



DEVELOPING
LANGUAGE COMPETENCE
WITH

SCENARIOS

Teacher's Resource File
for New Inspiration Level 3

Ursula Schaer

FHNW - University of Applied Sciences
North-Western Switzerland, School of Education
Institute for Secondary Education

Contents

Unit	Pages	Scenario
1	9–13	Learning from the world’s most inspiring people
2	14–18	Writing a film (or book) review
3	19–23	Life in outer space
4	24–28	Telling mystery stories
5	29–33	Life is an adventure
6	34–38	Inventions and inventors
7	39–43	Becoming digital citizens
8	44–48	We are all indigenous to the earth

Introduction

This Teacher's Resource File was inspired by the teachers of the Canton of Aargau, who requested additional materials that could be used alongside New Inspiration Level 3, which would develop the competencies mentioned in the new Swiss curricula, e.g. Lehrplan 21.

It was decided to create scenarios - content- and task-based units of work - as extensions of the topics already introduced in each unit. These scenarios use the most important principles identified by current second language acquisition research and up-to-date methodology and practices in language teaching. Even though space and time were extremely limited in this project, it is my hope that these materials may act as springboards of inspiration and motivation for your learners as well as yourself and kindle both passion and knowledge to eventually create the learning environments which work best for our learners.

I would like to thank the Educational Department of the Canton of Aargau and the University of Applied Sciences and Arts of Northwestern Switzerland - School of Education - for their financial support, the head of my department, Prof. Dr. Stefan Keller, my editor as well as all the teachers who have offered their invaluable feedback.

Brugg, 26 March 2017

Ursula Schaer

Component overview

Within this Teacher's Resource File there is a collection of new resources to accompany each unit in New Inspiration Level 3. These link directly to one of the topics explored in each unit of the student's book and extend the focus into more detailed scenarios. Each unit of this Teacher's Resource File contains:

- one page of teacher's notes including background information, mapping to Lehrplan 21 objectives, links to online resources, suggestions for differentiation and answer keys
- preparatory worksheets to scaffold the forthcoming project, to give further practice in receptive skills and to reinforce and build upon core conceptual and linguistic knowledge required by the scenario
- a final project worksheet, focusing on research, group work and the production of an extended output, either written or spoken or both.

Although teachers are free to use as many or as few of the worksheets as they find helpful, it is recommended to use all worksheets in a scenario, wherever possible, in order to offer maximum support to learners. Please use the separate list of links to access online resources as the ones in the teacher's notes might not work.

Task-based language learning

Task-based learning is the theoretical underpinning behind this Teacher's Resource File. This is a form of language teaching which makes the learners primarily focus on meaning. Learners are asked to perform tasks that resemble authentic communicative situations. Tasks develop the learners' language competence by requiring them to produce spoken or written output to share with others. Tasks are accompanied by vocabulary work and are usually followed by a focus on form to develop the learner's awareness of how language is used and to practise specific items in context. Task-based language learning was described by many authors. *Doing Task-Based Teaching* (Willis and Willis, 2007) is a very practical and convincing guide if you are interested in reading further on the subject.

Tasks are workplans which can be short or more extensive, include mainly one or all language skills, have a clear meaning-first approach and always lead to some form of outcome by the learners. There are receptive tasks and productive tasks. A reading task, for example, may involve learners reading a text in order to glean the most important information from it (e.g. answering questions) and to discuss its content. While the main focus is on the reading, there is still an output in terms of a personal reaction to the text. Projects are more extensive tasks with a clear focus on language production. They usually require learners to collect information first before writing it down, and eventually presenting it to a group of learners or even the whole class.

Tasks consist of three main phases: the priming phase, the task phase itself and a focus on form. In the priming phase (or pre-task) teachers introduce the topic and encourage learners to explore their prior knowledge. Then teachers usually introduce essential vocabulary and explain the task. In the actual task phase (while task), learners are active and work on their own or in small groups. Teachers monitor the process and support individual learners, if needed. All learners produce a form of outcome which is shared and appreciated. Learners focus on specific language aspects after the task has been completed (focus on form). It is very effective to have them work on their product again and even to repeat the task, as they are said to have more capacity to focus on accuracy when they give a presentation a second time, for example. Language awareness activities and exercises can be useful to bring home a specific point that learners have not integrated yet.

Scenarios

Research has shown that it is best if tasks do not stand alone, but are connected. Ideally, one task naturally leads to the next one. This can best be achieved if tasks are based on a specific real-life topic or situation. The notion of scenarios in language teaching was introduced by Piepho in 2003, and scenario-based teaching has spread to many other fields in the meantime.

The topics are at the centre of each scenario and are meant to be interesting, relevant and motivating for the learners. The scenarios are inspired by the topics in New Inspiration Level 3 and build on these units and lessons in terms of content and vocabulary, as well as grammar. Most additional texts are authentic and were not simplified for language users, except for the reader in Unit 4, for example. Accordingly, learners are not expected to understand every single word, but should still be able to get the gist and the most important details.

All scenarios mimic real life by giving learners some input about the topic in reading and listening tasks first by creating a genuine interest and developing the necessary language, before asking them to become independently active and work on projects to create their personal output. Thus, learners work from more guided to more autonomous tasks, from language reception to language production, from instruction to construction.

Development of lexis: It is advisable to support learners in developing their vocabulary by directly teaching them important words and phrases and by initiating memorisation. Learners also need guidance when they have to produce new text types or pronounce new words and expressions in their presentation.

Knowledge of target language vocabulary is at the heart of the language learning process. The more words the learners know the better. Once the learners have acquired the 2000 most common words, they can understand more than 80 percent of any written text. Therefore, it makes sense to primarily focus on these words. In order to decide which words to learn, teachers could consult wordlists with the most common 2000 or 3000 words.

For the scenarios contained in this Resource File, topic-specific vocabulary is especially important. Relevant vocabulary is therefore mentioned at the beginning of each task and learners are asked to clarify their meaning before reading or listening. When learning lexis, it is advisable to have learners focus on whole chunks, phrases or even whole sentences (e.g. formulaic language). Research has shown that storing whole chunks adds to fluency in language production. Writing word cards or using electronic equivalents have proven to be extremely effective.

Focus on form: Grammar teaching still has its place in language learning, yet it is not looked upon as a prerequisite for language use anymore, but rather as its result. While easy grammar can be picked up almost immediately, more difficult concepts, like asking questions, negations or the correct use of tenses, take a long time to develop. Therefore, it is important to come back to these aspects regularly and observe to what extent learners are able to use more correct forms in the meantime or whether they need to be made aware of the gap between their language and the target language again. The scenarios provide excellent opportunities to analyse your learners' stage of language acquisition and to plan some remedial language awareness and practice, if necessary.

Strategies: Strategies are not specially mentioned in the additional materials. However, at this level of language competence learners should be familiar with the most basic strategies used in listening, reading, speaking and writing tasks. Nevertheless, it is always good to discuss metacognitive strategies and to help learners plan and assess their own learning or to focus on vocabulary learning strategies, as discussed in the learner independence sections in the Student's Book.

Projects: Many projects require learners to do research on the internet. It is important to discuss search strategies and help them find quality resources with reliable information. The search process needs to be guided by concrete questions. Writing the information down helps learners to develop the language they will need later in the oral presentation. Presentations develop learners' spoken production and can easily be organised in groups rather than the whole class, if you do not have enough time to listen to each learner. Presentations should be celebrated as class events, as they are an expression of your learners' achievement. The products are valuable learner-generated materials which can be used for various tasks or activities in class. Giving the products importance increases their relevance for learners.

Developing memory, fluency and sustainability: A certain amount of repetition in the scenarios is intended, as it helps store language in the long-term memory. Language learning is more sustainable if learners build strong connections in the brain which can be built upon later. It is a cumulative process and if learners constantly forget what they have learned before they will not be able to progress to a higher level. Since scenarios deal with each topic for a longer period, chances are that some language is being recycled often enough to begin the process of long-term storage. Task repetition helps language acquisition as well, according to research. Whenever learners do tasks a second time, they have more capacity to focus on accuracy. Therefore, it is advisable to practise presentations in small groups first, before giving them to larger groups or the whole class.

Diversity and autonomy: In task-based learning, differentiation is relatively easy to achieve. All it takes is the understanding that each class is heterogeneous by nature and that a "one-size-fits-all" approach is not appropriate. While all learners can work on the same tasks, more advanced learners need to be challenged to work harder and deliver a higher quality of work, while struggling learners are expected to cover at least the minimal requirements. You may even want to give slower learners more support. They might need an extra glossary for difficult words, more guidance to understand the necessary information in a text or sentence starters and fixed phrases for their writing. There are some suggestions for differentiation in the Teacher's Notes.

Of course, learners develop best once they are aware of the fact that they can only learn for themselves, that progress in language learning depends on their own effort and perseverance. Taking over responsibility for their own learning is a prerequisite for success. Task-based learning, and especially project-based learning, helps learners to develop these qualities.

Formative assessment

The most important form of assessment is the one which supports learning: formative assessment. This includes reflection and feedback: self-assessment, peer assessment or teacher feedback. It is essential for students to realise what they have already achieved and what they still need to work on to fulfil a specific task.

Objectives: All assessment begins with setting clear objectives and sharing them with the learners. Providing learners with a list of objectives for each scenario has proven to be helpful. You may want to use the objectives supplied in the Teacher's Notes and adapt them to the needs of your learners. Attainment of these objectives could be assessed afterwards, either by the learners themselves, their peers or the teacher.

Self-assessment: Since learning is something all learners have to do themselves, the most powerful form of assessment is self-assessment. Reflection questions after task completion, for example, give learners the opportunity to reflect on their own progress and allow them to take decisions for their future learning.

Peer assessment: This is an effective form of assessment, as it provides learners with an outside view on their performance without the involvement of the teacher. However, students need to have clear criteria to work with and they need to be trained to give positive feedback first, before mentioning any aspects their peers could work on. Opportunities for peer assessment are given throughout the scenarios; an example is the form for peer assessment for the film review in Unit 2.

Summative assessment

When assessing productive language summatively, it is always best to assess the big picture first:

- Communicative Achievement: Was the learner able to fulfil the task as described in the task procedures and to use the required text type effectively? (Is it a real email? Could it be called an opinion essay? Did the learner indeed act like an interviewer in a TV show? Was he or she able to tell a good story?)
- Content: What is the quality of the content? Can the learner hold the target reader's or the listener's attention?

Additionally, there are a number of qualitative aspects to assess in written and spoken products.

- When assessing written language, organisation of text (coherence and cohesion), range of linguistic means as well as accuracy are the most common criteria.
- In speaking, discourse management, interactive communication, pronunciation as well as vocabulary and grammar are usually assessed. However, it is important to keep in mind that spoken language is quite different from written language in terms of grammar, range of linguistic means and complexity. Generally, spoken language is less sophisticated and less complex than written language. Moreover, speaking is characterised by a number of specific features which we would not normally expect in written texts, such as repetitions, false starts, pauses and fillers, among others.

Assessment grids can be based on the ones published in the Common European Framework of Reference for Languages (Council of Europe, 2001), the handbooks of Cambridge English Exams (e.g. PET, FCE) or the Praxishandbuch Bildungsstandards für Fremdsprachen (Englisch) 8. Schulstufe by bifie (Bundesinstitut für Bildungsforschung, Innovation & Entwicklung des österreichischen Schulwesens). All materials mentioned above are available online.

Literature:

Willis, D. & J. Willis (2007). *Doing Task-based Teaching*. Oxford: Oxford University Press.

Piepho, H.E. (2003). *Lerneraktivierung im Fremdsprachenunterricht - "Szenarien" in Theorie und Praxis*. Hannover: Schroedel & Diesterweg.

Council of Europe (2001). *Common European Framework of Reference for Languages: Learning, teaching, assessment*. Cambridge: Cambridge University Press.

Bundesinstitut für Bildungsforschung, Innovation & Entwicklung des österreichischen Schulwesens (2011). *Praxishandbuch Bildungsstandards für Fremdsprachen (Englisch) 8. Schulstufe*. https://www.bifie.at/system/files/dl/bist_e_sek1_praxishandbuch_englisch_8_2011-08-22.pdf

Unit One

Scenario Learning from the world's most inspiring people

Introduction to the topic

This unit provides a great opportunity to grab learners' attention with compelling content from modern history, such as the civil rights movement in the United States (It all started on a bus, p 16) and the situation of women in the world (culture section, p 20). The following worksheets extend this topic and encourage learners to explore the lives of recent Nobel Peace Prize winners. The topic is introduced with a focus on Martin Luther King Jr, which provides learners with a model text and inspires them to learn more about other Nobel Peace Prize winners.

Objectives

The worksheets cover the following competences mentioned in the Lehrplan 21.

Die Schülerinnen und Schüler können:

- B1.2 Hören: ... den Inhalt von längeren Gesprächen und Texten, die sie interessieren, im Grossen und Ganzen verstehen, wenn deutlich gesprochen wird.
- B1.2 Lesen: ... Texte im Wesentlichen verstehen, wenn das Thema vertraut ist.
- B1.1 Schreiben: ... vertraute Themen mit kurzen Texten und Bildern darstellen.
- B1.2 Monologisches Sprechen: ... über selbst gewählte Themen berichten.

Worksheet guidance

Worksheet 1: Reading – Martin Luther King Jr

Objectives: Learners can understand the text and answer detailed questions about it as well as express their interpretation and personal views.

Materials: Download the text from:
<http://www.insideout.net/wp-content/uploads/2010/09/IO0229-Martin-Luther-King1.pdf>

Use the questions in Worksheet 1 rather than those included in the downloaded document.

Key: 1–6 answers in the text, 7–11 learners' personal responses

Differentiation: Slower learners should be able to answer at least the questions in Part 1; more advanced learners are expected to answer all questions.

Worksheet 2: Listening – Martin Luther King Jr's famous speech: I have a dream

Objectives: Learners can understand some statements from an authentic historical video. They can answer some general questions and begin to discuss the rhetorical impact of a persuasive speech.

Materials: Find a video of the speech online by putting the title into a search engine. Choose a short version of 2–5 minutes, rather than the long version. Let learners listen to the speech several times.

Key: 1 nation, 2 men, 3 equal, 4 dream, 5 slaves, 6 owners, 7 table, 8 heat, 9 freedom, 10 justice, 11 children, 12 colour, 13 skin, 14 character, 15 today.

Worksheet 3: Project

Objectives for reading and listening: Learners can research information from authentic English websites.

Objectives for writing: Learners can write a short biography and give each other feedback.

Objectives for spoken production: Learners can give a presentation about their topic, so that their peers can understand them.

Information search and collaborative writing: Since the information comes mainly from authentic websites – which is still challenging for learners at this stage – it makes sense to set up the project as collaborative work. Learners can go to Wikipedia, the official Nobel Prize website or any biography website to find texts, pictures, quotes, as well as video documents. You could discuss the relative helpfulness and reliability of the various websites. It might also be useful to discuss reading strategies and collaborative writing at this point.

