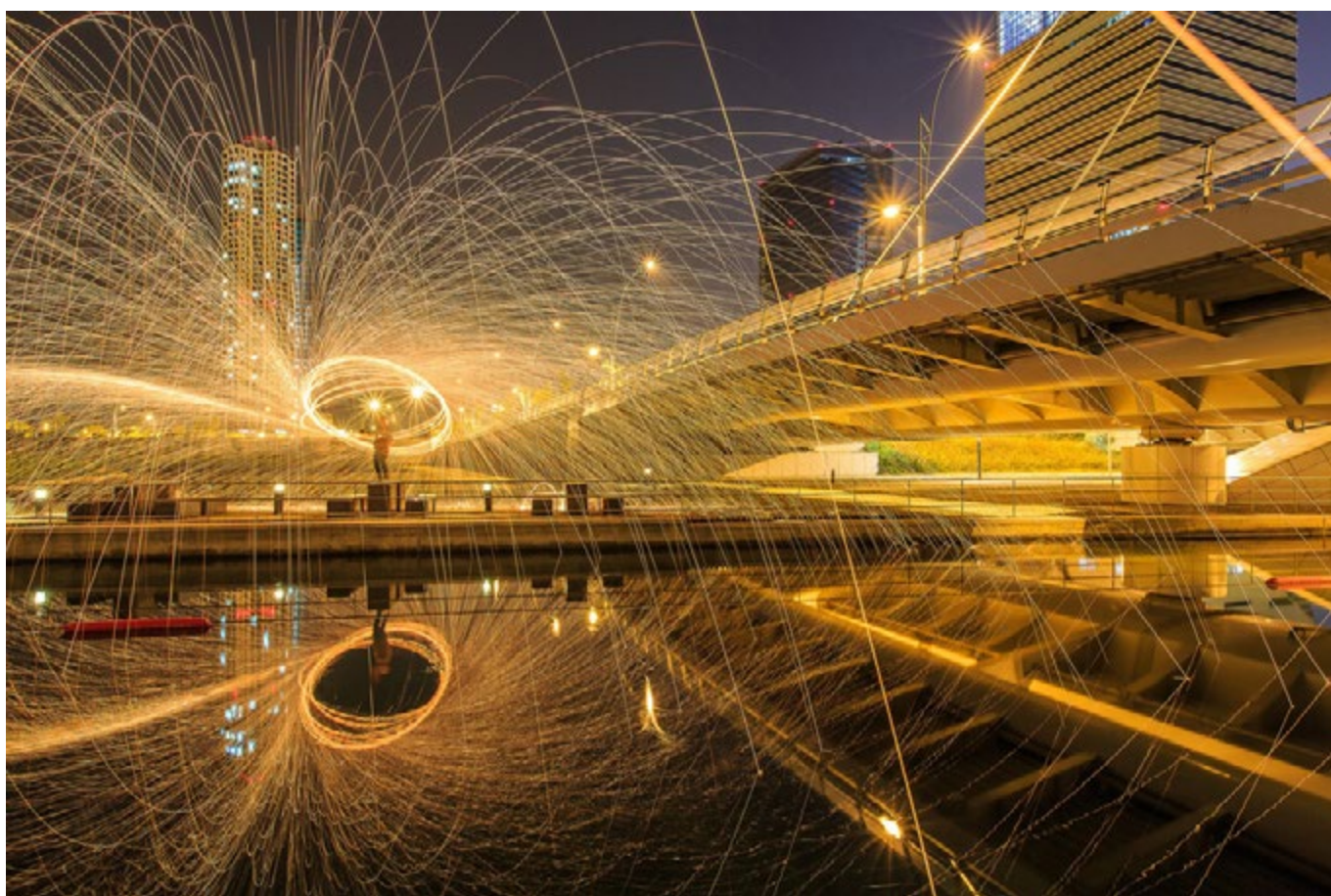


Summer Camps

with

National Geographic Learning



CEFR A2 – B2

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Fat Tuesday

General Note

The *National Geographic* videos are an excellent tool for students to get acquainted with other cultures while learning English. They contain genuine *National Geographic* content, and students do not need to understand everything in the videos in order to take advantage of them as a learning device. Some tasks focus more on the visual content rather than the audio. As such, students do not have to listen to answer every question, but can simply watch what is happening. The videos are also meant to inspire students to watch other TV programmes and films in English so that they can experience spoken English more often. Naturally, the more exposure the students have to the language, the more quickly they will acquire it.

