teach any new lexis before Sts listen.

EXTRA SUPPORT Ask Sts to look at the pictures and try to predict what the audio will be about.

b 1-09 Audio script pT86

- Before you play the audio again, ask if anyone can tell you which picture shows Alex's story, and why it isn't the other picture. Don't confirm or deny at this stage. Get Sts to listen again to confirm the answer.

EXTRA IDEA Put Sts into pairs and give them a time limit of two minutes to find the differences.

EXTRA CHALLENGE Put Sts into two or three teams and ask them to cover the pictures. Ask questions about the pictures. Each team can get one point for every correct answer.

Picture A shows Alex's story.
 In picture A, we can see more traffic and more people than in picture B.
 In picture B, the dog is big and on a lead, but in picture A, the dog is small and isn't on a lead.
 In picture B, the dog is barking, but in picture A, the dog isn't barking.
 In picture A, the teenager is talking to the dog and he is listening, but in picture B, the dog isn't listening.

EXTRA IDEA In small groups, Sts re-tell Alex's story based on what they remember. Then, they listen again and add more information they have heard to their story.

EXTRA CHALLENGE In small groups, each student re-tells Alex's story, but says one thing that is false. The rest of the group listens to find the false statement.

➡ **Workbook** page 5, exercises 7–9

6a

- Give Sts about five minutes, individually, to think of a short story and make notes about it.

b

- Put Sts in small groups to tell each other their stories.

EXTRA CHALLENGE Get Sts to tell their story without reading their notes. Encourage them to look up while they are speaking, which will make them sound more natural. If they forget what they want to say, they can briefly look at their notes, then look up again to tell the story.

c

- Have a class discussion to find out which story Sts liked the most. Ask them to give reasons.

EXTRA CHALLENGE In pairs, Sts take turns telling their story. One student says a sentence from their story, the other continues the story with another sentence, and so on until they finish the story.

Extra

Sts do the activities in pairs in class.

Vocabulary Relationship expressions

3 a Choose the correct words to complete the sentences.

- 1 I *got in touch with* / *'m not keen on* Alex because of the cruel jokes that he often makes.
- 2 My dad *gets in touch with* / *is fond of* his best friends on the internet every weekend.
- 3 I *fancied* / *disliked* him until I spoke to him! He really loves himself!
- 4 I *socialize* / *hate* people that take football so seriously!
- 5 We've *got a lot in common* / *let each other down* and like doing things together.
- 6 I asked Ann to keep my secret, but she *got to know* / *let me down* and told everybody!
- 7 Sam *dislikes* / *fancies* people that don't share his interests.
- 8 Kate *is fond of* / *hates* Harry and she enjoys his company.
- 9 We're all good friends in the basketball team and we always *have got a lot in common* / *socialize* together after every match.
- 10 I started a new school this year, but I'm *not keen on* / *got to know* my classmates quickly and made friends.

b Work with a partner. Ask and answer questions.

get to know / this school
socialize with / at the weekends
get in touch with / by text message (phone / email)

Who did you first get to know when you started at this school?

► **Workbook** page 4, exercises 1-3

Grammar Past simple and past continuous

4 a Find the missing words in the article.

- 1 ___ Robin Dunbar invented the Dunbar number, he was studying the social habits of monkeys.
- 2 The Oxford University professor was watching the way monkeys clean each other ___ he realized...
- 3 Dunbar also discovered... ___ he was studying...
- 4 ___ humans were living in small communities...

b Choose the correct words to complete the rules.

- 1 We use the *past simple* / *past continuous* to talk about an action in progress when another action happened in the past.
- 2 We use the *past simple* / *past continuous* to talk about one or more completed actions in the past.
- 3 We usually use *when* / *while* with the past continuous.
- 4 We usually use *when* / *while* with the past simple.

c Choose *when* or *while* and complete the sentences with the correct past form of the verbs in brackets.

- 1 *When* / *While* Dad ___ (drive) home, he ___ (have) an accident.
- 2 Chloe ___ (socialize) with Tom for the first time *when* / *while* she ___ (visit) her cousins.
- 3 I ___ (not get on) well with your mum *when* / *while* we ___ (study) at university together.

- 4 *When* / *While* I ___ (wait) for my friends at the cinema, I ___ (not think) about buying the tickets.
- 5 ___ we ___ (have) lunch *when* / *while* we ___ (hear) the news?
- 6 *When* / *While* the coach ___ (break down), we ___ (not travel) on the motorway.

► **Workbook** pages 4-5, exercises 4-6

Listening and Speaking

5 a 1.09 Listen to Alex's story. What did he learn?

b 1.09 Listen again. Which picture shows Alex's story? What are the differences between the two pictures?



► **Workbook** page 5, exercises 7-9

6 a **Get ready to speak** Tell a short story. It can be true or invented.

b Work in a group. Explain your story to your group.

c Which story did you like best? Why?



Write three true sentences and two false sentences about things that happened while you were doing something last weekend. Listen to your partner's sentences and decide which are true and which are false. Explain why you think two sentences are false.

1C Starting points



When did your family move to your town? Do you know why? Why do people move to or leave your town?

Vocabulary and Reading Origins

1 a Read the online article. Why did people leave Africa 200,000 years ago?



Thanks to science, we can now look at people's DNA, information about their ¹ ____, and say where their families and older ² ____ came from. The *National Geographic* magazine organizes the Genographic Project, which helps people find this information. Over 700,000 people have taken part since the project started. We now know that the first humans lived in Africa 200,000 years ago, but then there was a big ³ ____ and a lot of people travelled north, east and west. Scientists think that there were not enough ⁴ ____ such as food and water, so some people decided to leave. While the people from Africa were looking for new ⁵ ____ to live in, they met the Neanderthals. The humans and the Neanderthals probably became good friends because today most of the world's ⁶ ____ has between 1% and 2% Neanderthal DNA. Africans don't have any Neanderthal DNA because Neanderthals never lived in Africa.



Glossary

DNA Neanderthal



b What information surprised you the most?

c Match the nouns (1–6) to the definitions (a–f). Check your answers with a partner.

- | | |
|--------------|---|
| 1 Ancestors | a is the number of people that live in a place. |
| 2 Genes | b is the movement of large numbers of people. |
| 3 Habitats | c are things such as water, wood, etc. that people can use. |
| 4 Migration | d are people in your family who lived a long time ago. |
| 5 Population | e are places where a type of plant or animal is found. |
| 6 Resources | f are parts of cells that parents pass onto their children. |

d **1.10** Complete the online article with the nouns. Listen and check, then repeat.

ancestors genes habitats
migration population resources

▶ Workbook page 6, exercises 1–2

Listening

2 a **1.11** Listen to the podcast. What did the *National Geographic* look at to discover where the Darwins came from?

b Listen again and look at the map. Which is the Darwins' route?



c **1.11** Listen again. Complete the fact file.