Oral presentations (spoken production/listening comprehension): In order to promote ownership of the texts and develop spoken production in all learners, new groups are formed so that each learner is able to present his or her biography. Make sure learners practise pronunciation and intonation beforehand. Challenge them to give their presentation by relying on keywords only. (Struggling learners may use chunks of language.) The audience should be encouraged to make notes on the speeches and to give a brief feedback to the speakers. If speeches are recorded, the teacher can assess spoken production later. Possible criteria for assessment: achievement of task (content), discourse management (coherence, cohesion, fluency), pronunciation, grammar and vocabulary (range and level of accuracy).

Martin Luther King Jr

Pre-reading

You have read It all started on a bus in your student's book (p 16). Do you remember who Rosa Parks and Dr Martin Luther King Jr were and how they were connected?

Vocabulary: Check the following words in a dictionary.

conviction, degree, eloquence, equal opportunities, graduate, injustice, non-violent, preacher, remarkable achievements, tirelessly

While reading

Read the text and answer as many questions as possible. Note that the questions in Part A are all about facts from the text itself, whereas the questions in Part B go beyond the text and ask you to interpret facts or to state your personal opinion. Take notes on your own first, before discussing the answers with your peers. Use your notebook or the back of this worksheet for your answers.

Part A

- 1 What are the main dates in Martin Luther King Jr's life? Highlight them in the text, put them in chronological order and describe what happened:
15.1.1929: Martin Luther King Jr was born in Atlanta, Georgia.
- 2 What did Martin Luther King Jr do between 1955 and his death?
- 3 When and where did he give a famous speech? How many people did he talk to?
- 4 Was Martin Luther King Jr really just a preacher as stated in paragraph one?

- 5 What were his speeches about? Mention as many details as possible.
- 6 What kind of speaker was he?

Part B

- 7 Why was he arrested so many times?
- 8 Why was he awarded the Nobel Prize for Peace, even though he was in jail many times?
- 9 What do you think about the quote at the top of the page? Do you agree? Can you think of any examples?
- 10 What can we learn from Martin Luther King Jr today?
- 11 Have you heard similar stories of people who fought for human rights in their country? What did they do?

Post-reading

Discuss your findings in groups and clarify your answers. How did you like working with the text?

Studying the text

- 1 Read each paragraph and give it a possible title.
- 2 Why did the author begin the text with the end of Martin Luther King Jr's life?
- 3 Make a list of expressions you could use in a biography.



Martin Luther King Jr's famous speech: I have a dream

You are going to watch a short video of Martin Luther King Jr giving his famous speech. This is a historical document. It is not easy to understand, so you will need to listen to it several times.

Pre-listening

What do you think Martin Luther King Jr's dreams were? Discuss them in small groups.

Vocabulary: equal rights, former slave owners, freedom, justice, skin colour

While listening

1 Watch the video and take some notes. Discuss them in class.

2 Listen again and fill in the gaps:



I have a dream that one day this (1) will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident, that all (2) are created (3)"

I have a (4) that one day on the red hills of Georgia, the sons of former (5) and the sons of former slave (6) will be able to sit down together at the (7) of brotherhood.

I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the (8)of oppression, will be transformed into an oasis of (9) and (10)

I have a dream that my four little (11) will one day live in a nation where they will not be judged by the (12) of their (13) but by the content of their (14)

Post-listening:

Martin Luther King Jr. repeats 'I have a dream today'. What impact would these words have had on his audience? What impact did they have on you?

Glossary:

creed	a set of beliefs about how people should live or behave
oasis	a place in a desert where there is water enabling plants and trees to grow
oppression	unfair and cruel treatment by a powerful person or government
self-evident	obvious and therefore not needing an explanation
sweltering	extremely hot in an unpleasant or uncomfortable way

Learning from the world's most inspiring people

There are many inspiring people who helped the world become a better place. The people listed below come from all over the world. They all campaigned for human rights and for democracy or helped the poor. Half of them are still alive today; the youngest was only born in 1997!

Have you heard any of these names before?

Mohandas Ghandi, Mother Teresa, Nelson Mandela, Wangari Muta Maathai, Rigoberta Menchu, Aung Sang Suu Kyi, Malala Yousafzai, Kailash Satyarthi

These inspiring people were all awarded the Nobel Peace Prize. Like Martin Luther King Jr, they were passionate about their work and never gave up. In what ways has each person contributed to humanity? Let's find out!

Task

Work in small groups.

- 1 Choose one of the people above and research their life.
- 2 Based on your research, create a poster.
- 3 Write a short biography of 200–250 words.
- 4 Present your biography and poster to your peers.

Research

- 1 Put the name of the person your group has chosen into an internet search engine and print out two or three quality biographies in English. You can also look for information in your local library.
- 2 Read the texts carefully and make notes on the questions below. You may find it helpful to highlight relevant sections of the texts as you read.
 - a When and where was he/she born? How did he/she grow up?
 - b Where did he/she study? What was his/her first job? What did he/she become later in life?
 - c What challenges or difficulties did he/she face and what did he/she do about them?
 - d What did he/she become famous for?
 - e How and when was he/she rewarded for his/her actions?
 - f What are your person's most famous quotes?
- 3 Discuss the questions and answers in your group.

Poster

- 1 Select the most interesting information to include on a poster. Decide how your poster will be organised.
- 2 Think about making the poster visually interesting. Use the pictures and quotes you have found to illustrate your poster.

Writing a short biography

- 1 Look at your notes, your quotes and your pictures.
- 2 Write a short biography by organising and expanding the information into paragraphs. Think about an interesting introduction and an effective conclusion.
- 3 Edit your text.
- 4 Ask another group to read your text and to give you feedback.
- 5 Make final changes and hand in your text for marking before you stick it on your poster.
- 6 Remember to make your poster look visually attractive.

Editing tips:

- Read the text aloud: Did you write full sentences?
- Check the use of tenses: Did you use past tense?
- Check the quotes: Did you use direct speech for the quotes?
- Check spelling and punctuation.

Peer feedback to poster and text:

- Poster: Is it visually attractive? Can it be easily read? Is everything included?
- Text: Does the text make sense? Is it interesting? Is it well structured? Is the language correct?
- Put a star for what is written really well. Underline what is not clear or not quite correct.

Giving a speech

- 1 Use your biography and poster to give a speech to another group. Use the tips on p 18 to help you practise.
- 2 Give your speech and ask for feedback

Feedback to speech:

- Could you understand the speech?
- Was it interesting?
- Did the presenter look at you while talking?

Unit Two

Scenario Writing a film (or book) review

Introduction to the topic

This unit provides excellent opportunities to focus on films (unit 2.1) and books (unit 2.3) and to challenge learners to write either a film or a book review as suggested on p 30 of the student's book (project).

These additional materials are intended to extend the topic, with additional speaking, reading and listening tasks in order to motivate learners for the project and to develop the necessary language.

Objectives

The worksheets cover the following competences mentioned in the Lehrplan 21.

Die Schülerinnen und Schüler können:

- B1.1. Dialogisches Sprechen: ... zu vertrauten Themen auf einfache Art Informationen austauschen.
- B1.2. Lesen: ... Texte im Wesentlichen verstehen, wenn das Thema vertraut ist.
- B1.2. Hören: ... klare und unkompliziert aufgebaute Texte über einigermaßen vertraute Themen verstehen (z.B. Vortrag).
- B1.1. Monologisches Sprechen: ... Geschichten nacherzählen und ihre Meinung dazu äussern (z.B. Film, Buch).

Worksheet guidance

Worksheet 1: Speaking – Talking about films and stars

Objectives: Learners can exchange information by asking and answering questions about films in pairs.

Materials: You will need to make separate copies of the top and bottom half of this worksheet, and distribute one half to the A role, and the other half to the B role. Learners should not look at each other's worksheet.

Notes: While completing the information, learners gain some information about new films, they practise relevant vocabulary, revise asking questions and review spelling names. It is often helpful for learners to focus on some language aspects after the task and clarify whatever is not quite correct yet.

Possible questions: What type of film is it? Who is the director of the film? Who are the main actors? What is the film about? Did the film win any awards?

Worksheet 2: Reading – A film review

Objectives: Learners can understand a film review, locate technical information, answer more difficult questions about the text which require some thinking and searching.

Materials: Download the text from

<http://www.insideout.net/blog/elessons/avatar>.

On the same website there is a glossary you might want to give to your learners in order to help them with some of the vocabulary.

Key: Answers in the text.

Notes: Learners can either write individual answers or work in pairs and discuss their answers.

Worksheet 3: Project

Listening

Objectives: Learners can understand at least some of the information in a short talk about a film by a native speaker. They can write a few sentences as a dictation.

Materials: Use the recording of the film talk about ET that goes with the project on p 30 of the student's book (track 1.30). (Do not mention the title as learners have to guess it!) You will need to play the recording at least twice. This listening text gives an example of a possible presentation. However, it is spoken by a native speaker and it is rather fast, without any features of spoken discourse (such as hesitations, repetitions or self-correction). This could be a bit daunting for some learners so it might be a good idea to discuss this fact.

Notes: Listening and speaking: Dictogloss. The teacher reads out the first part and/or the last sentence of the text fairly fast and without repetition. Learners should not be able to take down everything, as they are required to reconstruct the text in small groups later.

Speaking

Objectives: Learners are able to give a two-minute talk about a film by using keywords only.

Materials: Student's book p 30, track 1.30.

Notes: The project follows the instructions outlined on p 30 of the student's book. It is up to learners and teachers whether they want to focus on films, books or both. Make sure learners practise giving the talk once they have compiled the information and assess themselves before giving the talk in a new group. It is up to the teacher to decide whether learners have to write the text down and hand it in or not.

If speeches are recorded, the teacher can assess spoken production later. You could also use peer feedback here to give the learners immediate feedback.

Possible criteria for assessment: achievement of task (content), discourse management (coherence, cohesion, fluency), pronunciation, grammar and vocabulary (range and level of accuracy).

Differentiation: Struggling learners may use chunks or sentence starters rather than just keywords.

Talking about films and stars

- 1 Work in pairs (A and B) to complete the information in the table by taking turns to ask and answer questions. Think about possible questions first.
- 2 Discuss which films you would like to watch and why. Could you recommend any other films?

A

Film	Genre	Director	Main actors	Plot	Awards
1 The Martian (2015)		Ridley Scott		An astronaut becomes stranded on Mars after his team assume him dead.	
2	Drama		Ellar Coltrane, Patricia Arquette		3 Golden Globe awards, 1 Oscar
3 Inside Out (2015)		Peter Docter		Joy, Sadness, Anger, Fear and Disgust are personified emotions that live in a girl's mind.	
4	Western		Leonardo DiCaprio, Tom Hardy		3 Golden Globe awards, 2 Oscars
5 God Help the Girl (2014)		Stuart Murdoch		Eve begins writing songs as a way to cope with some emotional problems.	

B

Film	Genre	Director	Main actors	Plot	Awards
1	Sci-fi		Matt Damon, Jessica Chastain		Golden Globe award for best actor, nominated for 7 Oscars
2 Boyhood (2014)		Richard Linklater		Childhood and adolescence of Mason Evans, a boy with divorced parents in Texas.	
3	Animated film		Amy Poehler, Phyllis Smith		Golden Globe award and Oscar for best animated film
4 The Revenant (2015)		Alejandro G. Inarritu		Stories of survival of the frontiersman Hugh Glass in the American Wild West of 1823.	
5	Musical		Emily Browning, Olly Alexander		Winner at Sundance Film Festival

A film review – Avatar

- 1 What type of information would you expect in a film review? Tick (3) what you would expect and put a cross (7) by what should not be mentioned. Fill in the column for question 1 in the table below:

	Question 1 3 or 7	Question 2 3 or 7	Information from the text
Good introduction			
Information about film: date of release kind of film (genre) director director's age main actors			
Technical information: visuals sound special effects			
Information about plot : storyline end of story			
Personal comment, recommendation			

- 2 Now analyse the film review of Avatar. Which of the aspects from the table above are actually mentioned in the review?

Tick what is mentioned and put a cross by what is missing in the column for question 2. Note down some details in the last column.

- 3 Answer the following questions about plot.

- 1 When and where does the film take place? _____
- 2 Whose home is it? Are there any people or animals? _____
- 3 What do they look like? _____
- 4 What is the problem? _____
- 5 What is an avatar and how does it function? _____
- 6 What is Jake Sully's avatar supposed to do? _____
- 7 Which conflicts are mentioned at the end of the review? _____

- 4 What did the writer as well as other people say about the film? Did they like it?

- 5 Write down some possible expressions you can use to make recommendations in a film review.

- 6 Did you know that James Cameron is working on not one but, several follow-ups at the moment (Avatar 2, 3, 4 and 5) and that the first sequel is scheduled to hit the box office by 2018? Would you want to see any of the new Avatar films? Why/Why not?

Listening to a film talk

Task

- 1 Listen to a model film talk and make notes.
- 2 Discuss what is good and bad about the film talk.
- 3 Give your own talk about a film or book.



- 1 Listen to the film talk. Note as many details as possible and guess the title of the film.

Information	Notes
Director	
Awards	
Type of film, genre	
Setting: Where? When?	
Main characters	
Plot	
Personal opinion	
Title of the film?	

- 2 Discuss your opinion of the film talk in groups, thinking about the following questions. Make sure that everybody speaks in your group.

- 1 What did you think about the talk?
- 2 Was it complete or was any information missing?
- 3 How easy was it for you to understand?
- 4 Why was it quite challenging to understand all the details of the talk?
- 5 How can the audience be helped to understand?

Focus on language: Dictogloss

- 1 Listen again as your teacher reads the first few sentences and the last sentence of the talk. You will not be able to write down everything, but still try to write as much as you can.
- 2 Now form groups of three and help each other to reconstruct the text of these sentences. Ask each other about the spelling if you are not sure. Then compare your version with the audioscript. How well did you do?
- 3 Highlight any words or multiword chunks that are useful for giving a talk yourself.

Giving a talk about a film (or a book)

- 1 Follow the project guide in your student's book on p 30.
- 2 Give the talks to your group. Don't forget to ask questions at the end when it's your turn to listen. Then give each other feedback by using the form below.



Tips for practising

- Read your notes aloud several times.
- Check the pronunciation of all difficult words. Use online dictionaries or ask your teacher.
- Write a card with keywords for your speech. Pick one or two words per sentence only.
- Practise giving the talk with keywords. Ask your peers to help you if you get stuck.
- Read the feedback form below and assess yourself. Is everything included? Is your language and your pronunciation clear and comprehensible?

FEEDBACK FORM

	No/Yes/Wow!	
Content: Is the following information included? <ul style="list-style-type: none"> • Introduction (some facts) • Description • Opinion • Conclusion 		
Content: Did the presenter answer any questions? How well did he/she do?		
Delivery: Could you follow the presentation easily? Did you always know what the presenter was speaking about?		
Delivery: Did the presenter look at the audience?		
Pronunciation: Was the pronunciation clear?		
Language: Was the language clear and accurate?		