Background Information

Mardi Gras is a world-famous party that takes place in New Orleans, Louisiana. The tradition began hundreds of years before today, in ancient Rome. It was a time when the religion of Christianity was growing in Europe, and some ancient celebrations were turned into religious holidays. The ancient Roman festival of spring gave us Mardi Gras, a festival celebrated by the French. When French people arrived in New Orleans in the 1700s, they brought Mardi Gras with them. Mardi Gras means 'Fat Tuesday', and the celebration takes place before Lent, a time when people avoid fatty foods. So, before Lent, people would use up all their butter in their cooking, and this is where the name 'Fat Tuesday' comes from. Today's Mardi Gras celebrations are different from the original Mardi Gras in the 1700s. It's the largest celebration in the USA, and the traditional colours of Mardi Gras – purple, green and gold – appear everywhere.

Before you watch

A

- Ask students to look over the words and the definitions in the task.
- Explain any unfamiliar words to students, especially in the definitions. Ask students to guess the meaning of unfamiliar words before defining them.
- Give students one minute to complete the task on their own. Then check answers as a class.
- Before moving on to task B, ask students if they have any celebrations throughout the year in which people gather on the streets. Ask them to say if they go to these celebrations and what they usually do.

Answers

1b 2d 3e 4a 5c

While you watch

B

- Explain to students that they are now going to watch a short video about Mardi Gras.
- Ask students to read the instructions and also the sentences in the task. Check that they understand what they have to do, and help them to work out the meanings of any unfamiliar words.
- Play the video, pausing after each answer is spoken so that students can write down their answers.
- Check answers as a class and make sure that students have the correct answers in their books.

Answers

1T 2F 3F 4T 5T 6T

After you watch

C

- Ask students to read the instructions, and check that they understand what they have to do.
- Read through the words in the yellow wordbank and check that students understand their meanings.
- Ask students to look at the first three gaps and elicit from them the types of words that may go in each gap (*noun, adjective, noun*).
- Give students one minute to complete the task individually, and check answers as a class.

Answers

- | | |
|---------------|-----------|
| 1 celebration | 5 biggest |
| 2 rich | 6 green |
| 3 French | 7 cake |
| 4 modern | 8 next |

Ideas Focus

- Ask students to look at the *Ideas Focus* box. Read the questions aloud to the class.
- Ask if students understand the questions and tell them to work with a partner to discuss the questions.
- Encourage students to give supporting answers to their opinions and to use linking words to link their ideas.
- Go round the class monitoring students to check that they use the language correctly. Use the board to go over any common errors without saying who made them.

Fat Tuesday



Before you watch

A Match the words with their meanings.

- | | | |
|-----------------|--------------------------|--|
| 1 Carnival | <input type="checkbox"/> | a when people and vehicles move through the streets in a celebration |
| 2 Lent | <input type="checkbox"/> | b a celebration in spring before Lent |
| 3 costume party | <input type="checkbox"/> | c a vehicle that is decorated for a parade |
| 4 parade | <input type="checkbox"/> | d the period of 40 days before Easter Sunday |
| 5 float | <input type="checkbox"/> | f a party where people dress in unusual clothes and masks |

While you watch

B Watch the video and decide if these statements are T (True) or F (False).

- | | |
|--|--------------------------|
| 1 The Romans used to celebrate a spring festival. | <input type="checkbox"/> |
| 2 In 1780 French people came to New Orleans. | <input type="checkbox"/> |
| 3 Mardi Gras means 'Fat Thursday'. | <input type="checkbox"/> |
| 4 In 1857, the first Mardi Gras parade took place. | <input type="checkbox"/> |
| 5 The Mardi Gras colours are purple, green and gold. | <input type="checkbox"/> |
| 6 The Mardi Gras celebrations end at midnight. | <input type="checkbox"/> |

After you watch

C Complete the summary of the video below using these words.

green next modern biggest French cake celebration rich

Carnival started in Roman times as a (1) _____ of spring. Later, it became a feast before Lent. This is when Christians stop eating (2) _____ foods. The (3) _____ arrived in New Orleans in 1718 with their Mardi Gras tradition and it soon turned into the (4) _____ Celebration. Mardi Gras means 'Fat Tuesday' in French and this is when people eat all the rich food before the start of Lent. Today, the New Orleans Mardi Gras is the (5) _____ in the United States. You can buy special King Cakes, coloured purple, (6) _____ and gold. Each (7) _____ contains a hidden toy baby. The person who finds this, buys the (8) _____ cake. At midnight Mardi Gras is over until next year.