THE DARWIN FAMILY

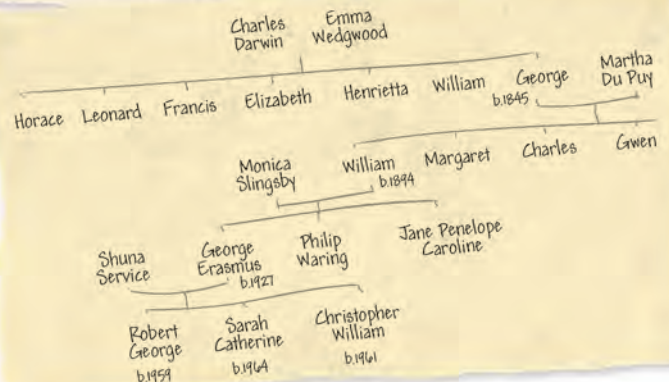
Charles Darwin, famous ¹ ____ who was born in 1809 and died in ² ____.

His book, *On the Origin of Species*, says people and animals have the same ³ ____.

Chris Darwin, great-great-⁴ ____ of Charles Darwin.

Lives in ⁵ ____ where he works for the Charles Darwin Reserve that protects plants and ⁶ ____.

The Darwins left Africa ⁷ ____ years ago and arrived in Britain ⁸ ____ years ago.



3 Over to you! What do you know about the history of your family or your ancestors? Tell a partner.

1C Starting points

Supplementary materials

Workbook: pages 6–7, exercises 1–8

Workbook: Grammar summary Unit 1

Photocopiable worksheets: Grammar and Vocabulary, Communication

You First

Ask Sts *Who has lived here all of their life? If you haven't, when did you move here? Why did you move here?* Write some of their reasons on the board. Discuss the last question as a class.

Vocabulary and Reading Origins

1a

- Discuss some possible answers to the question. Write Sts' ideas on the board.
- Get Sts to read the article to see if any of their ideas were correct. Tell them not to worry about the missing words for the moment.

Note

Remind Sts they don't have to understand every word in the text in order to complete the task.

There weren't enough resources such as food and water.

EXTRA CHALLENGE Set a time limit of one minute for Sts to find the answer. This will help to develop their reading skills.

EXTRA IDEA Discuss Sts' ideas on the board. Compare their ideas with the reason given in the text.

b

- Ask Sts if anything in the text surprised them. If so, what was it?
- Ask in what way the information surprised them, e.g. Did they not believe it? Did they think something else was true? Were they not aware of this at all?

EXTRA SUPPORT Sts make notes of the information that surprised them the most. This will help them with the class discussion.

c

- Give Sts time to complete the task.

1 d 2 f 3 e 4 b 5 a 6 c

EXTRA SUPPORT Understanding from context: Ask Sts to find the words in the text and read the sentence in which they are used. This should help them better understand the word and complete the exercise.

d 1•10

- Get Sts to read the article again and complete the task.
- Play the audio for Sts to listen and check their answers.

1 genes 2 ancestors 3 migration 4 resources
5 habitats 6 population

EXTRA CHALLENGE Get Sts to write sentences using some of the words in the box.

► **Workbook** page 6, exercises 1–2

Listening

2a 1•11 Audio script pT86

- Ask Sts what they know about Charles Darwin. Ask *Where was he from? (England)*
- Discuss the question with the class before they listen. Elicit ideas from Sts and write the possible ones on the board.
- Play the audio for Sts to listen and answer the question.

Chris Darwin's DNA

EXTRA SUPPORT Read through the script and decide if you need to teach any new lexis before Sts listen.

EXTRA SUPPORT For more information about Charles Darwin, look at the Culture note on page T18.

LANGUAGE NOTE Tell Sts that 'geographic' refers to features on a map. 'Genographic' refers to the mapping of DNA.

EXTRA IDEA Before listening again, ask Sts to tell a partner what they can remember about the podcast.

b 1•11 Audio script pT86

- Play the audio again for Sts to determine which is the Darwins' route.
- Sts discuss their answer with a partner.
- Check answers.

The blue line beginning in Africa shows the correct route.

EXTRA SUPPORT Play the audio and pause at important points to allow Sts to follow the route.

c 1•11 Audio script pT86

- Ask Sts to complete as much as they can of the fact file with information they remember.
- Give them time to compare and discuss their answers with a partner.
- Play the audio for Sts to check or complete their answers.

1 scientist 2 1882 3 ancestors 4 grandson 5 Australia
6 animals 7 45,000 8 12,000

3

- Individually, Sts write some notes about their family's history.
- Sts share their information with a partner.

EXTRA CHALLENGE Sts tell the class about their partner's family history. What did they find most interesting / most surprising?

EXTRA IDEA Sts draw their family tree as far back as they can remember. Encourage them to talk to their family about it and to include photos. Display their work in the classroom and discuss.

Grammar Conjunctions

4a

- Sts complete the table with the underlined words.

2,3,4 While, until, When 5,6 but, although 7 so

EXTRA SUPPORT Write on the board 'I'm very tired today...!' and elicit possible endings with the different conjunctions, e.g. *I'm very tired today because I went to bed late last night.*

b

- Give Sts time to read the text and complete the task.
- Check pronunciation of *Denisovan* /də'nɪːsəvən/.

1 While 2 Although 3 When 4 Until 5 because
6 so 7 but

EXTRA CHALLENGE Ask Sts what they know about Neanderthals. If possible, put a picture up on the board, or refer Sts to the image in the text. Ask *How were they different from us (Homo sapiens)?*

EXTRA IDEA Ask Sts about the text *What did you find the most interesting? What surprised you the most?*

EXTRA CHALLENGE Sts write 1–2 questions on what they would want to know about the discovery of the Denisovans. Encourage them to find the answers to their questions online.

► **Workbook** page 6, exercises 3–5

► **Photocopiable** Grammar and Vocabulary

Writing

5a

- Put Sts in pairs and give them time to complete the task. Elicit or explain that we can join two sentences by adding something at the beginning, as well as in the middle, as in the example for sentence b.
- Get pairs to compare their answers with another pair.

- b** **Although** we have a negative image of the Neanderthals, they had a culture and looked after the sick members of their group. / We have a negative image of the Neanderthals, **but** they had a culture and looked after the sick members of their group.
- c** **When** the first humans came from Africa, they lived with the Neanderthals.
- d** Today, **although** all Europeans have about 1% Neanderthal DNA, some people in South East Asia have between 3% and 5% Denisovan DNA. / Today, all Europeans have about 1% Neanderthal DNA, **but** some people in South East Asia have between 3% and 5% Denisovan DNA.
- e** **While** the Neanderthals were hunting in Europe, the Denisovans were doing the same in Asia.
- f** The Neanderthals didn't have much imagination, **so** their culture didn't change in 170,000 years.
- g** Scientists thought the Neanderthals were alone **until** they discovered the Denisovans in 2008.

b

- In pairs, Sts put their sentences in a logical order, starting with sentence c.
- Encourage Sts to discuss their choices before writing out their paragraph. Get them to compare in groups to see if there were any differences between the paragraphs.
- Check answers.