Two stars and a wish

Name two aspects that you found particularly strong.

What could the presenter work on to make the talk even better?

Unit Three

Scenario: Life in outer space

Introduction to the topic

This unit introduces learners to the topic of space using the text in the student's book (unit 3.1) and raises the question of whether humans are alone in the universe (p 36; workbook pp 26–27; p 48). Before tackling this text, ask learners to list their prior knowledge of the solar system and/or let them watch an online video. The vocabulary introduced in unit 3.1. is recycled and expanded in the following tasks.

The topic is highly controversial and thus lends itself to a debate. As a preparation, learners write an opinion essay and learn how to express their opinion and justify it.

Objectives

The tasks in this scenario cover the following competences mentioned in the Lehrplan 21.

Die Schülerinnen und Schüler können:

- B1.2 Hören: ... klare und unkompliziert aufgebaute Texte über einergmassen vertraute Themen verstehen.
- B1.2 Lesen: ... Texte im Wesentlichen verstehen, wenn das Thema vertraut ist.
- B1.1 Schreiben: ... einfache Texte über vertraute Themen zusammenfassen und ihre Meinung dazu äussern.
- B1.2. Dialogisches Sprechen: ... in Diskussionen [...] die eigene Haltung argumentativ einbringen, Vorschläge machen und die Meinungen der andern kurz kommentieren (z.B. Streitgespräch).

Worksheet guidance

Worksheet 1: Listening – The exoplanet next door

Objectives: learners can glean information from an authentic video about the discovery of the closest exoplanet.

Materials: <http://www.nature.com/nature/videoarchive/exoplanet/index.html>.

Read the introduction with learners as it sets the scene and motivates them to listen. This is an authentic video. Learners do not have to understand everything, but learn to focus on the required information.

Key: 1 Proxima centauri, 2 closest to our sun – 4.2 lightyears from Earth, 3 red dwarf star, faint, dim light, violent, 4 gravity of planet moves star, it wobbles and colour of starlight changes, 5 Proxima b, 6 small, rocky planet, slightly bigger than Earth, closer to sun, might have liquid water, 7 11.2 days, 8 tens of thousands of years, 9 the star is only a red blurr – dim light, 10 the star is 7 times smaller than Earth so temperature not too extreme, 11 it gets bombarded by stellar flares which could have scoured planet of water, 12 closest planet, prime candidate for search of life.

Differentiation: Slower learners complete the table (questions 1–8), more advanced learners also answer questions 9–12.

Worksheet 2: Reading – Mars: The red planet

Objectives: Learners can glean the most important information from an infographic about Mars.

Materials: <http://www.macmillanglobal.com/lesson/infograph-lesson-12-mars-the-red-planet>

Pre-reading: Asking for prior knowledge is important, as the text is on a fairly high level (B2).

There are a number of vocabulary items that learners should look at. This should be fast – not all words need to be translated. Alternatively, you can give them a glossary.

While reading: There are two options here. Either learners work with the text individually or the text is split up for jigsaw reading. In this case the class is split into five groups, each dealing with only one question. Please note that question 5 is cognitively more challenging than the other questions, while question 3 is easy. You might consider this for differentiation. When each group has answered their question, form new groups and ask learners to share the information.

Key: 1 terrestrial planet, valleys, volcanoes, deserts and polar ice-caps, almost same length of day, seasons, 2 size, colour, number of moons, length of year, average temperature, gases in the atmosphere, biological life, 3 first flyby mission 1965, 5 active probes – 3 spacecraft, 2 rovers, journey time between 150 and 300 days, next step – manned mission, 4 no evidence of biological life so far, thin atmosphere, no liquid water, desert-like planet, Mars was probably more habitable in the past, 5 hypothetical process would include building up thin atmosphere, introduction of greenhouse gases to maintain the heat and to melt the polar ice caps for water, planting trees to produce oxygen.

Post-reading: Ask learners to discuss the text and reflect on the reading. The vocabulary task focuses on chunks and is an awareness-raising activity. Science enthusiasts could do some further research and report on what they learnt.

Worksheet 3: Writing an opinion essay – Are aliens real?

Objective: Learners can write an opinion essay by describing their opinion and giving at least three well justified reasons for it. (Level B1, moving into B2). You could show an example of an opinion essay from another book or from the web.

Worksheet 4: Spoken interaction – A TV debate – Aliens are real!

Objective: Learners can express their opinion in a debate and they can react and comment on other people's opinion.

Notes: If your learners have never experienced a debate before, you might want to explain the structure or show them a video from the web. You could video the debate in order to appreciate learners' progress. It is important to keep the debate short and to set clear time limits for the individual parts: 1 minute for the introduction, 7 for open discussion and 1 for the conclusion.

The exoplanet next door

As you have learnt in the Student's Book (p 36), scientists have found thousands of planets outside our solar system in recent years. These planets are called exoplanets. Did you know that the very first one, Pegasi 51b, was actually found by Swiss astronomers in 1995? Most exoplanets found so far are many lightyears away from Earth. However, in August 2016, the closest exoplanet was found.

The video you are going to watch is from the website of a well-known scientific journal. It is authentic and therefore not that easy to understand. Watch the clip several times. Focus on the main information. Read the questions below carefully before watching.

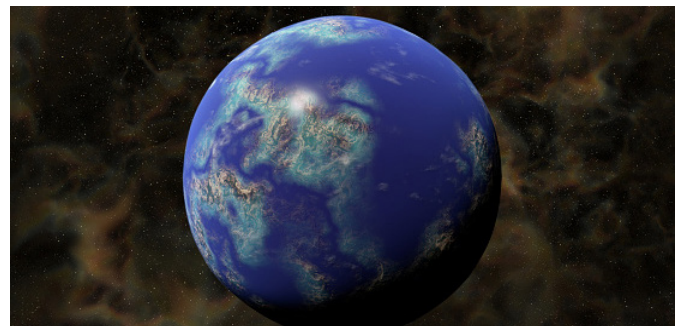
Vocabulary: Check the meaning of these words in a dictionary before watching the video:

dwarf star, exoplanet, faint, properties, stellar, orbit, violent, habitable, wobble.

While listening

Fill in as much information as you can in the table below.

1 Name of the star/sun	
2 Distance from Earth (relative to other stars, number of lightyears)	
3 Properties of the star	
4 Effect of planet on star/sun	
5 Name of exoplanet	
6 Properties of this exoplanet	
7 Length of orbit (year)	
8 Travel time from Earth at the moment	



Additional questions:

- 9 Why was it difficult to find the planet?
- 10 Why is the exoplanet thought to be habitable, even though it is very close to its sun?
- 11 Why is it a problem for the exoplanet to be next to a 'violent' sun?
- 12 Why are scientists particularly interested in this exoplanet?

Post-listening

Discuss the facts above. Do you think the new findings are relevant for humanity?

Language support: How to express opinions.

I think, I believe, in my view, as far as I know ...

I agree, I disagree, I don't believe, I can't imagine why ...

Mars: the red planet

Pre-reading

What do you already know about Mars?
Discuss the following questions in small groups:

- 1 In what ways are Mars and Earth similar?
- 2 In what ways are they different?
- 3 How do people learn about Mars?
- 4 Is there life on Mars?
- 5 Could people live on Mars?

Discuss the meaning of the words below:

Chemical substances: carbon dioxide, iron oxide, nitrogen, oxygen

Earth (terra in Latin): terraforming, terrestrial (extra-terrestrial)

Science: biological proof, debate, features, hypothetical process, scientific evidence, species

Space exploration: launch, probes, unmanned mission

Other words: abundant, despite, entail, maintain, provide, thrive

While reading

Read the infographic on the handout and write down as many details as possible.

- 1 In what ways is planet Mars similar to planet Earth?
- 2 Name all the features which are different between the two planets.
- 3 Describe the Mars missions. When were pictures first sent back to Earth? How many probes are active today?

What are the plans for the future?

- 4 What do we know about life on Mars according to the text?
- 5 What would humans have to do to colonise Mars?



Post-reading

Discussion and reflection: Discuss the answers and reflect on the reading.

- 1 How many questions could you answer? How easy or difficult was the text for you?
- 2 What do you think about the idea of colonising Mars?

Language: Scan the text for language which could be useful in the future. What do they mean in your own language?

It is often referred to as ...,
they are thought to be...

Extension: Find out more about the following topics by using the internet: the tallest mountain on Mars; liquid water on Mars; the face on Mars; Mars' moons Phobos and Deimos; planned Mars missions.

Are aliens real?

According to recent polls, more and more people believe that we are not alone in the universe. But where do these claims come from?

Reading: Go to p 48 of your workbook. Read the text *Is there life in outer space?* and make a list of the most interesting arguments.

Reflection: Were Arnold and Brazel right? Had they actually witnessed extra-terrestrial crafts?

Writing guide

Stating your opinion: Do you agree or disagree? For this essay you will have to take sides and express your opinion clearly.

Brainstorming: How can you support or justify your opinion? For the essay you will need to have at least three convincing arguments.

Validating facts: Do some research to make sure what you are putting forward is plausible.

Structure An opinion essay consists of three parts:

Introduction: A good introduction should

contain a 'hook' to get your readers interested in your topic, for example: 'Is it possible that there are billions of stars in the universe, but only one inhabited planet?' It should then contain a 'thesis statement' in which you announce what you are going to argue. For example: 'In this essay, I am going to argue that it is mathematically impossible that we are alone in the universe.'

Body paragraphs: An opinion essay usually has 2–3 body paragraphs in which you present your arguments, starting with the most important one. For each paragraph, start with a 'topic sentence' containing the main idea. For example: 'First, new research shows thousands of habitable planets in our galaxy alone.' Then add support for your claims, for example facts, statistics, expert statements or personal experience (although that is rather unlikely with this topic).

Conclusion: Summarise your arguments without introducing any new ones. It also helps to end with a memorable thought or question, like 'Isn't it exciting to know there is life out there?'

Useful language:

To list arguments:	firstly, secondly, thirdly, finally, moreover, besides, in addition ...
To conclude:	to conclude/sum up, all in all, all things considered, in conclusion ...
To express an opinion:	I believe, I think, in my opinion, in my view, I strongly believe ...
To express facts:	according to, a survey showed, scientists said ...

Writing

Now write your essay. Do not worry about errors in your first draft.

Peer Feedback

Exchange your text with a classmate giving

feedback on content, organisation of text, grammar, vocabulary and spelling.

Editing

Use your peer feedback to make changes. Proofread the text and produce a final version.

Aliens are real! – a TV debate

Prior knowledge

- 1 Have you ever witnessed any debates on TV? Which ones?
- 2 Have you ever held a debate in class?
- 3 What is the idea of a debate? How are debates structured?

Structure and language

- Chairperson: You introduce the speakers and lead the discussion: It now gives me great pleasure to recognise the first speaker of our debate Please raise your hand if you have any points. Let us end the debate with a summary from each team. May I ask team number one to present their summary?
 - First and second speaker: Say who you are and what you stand for. Then give your talk and summarise the main points at the end. Good afternoon, my name is ... and I support the proposition. I am going to talk about ...
 - Floor speakers: Refer to what has been said before, then name your point, explain it and say why your point is true. What is the evidence? Let's take a look at what we heard from ... I don't agree with his/her point, because ...
 - Summary speaker: Think of the three biggest issues raised in the debate and explain why your side is right. My team made three clear points here. Firstly ...
- Language of persuasion: I agree. I disagree. What I would like to say ... My point is ... This can't be, because ... It's a fact that ... There is scientific evidence that ...

Getting ready!

Make two groups: one group agrees with the proposal, the other one disagrees.

- 1 Each group discusses their strategy and their arguments.
- 2 Organise the ideas: What arguments has your group got?
- 3 Designate a speaker to open the debate.
- 4 Think of counterarguments: how will you react to the opposition's arguments?
- 5 Designate a speaker to summarise your position at the end.

Holding the debate

- Arrange your classroom for the debate.
- Remember to be convincing and have fun! Make sure everybody is involved.
- You may want to video your debate and look at it again later.

Reflection

- 1 How did it go? Was it interesting? Did everybody take part?
- 2 What was particularly good? What needs to be improved another time?

Unit Four

Scenario: Telling mystery stories

Introduction to the topic

This unit provides the opportunity to delve into mysteries and follow up the ghost story Knock twice for terror! (unit 4.1) and do a mystery report as suggested in the project (p 56). It also offers some practice in storytelling (unit 4.4). The scenario combines both ideas by working with Sherlock Holmes' mysteries. It is based on a Macmillan Reader The Norwood Builder and Other Stories by Sir Arthur Conan Doyle (2013, retold by F H Cornish, intermediate level) and makes use of free online materials. Learners practise reading and extensive listening using The Norwood Builder in class first, before they split up into groups and work on three different detective stories which will be used in storytelling circles later.

Objectives

The worksheets cover the following competences mentioned in the Lehrplan 21.

Die Schülerinnen und Schüler können:

- B1.2 Lesen: ... Texte im Wesentlichen verstehen, wenn das Thema vertraut ist.
- B1.2 Hören: ... klare und unkompliziert aufgebaute Texte über einigermaßen vertraute Themen verstehen.
- B1.1. Dialogisches Sprechen: ... ihre Meinung sagen und nach der Meinung von anderen fragen (z.B. Diskussionen, Gruppenarbeit).
- B1.2. Monologisches Sprechen: ... über selbst gewählte Themen berichten (z.B. Geschichte)
- B1.1 Schreiben: ... einfache Texte über vertraute Themen zusammenfassen und ihre Meinung dazu äussern.

Worksheet guidance

Worksheet 1: Reading – The Norwood Builder, Chapter 1

Objectives: Learners can understand the introductory chapter of the story and have a clear picture of the protagonists.

Materials: Use the Macmillan Reader or the free sample chapter: <http://www.macmillanreaders.com/wp-content/uploads/2013/01/Norwood-Builder-sample-chapter1.pdf>

Key: 1 John Hector McFarlane, followed by police, suspected to be a murderer, 2 not married (untidy clothes), lawyer (legal papers in pocket), lung problem (heavy breathing), 3a Oldacre: disappeared, 50 years old, owner of building firm in Norwood, lives with housekeeper, 3b McFarlane: visited Oldacre on previous evening, lawyer from London, 3c Fire in wood store behind house, Oldacre not at home, not in bed, safe open, blood in bedroom and on McFarlane's stick, bedroom door to garden open, dragging marks on grass, burnt flesh, 3d McFarlane suspected of Oldacre's murder, 4 McFarlane stayed in a hotel in Norwood and

did not go to the office in the morning, 5 Inspector Lestrade and two policemen: 'Mr. John Hector McFarlane, I arrest you for the murder of Mr Jonas Oldacre.'

Worksheet 2: Listening – The Norwood Builder, Chapters 2–4

Objectives: Learners are able to follow the rest of the story by watching the video. They are able to fill in most of the information on the worksheets, discuss the story and clarify their questions.