Ideas Focus

- Do you enjoy celebrating in the streets? Why? / Why not?
- Are street celebrations a good idea for a city? Why? / Why not?

Vocabulary

Objectives

Students will

- use vocabulary related to sunlight and darkness.
- use new vocabulary to read about and discuss winter in northern Norway.

Target Vocabulary *active, dark, darkness, festival, to go to sleep, headlight, horizon, to light up, north, south, sunrise, sunset*

Content Vocabulary *Norway, Norwegian, nutrients, sunlight, vitamins*

Resources Worksheet 1.3.2 (Teacher's Resource CD-ROM/Website); TR 32–33; (Audio CD/Website/CPT); CPT: Vocabulary

Materials globe of the world (optional)

Be the Expert

Our World in Context

Longyearbyen is one of the world's northernmost towns. It is located on one of the Svalbard Islands, between Norway and the North Pole, in a region of the world called the high Arctic. The town is named after an American, John Munro Longyear, who founded the town and the neighboring coal mine. Mining remains an important part of the local economy, but today the town is a center of tourism and research. Snow covers the town from late September through May and, as everywhere in Svalbard, roaming polar bears pose a significant threat to the town's 2,500 inhabitants.

Life Without Sunlight

Teaching Tip

When an activity calls for classmates to work in pairs or groups and exchange information, remind students to pay close attention to what their partner or group members are saying. Encourage students to repeat aloud what their partners say, ask their partners to clarify unfamiliar or unclear information, and ask follow-up questions. These techniques will help students become active listeners and allow them to learn more about their classmates.

Related Words

glacier

I think _____ would be difficult without sunlight.

Warm Up

- **Build background** Say *We're going to read about a place in Norway where people live in darkness for two months every year in winter. Imagine that! Does anyone know why that is?* Explain to students that this annual occurrence, called the Polar Night, happens because of the way Earth is tilted.
- In Norway and other nearby countries, winter comes around when that part of the world is facing away from the sun. At that time, the Arctic Circle is angled the farthest away from the sun. In other words, the rest of the planet blocks the sun's light. If possible, demonstrate for students the movement of Earth on its axis and the locations of both Norway and the Arctic Circle with a globe of the world.

Present 1 2

- **1** Have students open their books to pp. 44–45. Read the photo caption on p. 44. Then have a student read aloud the Activity 1 question at the top of the page. Ask *What would it be like to be in darkness for twenty-four hours a day? What would be missing?* Write students' responses on the board. (sunrise, daylight, the sun, sunlight, warmth)
- Ask *How would life be different without sunlight?* Prompt students with ideas such as the following: getting up every morning in the dark, always having a light on, using a flashlight when you go outside.
- *Let's list some things that would be difficult to do without sunlight.* Have several students take turns completing the following frame:

- Play **TR: 32** and have students listen and read. Then discuss the photo and the reading with students. Ask questions such as the following:
What do you think is beautiful in the photo?
Why do we need sunlight to be healthy?
How do Norwegians have a good time in winter?

- **2** Play **TR: 33**. Have students listen and repeat. Have partners or small groups take turns saying each word. Then assign three or four vocabulary words to each group. Say *Work together to write a new sentence for each of your words.* Model an example. Write *In winter, people in Norway go to film and music festivals.*

- When students are finished, have a person from each group read their sentences to the class.

Practice 3 4 5

- **3** Pair students. Say *Think about the reading. Look at the photo again. How do the people of northern Norway experience winter? Now imagine you've been sent to live there for two months without sunlight.* Have partners read and complete Activity 3 on p. 45.