Possible answers

c, b, f, g, e, a, d

When the first humans came from Africa, they lived with the Neanderthals. Although we have a negative image of the Neanderthals, they had a culture and looked after the sick members of their group. (OR We have a negative image of the Neanderthals, but they had a culture and looked after the sick members of their group.) The Neanderthals didn't have much imagination, so their culture didn't change in 170,000 years. Scientists thought the Neanderthals were alone until they discovered the Denisovans in 2008. While the Neanderthals were hunting in Europe, the Denisovans were doing the same in Asia. Humans survived and the Neanderthals and Denisovans disappeared because humans were more competitive for resources. Today, although all Europeans have about 1% Neanderthal DNA, some people in South East Asia have between 3% and 5% Denisovan DNA. (OR Today, all Europeans have about 1% Neanderthal DNA, but some people in South East Asia have between 3% and 5% Denisovan DNA.)

EXTRA SUPPORT

- Write letters a–g on seven pieces of paper.
- Ask a student to come to the front of the class and read sentence a. The student holds up the letter a.
- Ask another student to read sentence b. Ask this student to come to the front and stand next to the first student, either before or after. Ask the class *Before or after?* The student holds up the letter b.
- Ask another student to read sentence c. Ask this student to come to the front and stand next to or between the two Sts standing. Ask the class *Before or after?* This student holds up the letter c.
- Continue until all the sentences have been read and are in the correct order.

c

- Give Sts time to read the information in exercise 2c again and write their two fact files.
- In pairs, Sts compare their fact files and make any changes.

EXTRA CHALLENGE Get Sts to note down questions for anything else they would like to know about either person. They then search for the information online and add it to their fact files.

► **Workbook** page 7, exercises 6–8

d

- Based on their notes, Sts decide on the topic of their paragraphs and organize their notes.
- Sts check on the conjunctions they have used and see if they could include others.

Extra

Sts can either do this in class or as a homework task.

Grammar Conjunctions

- 4 a Read the sentences from the online article and the podcast. Complete the table with the underlined words.

Africans don't have any Neanderthal DNA because Neanderthals never lived in Africa.

While the people from Africa were looking for new habitats to live in, they met the Neanderthals.

Charles Darwin died in 1882, but he has a great-great-grandson.

Chris lived in Britain until he was 25.

When Chris heard about the *National Geographic* project, he wanted to take part.

He wanted to take part, so the *National Geographic* looked at his DNA.

Most of the family stayed in Britain, although Chris is now in Australia.

Conjunctions	
reason	¹ because
time	² ____, ³ ____, ⁴ ____
contrast	⁵ ____, ⁶ ____
result	⁷ ____

- b Choose the correct answers.

WHO ARE YOUR ANCESTORS?



THE
NEANDERTHALS...

OR



THE
DENISOVANS?

¹Until/While scientists were studying human bones from a cave in Siberia, Russia in 2008, they discovered a small bone from a girl's finger. ²Although/So the bone didn't look very different to the others, they decided to do a test on its DNA. ³Because/When the results of the test came back, the scientists realized the bone was from a new type of people: the Denisovans. ⁴Until/But the discovery of the Denisovans, scientists believed that early human populations only shared the planet with Neanderthals. Now scientists are studying people's DNA ⁵although/because they want to discover where the Denisovans lived on the planet. Lots of people from South East Asia have some Denisovan DNA, ⁶so/while they know that the Denisovans lived in Asia, ⁷when/but few Europeans have Denisovan DNA; they have Neanderthal DNA.

► Workbook page 6, exercises 3–5

Writing

- 5 a Get ready to write Work with a partner. Join the sentence halves with conjunctions. You can use more than one conjunction for some sentences.

The history of human life

- a humans survived and the Neanderthals and Denisovans disappeared / humans were more competitive for resources
Humans survived and the Neanderthals and Denisovans disappeared because humans were more competitive for resources.
- b we have a negative image of the Neanderthals / they had a culture and looked after the sick members of their group
- c the first humans came from Africa / they lived with the Neanderthals
- d today, all Europeans have about 1% Neanderthal DNA / some people in South East Asia have between 3% and 5% Denisovan DNA
- e the Neanderthals were hunting in Europe / the Denisovans were doing the same in Asia
- f the Neanderthals didn't have much imagination / their culture didn't change in 170,000 years
- g scientists thought the Neanderthals were alone / they discovered the Denisovans in 2008

- b Work with a partner. Put the sentences in exercise 5a into the correct order to write a paragraph. Use capital letters and the correct punctuation.

- c Look at the fact file in exercise 2c. Use the information to write short fact files of Charles and Chris Darwin.

Include information about...

- dates of birth (and death of Charles)
- the relationship between the two Darwins
- where they were born and where they lived/live
- what they did/do now

► Workbook page 7, exercises 6–8

- d Write the biographies.

- Organize your notes into paragraphs.
- Use as many conjunctions as you can.



Do some research on DNA.

- What is DNA?
- Who discovered it?
- In what ways can we use the information from DNA?

1D A piece of cake



Where do you find information for school work? Do you find information in different places for different subjects?

1 a **1.12** Read and listen. What do Liza, Danny and Oliver disagree about?



Danny ...so what do you think about this project for Miss Hamilton?

Liza I'm not sure. It could be interesting...

Oliver Interesting? It's a project about searching online!

Liza Not exactly...

Oliver Well, I think I can use a search engine!

Erika So you'll get an 'A' then?

Oliver Look, I grew up with the internet. I go online all the time. We all do!

Erika That's a good point.

Liza I see what you mean, but I feel we should be open-minded. We can always learn more.

Oliver As far as I'm concerned, I already know it all.

Liza Oh, come on! You don't really think that.

Oliver That's exactly what I think!

Danny I'm not sure about that, Oliver.

Oliver OK look, Erika, you be on my team. I'll do all the work and we'll definitely get an 'A'.

Erika Hmm...

Oliver And we'll beat these two as well!

Erika OK – let's do it!

Danny Sounds good to me.

b Answer the questions with the names *Liza, Oliver, Danny* or *Erika*. Who...?

- 1 doesn't think they will learn anything
- 2 thinks there is more to learn about searching online
- 3 makes the project into a competition
- 4 seems happy to let another person do all the work
- 5 thinks of three words to get information online



Liza OK, what's your opinion on 'ancestors', 'genes' and 'Neanderthals' as search terms? Do you think they work?

Danny Yeah, my view is that we try those first. OK, let's check this one out...*Live Science*.

Oliver What's up, guys? Still doing your project? Wow, you're slow.

Danny Have you finished?

Oliver Yep.

Liza How?

Oliver It was a piece of cake! Three words: Find. Copy. Paste.

Liza You copied!

Danny You can't do that!