Materials: The whole story is available on audio CDs or can be watched online for free on Macmillan's YouTube channel. Each chapter is about 6–7 minutes long. Chapters 2–4: <https://www.youtube.com/user/macmillanELT/search?query=The+Norwood+Builder>

Key: Chapter 2: 1 about 3 o'clock, 2 will, 3 draft, 4 he did not know Oldacre, 5 parents, 6 family, 7 agreed to write the will, 8 clerk, 9 about 9.30 pm, 10 business documents, 11 wax seals, 12 walking stick, 13 alive and well, 14 housekeeper, 15 Lestrade concluded that McFarlane killed Oldacre to get his money. Holmes wanted to continue the investigation (but he did not tell Lestrade what he had on his mind.). Chapter 3: 1 McFarlane's mother, 2 Oldacre, 3 marry him, 4 wicked, 5 housekeeper, 6 walking stick, 7 Mr Cornelius, 8 didn't tell the truth/lie, 9 waste, 10 case, 11 shows, 12 guilty, 13 Lestrade, 14 bloodstain, 15 prison, 16 personal answers. Chapter 4: 1 in prison, 2 Oldacre's, 3 fingerprints, 4 create fingerprints on wall, 5 measurements, 6 his business did not do well/he owed money to other people, 7 Mr Cornelius, 8 to die, 9 he still hated his mother, 10 Sherlock Holmes was cleverer than Lestrade. They both knew it.

Differentiation: All learners should be able to answer the questions without asterisks.

Worksheet 3: Project – Storytelling festival

Objectives: Learners are able to understand and use the vocabulary presented in the story. They understand the concept of a mystery story and, in groups, they are able to create and tell a mystery story from a character's point of view.

Materials: based on The Norwood Builder.

Notes: Divide the class into groups to look at the story from a different character's point of view, e.g. McFarlane (group 1), Oldacre (group 2), Lestrade (group 3), Holmes (group 4), etc. Once they have compiled the information, make sure learners practise telling the story before moving to a new group. During feedback, the class can try to guess which character told each of the stories. Criteria for assessment: achievement of task (content), discourse management (coherence, cohesion, fluency), pronunciation, grammar and vocabulary (range and level of accuracy).

More challenging task: Give each group a new story from the same reader to present in class later. Give the longest story to the most advanced learners.

The Norwood Builder, Chapter 1

Pre-reading

Look at the picture below and discuss the following questions: Do you recognise this man? What do you know about him? What is his name, his profession, his character? Where did he live? When did he live? Who used to be his friend? Was he a real person?



Sherlock Holmes is known all over the world, but he is a fictional character – a detective, who was created by Sir Arthur Conan Doyle at the end of the 19th Century. The stories were well loved. But when the author got tired of writing detective stories and had Holmes killed by his archenemy Professor Moriarty in Switzerland, people wouldn't accept that this was the end of their hero and Doyle couldn't help but continue writing about him. The Norwood Builder is one of the later stories.

Vocabulary: Check the meaning of these words and phrases:

arrest, case, charge with murder, consult, crime, flesh, lawyer, mark, protect, recognise, suspect.

While reading

Sherlock Holmes and Watson were having breakfast in their sitting room in Baker Street when a young man knocked at the door.

Read the text and answer as many questions as possible.

- 1 Who was the young man? What was his problem?
- 2 What did Holmes immediately assume about him?
- 3 What did the newspaper article say about:
 - a) Jonas Oldacre
 - b) John Hector McFarlane
 - c) any evidence of crime
 - d) the suspect
- 4 Why had the young man not been arrested before he arrived at Baker Street?
- 5 Who arrived at the moment the young man was just about to tell his story? What did they announce?
- 6 What do you think? Is McFarlane guilty?

Post-reading

Discussion and reflection: Discuss the questions in groups.

How many questions could you answer? How easy or difficult was the text for you?

Vocabulary: Scan the text and highlight language – groups of words or chunks – which is important to know to understand detective stories. What do they mean in your own language?

The Norwood Builder, Chapters 2–4

Pre-listening

Introduction: You are going to listen to Chapters 2, 3 and 4 of The Norwood Builder. Each part lasts around seven minutes. The tasks below support your understanding.

Chapter 2: John McFarlane's Story

John Hector McFarlane had just begun to tell his story to Sherlock Holmes and Dr Watson when Inspector Lestrade and his policemen arrived. He was given permission to tell his story here.

Vocabulary: Check the meaning of these words before listening:

clerk, draft, evidence, guilty, obvious, proof, to prove, trial, wax seal, will, witness.

While listening

Fill in as much information as you can in the table below.

Place	Time	What happened	Proof/witness
McFarlane's office	(1) _____	Oldacre came to the office. He wanted McFarlane to write his (2) _____ for him. Oldacre brought a (3) _____. McFarlane was surprised because Oldacre wanted to leave everything to him. This was strange because (4) _____. Oldacre used to know his (5) _____ and he had no (6) _____ of his own. McFarlane (7) _____	witness: (8) _____
Oldacre's house	(9) _____	McFarlane arrived at Oldacre's house. He was given some food. Then they looked at (10) _____. McFarlane helped to seal the envelopes with (11) _____. McFarlane couldn't find his (12) _____. When he left, Oldacre was (13) _____.	witness: (14) _____

15* What were Lestrade's conclusions? Did Holmes agree? _____

Chapter 3: Holmes Investigates

The next day, Holmes did his own investigations.

Vocabulary: to be engaged, bloodstain, to break off an engagement, pace up and down, waste time.

Continue to take notes while listening.

Place	Meeting	Facts
Blackheath	(1) _____	Mrs McFarlane was pleased that (2) _____ was dead. She used to be engaged to him but then she refused to (3) _____ because Mr Oldacre was (4) _____.
Norwood, Oldacre's house	(5) _____	Holmes found McFarlane's (6) _____. He also came across Oldacre's bank records. Oldacre made regular payments to (7) _____. Holmes is sure the housekeeper (8) _____.

The next morning Holmes received a telegram from Lestrade. Complete the text:

DON'T (9) _____ ANY MORE TIME ON THE MCFARLANE (10) _____.

NEW EVIDENCE (11) _____ THAT HE MUST BE (12) _____. Lestrade.

Place	Meeting	Facts
Norwood, Oldacre's house	(13) _____	New evidence: a (14) _____ with a fingerprint. But it wasn't there yesterday. It was put there while McFarlane was in (15) _____.

16* Can you predict what is going to happen in the last chapter?

Chapter 4: A Wicked Crime

Holmes surprised all with an unusual plan. How did he know what to do? What were his conclusions?

Vocabulary: a bucket, a clue, innocent, to measure something, to take revenge on somebody

Clue	Conclusion
Fingerprint/bloodstain on wall	McFarlane did not put it there because he was (1) _____.
Blood in bedroom/on walking stick	It was (2) _____ blood.
Wax seals on envelopes	Oldacre had McFarlane's (3) _____ and he used them to (4) _____.
(5) _____ outside and inside did not match.	There must be a hidden room upstairs.

Oldacre wanted to escape because (6) _____. He planned to continue his life as (7) _____. He wanted McFarlane (8) _____ because (9) _____.

10* What can you say about the relationship between Sherlock Holmes and Lestrade?

Post-listening

What did you think of the story? How easy or difficult was it for you to understand it? Why?

Storytelling festival

- 1 Have you ever told a story in front of an audience?
- 2 What is the purpose of telling a story? How is telling a story different from reading it?

Task

- 1 Discuss *The Norwood Builder* in groups of three and re-tell the most important elements of the story.
- 2 Create an interesting summary from a character's point of view.
- 3 Practise telling your story.
- 4 Tell the story in new groups of three.
- 5 Reflect on the outcome and discuss the feedback.

Group discussion

1 In groups of three, re-imagine the content of each chapter of *The Norwood Builder* from the point of view of one of the characters e.g. Lestrade, McFarlane or Oldacre. Imagine what the events looked like from their points of view. Take notes of key elements:

Chapter 1	Chapter 2
Chapter 3	Chapter 4

Now write down a short summary of the events happening in each chapter, again from your character's point of view.

Summary

2 Put your chapter summaries together. Make it sound interesting: use adjectives and adverbs and include one or two quotes from the story.

Practice

3 In groups, go through the order of events, work on pronunciation and intonation. Ask your teacher for help if necessary. Create a skeleton (main stages and keywords) and learn to tell the story from your character's point of view.

Tell the story

4 In new groups, tell your story. Listen to your partners' stories and give feedback.

Reflection

5 Get back to your original group and discuss the feedback:

- 1 Did all groups choose the same main stages and keywords? What was different?
- 2 How well did it go? What was good? What needs to be improved?

Unit Five

Scenario: Life is an adventure

Introduction to the topic

This unit deals with adventures and extreme sports, telling the story of two actors who took on the world with their motor bikes (p 63), the story of a woman who sailed around the world on her own (workbook, p 54), the story of the youngest Everest climber (workbook, p 50) and an interview with a world-famous athlete (p 66). The scenario invites learners to explore the world of adventure further, to research the extraordinary accomplishments of some people, to write a magazine article about them and to prepare a mock TV chat show interview.

Objectives

The worksheets cover the following competences mentioned in the Lehrplan 21.

Die Schülerinnen und Schüler können:

- B1.2 Hören: ... klare und unkompliziert aufgebaute Texte über einigermaßen vertraute Themen verstehen.
- B1.1 Schreiben: ... vertraute Themen mit kurzen Texten und Bildern darstellen.
- B1.2 Dialogisches Sprechen: ... spontan Fragen stellen zu besonderen Ereignissen oder Erlebnissen.

Worksheet guidance

Worksheet 1: Spoken interaction – Find someone who ...

Objectives: Learners can ask and answer questions about a number of adventures. They can keep the discussion going by asking additional questions.

Notes: This speaking activity prepares learners for the project. It makes them talk about their own adventures in real life and reflect on the use of tenses when asking questions. The instructions are included on the worksheet.

Differentiation: All learners discuss at least half of the questions. More advanced learners are expected to discuss all questions.

Worksheet 2: Reading and listening – Jordan Romero: The boy who conquered Mount Everest

Objectives: Learners can understand an authentic interview and take notes on the most important facts.

Notes: This authentic video extends the story learners are already familiar with from the workbook. It prepares them for the project as they are listening to a real athlete sharing his adventure story.

Key: (Reading) See workbook p 50. (Listening) 1 He wanted to climb the seven summits. He wanted to be in

nature and to have an experience. 2 He was; he was actually scared at many points. 3 People need to play it safe and take smart decisions. 4 He wanted to inspire people to find their own Everest. 5 People should set goals and lead an active and healthy life. 6 Anything is possible if people do not give up.

Differentiation: All learners give at least a short answer to the questions. More advanced learners add more details to their answers.

Worksheet 3: Project

Writing a magazine article

Objectives: Learners are able to write an article for an adventure magazine and can use the typical features and vocabulary of this particular text type.

Notes: First, learners analyse two articles in the workbook (pp 50 and 54). Draw their attention to the style and features of a good article: a catchy headline, a brief introduction, interesting main body, thoughtful conclusion. Then learners choose their own topic, search the web for information and write an article by following the instructions on the worksheet. Once they have written their articles, ask learners to work in pairs to give each other feedback.

Differentiation: More advanced learners should be encouraged to write on their own; slower learners could write in pairs. Text length may vary from 150 to 300 words.

Assessment: task achievement and content, coherence and cohesion, vocabulary and grammar, level of correctness.

Spoken interaction: A TV chat show interview

Objectives: Learners can simulate a TV chat show by doing an interview. They can ask and answer prepared as well as spontaneous questions.

Notes: This task is based on a pairwork activity from the teacher's book of New Inspiration Level 3: Interviewing a star (5.3, p 176). For the chat show learners take on the role of the presenter and of the person they wrote about in their magazine article. Thus they do not have to talk about themselves, but still have a fairly clear idea what to talk about. All instructions are on the worksheet. Record and give feedback after the task.

Differentiation: Pair up learners of similar ability in speaking.

Assessment: task achievement and communication skills, naturalness of speech (fluency and pronunciation), range of vocabulary and grammar, level of correctness.

Find someone who ...

Stand up, walk around the classroom and talk to as many people as possible in English. Your aim is to find one person for whom the statement is true. Try to get some additional information if possible. Remember that you can only ask two questions per person before you have to move on.

- 1 _____ has been walking in the high mountains.
- 2 _____ has walked, run or cycled a long distance.
- 3 _____ has travelled to other countries.
- 4 _____ has swum in the sea or a river.
- 5 _____ has slept under the stars.
- 6 _____ has walked through a forest or a dark place alone.
- 7 _____ has unexpectedly met a wild animal in nature.
- 8 _____ has been in a really difficult situation.
- 9 _____ likes challenges and loves trying out new things.
- 10 _____ loves adventures, but mainly reads about them.
- 11 _____ loves adventures, but mainly watches them on TV.
- 12 _____ loves adventures, but mainly experiences them while playing video games.
- 13 Additional information: _____



Reflection

How adventurous are you? How many statements from 1 - 9 are true for you? Do you prefer security to adventure?

How adventurous are the members of your class? Who is the most adventurous?

Language awareness: use of tenses

- 1 Which tense would you use to ask questions 9–12? Write down one of the questions.

Can you explain the use of this particular tense?

- 2 Which tense would you use to ask questions 1–8? Write down one of the questions.

Can you explain the use of this particular tense?

- 3 Which tense would you use to ask for additional information in questions 1–8? Write down one of your questions.

Can you explain why you cannot use present perfect here?

Jordan Romero: The boy who conquered Mount Everest



Reading

Read the article about the youngest Everest climber in your workbook on p 50.

Answer the following questions.

- 1 How old was Jordan Romero when he climbed Mount Everest?
- 2 Who did he climb with?
- 3 How did he prepare for the climb?
- 4 What did it feel like?
- 5 Where is Romero's home?
- 6 What are his next plans?
- 7 What do you think about this young man?

Language awareness: Can you explain why the present perfect is used in this text?

Pre-listening

Interview with Jordan Romero

Put the term 'Interview with Jordan Romero' into a search engine on the internet. There are several videos available. Choose the one which lasts about three minutes.

Vocabulary: Check the words *couch* and *smart*, as well as vocabulary from the video.

While listening

Read the following questions and try to answer them while listening to the interview.

- 1 What was his motivation to climb Mount Everest?
- 2 Was he aware of the dangers?
- 3 How did Jordan deal with the dangerous situations?
- 4 What did he want to achieve with his actions?
- 5 What is his inspiring message?

Post-listening: discussion

- 1 Discuss the answers to the questions above.
- 2 What do you think about Jordan's suggestions?
- 3 Should people as young as Jordan be allowed to climb Everest?