1 What would be difficult about living without sunlight for two months every year?

Discuss. Then listen and read. TR: 32

For most of us, the days are divided into day and night. But for two months each winter in northern Norway, it's dark for 20 hours a day.

There is no sunrise or sunset because the sun never gets above the horizon.

Would you like to live in darkness for this long? It may seem difficult, but many Norwegians love the beautiful colors of these months. To the south are the red and gold colors of the horizon. To the north, the sky is a magnificent blue. Even the moon and stars look blue. In the towns, streetlights shine like little yellow diamonds.

People do need light to be healthy and happy. Since

they don't have much daylight during this time of the year, Norwegians exercise and eat foods with vitamins A and D, nutrients people normally get from being in the sun. And darkness doesn't stop Norwegians from having a good time. Each winter, people are skiing on hills and skating on ponds that are lit up. Some people are dogsledding (with headlights, of course!). Others are going to film and music festivals. And other people are spending time with friends in cafés and restaurants. Of course, not everyone is so active in the dark months. Many people are just going to sleep a little earlier until the sun returns in the spring.

In the town of Longyearbyen, in northern Norway, there's no sunlight from November to January. However, the sun doesn't set from the end of April to the end of August.

2 Learn new words. Listen and repeat.

3 Work in pairs. What would you like about living in the dark for two months? What wouldn't you like? Write three things for each. Compare your list with your partner's.

Young Adventurers

General Note

The *National Geographic* videos can be used as an interesting way to introduce your students to other cultures. They are authentic *National Geographic* videos, and it is not necessary for students to understand everything they hear to benefit from them. Some of the tasks focus on the visual aspects of the videos, so students can concentrate more on what they see than on what they hear. They are also a good way to encourage your students to watch TV programmes and films in English so that they can get used to the sound of the language. The more students are exposed to English, the easier it will be for them to pick up the language.

Background Information

Caving is a pastime that was started by Frenchman Edouard-Alfred Martel (1859–1938). It involves the exploration of caves for leisure, as opposed to speleology, which is the scientific study of caves and their environments. Cave systems are among the last unexplored places on Earth today. Cavers take great care once inside a cave and always wear protective clothing such as hard hats and waterproof overalls. A headlamp is usually worn on their hard hats so that they can see where they are going while keeping their hands free.

Before you watch

A

- Ask students to look at the picture on page 106 and ask them what the person is doing and why he might be there.
- Read the words in the yellow wordbank to students and then ask them to label the picture.
- Ask students to do the task individually, but check answers as a class.

Answers

- | | |
|-------------|---------|
| 1 caver | 3 ledge |
| 2 waterfall | 4 ropes |

While you watch

B

- Explain to students that they are now going to watch the video. Tell them that the documentary is quite short.
- Ask them to read sentences 1–6 and explain anything they don't understand.
- Ask them to think about what the answers might be before they listen again. Explain that they will hear these exact sentences on the video and that they should listen out for the specific words highlighted in red.
- Ask students to predict what kind of people the documentary will be about.
- To check students understand where Virginia is, draw their attention to its position on the globe in the top-right corner of the page.

- Play the video all the way through without stopping and ask students to write their answers. Then ask students to compare their answers with a partner and to justify any answers they have that are different.
- Play the video a second time and ask students to check their answers and to fill in any missing answers. Then check answers as a class.

Answers

- | | |
|-----------------------|----------------------|
| 1 ordinary (00:11) | 4 drop (01:11) |
| 2 option (00:57) | 5 encourages (01:42) |
| 3 necessities (01:07) | 6 bigger (03:37) |

After you watch

C

- Explain to students that the text is a summary of the information in the documentary. Before they read it, ask them to work in pairs to discuss the main ideas of the documentary.
- Ask students to read the text without filling in any answers at this stage to see if the ideas they mentioned are covered in the text. Also encourage them to think about what part of speech is missing from each gap.
- Read the words in the yellow wordbank to students and ask them to repeat them. Correct their pronunciation where necessary.
- Ask students to do the task individually, but check answers as a class.

Answers

- | | |
|---------------|----------------|
| 1 techniques | 5 narrow |
| 2 descend | 6 confidence |
| 3 underground | 7 huge |
| 4 choice | 8 exhilarating |

Ideas Focus

- Ask students to read the questions and explain anything they don't understand. Then ask them to work in pairs or small groups to ask and answer the questions.
- When they have finished, ask different students at random round the class to answer one of the questions.