Oliver Oh, yes, I can. You wait and see. Erika and I will get an 'A' on our project.

Liza I think you're in for a surprise, Oliver...

3 Liza What's up?
Oliver It's Erika. I think she's angry.



2 a Spoken English What do these expressions mean? How do you say them in your own language?



b Work with a partner. Write short dialogues for three of the expressions from exercise 2a. Role-play the conversations for another pair. Decide if the conversations use the expressions correctly.

Workbook page 8, exercise 1

1D A piece of cake

Supplementary materials

Workbook: pages 8–9, exercises 1–6

Photocopiable worksheets: Everyday English, Pronunciation

Online Practice

Note

The story can be used in class as a reading and listening task, a video task or both.

You First

In pairs, Sts discuss the questions, making a list of the different places they find information. Encourage them to think beyond online sources, e.g. books and magazines, other teachers, family, etc. Elicit feedback. Which sources do they find the most useful?

EXTRA CHALLENGE Sts discuss how reliable online information is compared to books or people they know.

1a 1•12

- Play the audio for Sts to listen, follow and answer the questions. Alternatively, show the class the video of the story from the DVD-ROM.

They disagree about whether they can learn more about searching for information online (*Liza and Danny*) or whether they already know everything about using the internet (*Oliver*).

b

- Sts read, listen or watch again to complete the exercise.

1 Oliver 2 Liza 3 Oliver 4 Erika 5 Oliver

EXTRA SUPPORT Ask Sts to support their answers with examples from the text.

EXTRA CHALLENGE Ask Sts who they agree with, Liza and Oliver or Danny. Encourage them to discuss why.

2a

- Give Sts time to complete the task.
- Ask them to find the expressions in the dialogue.
- Model and drill the phrases, using the audio.

Check...out = look at something that seems interesting (informal)

Wow! = an expression of surprise (informal)

What's up? = Here, it means 'What are you doing?' (informal)

A piece of cake! = very easy (informal)

Oh, come on! = 'Are you being serious?' It shows that Liza doesn't believe what Oliver has just said. (informal)

You're in for a surprise! = Things are not going to turn out the way you think they are. (informal)

EXTRA IDEA In pairs, Sts write short dialogues for three of the expressions. Ask each pair to act out one of their dialogues.

Note

To further exploit the video in class, you could use some or all of the suggested activities from page Tviii.

➡ **Workbook** page 8, exercise 1

3a

- Elicit some ideas, but don't tell Sts if they are right at this stage.

b 🎧 1•13 🎧 Audio script pT86

- Play the audio for Sts to listen and check their prediction. Alternatively, show the class the video of the story from the DVD-ROM.
- Make sure Sts understand what happened. Ask Sts how they feel about it.

EXTRA IDEA Before they listen, ask Sts to re-tell what happened in the first part of the story.

4

- In pairs, Sts discuss the first two questions.
- Discuss question 3 as a class. Encourage Sts to share any experiences they have had.

Everyday English Expressing opinions

5a

- Give Sts time to complete the task.

LANGUAGE NOTE We use *opinion on* when referring to issues, e.g. *What's your opinion on climate change?* We use *opinion of* when referring to people, e.g. *What's your opinion of that actor in the film?*

b 🎧 1•14 Audio script pT86

- Play the audio, pausing for Sts to listen and repeat.
- Model and drill the phrases, using the audio.

LANGUAGE NOTE Remind Sts that using the correct intonation and stress is very important in English. They should pay special attention to this when practising.

EXTRA IDEA Ask Sts to change the intonation of the phrases, or model this yourself. Can they hear a difference? Do the same with the stress pattern. Can they hear the difference?

EXTRA IDEA Give Sts an emotion (sad, angry, excited, embarrassed, etc.) and ask them to repeat the phrases with that emotion.

EXTRA CHALLENGE Divide Sts into groups of three. Student **A** asks for an opinion, Student **B** gives an opinion, Student **C** agrees or disagrees. Give Sts time to prepare their dialogues, then act them out for the class.

➡ **Workbook** pages 8–9, exercises 2–4

➡ **Photocopiable** Everyday English

Pronunciation Silent or pronounced 'e'?

6a 🎧 1•15

- Play the audio for Sts to listen to the words.
- Play it again and get Sts to listen and repeat each word and decide if the underlined 'e' is silent or not.

b

- Ask Sts to say each word to a partner, then add it to the correct column in the table.
- In small groups, Sts check their answers and discuss any disagreements.

c 🎧 1•16

- Play the audio for Sts to listen and check.
- Check answers.

Silent: finished, online, paste
Pronounced: exactly, internet, project

➡ **Workbook** page 9, exercise 5

➡ **Photocopiable** Pronunciation

Listening and Speaking

7a 🎧 1•17 Audio script pT86

- Give Sts time to read the three rules.
- Play the audio for Sts listen and answer the question.

Rule 2

EXTRA SUPPORT In pairs, Sts discuss examples of each rule. Then, discuss these as a class.

b 🎧 1•17 Audio script pT86

- Give Sts time to read through the questions.
- Ask them to discuss questions 1 and 2 with their own ideas.
- Play the audio for Sts to listen again to answer all four questions.
- In pairs, Sts discuss the answers to the questions. Play the audio again if there is any doubt or disagreement.

1 On their websites and blogs **2** To make their ideas public
3 A list of rules **4** Copy our work

➡ **Workbook** page 9, exercise 6

8a

- Give Sts time to think about the questions and write down their ideas.
- Encourage them to give examples based on a personal experience.

b

- Put Sts in pairs to discuss their opinions. Encourage them to use the expressions in exercise 5a.
- Get them to tick an expression when they use it correctly.

EXTRA CHALLENGE Give Sts a new topic to discuss, e.g. air pollution, space travel, unhealthy food. Give each student an expression from exercise 5a to use with the new topic.

Extra

Sts can either do this in class or as a homework task.

3 a What do you think will happen next?

b 1.13 Listen and check.

4 **Over to you!** What do you think?

- 1 Is the bad grade only Oliver's fault or does Erika have some responsibility, too?
- 2 Why is 'Find. Copy. Paste.' not a good idea?
- 3 What should you do when you include other people's ideas and work in your schoolwork?

Everyday English **Expressing opinions**

5 a Look at the useful phrases. Find examples in the dialogue in exercise 1a.

Useful phrases: asking for opinions

What do you think about...?

What's your opinion on/of...?

Do you think it works/they work?

Useful phrases: giving opinions

As far as I'm concerned...

My view/opinion is that...

I feel we should...

Useful phrases: agreeing and disagreeing with opinions

That's exactly what I think.

That's a good point.

I see what you mean, but...

I'm not sure.

b 1.14 Listen and repeat the phrases. Try to copy the intonation.

► **Workbook** pages 8–9, exercises 2–4

Pronunciation **Silent or pronounced 'e'?**

6 a 1.15 Listen and repeat the words in the box.

ancestors copied exactly finished
internet online paste project

b Decide if the underlined letter 'e' is silent or pronounced.

silent	pronounced
copied	ancestors

c 1.16 Listen and check.