Additional information

Romero conquered Mount Everest in 2010 but an even younger climber reached the top after him: Malavath Purna, a girl from India, was one month younger than Romero when she reached the summit in 2014. Another climber from California, twelve-year-old Tyler Armstrong who wanted to break the age record again, was denied access to the mountain in 2016. In the meantime, the China Tibet Mountaineering Association had set an age restriction to climb Everest. People under 18 will no longer be given permits and people over 60 will have to certify that they are fit. Why do you think these new rules were introduced? Do you think these rules are useful? Why (not)?

Writing a magazine article and simulating a TV chat show interview

In Unit 5 you learnt that modern-day adventurers have made the most amazing trips around the world.

In fact, the people who do these extraordinary trips are becoming younger and younger. Did you know that the youngest person to sail around the world on her own was a sixteen-year-old Dutch girl and the youngest person to reach the South Pole was a sixteen-year-old British schoolboy?

Task

- 1 Look at the articles in your workbook; analyse them.
- 2 Research the life and achievement of a 21st-Century young adventurer.
- 3 Write an article for a teenage magazine.
- 4 Take the role of your adventurer and give an interview for a TV chat show.

Isn't it amazing what people can achieve?

Study magazine articles

- 1 Look at the articles in your workbook (pp 50 and 54). What can you say about the structure and the style of the text? What makes a good article?
- 2 Now analyse each text. What can you say about the following: headline, introduction, main body and conclusion.
- 3 Study the different elements of the article (headline, etc.) and find useful expressions which you could use in your own writing. Try to make your own

text similar to the original in terms of its formal or informal style.

Research

Decide on a topic you are interested in and start an information search about an adventurous young person on the internet.

Choose an inspiring young person and try to find out as much as possible about his or her achievement so that you can write an article first and give an interview later. You will want to answer a few questions about your person's background as well as questions about the actual achievement. Don't forget to download a few pictures.

Writing guide

- 1 What is an interesting headline for your article? How can you set the scene (introduction)? What are the main aspects you want to cover? What is a good ending of the article?
- 2 Write a first draft, remembering to use the correct structure.
- 3 Check the headline again. Does it match the text?
- 4 Proofread your article.
- 5 Exchange articles with a classmate and give each other feedback.
- 6 Add final corrections and pictures to create a visually attractive magazine article.

Display your work

Create an exhibition with your articles or make your own teenage adventure magazine. Which adventurers do you consider particularly inspiring? Can you give reasons?

Spoken interaction: A TV chat show interview

Inspiration for adventure

You are going to act out a TV chat show interview in pairs. One of you plays the role of the adventurer (the one you wrote about before); the other one plays the role of the presenter and asks the questions.

Preparation

Prepare your role and think about the content as well as possible language you might need for the different parts of the interview. Prepare a space in the classroom for the show: hang up a colourful poster with the name of your show and arrange two chairs so that the audience will be able to see both of you.

Questions/Topics

Look at the suggested questions/topics in the table below. Presenters prepare their questions, adventurers take notes based on these prompts.

Biggest achievement What exactly is it? When? Why? Motivation? Training? How long for?	Experience What? Difficulties? Wanted to give up? Most challenging part? Feeling now?	Travel Which countries? Favourite? Why? Most recent?
Home Where? Since when?	Family Parents? Friends? Married? Children? Plans?	Future Next adventure? Other priorities? Hobbies?

Procedure

- 1 Presenter welcomes guest and says a few things about him/her.
- 2 Guest thanks presenter for the invitation and expresses his/her pleasure to be on the show.
- 3 Presenter asks questions and adventurer tries to give good answers which are as truthful as possible to the research done in the last task. Try also to be funny to make it more interesting for the audience!
- 4 Presenter thanks guest for the interview and wishes him/her good luck for the future.
- 5 Guest thanks presenter.



Peer feedback

- 1 What was great about the show?
- 2 What could each member of the team improve?

Reflection

- 1 What was it like to play your role?
- 2 What went really well?
- 3 What could you improve?

Unit Six

Scenario: Inventions and inventors

Introduction to the topic

This unit deals with inventors: teenage inventors (p 74) and famous inventors such as Leonardo da Vinci (p 78). It looks at ancient inventions (p 80) as well as more modern inventions that shaped the world (CLIL lesson, workbook, p 116). It is an interesting unit which has great potential to motivate learners to do their own research and to talk about inventions of their choice at a 'mock' science fair at the end.

Objectives

The worksheets cover the following competences mentioned in the Lehrplan 21.

Die Schülerinnen und Schüler können:

- B1.2 Hören: ... den Inhalt von längeren Gesprächen und Texten, die sie interessieren, im Grossen und Ganzen verstehen, wenn deutlich gesprochen wird.
- B1.2 Dialogisches Sprechen: ... können mit Gleichaltrigen längere Gespräche über gemeinsame Interessen führen, falls diese sich um gegenseitiges Verstehen bemühen.
- B1.2 Monologisches Sprechen: ... können über selbst gewählte Themen berichten und können detailliert erklären, wie etwas funktioniert.
- B1.1 Schreiben: ... können vertraute Themen mit kurzen Texten und Bildern darstellen.

Worksheet guidance

Worksheet 1: Reading and Speaking – Inventions that shaped the world

Objectives: Learners can understand a short text about an invention and can complete an information table. They can share facts about their invention with a group in a clear way. They can ask for clarification if needed and do not fall back on using their mother tongue.

Materials: Workbook pp 116–17: quiz, text and table.

Key: See teacher's book p 205.

Notes: Divide the text on p 116 into five sections (A to E). Put learners into five groups and have them read one section each. For sharing information and discussion, form new groups: make sure you have at least one expert for each section of the text.

Differentiation: The aim of this activity is to get all learners to speak. If there is more than one student

reporting on the same invention in a group, give the more advanced of the two a different role. This student could be language expert and primarily focus on language. He or she could write down anything that does not sound right in order to discuss it in class later (language focus).

Worksheet 2: Reading and listening – Google Science Fair

Objectives: Learners can understand the text and the listening material and extract the main information to complete the table.

Materials: The Google Science Fair website: <https://www.google-sciencefair.com/en/> (Make sure you set the language to English at the bottom of the first webpage.) The listening activity is meant to be used as individual listening if possible. If learners have access to the internet, they can do the listening either in a computer lab or at home as homework. They can listen to the recordings several times.

Key: (Reading) Project 1: Kiara, 16; Johannesburg, South Africa; drought, existing material too expensive; mix of orange peel and avocado; cheap, biodegradable, getting rid of waste. Project 2: Ashton, Julia and Luke, 14; Columbus, Ohio, US; polystyrene waste fills landfills; can be used as carbon filters; getting rid of waste, getting clean water. Project 3: Anushka, 13; Portland, Oregon, US; wound care. Negative effect of changing dressings too often; sensor for dressing; dressing does not need to be changed as often, wounds heal faster. (Listening) Answers will vary. Make sure learners compare their answers.

Differentiation: All learners listen to at least two stories. Faster learners listen to three or more stories.

Worksheet 3: Writing and Speaking – Project: Science Fair

Objectives: Learners can write a simple news report on a scientific topic. They can give a presentation on their topic and can answer questions about it.

Materials: Access to the internet, paper for posters.

Notes: Once learners have prepared their posters, divide the class into two groups: the presenters and the visitors, then swap.

Assessment: (reports) task achievement and content, organisation, coherence and cohesion, range of vocabulary and grammar, level of accuracy; (presentation) task achievement and communication skills, pronunciation and fluency, vocabulary, grammar range and accuracy.

Inventions that shaped the world

From the clothes you wear to the pen or the mobile phone in your hand, everything was once created by an ingenious mind. Turn to p 116 in your workbook and do the quiz about a number of items we use every day. You will find out the correct answers during the following activities.

Reading – Expert groups

Get into your groups and study the given section of the text.

- A Read the text carefully and discuss the content. Find the answer to the two quiz questions that go with your text:
- 1 What is the invention?
 - 2 Who is the inventor?
 - 3 When and where was it invented?
 - 4 Which developments led to the invention?
 - 5 What are recent developments of the invention?
 - 6 Do you know of any new developments that the text does not talk about?
- B Complete the boxes for your invention in the table on p 117.
- C Prepare to report to your group on what you have found out about the invention.



Sharing information and discussion – Mixed groups

In new groups, share the stories by speaking and listening to each other.

Discuss the inventions. Complete the table.

Speak English only.

- 1 Put the inventions into a timeline. Which one was first, which one second, etc.?
- 2 Rank the inventions in terms of importance. Which one is the most important? Why? Your group should agree on one ranking if possible.
- 3 Compare your results with other groups in your class. Justify your ranking.

Language focus and reflection

Read the texts again to focus on language, vocabulary and grammar.

- 1 Are there any words or expressions you do not understand?
- 2 Find at least two expressions ('chunks') per text you would like to learn.
- 3 Find examples of used to, past passive, present perfect and explain its use. Use your student's book if you do not remember.
- 4 Consult with a partner: tell them what chunks you have chosen. Ask them what language/vocabulary/grammar item they would like to remember. Talk about how well you understood the text. What have you learnt in terms of content?

Google Science Fair 2016: Everything is better with science

Pre-reading

What is a science fair? Are any held in your country? Have you ever been to one?

The Google Science Fair is the largest online science competition in the world. It is open to 13- to 18-year-old students from around the globe. Since the first fair in 2011, more than 30,000 teenagers have submitted projects.

Vocabulary: Look at the glossary for the most difficult words on the next page. But how about the words below: Do you understand them?

drought, crops, affordable, moist, peel, waste, manufacturing, storage, packaging, carbon, degrade, chronic wounds, require.

In September 2016, Kiara, a 16-year-old girl from Johannesburg, South Africa, won the Grand Prize for her invention. She was inspired by the worst drought in 20 years in her home country which caused crops to fail and farmers to lose money. Kiara was looking for affordable materials to store water and keep the soil moist. Existing materials are not only filled with harmful chemicals, but are also non-biodegradable and far too expensive for the local farmers. Kiara found an ideal solution: orange peel and avocado. She found a way to turn the waste from juice manufacturing into ready-made water storage material to help local farmers save both money and their crop and reduce waste materials.

A group of three American students from Columbus, Ohio – 14-year-olds Ashton, Julia and Luke – also found a new use for waste materials. Polystyrene is used for packaging and disposable foam cups. It takes up a huge part of America's landfills and can take hundreds of years to degrade. The team discovered that recycling it was really difficult and expensive. However, they also discovered that polystyrene consists of over 90% carbon and could be used as carbon filters to remove contaminants from polluted water! Their filters successfully filter many of the same compounds that commercial filters remove from water. They won the Scientific American Innovators Award for their innovation.

The youngest winner was 13-year-old Anushka from Portland, Oregon (US). She really enjoys chemistry and was inspired by Marie Curie, who made major advances in modern medicine. Anushka wanted to find a solution for the problem of chronic wound care. Millions of people get injured every year and many suffer from large, chronic wounds that require complex care. These wounds need a wet environment to heal, but changing the dressing too often can mean that these wounds take a long time to heal. Now Anushka has found a way to help doctors analyse the state of a wound without removing its dressing. She came up with a sensor which is cheap to make and biocompatible. Her invention can help people with chronic wounds heal more quickly. She was given the LEGO Education Builder Award.

These are just three of the many exciting projects which made it to the finals. All participants came up with unique solutions for a problem and made the world a better place. In that respect, Google is right: science can make everything better. But in the end it is not science that does the work, it is enthusiastic people who can be as young as thirteen!

Glossary

biocompatible	not harmful to living tissue	contaminant	a substance that makes something dirty, polluted or poisonous
non-biodegradable	these materials cannot be split into small parts by bacteria; they are harmful for the environment.	compound	a chemical substance that consists of two or more elements that together form a molecule
polystyrene	very light artificial substance used especially for making containers or to protect things in a box	dressing	material used for covering and protecting a skin injury

While reading

Complete the table below with information from the text (rows 1-3).

Name, age	City, country	Problem	Solution	Effect
1 Kiara, 16				
2	Columbus, Ohio USA			
3		chronic wound care		
4				
5				

Post-reading

Which is your favourite project? Why?

Independent listening: Stories of some previous winners

Go to the Google Science Fair website. Find the link to the previous winners. Listen to at least two stories. Listen to each story at least twice. Add the information to the table you have used for the reading notes above (use rows 4 and 5).

Post-listening: discussion

- 1 How well did you understand the young scientists?
- 2 Compare your findings about the teenagers you listened to. Did you get the same information?
- 3 What do you think about the inventions you listened to?
- 4 Are you interested in science and in inventing things yourself?
- 5 Can you think of a current problem that needs a solution?
- 6 What do you think about the Google Science Fair?

Science fair: Inventions and inventors

Inventors and their inventions have shaped the world today and continue to do so. For this project you will present any invention which you find particularly interesting. Which are the best inventions of your country? Go online for ideas!

Task

- Decide on an invention you find particularly useful or interesting. Do some research on it.
- Write a report and create a poster based on your research. In your class, organise a science fair – a speaking event – where you will present the inventions.

Preparation and research

Make sure that you have gathered the following information on the invention: who invented it; when and where it was invented; what led to the invention; how it works and what is special about it, as well as some of its technical details; how the invention is used today or will be used in the future. Find some pictures of the invention and/or the inventor.

Writing guide

- 1 Think of a title that shows what the report is about.
- 2 Think about how to structure your report:
 - divide it into clear paragraphs (with subheadings);
 - write a good introduction (state the aim of the report);

- write a conclusion or recommendation;
- use formal language (full forms rather than contractions, use passive voice etc.);
- use between 150 and 200 words.

- 3 Read your text and check carefully for mistakes. Correct as many as you can find and ask your teacher or your classmates.
- 4 Using your report, prepare a visually appealing poster with a title, text and some pictures or real objects.
- 5 Write a few quiz questions for your listeners on a separate handout.

Science fair: Speaking event

The class is divided into two groups:

Group one: Presenters

Display your poster and present it using your report. Try not to read the text but only summarise the main points. Hand out the quiz questions to the audience before the talk. In the end check their answers.

Group two: Visitors

Look at the posters on display. Talk to the presenters, answer their quiz questions and ask them some additional questions.

Reflection

- 1 What was it like to do this project? What have you learnt?
- 2 What have you learnt about your writing and speaking skills?
- 3 What can you do well and what do you want to develop?

Unit Seven

Scenario: Becoming digital citizens

Introduction to the topic

This scenario focuses on cyber security and on strategies to lead safe cyber lives.

The students reflect on their personal digital experiences and read reports on teenagers' use of technology. At this point a discussion about cyber security should be launched. Next, the class is split into two groups, each researching their topic and writing it up as an informal email to a fellow student. Later, both topics are discussed as a class. Finally, learners write a formal letter or email to their headteacher asking for specific instruction and workshops in cyber security for students in the future.

The topic is launched with the text in the student's book on p 90. Materials from the New Inspiration website about using Facebook and writing emails are also used.

Objectives

The worksheets cover the following competences mentioned in the Lehrplan 21.