Answers

Students' own answers

Before you watch *Young Adventurers*

A Look at the photo and label it with these words.

caver ledge ropes waterfall



A caver prepares to climb a waterfall in a cave. New Britain Island, Papua New Guinea

While you watch

B Watch the video and circle the words you hear.

- 1 But this is no **ordinary** / **normal** camping trip.
- 2 Using ropes to rappel into the cave is the only real **choice** / **option** for going underground.
- 3 Lights and warm clothes are both **necessities** / **requirements** for the cavers.
- 4 After only a few feet, they're at a very tight spot called 'the chimney'. It's a **fall** / **drop** of nine metres.
- 5 But she says, in the cave, everyone **encourages** / **supports** each other.
- 6 Nature is **better** / **bigger** than we are, and it will be here, the caves will be here, even if we aren't.

After you watch

C Complete the summary of the video below using these words.

choice confidence descend exhilarating huge narrow techniques underground

Jessica Fagan has been caving since she was very young. She learnt many of her caving (1) _____ from her father, Joey, an experienced caver. Today, Jessica and her fellow Girl Scout cavers have decided to (2) _____ into a difficult cave in the hills of Virginia.

To get access to the cave, the girls use ropes to gently lower themselves through the cave entrance. Once (3) _____, the girls continue on through the tunnels. Sometimes the only (4) _____ the girls have is to squeeze their way through the (5) _____ passages on their hands and knees. It can be a frightening experience, which is why Jessica feels that (6) _____, not strength, is the main requirement for being a caver. Eventually the girls arrive at a(n) (7) _____ 18-metre waterfall, a(n) (8) _____ sight at the end of their long journey.



Ideas Focus

- What qualities does a person need to be a caver?
- Would you like to spend your free time caving, or doing a less extreme kind of activity? Why / Why not?

Look For Opportunities

Mission

- Read aloud the mission *Look for Opportunities*. Say *An opportunity is a chance to do something that you want to do*. Have a student read aloud the quote by Annie Griffiths. Ask *What do you think Annie means by "With photography, the opportunities are endless ...?"* (There are many ways to help people by taking pictures.) Say *Do you agree with Annie? Why or why not?* Call on students to tell whether they agree or disagree and describe what opportunities photography may offer. You may want to have students consider the impact of using color or black and white photography to affect people's feelings about a subject.
- **Activity 1** Say *Now let's watch a video about Annie Griffiths*. Have students watch **Video scene 1.2**. Have students focus on Annie's desire to use photography to educate and inspire people about other cultures
- **Activity 2** Pair students. Have partners list the skills needed to be a photographer. Then have them discuss ways that photographers might use their skills to help people. Students might consider things such as travel, language and cultural differences, and conflict zones.
- **Activity 3** Explain that social problems are problems that affect people in a community. Provide examples, such as air or water pollution, traffic, and poverty. Have individual students consider ways photographs can teach others. Encourage students to use comparatives and superlatives. Model an example. Say *To show that the water pollution is worse in one part of the river than in other parts, you could take photographs of the most polluted part of the river*.

Mission

Objective

Students will

- discuss how photographs can be used to raise awareness and lead to solutions for individual and community problems.

Academic Language *social problems*

Content Vocabulary *opportunity*

Resources Video scene 1.2 (DVD/Website/CPT); Worksheet 2.1.6 (Teacher's Resource CD-ROM/Website); Online Workbook: Meet the Explorer; CPT: Mission

Be the Expert

Teaching Tip

Encourage students to more actively participate in the learning process. Consider having one student or a pair of students lead a class discussion. Giving students responsibility in the classroom builds self-confidence, increases motivation, and develops students' leadership skills.



NATIONAL
GEOGRAPHIC



Look for Opportunities

“Look around and ask yourself, ‘Who needs pictures? Who needs help?’ With photography, the opportunities are endless . . .”

—Annie Griffiths

National Geographic Photographer

1. **Watch scene 1.2.**
2. Discuss how photographers can use their skills to help other people.
3. Think about issues or social problems in your area. How could you use photographs to teach others about these issues?