► **Workbook** page 9, exercise 5

Listening and Speaking

7 a 1.17 Listen. Which rule do they talk about?

Can I use material I find online for schoolwork?

Today, we can find digital material everywhere, but if we use it in our work, we have to say where it comes from. Use these three rules to help you:

- 1 If the material comes from different pages of a website, give the address of the website, e.g. <http://global.oup.com/>
- 2 If the information is from one page or one article on a website, a book, a newspaper, etc., give the name of the author, the date, the title and the website, e.g. Stephen S. Hall, October 2006, *Last of the Neanderthals*, <http://ngm.nationalgeographic.com>
- 3 If there is no author and date, include the other information. You can also have a link in your document so readers can click on it and go to the document.

b 1.17 Listen again. Answer the questions.

- 1 Where are people happy to share their ideas?
- 2 What do people use the internet for?
- 3 What has Miss Hamilton given the students?
- 4 What don't we want people to do?

► **Workbook** page 9, exercise 6

8 a **Get ready to speak** Make a note of your opinions about using the following online material for your schoolwork. When do you think it is right/wrong to use it?

an essay from a homework site
material from an e-book
a YouTube video made by students
articles from news/magazine sites
photos from a social networking site

b **Work with a partner.** Discuss your notes from exercise 8a.

What's your opinion of using an essay from a homework site?

That's a good point.

My view is that it's dangerous! The essay might be wrong!

EXTRA

Think of three tasks to give a student who copies material and doesn't say where it is from.

1 Revision

Vocabulary Relationships

1 Choose the correct adjectives to complete the sentences.

- 1 I think the *caring* / *sensible* / *sensitive* thing to do is to ask your teacher for help.
- 2 Children are sometimes very *jealous* / *cruel* / *self-confident* to each other and say unpleasant things.
- 3 Kate is quite *moody* / *honest* / *sensible* and can go from happy to sad in seconds!
- 4 Andy is really *loyal* / *selfish* / *sensitive* and only thinks about himself.
- 5 They're a *cruel* / *jealous* / *competitive* team and they always try hard to win.
- 6 My grandmother is very *self-confident* / *caring* / *aggressive* and always looks after us when we are ill.

2 Complete the text with the words in the box.

common fancied fond keen know socialized

My mum and dad got to ¹ ___ each other at university, although at first my mum wasn't very ² ___ on my dad. They didn't have a lot in ³ ___ and when they ⁴ ___ at student parties, he only talked about football. My dad, however, really ⁵ ___ my mum and he found out she loved dancing, so he learned to dance! They started going to dances together and my mum soon became ⁶ ___ of my dad and they fell in love!

Origins

3 Complete the sentences with the words in the box.

ancestors genes habitat migration population resource

- 1 The birds' ___ has disappeared because they have cut down the forest.
- 2 There was a big ___ of agricultural workers from the countryside to the big cities in the 1990s.
- 3 There are pictures of his grandparents and other ___ on all the walls of the house.
- 4 Saudi Arabia's main natural ___ is oil.
- 5 The ___ of Tokyo is over 33 million!
- 6 Eye colour is controlled by the DNA in our ___.

Grammar Present perfect

4 Complete the conversation.

- Anna ¹ ___ have you been at this school?
Martin I've been here ² ___ I was six.
Anna Have you ³ ___ studied at a different school?
Martin No, I've ⁴ ___ been to another school. And you? You've ⁵ ___ started here, haven't you?
Anna No, I haven't. I've been here ⁶ ___ a year!
Martin Well, we've ⁷ ___ met before because it's a big school!

Past simple and past continuous

5 Complete the sentences with the correct form of the verbs in brackets. Then choose *when* or *while*.

- 1 We ___ (not chat) *when* / *while* the head teacher came into the library.
- 2 *When* / *While* we were watching the film, Dad ___ (cook) dinner.
- 3 We ___ (take) videos on our phones *when* / *while* we were visiting Paris.
- 4 Jack ___ (wear) his new suit *when* / *while* he dropped food on it.
- 5 ___ Sam ___ (fall) asleep *when* / *while* we were listening to the presentation?
- 6 *When* / *While* my brother ___ (live) in Washington, he met the president.

Conjunctions

6 Complete the text with the conjunctions.

although because
but so until while

- ¹ ___ I enjoy studying, I don't like spending *every* weekend in the library! I often stay there ² ___ they close ³ ___ I have a lot of work. ⁴ ___ I'm working, my sister is having fun. It's the same every weekend, ⁵ ___ the next one is going to be different. It's my 17th birthday, ⁶ ___ I'm organizing a party!



Everyday English Expressing opinions

7 Complete the dialogue with the words in the box.

exactly far feel mean opinion point

- A What's your ¹ ___ of our new coach?
B As ² ___ as I'm concerned, she's great.
A That's ³ ___ what I think, but the others ⁴ ___ she shouldn't make us train so hard.
B I see what they ⁵ ___, but if we want to win games, we have to be fit.
A That's a good ⁶ ___. I think you should make it clear to the others.

Learning to learn Formal and informal English

When we write letters or emails to people that we don't know, or essays, we usually use formal English with longer sentences and linking words.

When we speak or write to friends (text messages, emails, etc.) we use informal expressions, contractions and shorter sentences.

► Workbook pages 10–11, exercises 1–9

Revision

Supplementary materials

Workbook: pages 10–11, exercises 1–9

Online Practice

Unit test 1

Vocabulary Relationships

1

1 sensible 2 cruel 3 moody 4 selfish 5 competitive
6 caring

2

1 know 2 keen 3 common 4 socialized 5 fancied
6 fond

Origins

3

1 habitat 2 migration 3 ancestors 4 resource
5 population 6 genes

Grammar Present perfect

4

1 How long 2 since 3 ever 4 never 5 just 6 for
7 never

Past simple and past continuous

5

1 weren't chatting, when 2 While, cooked (*was cooking* is also possible) 3 took, while 4 was wearing, when 5 Did, fall, while 6 While, was living

Conjunctions

6

1 Although 2 until 3 because 4 While 5 but 6 so

Everyday English Expressing opinions

7

1 opinion 2 far 3 exactly 4 feel 5 mean 6 point

Learning to learn Formal and informal English

- Divide the board into two columns. Label the columns 'Formal English' and 'Informal English'. Write these expressions on the board:
'Good morning, how are you?'
'Hey, how's it going?'
'I'll be at the meeting.'
'I will attend the meeting.'
'Sorry I'm late.'
'I apologize for being late.'
'I would like to see you again.'
'I wanna see you again.'
- Tell Sts to write the expressions in the correct column. Then, discuss the differences between formal and informal English. Finally, ask Sts to add some of their own expressions to each column.
- Discuss if each of the following relates to formal or informal English. Ask Sts to give examples. They could use the expressions from the activity above.
 - uses a relaxed tone (*informal*)
 - used when you want to be very polite (*formal*)
 - uses contractions and slang (*informal*)
 - more commonly used in writing work emails or letters (*formal*)
 - uses phrasal verbs (*informal*)
 - used at work / in business meetings (*formal*)
 - used a lot on social media (*informal*)
 - used more when speaking (*informal*)
 - uses a serious tone (*formal*)

➡ **Workbook** pages 10–11, exercises 1–9

➡ When Sts have finished the **Revision** page, tell them to go to the **Workbook Progress Check p.11** and complete the **Your progress** table.