Die Schülerinnen und Schüler können:

- B1.2 Hören: ... Texte im Wesentlichen verstehen, wenn das Thema vertraut ist.
- B.1.2 Dialogisches Sprechen: ... zu vertrauten Themen Informationen austauschen; ... in Diskussionen die eigene Haltung argumentativ einbringen.
- B1.1 Schreiben: ... Texte über vertraute Themen zusammenfassen und ihre Meinung dazu äussern.

Worksheet guidance

Worksheet 1: Reading and speaking – Social media

Objectives: Learners can read the text and locate the most important information quickly. They can give details about their personal use of social media, conduct a survey in a group and report the findings to the class.

Materials: Student's book p 90: Who put @ into email? Web materials: He said he couldn't remember (from: <http://www.macmillaninspiration.com/new/files/2015/02/New-Inspiration-Students-Book-Reading-Texts-Level-3-Unit-7.pdf>)

Notes: Learners read the survey and answer the questions individually first. They share their information with a partner, before they compile the results in groups of five to seven. Each group then presents their results to the class. Ask learners to do the activities on the second page of the web materials later, or as homework.

Worksheet 2: Reading and speaking – Digital media and cyber security

Objectives: Learners can read factual texts, find the most important information quickly and reflect on the meaning and effect of digital media on society.

Notes: Learners predict the percentages based on their own experience before they read the text and compare their predictions with the facts.

Worksheet 3: Writing and speaking – Project: Cyber safety: email and class discussion

Objectives: Learners are able to write an informal email summarising the most important aspects of how to be in control of one's digital footprint or how to deal with cyberbullying.

Materials: Students use suitable websites dealing with the topics considered, e.g.

Digital footprint: <http://www.intel.com/content/dam/www/program/education/us/en/documents/intel-easy-steps/easy-steps-activity-digital-footprint.pdf>

https://www.cpni.gov.uk/system/files/documents/59/06/10_Tracking%20my%20digital%20footprint_FINAL.pdf

Cyberbullying: <https://sites.google.com/site/cyberbullyingawareness/home>

<https://www.stopbullying.gov>

Notes: The class should be split into two even groups. If your learners don't have school email addresses, they should print out the email and hand it to the person they have chosen.

Differentiation: For weaker learners, reduce the length of text required and increase the amount of support from the teacher.

Assessment: You could assess the communicative achievement and content, the ability to produce the particular text type (including coherence and cohesion), the range of linguistic means and accuracy.

Additional idea: Writing a formal letter to the headteacher (no worksheet)

Objective: Learners are able to write a formal email.

Notes: Students write a formal letter to their headteacher asking for an annual bullying awareness week or for workshops about cyber security.

First, they study the examples of formal emails noting appropriate language for opening and closing a formal email and for making polite and convincing suggestions. At the end of the task, the class can decide which email to send to the headteacher.

Materials: A good source is Email English by Paul Emmerson (Macmillan, 2013), Alternatively, examples of formal letters and emails can be found on the internet.

Social media

Warm up

Discuss the following questions.

- 1 What is Facebook?
- 2 What is it used for?
- 3 When, where and by whom was it invented?
- 4 How popular is it?
- 5 What are the advantages and disadvantages of using it?

Reading 1

Read the text He said he couldn't remember (additional handout) and check your answers to the questions above.

Vocabulary: Explain the following words:

be addicted to, cyber bullying, offend, overuse, suitable, unsociable, urgent/-ly

Speaking: A survey on the use of social media

- 1 Think about your answers to the questionnaire first before sharing them with a partner. Don't just answer yes or no – give details. In what ways are your answers the same or different?
- 2 Get into groups of six to eight. Compile your answers and present them on a poster including yes/no percentages.
- 3 Report your findings to the class. Are there any results which surprise you?

Reading 2

Read the text again and answer the questions on page two of your handout.

Reflection and language

Check the answers with your peers and highlight the verbs in reported speech. Can you explain the use of tenses?

Questionnaire

Question	You	Your partner
1 Do you use social media?		
2 Which social media do you use most?		
3 How much time do you spend online per day on average?		
4 How much time do you spend per day on social media?		
5 What do you use social media for?		
6 Have you ever had any problems using social media?		
7 Have you ever been bullied online?		
8 Have you ever posted something online you regretted later?		
9 Do you use privacy settings?		
10 Have you ever googled your name?		

Teens and the screen

You are going to read the results of three different research studies on teens and their use of social media and technology in the United States. Before you read the reports, think about the questions below. Guess the results and write them down in column A. Then read the reports on p 42 and write down the actual results in column B. How close were you?

Vocabulary: receive, admit, harass, enable, witness, average, cyberbullying, discourage, regret

Question	A: Your guess	B: Research results
1 What percentage of teens in the USA is online every day?		
2 What percentage of teens in the USA owns a smart phone?		
3 What is the most popular social media platform among US teens?		
4 What other social media platforms do most of them use?		
5 How many texts do teens send or receive per day?		
6 Who is more into playing video games – boys or girls?		
7 How much time does an average teen in the US spend online per day?		
8 What percentage of teens admits to posting swear words or other inappropriate content?		
9 Do teens in the US post contact information on social media?		
10 How many teens receive personal messages from strangers?		
11 What percentage of teens has experienced cyberbullying?		
12 How many teens say they have witnessed cyberbullying?		
13 How many teens in the US know what to do when they are harassed online?		
14 Do teens feel as accepted online as in real life?		
15 Do all teens enable the privacy settings?		
16 Do teens feel safe when they are online?		

Teens and the screen – research reports from the USA

Teens, Social Media and Technology (2015)

According to a new study from Pew Research Center in Washington DC:

- 92% of teens (13–17 year-olds) in the USA go online every day, including 24% who say they go online 'almost constantly'.
- Many teens use mobile devices to go online: 88% have access to a cell (mobile) phone, 73% to a smartphone. Just 12% of teens have no cell phone of any type.
- Facebook is the most popular social media site among teens: 71% of teens use more than one social network site. Girls love Instagram or Snapchat, boys seem to prefer video games.
- 90% of teens with phones exchange texts, with 30 texts being sent and received daily by a typical teen.

Online Safety Research Report (2014)

An online safety research report by Cox Communications and the National Center for Missing and Exploited Children (2014) says that:

- Teens spend as much time online each day as they spend in the classroom (nearly six hours).
- 83% log on to at least one social media site every day. 73% have posted photos or videos of themselves, friends or family members.
- More than one in five teenagers admits posting questionable online content, such as swear words (21%).
- Many teens have posted their contact information, such as their cell phone number

(21%), their physical location (19%) or even their home address (12%).

- 61% received messages from strangers.
- Three hours a day is spent by average teens playing online games, with 68% of teens interacting with other gamers. A few have met their online gaming peers.
- 31% of teens claim to have been bullied online. Only 41% of these have told an adult about it.

Teens and the Screen Study (2014)

According to a McAfee study in 2014, cyberbullying continues to grow despite significant efforts to discourage it.

- 87% of teens admit they have witnessed cyberbullying, but 24% would not know what to do if they were bullied online.
- Something posted on social media has caused an argument for 50% of young people in the US.
- Almost half (49%) of teens admit they regret something they have posted online.
- Teens use social networking sites they believe their parents are not members of. However, if they knew their parents were watching, they would change their online behaviour.
- One in three teens feels more accepted on social media than they do in real life.
- Teens do not seem to be very concerned about their safety: only 25% fear their privacy could be compromised and even fewer fear being unpopular (16%) or cyberbullied (12%).

After reading

Discuss in groups.

- 1 Do the statistics fit you and your friends?
- 2 Which facts do you find interesting? Why?
- 3 What do you think teenagers need in order to be safer and less susceptible to harassment and bullying?

Cyber safety: email and class discussion

Task

Research the topic of cyber safety or digital footprint. Give your advice in an informal email (300 words) to one of your peers and then discuss the topics in class.

Preparation and research

Digital footprint or cyberbullying? Which topic would you like to work on? Form two even groups.

Group A: Digital footprint

Group B: Cyberbullying

Look at the websites your teacher gives you on your topic and make notes. Find a definition or description of the problem and list the most important steps you should take to manage your digital footprint (group A) or to react if being bullied online (group B).

Once you have collected the necessary information, you are ready to write an email to a member of the other group. Do you remember how to write emails and how to give advice? Do activity 1 below first.

Writing emails

1 Studying emails for form and language

Read the email on your handout and answer questions a–e below. If you don't know the answers, look them up on the internet or ask your teacher.

- What are the structural elements of an informal email?
- What could you write in the subject line of your email?

- The greetings in Chloe's email are too personal to use in an email to a classmate. Which other phrases could you use instead?
- Which phrases could you use to open and close an email?
- Which phrases could you use to give advice?



2 Write an email.

Write an email to someone in the other group about your topic. Make sure you include the most important information. Be polite! Don't forget to proofread your email before sending it.

3 Write an answer.

Read your email carefully. Thank the sender and give him or her some feedback. Was it helpful? Was it well written? Remember to say something positive first! Ask one or two questions. Send it.

4 Class discussion

Discuss the topics as a class.

5 Reflection

Reflect on the task. What have you learnt? What went well? What do you still have to work on?

Unit Eight

Scenario We are all indigenous to the earth

Introduction

This unit is about the natural world and deals with the topic of water (p 100) and survival in nature (p 102). It offers interesting reading on Australia (p 106) and listening about Canada (p 107). The project (p 108) is about extreme places and focuses on indigenous people in different parts of the world.

The scenario is based on the materials in the book, but allows learners to delve deeper into the topic, to reflect on their connection to nature first, to share their views with others, to listen to a fifteen-year-old indigenous teenager giving a speech at the UN headquarters in New York and to read a text about indigenous people and the UN declaration to preserve their rights. In order to expand learners' cultural knowledge of the world, they are invited to explore the life and culture of a few indigenous people of the world and to give a presentation.

Objectives

The worksheets cover the following competences mentioned in the Lehrplan 21. Die Schülerinnen und Schüler können:

- B1.2 Hören: ... klare und unkompliziert aufgebaute Texte über einigermaßen vertraute Themen verstehen.
- B1.2 Lesen: ... Texte im Wesentlichen verstehen, wenn das Thema vertraut ist (z.B. Sachtext).
- B1.2 Dialogisches Sprechen: ... mit Gleichaltrigen längere Gespräche über gemeinsame Interessen führen.
- B1.2 Monologisches Sprechen: ... über selbst gewählte Themen berichten.
- B1.1 Schreiben: ... vertraute Themen mit kurzen Texten und Bildern darstellen.

Worksheet guidance

Worksheet 1: Speaking – Relationship to nature

Objectives: Learners can exchange personal information about their relationship to nature.

Notes: Students read the statements and write down their personal answers, before discussing them with a partner. They then form bigger groups, share their information and evaluate how important the natural world is for their class. This reflection and speaking activity serves as a preparation for the tasks which follow.

Worksheet 2: Listening – A teenage indigenous climate activist talks at the UN

Objectives: Learners can understand a number of key statements in an authentic talk. They are able to take their own notes and compare interpretations.

Materials: YouTube channel of the United Nations: Xiuhtezcatl, Indigenous Climate Activist at the High-level event on Climate Change: <https://www.youtube.com/watch?v=27gtZ1oV4kw>.

Notes: The talk is approximately nine minutes long. Xiuhtezcatl is an indigenous teenager from Boulder, Colorado, who gave a memorable speech at the UN in 2015. He is deeply concerned about the state of the world and implored the representatives to protect the planet. He mentions a number of important principles indigenous people live by and which will most likely resonate with the young people in the classroom. He is enthusiastic and positive.

Differentiation: More advanced learners can be encouraged to take their own notes, as well as those stimulated by the questions. Most questions require more than one answer.

Key: 1 the 200 countries at the conference, 2 young people, indigenous people 3 all life is sacred, all living things are connected, life is a gift, 4 climate change, 5 developing countries, people of colour, 6 the planet, the environment, the existence of his generation, the survival of humanity, 7 protesting (marching, student-led movements against fossil fuels, petitioning governments to address climate change) 8 more jobs, 9 greed, taking more than is given back, 10 we are all indigenous to this earth, we are all connected, 11 courage, innovation, creativity, passion, 12 together we can change the world, it is the right time, for a healthy, just, sustainable planet.

Worksheet 3: Reading –The world's indigenous people

Objectives: Learners are able to read a factual text about the state of the world's indigenous population and verify their own predictions.

Notes: It is important to clarify the meaning of the words listed before reading as they all belong to the first 3,000 most frequent words and go beyond what most learners might know at this stage. Don't forget to discuss their views on the issue.

Additional ideas: Ask learners to download the Unicef brochure on the UN Declaration on the Rights of Indigenous Peoples for Adolescents.

Worksheet 4: Project: Indigenous people of the world

Objectives: Learners can adapt their research notes into a format suitable for presentation.

Notes: The aim is to give learners the freedom to choose how they wish to present their research, which also adds some variety to the presentation section. You may wish to direct them to presentations they have done for previous project worksheets or other classwork for guidance.

Differentiation: Learners who need more support could be allocated an indigenous people to research and directed which method to use to present their findings.

Relationship to nature – are you nature smart?

What is your relationship to nature and the natural world? Read the questions below, reflect and take some notes before you get into pairs and exchange your ideas. Then share your findings with the class.

1 What interests you in nature?

2 Which animals do you like and why?

3 Which wild animals do you observe regularly?

4 What kind of pets have you got? What kind would you like to have?

5 Can you name some trees that grow in your neighbourhood?

6 What kind of plants have you got at home?

7 Have you ever grown your own plants? What kind?

8 Do you collect rocks and minerals? Which ones have you got at home?

9 Do you like looking at the stars? Which star constellations do you know?

10 What extreme weather have you already experienced?

11 Where do you usually go when you want to be in nature and what do you do?

12 Which was your most amazing experience in nature so far?

13 Have you ever been in a scary or dangerous situation while you were out in nature?

14 Which endangered species are you concerned about and why?

15 How do you personally take care of the environment?

16 Looking at all the answers above, how nature smart are you on a scale from 0 –10?

A teenage indigenous climate activist talks at the UN

In 2015, Xiuhtezcatl (pronounced Shoe-tez-caht) Martinez, an indigenous teenager from Boulder, Colorado, gave a talk to the representatives of 200 nations at the UN headquarters in New York. He is deeply concerned about the environment and implored the UN to take action to protect the planet.

He was raised in the tradition of the Mashika – the Aztec people of Mexico City. His father taught him values and beliefs which are shared by many indigenous people around the world. He developed a deep love for nature and, when he witnessed its destruction as a young boy, he began to take action. He gave his first speech as a six-year-old! His mother – an active environmentalist – inspired him. Today, he is the youth director of Earth Guardians – an organisation of young activists, artists and musicians from across the globe dedicated to saving the planet. He is also a hip-hop artist and his song Speak for the Trees was chosen as the climate song of the week in July 2015.

Check the meanings of the following words.

affect, agreement, environment, flood (v.), indigenous, mindset, passion, responsibility

While listening

Listen to the speech at least twice and make notes on the questions below.