My project

Project checklist

Before the lesson

- Ask Sts to bring in photos of friends and family for their social circle.

Materials for the lesson

- A3 paper (1 sheet per student), glue, colour pens
- Photos

You First

Sts read the questions and consider the different relationships in their lives. Discuss the questions with the class.

EXTRA IDEA Sts discuss their relationships in pairs and then in small groups. Then, they add anyone else to their list of relationships.

1a 1•18

- Play the audio for Sts to listen, follow and write the names in the circle.

1 Laura 2 dad 3 classmates from class 10B 4 Andy Barton

b

- Sts complete the **Look!** box.

1 extremely 2 really 3 quite 4 a bit

EXTRA SUPPORT Write the highlighted adverbs on the board in mixed order. Ask Sts to write them in the correct order in the triangle, starting with the strongest.

c

- Sts make a list of the different people they see frequently.
- Encourage them to think about people they see often but are not friends with; someone in the school canteen, for example, or someone in their local area.

EXTRA SUPPORT Sts discuss their lists in pairs and then in small groups. This will give them an opportunity to see other relationships and make any changes to their lists.

d

- Elicit what the Dunbar Number is and the different categories. Write them on the board. Ask Sts to look at page 10 if necessary.
- Using the Dunbar Number, Sts organize the people on their list into different social groups.

2a

- First, ask Sts to write short sentences about the people on their lists.
- Then ask them to go back to their sentences and use adjectives to describe the people.

EXTRA SUPPORT Tell Sts to consider these questions for their sentences: *How close are they to me? How do I feel about them? How long have I known them? Using adjectives, how would I describe our relationship?*

EXTRA SUPPORT Sts share their sentences in pairs and small groups to get ideas from other Sts.

b

- Give each student an A3 sheet of paper.
- Give Sts time to draw their social circles, following the example, and write in the names.
- Get them to add some photos to their circles.
- Encourage Sts to make their social circles attractive, with colours and photos.

c

- Using the notes they wrote in exercise 2a, Sts write the first draft of their text.
- Get them to look at the example text on page 10 to help them organize their paragraphs.

d

- Encourage Sts to use adverbs of degree and the language they have learned in the unit:
- **Unit 1A** the present perfect (*page 9*)
- **Unit 1b** words relating to relationships and the past simple and past continuous (*page 11*)
- **Unit 1C** conjunctions (*page 13*)

3a

- Sts complete the project, adding any final photos.

EXTRA SUPPORT If there is time, ask Sts to show you their projects before the presentation.

EXTRA SUPPORT Give Sts time to read their texts at least once in order to remember what they are going to say.

b

- In pairs, Sts practise their presentations with each other. Encourage them to look at their partner and speak rather than just read their texts.
- It is important to listen actively. Get Sts to ask two questions about each other's social circles.

c

- Presenting the projects to the class:
 - 1 Ask half of the class (the presenters) to stand around the room with their presentations.
 - 2 Ask the other half of the class (the listeners) to go and stand by a presenter, so they are in pairs, one presenting and one listening.
 - 3 Tell the presenters to talk about their social circles. The listeners should listen actively, asking at least two questions.
 - 4 After a few minutes, tell the listeners to move to the presenter to their right. (Sts don't need to have finished their whole presentation.) Repeat the process.
 - 5 Repeat the whole process one more time.
 - 6 Sts switch roles – the listeners become the presenters and the presenters become listeners. Repeat the process.
- Discuss with Sts which adjective is used most.

EXTRA IDEA Ask Sts to present their projects in small groups.

YOU FIRST!

Who would you speak to if you had a problem? Who do you see when you want to have a good time? Are they the same or different people? What different types of relationships do they represent?

A presentation



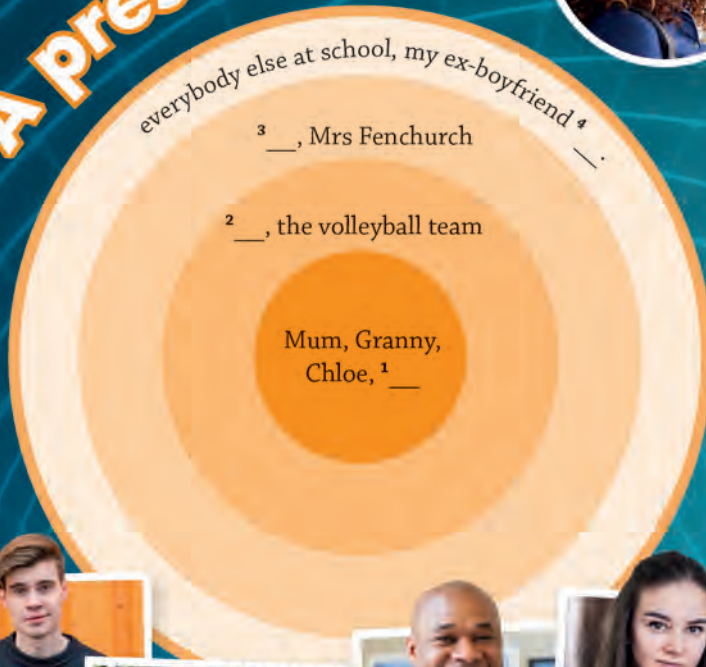
MY SOCIAL CIRCLE

There are four people that are **really** close to me: my mum, my sister Chloe, my granny Sandra, who has lived with us since my parents divorced, and my best friend Laura. My sister Chloe and I are really different; I'm shy and she's **extremely** sociable and has lots of friends, but we get on very well. Laura and I go to the same school and we have lots of things in common!

In my second circle, I've put my dad. I love my dad, but I don't see him very often and we don't always agree on things! I've also included the girls from the school volleyball team. They're **quite** competitive when they play games, but they are really loyal friends.

In my third social circle, I've got all my classmates from class 10B. I've been with some of them since we started primary school and there's a good atmosphere in the class; nobody is ever aggressive and there's no bullying. I've also included our class tutor, Mrs Fenchurch, because she wants everybody to do well.

Finally, in my last circle, I've put all the other people that I know at school. There's also my ex-boyfriend, Andy Barton. He's **a bit** selfish, but I've included him because he was my first boyfriend and he's still in my group of friends!



1 a Get ready to write 1.18 Read and listen to the student's project. Complete the social circles with the names of the people.

b Read the Look! box. Complete it with the **highlighted** adverbs from the text above.

Look! Adverbs of degree

We can use adverbs of degree with adjectives to express how strongly we feel about something.



c Make a list of the people that you see frequently.

d Organize the people in your list into different groups according to the Dunbar Number (see page 10).

2 a Start writing Make notes about the relationship that you have with each person. Think of an adjective or adjectives to describe each person.

b Draw your circles and write the names in them.

c Use your notes to prepare what you are going to say.

d Try to use some adverbs of degree.

3 a Complete your project Try and include a photo in each social circle.

b Practise your presentation.

c Present your project to the class. Listen to them and discuss your classmates' presentations. Which adjective is used most?

1 Culture

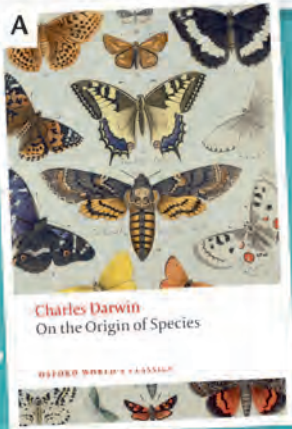
YOU FIRST!

What can we learn when we travel to different towns, regions or countries?

Charles Darwin

EARLY YEARS

Charles Darwin was one of six children from a wealthy family. His grandfather and father were doctors and the young Darwin went to Edinburgh University to study Medicine. However, he hated the sight of blood and he soon realized that he couldn't be a doctor. He was also bored by the lectures! He then went to Cambridge University and discovered that he had a great interest in studying plants, insects and animals. Fortunately, one of his university professors recommended Darwin for the perfect trip for a biologist: a voyage around the world to investigate nature.



THE BEAGLE

In 1831, Charles Darwin left Plymouth on *The Beagle*, a ship that took him around the world for five years. While he was travelling, he studied the plants and animals in the countries and on the islands that the ship visited. He also ate quite a few of them! As a student, he was a member of a university club that ate unusual animals and on *The Beagle* he tried armadillo, ostrich and puma! Darwin also spent his time on *The Beagle* in his cabin writing notes about the things he had seen and when he finally arrived back in Britain, Darwin was already starting to create his famous theory that all living things had a common ancestor.



DOWN HOUSE

At home at Down House, a place that you can still visit today, Darwin wrote many articles and books about his travels, but he didn't want to publish anything about his theory. He worked in his study, where he wrote 250,000 words about his theory of evolution, but he was frightened about what people might say about his idea that monkeys were the ancestors of humans. He expected the public and the Church to be against it and became so frightened that he became ill with worry. However, when another scientist started to write about similar ideas, Darwin decided to publish his book, *On the Origin of Species*. Most scientists accepted Darwin's theory and they continue to accept it today.



Glossary

lectures	armadillo	puma	theory
voyage	ostrich	cabin	publish

1 Look at the photos. What can you see?

2 a Read the article and match the photos to the sections.

b Work with a partner. Discuss and decide if these facts are true (T) or false (F).

- Charles Darwin changed his mind about his future at Edinburgh University.
- Darwin received help to get a place on a voyage around the world.
- Darwin didn't have time for study on the ship.
- The trip gave Darwin ideas about the beginnings of human life.
- He thought that people and the church would support his ideas.
- Darwin finally published his famous book because of another scientist's work.

c 1.19 Listen and complete the fact file.

ASCENSION ISLAND

Ascension is a ¹ _____ island.

In the 19th century, ² _____ didn't want to visit it.

No ³ _____ water or plants.

Thanks to Darwin and Hooker, it now has a nice habitat and a population of over ⁴ _____ people.

Scientists study it because of possible future visits to ⁵ _____.



3 Over to you! Charles Darwin said that animals change throughout history. Today, more and more people sit and work with computers. We play video games and we text messages to our friends. How do you think our bodies will be different in the distant future? With your partner, write a list of ideas. Use the words in the box to help you. Discuss your ideas with your classmates.

brains eyes fingers and thumbs legs muscles

Culture

Supplementary materials

Photocopiable worksheets: Culture, Culture video

CULTURE NOTES Below are some additional notes on Charles Darwin which you may want to share with your Sts.

As a young boy, Charles Darwin loved dogs. He became one of the first scientists to write about emotions in non-human animals.

Darwin did not focus on his school work. His father, Robert, became worried. He told his son that he 'cared for nothing but shooting, dogs, and rat-catching, and you will be a disgrace to yourself and all your family.'

At school, he was a slow learner. He described himself as lazy, clumsy, and naughty.

Darwin first went to Edinburgh University to study medicine. That didn't last very long because he hated the sight of blood.

He then went to Cambridge University to study Divinity, but he was more interested in studying about nature.

Darwin suffered from a mysterious illness for much of his adult life, with symptoms such as blisters, headaches, insomnia and vomiting. He tried to fight this by following a strict daily schedule in his later years, which featured a lot of time reading and researching at home. It also included two games of backgammon with his wife, Emma, every night between 8:00 and 8:30. He kept score of their games. He once bragged that he had won '2,795 games to her piddling 2,490.'

Darwin was very organized and analytical, even when it came to marriage. He wrote a list of advantages and disadvantages of marriage.

His advantages included children, having a constant companion, as well as the charms of music and 'female chit-chat'. His disadvantages were loss of time, and less money for books.

Darwin and Emma were married for 43 years, until he died in 1882. They had ten children.

Darwin Day is celebrated around the world on 12th February, the day he was born. The aim of Darwin Day is to encourage curiosity about the natural world.

You First

Divide the board into three columns and add the headings 'Towns', 'Regions', 'Countries'. Ask the class to tell you where they have travelled to. Write the places in the columns. Sts discuss the question in pairs. Elicit ideas based on the places on the board.

EXTRA IDEA Show Sts images of places you have been to. Get them to ask questions about the places and what you learned by travelling there.

1

- Sts look at the photos and answer the question.
- Write Sts' ideas on the board.

2a

- Give Sts time to read the article and complete the task.

Early years: B **The Beagle:** C **Down House:** A

EXTRA SUPPORT Read the text and decide if you need to teach any new lexis before Sts do the task. Refer Sts to the **Glossary**.

b

- Put Sts in pairs to read the facts and decide if they are true or false.
- Encourage them to find the sections in the article which gave them the answers.

- 1 T (He hated the sight of blood and he soon realized that he couldn't be a doctor.)
- 2 T (Fortunately, one of his university professors recommended Darwin for the perfect trip for a biologist: a voyage around the world to investigate nature.)
- 3 F (While he was travelling, he studied the plants and animals in the countries and on the islands that the ship visited.)
- 4 T (When he finally arrived back in Britain, Darwin was already starting to create his famous theory that all living things had a common ancestor.)
- 5 F (He expected the public and the Church to be against it.)
- 6 T (However, when another scientist started to write about similar ideas, Darwin decided to publish his book.)