- 1 At the beginning of his speech, who does Xiuhtezcatl ask to take united action?
- 2 Who does Xiuhtezcatl represent in this talk?
- 3 What did Xiuhtezcatl's father teach him?
- 4 What does Xiuhtezcatl believe is the most important issue of our time?
- 5 Who is affected the most by it?
- 6 What is at stake according to Xiuhtezcatl?
- 7 What is his organisation of young people doing to fight climate change?
- 8 What does Xiuhtezcatl say is one of the benefits of phasing out fossil fuels?
- 9 Which mindset is behind the destruction of the planet?
- 10 What should people remember according to the young activist?
- 11 What is needed to change the world?
- 12 Why does he ask the UN for help and to stand up for the issues? What is the goal?

Discussion after listening

- 1 How well could you understand the talk? Were you able to make notes?
- 2 Discuss the answers in groups.
- 3 What is your impression of Xiuhtezcatl?
- 4 What do you think about his speech in general and the end in particular?
- 5 What could you do to protect the Earth, starting in your local community?

The world's indigenous people

Before reading

- 1 How would you describe indigenous people? Who are they?
- 2 How many are there and where do they live?
- 3 Do you know any synonyms for indigenous people?
- 4 Do they still live according to their traditions?
- 5 What are their challenges in the modern world?
- 6 Do the governments of their countries recognise their rights?

Check the meaning of the following words before you read the text.

Nouns: descendants, dignity, discrimination, economy, negotiation, recognition

Verbs: adopt, endorse, estimate

Adjectives: distinct, ethnic, sustainable

According to the United Nations, indigenous people have unique traditions; they have cultural, economic and political characteristics that are distinct from those of the dominant societies in which they live. Spread across the world, from the Arctic to the South Pacific, they are the descendants of those who inhabited a country or a geographical region before people of different cultures arrived.

Most indigenous people have unique languages and beliefs, and have valuable knowledge of sustainable management of natural resources. They have a special relationship to their traditional land.

There are an estimated 370 million indigenous people in the world, living across 90 countries. They make up less than five per cent of the world's population, but account for 15 per cent of the poorest people on the planet. They speak an overwhelming majority of the world's estimated 7,000 languages and represent 5,000 different cultures.

The term 'indigenous' is now used most commonly, but other terms are still in use, such as tribe, first people, first nation, aboriginal and ethnic group. In many cases, the word indigenous still has negative connotations. As a result many people choose not to reveal their origin, especially if they fear discrimination.

Even though the UN adopted the Universal Declaration of Human Rights in 1948 which states that 'all human beings are born free and equal in dignity and rights', human rights abuses for indigenous people did not end and it became necessary to create the United Nations' Declaration on the Rights of Indigenous Peoples (UNDRIP). After 20 years of negotiations and discussions, 144 member states signed it in 2007. Every year on 9th August the UN celebrates the International Day of the World's Indigenous Peoples.

After reading

Review the questions above and discuss with a partner:

- 1 What did you know already?
- 2 What interesting/surprising new information did you learn?
- 3 What is the International Day of the World's Indigenous peoples for?

Indigenous people of the world

Living in extreme places

Look at the project page in your student's book (p 108). Study the pictures. Who are these people and where do they live? Can you guess and match the people, places and regions?

Lake Titicaca, Peru	- snow and ice	- Uros people
Northern Canada	- desert	- Bedouin
Middle East	- floating islands	- Inuit

These people still live traditional lives as far as possible, but they are not untouched by modern society. How do they live today? What is their unique culture? Are they recognised as an ethnic group with its own rights in their country?

Task

- 1 Research indigenous people and their lives and traditions.
- 2 Decide how to present the information to your classmates.

Research

- 1 In groups, choose a continent to research. Use the internet to find information about its indigenous people. Make a list of the groups and one interesting fact about each of them.
- 2 Choose an indigenous group from your list to do a project on. Use the internet or look for information in the library. Look for pictures, video or

audio materials. Make notes about: the people; the geography; their culture and way of life; their history; their present situation.

Presentation

- 1 Based on the information and resources you have found, what is the best way to present this to your class? It could be a speech, a debate, a poster, a PowerPoint presentation – or even a short scene which you act out.
- 2 Use your notes to prepare the presentation. Practise and deliver it to your class.

Reflection

- 1 What have you learnt about indigenous people?
- 2 Are you able to research a topic on your own?
- 3 How easy or difficult was it to decide how to present the information?
- 4 Can you collaborate with others to create a presentation you are all satisfied with?
- 5 In what ways have you developed your reading, speaking and writing skills?



New Inspiration Level 3 Resource File: Weblinks

Attention: If links don't work, type the full address or use google to find the resources.

For Macmillan texts, please download the appendix to the resource file.

Unit 1	Text: Macmillan Inside out website on Martin Luther King http://www.insideout.net/wp-content/uploads/2010/09/IO0229-Martin-Luther-King1.pdf See Macmillan File
Unit 2	Text: Macmillan Inside out elesson on Avatar http://www.insideout.net/blog/elessons/avatar
Unit 3	Video: nature.com: The exoplanet next door http://www.nature.com/nature/videoarchive/exoplanet/index.html Text: Macmillan Global e-lesson on Mars http://www.macmillanglobal.com/elesson/infograph-lesson-12-mars-the-red-planet
Unit 4	Text: Macmillan Readers website, sample chapters: Norwood Builder http://www.macmillanreaders.com/wp-content/uploads/2013/01/Norwood-Builder-sample-chapter1.pdf Videos: Macmillan youtube channel: The Norwood Builder https://www.youtube.com/user/macmillanELT/search?query=The+Norwood+Builder
Unit 6	Videos & texts: Google Science Fair: English https://www.google-science-fair.com/en/
Unit 7	Text: Macmillan website for New Inspiration level 3 http://www.macmillaninspiration.com/new/files/2015/02/New-Inspiration-Students-Book-Reading-Texts-Level-3-Unit-7.pdf Document: Digital footprint by intel.com (pdf) http://www.intel.com/content/dam/www/program/education/us/en/documents/intel-easy-steps/easy-steps-activity-digital-footprint.pdf Document: Digital footprint by the British government (pdf) https://www.cpni.gov.uk/system/files/documents/59/06/10_Tracking%20my%20digital%20footprint_FINAL.pdf Official website about cyberbullying by google (texts and videos) https://sites.google.com/site/cyberbullyingawareness/home Official website about stopping bullying by the US government https://www.stopbullying.gov
Unit 8	Video: United Nations on youtube: Xiuhtezcatl, Indigenous Climate Activist https://www.youtube.com/watch?v=27gtZ1oV4kw

Picture credits:

All pictures were purchased from istock and have the following IDs:

Cover - 512911556, Martin Luther King jr - 458102293, I have a dream - 485852047, cinema - 5014 25472, exoplanet - 647392120, Mars - 482836938, Sherlock Holmes - 526760169 , Camping -519387158, Mount Everest -618951562, Interview - 478729666, iphone and ipad - 493937818, laptop - 516358364, South African girls - 157478738

APPENDIX 1: TEXTS

Here you can find the texts from the Macmillan Websites.

Unit 1 Martin Luther King Jr.

Unit 2 Avatar

Unit 3 Mars: The Red Planet

Unit 4 The Norwood Builder, Chapter 1

Unit 7 He said he couldn't remember

Martin Luther King

WORKSHEET A

1. Look at these 16 statements about Dr. Martin Luther King. Tick (✓) the statements you think are true.

Tick (✓) if true

- | | |
|--|--------------------------|
| 1) He was named Michael when he was born. | <input type="checkbox"/> |
| 2) He was born in California. | <input type="checkbox"/> |
| 3) He was well educated and had many university degrees. | <input type="checkbox"/> |
| 4) His father was a bus driver. | <input type="checkbox"/> |
| 5) He never got married. | <input type="checkbox"/> |
| 6) He was a preacher. | <input type="checkbox"/> |
| 7) He believed all people should be equal. | <input type="checkbox"/> |
| 8) His role model was Mohammad Ali. | <input type="checkbox"/> |
| 9) He travelled more than 6,000,000 miles spreading his message. | <input type="checkbox"/> |
| 10) His famous speech is called 'I Had a Funny Dream Last Night'. | <input type="checkbox"/> |
| 11) In 1963 he was named Man of the Year by <i>Time</i> magazine. | <input type="checkbox"/> |
| 12) He was nominated for the Nobel Peace Prize in 1964, but did not win it. | <input type="checkbox"/> |
| 13) Despite taking part in many demonstrations, he was never actually arrested. | <input type="checkbox"/> |
| 14) He was assassinated. | <input type="checkbox"/> |
| 15) His killer's name was Lee Harvey Oswald. | <input type="checkbox"/> |
| 16) The official Martin Luther King Day in the U.S. is on January 15 th . | <input type="checkbox"/> |

2. Read Worksheet B and check your answers. Correct the false statements.

Martin Luther King

WORKSHEET B

“Darkness cannot drive out darkness; only light can do that. Hate cannot drive out hate; only love can do that.”

Dr. Martin Luther King Jr

On April 4th, 1968, the sound of a rifle shot rang out across Memphis, Tennessee. On the balcony of a small hotel a man lay dying from the assassin’s bullet. He was a 39-year-old preacher named Martin Luther King.

Martin Luther King came into the world on January 15th, 1929, in Atlanta, Georgia. When he was born he was named Michael but he later changed his name to Martin.

He graduated with a B.A. degree from Morehouse College in 1948. He then went on to earn a Bachelor of Divinity degree and finally became a Doctor of Philosophy at Boston University in 1955. By this time however, he had already been a Baptist minister (like his father and grandfather) for seven years and had been married for two years, with his wife Coretta expecting their first child.

King had long fought for civil rights and from 1955 until his death he devoted himself to fighting injustice, and particularly pushed for the right of all people, black or white, to have equal opportunities and status.

While he was a student, King had been inspired by the philosophy of Mohandas Gandhi, the Indian whose non-violent social protest provided King with a role model.

Between 1955 and 1968 he travelled over six million miles and spoke on more than 3,000 occasions. He delivered his speeches in the true style of a Baptist preacher, with rich eloquence and passionate conviction. And the people listened. In 1963 he gave his famous ‘I Have a Dream’ speech at the Lincoln Memorial in Washington D.C. in front of 250,000 supporters. In the same year he was named Man of the Year by *Time* magazine. The following year, at the age of 35, he was awarded the Nobel Peace Prize, making him the second American and the third black man to win the award.

He continued to work tirelessly, getting arrested more than twenty times along the way, until that evening when he leaned over the balcony to speak to his friend, the Reverend Jesse Jackson. His assassin, James Earl Ray, took aim and fired.

For many years after his death January 15th, his birthday, became the unofficial Martin Luther King Day. In 1986 President Ronald Reagan declared January 20th the official Martin Luther King Day. It is a national holiday in the United States, a day on which to reflect on the remarkable achievements of a man who inspired others to look for a peaceful, non-violent solution to all their problems. *Hate cannot drive out hate; only love can do that.*

Avatar

WORKSHEET A

It would be an understatement to say the science-fiction film *Avatar* has been a success. Released in most countries in December 2009, it has already taken more money at the box office than any other film in history.

For writer and director James Cameron, a 56-year-old Canadian, it is the latest of many triumphs: his previous work includes *Titanic* (1997), previously the world's biggest-earning film, and the first two *Terminator* films.

Set in the year 2154, *Avatar* takes place mostly on Pandora, the moon of a planet in the Alpha Centauri star system, about 4.5 light years from Earth. Film critics have generally been impressed by the detail in which Cameron and his team have imagined this alien world, and the cutting-edge visual effects they have used. Cameron actually began to develop the idea for the film in the mid-1990s, but then kept the project on hold because the necessary visual-effects technology did not exist until recently.

At the heart of the story is the desire by humans to exploit a mineral resource (called unobtainium – a joke by Cameron) on Pandora, which spells danger for the 3-metre-tall, blue-skinned human-like aliens, the Na'vi, who live there. The humans, who cannot breathe the atmosphere of Pandora, set up a mining operation on Pandora that employs soldiers for security. Wanting to find out more about Pandora and its inhabitants, scientists develop 'avatars' – Na'vi bodies modified by human DNA, controlled by the minds of the individual humans whose DNA they share – who will be able to go out and explore the strange but beautiful environment, which includes dinosaur-like animals and jungle-covered mountains floating in the sky.

When the avatar of one of the soldiers, Jake Sully, is attacked by animals and separated from the rest of the group, he is rescued by a young female Na'vi, Neytiri. Jake's avatar is accepted into Neytiri's clan and becomes close to Neytiri herself, but meanwhile the military commander wants Jake to get information, through his avatar, that will help the humans remove the Na'vi from their home and get hold of as much unobtainium as possible.

Conflict is inevitable, not only between the Na'vi and the humans but also for Jake personally. Towards which of the two worlds, human or Na'vi, will he feel greater loyalty?

Cinema audiences can expect a lot of action and emotion before eventually, after 162 minutes, the battle between two very different civilizations reaches its end.

Avatar

WORKSHEET B

Exercise 1

Here are some simple definitions for words that appear in the text on Worksheet A. Find the words they refer to and fill in the gaps.