EXTRA IDEA In groups of three, each student reads a section and finds something interesting to share with the group.

c  **1-19** Audio script pT87

- Play the audio for Sts to listen and complete the fact file.

1 volcanic 2 sailors 3 fresh 4 800 5 Mars

3

- In pairs, Sts think about how people might be different in the future, based on the words in the box, and make a list of ideas.
- Ask pairs to join with another pair and discuss their ideas.

EXTRA CHALLENGE

- 1 Divide the class into five groups.
- 2 Give each group one of the items in the box.
- 3 The groups prepare a brief presentation on how humans will change in the area they were given (brains, eyes, fingers and thumbs, legs, or muscles). Encourage Sts to give reasons and examples of current behaviour.
- 4 The groups present their predictions to the class.
- 5 Class listens, asks any questions and agrees or disagrees with the predictions.

Video Emmeline Pankhurst: a biography

As an extension to the Culture topic, Sts watch a short film about Emmeline Pankhurst and do the accompanying photocopiable exercises. You can either do this in class or set it as optional homework. The film is available on the DVD-ROM or on the Online Practice.

Learn through English

Supplementary materials

Photocopiable worksheet: Song

Additional subject notes

The topic of this lesson is the idea that all people are six, or fewer, social connections from each other. This means you can connect two strangers through a chain of a friend of a friend of a friend, and so on. Below are some more examples of theories on how people can be linked.

Erdős number

Erdős Paul was a famous Hungarian mathematician who wrote over 1,500 mathematical papers with over 500 different collaborators. The Erdős number counts the number of connections needed to link the author of a paper back to Erdős. Due to the amount of collaboration between different fields of study, it is possible for people who are not mathematicians to have an Erdős number; for example, the American linguist Noam Chomsky has an Erdős number of 4.

Morphy number

Paul Morphy was an American chess player, who died in 1884. Many people believe that he was the greatest chess player of his day. It takes four connections to link Paul Morphy to more recent Grandmasters, such as Garry Kasparov, Polgár Zsuzsa, Ljubomir Ljubojević and Szabó László.

Bacon number

Kevin Bacon is an American actor who has acted in nearly 100 TV programmes and films. He had worked with so many actors in Hollywood by the 1990s that a game was created called 'Six Degrees of Kevin Bacon'. In the game, you compete to link actors back to Bacon using the shortest number of connections possible. Elvis Presley and Ian McKellen both have a Bacon number of 2.

Facebook

Mathematicians have looked at how many connections it takes to link one person to any other person on Facebook, and have calculated that the number is, on average, just over three connections.

You First

Give Sts time to think about who they would like to meet and what they could do to meet them. Then, discuss their choices as a class.

1 1•20 Audio script pT87

- Ask Sts, in pairs, to try to complete the sentences before listening.
- Play the audio for Sts to check their ideas and complete the sentences.

1 introductions 2 short story 3 computers 4 messages
5 illness(es)

2a

- Before Sts read about the two experiments, show them Boston on a map of the United States and Kenya on a map of Africa.
- Put Sts in pairs and give them time to read their texts.

b

- Sts find two similarities and two differences between the two experiments, and discuss with their partner.

Possible answers

Similarities: Boston was common in both experiments; the post was used in both experiments.

Differences: The Milgram experiment was in one country; the Kenya experiment was between countries. The Milgram experiment was based on many letters; the Kenya experiment was based on one package.

EXTRA CHALLENGE In both experiments, modern digital media was not used. Ask Sts to discuss how social media could affect the six degrees of separation.

3

- Ask Sts, in pairs, to each write the name of a famous person.
- Sts discuss the first thing they would do to meet a famous person.
- Ask Sts to share their ideas with the class.

4a

- Sts make a list of five people they know. Encourage them to list people from different activities in their life, school, clubs, social events, etc.

b

- Ask Sts to draw a diagram like the one in exercise 4c.
- Sts write their names and the names of their friends on the diagram, indicating how they know the person.
- Ask them to think about any possible connections between the people.

c

- Sts explain the relationships and consider the connections between the different people.

EXTRA IDEA In pairs or small groups, Sts explain their relationship to the different people. Encourage them to ask questions to get more information about the relationships.

EXTRA CHALLENGE In new pairs, Sts tell their new partner about the relationships of their previous partner. Encourage them to ask each other questions.

1.21 Song *Let's Work Together*

- Play the audio for Sts to listen to the song and complete the Song photocopiable worksheet.
- Check answers.



Have you or your friends ever met anyone famous? Who would you like to meet? What could you do to meet them?

1 1.20 Listen and complete the sentences.

Six degrees of separation – the facts!

- A theory that we are six ¹ ___ away from every person on the planet.
- In 1929, Hungarian writer Karinthy Frigyes wrote a ² ___, *Chains*, where he talked about the theory for the first time.
- Mathematicians have used ³ ___ to show it is possible.
- Researchers showed that that we are all six ⁴ ___ or fewer away from any person in the world.
- Scientists are interested because they can use the theory to understand how ⁵ ___ and disease move and they can also use it to stop terrorism.

2 **a** Get ready to speak You are going to discuss two experiments.

Student A Read about The Milgram Experiment. **Student B** Read about The Kenya Experiment.

b Work with a partner. Discuss the similarities and differences between the two experiments.

THE MILGRAM EXPERIMENT

In the late 1960s, psychologist Stanley Milgram did an experiment to discover just how close the connections between humans are. Milgram asked people in different US states to send a letter to a businessman in Boston. He gave letters to 160 people and asked them to send them to friends who they thought could help get the letters to Boston. The people who received the letters had to do the same thing: send the letters to someone who could help get the letters to Boston. The letters reached the businessman in five or six steps. Milgram's experiment demonstrated that the six degrees of separation theory worked in one country.

THE KENYA EXPERIMENT

A few years ago, a TV company decided to see if the six degrees of separation theory would work between countries. They asked Nyaloka Auma, who lives in a small village in Kenya, to send a package to a scientist in Boston, USA. Nyaloka could only send the package to someone that she knew well. At first, she had a problem passing it on. Nyaloka couldn't think of anybody who could take the package out of her village, which was a closed social circle. Then an aunt from the capital of Kenya, Nairobi, visited her and provided the solution. She had a friend in New York and she promised to send the package to her. Nyaloka's aunt sent it to her friend in New York, who then sent it to a friend in Boston and the package arrived at the scientist's house in six steps.

3 Work with a partner. Look at your answers to the YOU FIRST! questions. What would be the first step that you would take to meet a famous person?

4 **a** Make a list of five people that you know from different places: school, a sports club, etc.

b Draw a diagram with you at the centre and the names of the five people around your name. Are there any connections between these people?

c Explain the relationships. How did you meet these people? Which ones know each other? How?



I'm Zoe. I met Harry at a friend's party and we've been going out for a year. He introduced me to Sam, who is his best friend, and he invited me along to the basketball team that he trains.