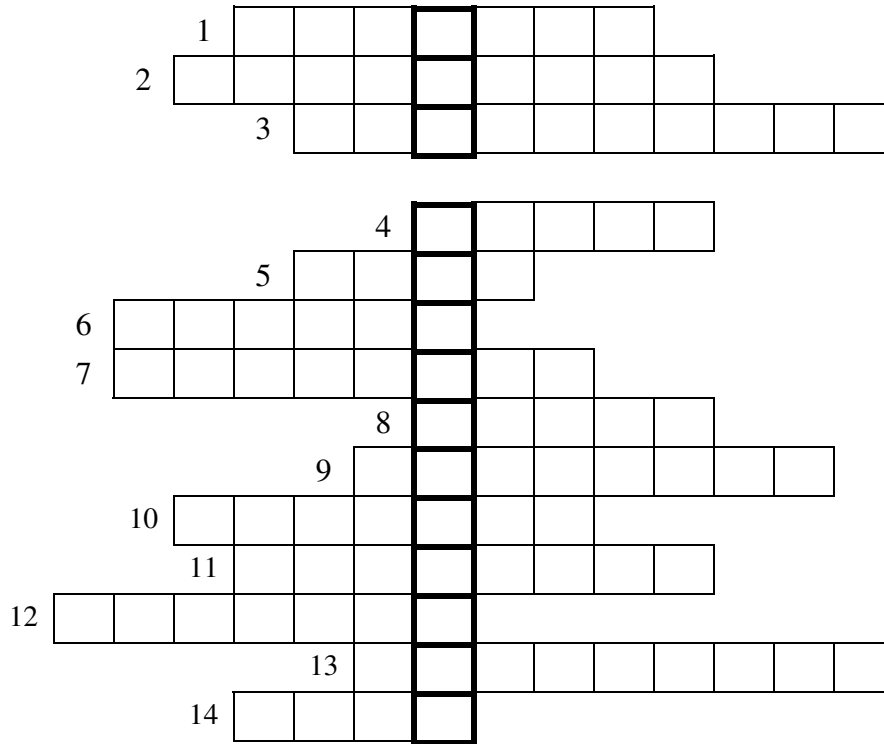
1. To _____ **t** (verb) a natural resource (e.g. oil, trees, water) is to use it in such a way that you gain as much as possible.
2. _____ **t** (noun): a fight, battle or struggle (usually between people or groups, but possibly also inside a person's mind)
3. To _____ **e** (verb) a film, CD, etc, is to make it available for people to watch or buy.
4. _____ **y** (verb): to change something slightly, especially in order to improve it or to make it less extreme
5. _____ **h** (noun): a great victory or success
6. _____ **n** (noun): a large group of families that are related to each other
7. _____ **t** (noun): a statement that makes something seem less good, bad, important, impressive, etc, than it really is
8. _____ **y** (noun): support that you give to somebody or something because of your feelings of duty or love towards them
9. _____ **n** (noun): an action or set of actions that is necessary in order to achieve something
10. _____ **n** (adjective): of or from somewhere in the universe other than Earth
11. An _____ **t** (noun) of somewhere is a person or animal that lives there.
12. _____ **c** (noun): someone whose job is to write or broadcast their opinion of things such as books, films or plays.
13. _____ **n** (verb): to get something you want or need (especially if it is necessary to go through a difficult process)
14. _____ **e** (noun): the place where you buy tickets at a theatre or cinema
15. _____ **e** (adjective) extremely modern and advanced

Avatar

WORKSHEET C

Exercise 2

Complete the crossword below. If all the words are correct, the name of the Australian actor who plays the soldier Jake Sully in *Avatar* will read from top to bottom.



1. The visual-effects technology used in *Avatar* has not _____ for long.
2. Jake's _____ wants to exploit the unobtainium on Pandora.
3. The _____ of Pandora is different from that on Earth's.
4. James Cameron both _____ and directed the film.
5. Pandora is the _____ of a distant planet.
6. The Na'vi are _____ than humans.
7. Jake is _____ by the Na'vi.
8. The Na'vi are not _____, though in many ways they look similar.
9. Jake is part of a _____ force sent to Pandora from Earth.
10. Until recently, _____ had taken more money at the box office than any other film in history.
11. The alien world in *Avatar* has been _____ in great detail.
12. Technological limitations meant James Cameron couldn't go ahead with the _____ until recently.
13. Each avatar is mentally _____ to the individual human whose DNA they share.
14. Neytiri has blue _____.

Mars: the red planet

- 1 Name the eight planets in the Solar System.
- 2 Read the infograph on interesting facts and statistics about Mars. With a partner, match each of the five headings below with its function.

Mars Earth versus Mars Life on Mars Mars missions Colonisation

- 1 The current exploration situation _____
- 2 Facts about the planet _____
- 3 How Mars could be made habitable _____
- 4 Comparing planetary statistics _____
- 5 The possibility of extraterrestrial life _____

3 Find words in the infograph that mean:

- 1 to cover a surface _____
- 2 consisting of things that are similar _____
- 3 the quality of being similar to something _____, _____
- 4 difficult to live in _____
- 5 able to support life _____, _____
- 6 a vehicle containing cameras and instruments _____
- 7 the act of sending a space vehicle into space _____
- 8 to do something better than someone or something else _____
- 9 to become liquid _____
- 10 to become very healthy _____

4 Complete the following sentences from the infograph.

- 1 _____ its likeness Mars is a cold, dry, desert-like planet with a thin atmosphere.
- 2 The temperatures are so low that only Antarctica on Earth is comparable, _____ Mars is much colder.
- 3 What is the function of the missing words?

5 Make complex sentences by joining a sentence from group A with a sentence from group B using the words from exercise 4.

A

- Colonisation of other planets is possible.
- Space exploration is important for the human race.
- Mars has similar qualities to the Earth.
- Unmanned probes and robots are used for space exploration.

B

- It uses up vast amounts of important finance.
- Its extreme conditions would make it practically impossible to live on.
- The fact is that humans could do a better job.
- It would take centuries of extremely difficult work to do.

6 Discuss the following questions in small groups.

- What reasons are there for colonising other planets?
- How probable is the colonisation of other planets? Discuss reasons for your answer.
- Would you go to live on another planet? Give possible reasons why.
- What can we do on this planet to avoid having to colonise another in the future?

MARS: THE RED PLANET

MARS

Mars is the 4th planet from the sun and being roughly half the size of Earth, it is the second smallest in the Solar System. One of 4 terrestrial planets, it is often referred to as the red planet. Its reddish colour comes from the iron oxide that layers much of its surface. Its Earth-like features include valleys, volcanoes, deserts and 2 polar ice caps. Mars has a similar rotational period to Earth and homogeneous seasonal cycles. It has 2 known moons, which are thought to be captured asteroids due to their irregular shape.

EARTH VERSUS MARS

	Length of day	Length of year	Average temperature	Most abundant gases
EARTH	24 HOURS	365 DAYS	15 DEGREES CELSIUS	NITROGEN AND OXYGEN
MARS	24 HOURS, 37 MINUTES	687 DAYS	MINUS 60 DEGREES CELSIUS	CARBON DIOXIDE

LIFE ON MARS?

The similarity of Mars to Earth has caused much debate on whether life exists or has existed on the planet. However, none of the exploration missions have provided any biological proof. Despite its likeness Mars is a cold, dry, desert-like planet with a thin atmosphere. There is no liquid water, which is a quintessential ingredient for life. There is little atmospheric protection from solar or cosmic radiation. The temperatures are so low that only Antarctica on Earth is comparable, although Mars is much colder. The thin atmosphere consists of around 95% carbon dioxide. No known species could survive the harsh Martian surface conditions. Scientific evidence suggests that the planet was once more habitable than it is today, but whether life has ever existed there remains a mystery.

MARS MISSIONS

Humans have been exploring Mars for almost 50 years. Mariner 4, the first flyby mission, flew past Mars in 1965. There are currently 5 active probes exploring the red planet - 3 spacecraft in orbit and 2 rovers on the surface. The journey time from Earth is between 150 and 300 days depending on the speed of the launch and the alignment of the 2 planets, which affects the length of the journey. Many nations believe that a manned mission is the next logical step as humans could outperform unmanned robots.



COLONISATION

The terraforming of Mars is a hypothetical process that entails deliberately changing the planet's surface and atmosphere to make areas more hospitable for human habitation. The process would involve 3 simultaneous changes - building up the thin atmosphere, stopping it escaping to outer space, and maintaining heat. To do this, greenhouse gases would have to be introduced into the atmosphere. This would allow the planet to maintain heat from the sun. As the planet heats up, the polar caps would melt and provide water, the essential ingredient for life. The final stage would involve planting trees that would thrive on the abundant levels of carbon dioxide and produce oxygen.

MACMILLAN READERS

INTERMEDIATE LEVEL

SIR ARTHUR CONAN DOYLE

The Norwood Builder
and Other Stories

Retold by F H Cornish

 **MACMILLAN**

THE NORWOOD BUILDER

1

The Most Unhappy Man

The case which I call 'The Norwood Builder' began for us in a very dramatic way. Holmes and I had just finished a late breakfast one morning, and we were talking in our sitting room in Baker Street. Holmes was about to open his morning newspaper, when we heard a lot of noise outside. A moment later, someone was knocking at the door, very hard. Then the door opened and a young man rushed¹⁶ in. His face was pale and his fair hair and his clothes were untidy. His blue eyes were frightened. He had obviously been running, and he was breathing heavily.

'You've got to help me, Mr Holmes,' he said desperately¹⁷. 'The police are following me! Oh, the scandal¹⁸ will break my poor mother's heart.'

'Sit down, please,' Holmes said. 'This is my friend and helper, Dr Watson. Please tell us who *you* are.'

'I'm that most unhappy man, John Hector McFarlane,' he replied. He obviously thought that we would recognize the name, but we did not.

'Mr Holmes, if the police arrive, please make them wait,' the young man went on. 'Don't let them arrest me until I've told you my story.'

'Why do they want to arrest you?' asked Holmes in surprise. 'What crime will they charge¹⁹ you with?'

'They'll charge me with murder, Mr Holmes, but I haven't killed anyone,' he replied. 'But I will be happy to go to prison if I know that Sherlock Holmes is investigating my case!'

Holmes is a tall, thin man with long fingers and a long

neck. His eyes are like a fierce²⁰ bird's eyes. Now he looked very carefully at our visitor.

'I know that you're not married and that you're a lawyer,' said Holmes. 'I know that your lungs²¹ are not good. But I know nothing else about you, and I do not recognize your name.'

I knew my friend's methods, and I could understand what he was thinking. The man's clothes were untidy, so he was probably unmarried. We could see that there were legal papers in his pockets, so he was certainly a lawyer. We could hear his heavy breathing, so it was obvious that he had an illness of the lungs. Everything that Holmes had said was obvious, but the young man seemed surprised.

'That's amazing,' he said. 'But if you'd opened your newspaper this morning, you would have recognized my name.'

The man opened the newspaper which Holmes had put on the table and pointed dramatically to a headline. Then he held the paper up so we could both see it.

**MYSTERIOUS CRIME COMMITTED IN
NORWOOD! A WELL-KNOWN BUILDER IS
MISSING. THE POLICE THINK THAT HE HAS
BEEN MURDERED AND THEY ARE
SEARCHING²² FOR A SUSPECT²³.**

'And I *am* the suspect,' our visitor said.

'Your case sounds interesting,' said Holmes, looking very pleased. 'Watson, please read the newspaper article.'

I read what was in front of me.

Mr Jonas Oldacre, from the district²⁴ of Norwood, has disappeared. The police suspect that he has been murdered. Mr Oldacre is a man in his fifties who has lived in Norwood, on the southern edge of London, for many years. He owns a building firm²⁵ there. Recently he seems to have stopped working as a builder and he rarely meets anyone. Mr Oldacre lives alone except for²⁶

an elderly woman who is his housekeeper²⁷. Yesterday evening, he was visited at home by Mr John Hector McFarlane, a lawyer who works in central London. Then, very early this morning, a fire was discovered in a timber store²⁸ behind Mr Oldacre's house. All the wood in the store was burnt. But when the firemen had put out the flames, no one could find Mr Oldacre. He had not slept in his bed, and a safe²⁹ which he kept in his bedroom had been opened. The police found some blood in the bedroom and they also found a heavy walking stick, which belongs to Mr McFarlane. There was some blood on the walking stick too.

A door leading from Mr Oldacre's bedroom to the garden was open. There were some marks³⁰ on the ground outside it which led towards the timber store. The police think that something heavy was pulled across the garden towards the store. This morning, some strange pieces of burnt flesh³¹ were found among the burnt wood. The police do not know if the flesh is human, but they fear the worst^P. They are searching for Mr McFarlane. They believe that he killed Mr Oldacre and started the fire to burn his body. Inspector Lestrade of Scotland Yard is the policeman investigating the case.

'I'm surprised that you haven't been arrested already, Mr McFarlane,' said Holmes, when I had finished reading.

'I haven't been to my office this morning,' our visitor replied. 'And I haven't been to my home. It was very late when I left Mr Oldacre last night. I live in Blackheath, on the eastern edge of London, with my parents. I wasn't able to get back there, so I stayed at a hotel in Norwood. This morning, I saw the newspaper and I read about Mr Oldacre's disappearance. And I read that the police were searching for me. I decided to come straight here to consult you. I think that the police were following me when I turned into Baker Street.'

He stopped for a moment, then he added, 'Please help me, Mr Holmes. I need to protect³² my mother from a scandal.'

At that moment there was more noise on the stairs outside and our sitting room door was thrown open. Inspector Lestrade rushed into the room. There were two more policemen behind him.

'Mr John Hector McFarlane, I arrest you for the murder of Mr Jonas Oldacre,' Lestrade said.

2 He said he couldn't remember

2 READING

Do exercise 2 on page 90 of the Student's Book. Then read the article below about another popular means of communication. What advantages and disadvantages do the teenagers mention?

Facebook

Thanks to Mark Zuckerberg and a few friends at Harvard University, USA, Facebook came to life on 4 February 2004. We asked two British teenagers, Patrick (18) and his sister Antonia (16), questions about the largest social networking site in the world.



Why did you join Facebook?

Patrick Many of my friends at the time were on it, so that was an influence.

Antonia Because my brother was on it and he said it was good!

How much time do you spend on the site?

Patrick About an hour a day.

Antonia When I'm at home, around four hours a week, but when I'm away, not more than 30 minutes a week.

What do you use Facebook for?

Patrick To communicate and make arrangements with friends.

Antonia I use it to keep in touch with people in other countries, and see instantly what my friends are doing from photos or status updates.

Have you had any problems with it?

Patrick I haven't had many problems, but I know there's a lot of cyberbullying on Facebook. I also know that some people are addicted to the site and can't live without it.

Antonia My only problem is that whenever there is an update, Facebook puts your privacy setting on default – this means that everyone can see what you're posting.

Are you careful about what you post?

Patrick Yes, because anything you post on the Internet (even if deleted) is there forever – it can always be found! And I don't post anything that might offend others.

Antonia I am now, because I know that job interviewers can look you up to find out what you do in your free time and see if you are suitable for the job, so it can have an effect on your future career!

Some people say Facebook is changing the way people interact – do you agree?

Patrick Not really. If you have to speak to someone urgently, you'll phone them. But it's true that Facebook has made it *easier* for people to interact.

Antonia Yes, I do – if you overuse it, it can make you almost unsociable. You think you've had a catch-up with a friend when it's just been a couple of finger taps on a keyboard!

3 AFTER READING

Do exercises 3 and 4 on pages 90–91 of the Student's Book. Then read the sentences below about the Facebook text and decide: true, false, or no information? Correct the false sentences.

1 Patrick said he spent about an hour a day on Facebook.

2 He thought it was fun to share photos on the site.

3 He told the interviewer that he knew people who were addicted to the site.

4 He said that he didn't post anything that might offend others.

5 He said that if you had to speak to someone urgently, you would text them.

6 Antonia said she spent at least 30 minutes a week on Facebook when she was away.

7 She said she used Facebook to keep in touch with people in other countries.

8 She thought that people wasted a lot of time on the site.

9 She said she was careful about what she posted because it could have an effect on her future career.

10 She didn't agree that Facebook was changing the way people interacted.

Now match these reported statements with the teenagers' words in the text.

1 She said that she spent around four hours a week on Facebook when she was at home.

2 She said she used Facebook to see instantly what her friends were doing.

3 He told the interviewer that he hadn't had many problems.

4 He said that anything you posted on the Internet was there forever.

5 He said that Facebook had made it easier for people to interact.

6 She said that if you overused Facebook, it could make you almost unsociable.

Now look at *Your response* on page 91 of the Student's Book.