Tornado Chase

General Note

The National Geographic videos can be used as an interesting way to introduce your students to other cultures. They are authentic National Geographic videos, and it is not necessary for students to understand everything they hear to benefit from them. The videos have the option to play English subtitles so that students can read on screen exactly what is said on the documentary. This feature may help students with some of the tasks in the worksheets. The videos are also a good way to encourage your students to watch TV programmes and films in English so that they can get used to the sound of the language. The more students are exposed to English, the easier it will be for them to pick up the language.

Before you watch

A

- Explain to students that in this lesson they are going to watch a video about people who chase tornadoes. Elicit what students know about tornadoes and ask students if they have ever seen one.
- Read the words 1-8 to the students and ask them to repeat them. Correct their pronunciation where necessary. Elicit which of these words are things (1, 2, 3, 4, 6, 7), which is a person (5), and which is a place (8). Point out that forecast can also be a noun, but it is used as a verb here. Ask them to read the meanings a-h on their own and answer any questions they have about them.
- Ask students to do the task in pairs to encourage discussion, but check the answers as a class. Explain any words the students still don't understand.

Answers

1c 2f 3b 4e 5a 6g 7h 8d

While you watch

B

- Explain to students that they are now going to watch the video. Ask them to read the sentences 1-8 and explain anything they don't understand.
- Ask them to think about which answers may be true and which ones may be false before watching.
- Play the video all the way through without stopping and ask students to write the answers. Ask students to compare their answers with a partner's and to justify any answers they have that are different. If necessary, play the video a second time with the English subtitles playing so that students can check their answers.
- Check the answers as a class.

Answers

- 1 F (*up to 300 miles an hour*) (00.03)
- 2 T (01.04)
- 3 F (*I don't get a chance ... to appreciate its beauty*) (01.42)
- 4 T (02.48 & 03.06)
- 5 F (*1,000*) (04.21)
- 6 F (*less than 10 seconds*) (06.44)
- 7 T (07.37)
- 8 F (*surprising new data ... barometric pressures drops far lower*) (08.14)

After you watch

C

- Explain to students that this is a summary of the information they heard on the video. Ask them to look at the photo on the right and to read the caption. Ask them to describe what is happening in the photo.
- Read the words in the yellow box to the students and ask them to repeat them. Correct their pronunciation where necessary. Ask students to write V, N, Adj or Adv beside each of the words depending on whether it is a verb, a noun, an adjective or an adverb.
- Remind students that they should read the whole summary before writing any answers first to work out which part of speech is missing in each gap.
- Tell students to read back through the text once they have finished to check their answers.
- Ask students to do the task individually, but check the answers as a class.

Answers

- | | |
|------------|--------------|
| 1 directly | 5 oncoming |
| 2 warning | 6 functional |
| 3 rapidly | 7 results |
| 4 attempt | 8 determined |

Idea Focus

- Ask students to read the instructions and make sure they understand what they have to do. Then ask them to read the three questions and answer any queries they might have.
- Ask students to work in pairs and explain that they should both give their opinions on all questions.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each pair to answer one of the questions and repeat until each pair has had a turn.
- Write the kinds of extreme weather they mention on the board as they give answers. Encourage students to discuss the points raised as a class.

Answers

Students' own answers

Tornado Chase



Before you watch

A Match the words to the meanings.

- | | | |
|-----------------------|--------------------------|---|
| 1 barometric pressure | <input type="checkbox"/> | a person whose job it is to study the weather |
| 2 data | <input type="checkbox"/> | b predict an event before it happens |
| 3 forecast | <input type="checkbox"/> | c the force of the air around the Earth |
| 4 humidity | <input type="checkbox"/> | d a flat area of land with few trees on it |
| 5 meteorologist | <input type="checkbox"/> | e the amount of water in the air |
| 6 mission | <input type="checkbox"/> | f information collected for analysis |
| 7 velocity | <input type="checkbox"/> | g important task or job |
| 8 plain | <input type="checkbox"/> | h wind speed |

While you watch

B Watch the video clip and decide if these statements are true or false. Write T for true and F for false.

- | | |
|--|--------------------------|
| 1 Tornadoes usually move faster than 300 miles an hour. | <input type="checkbox"/> |
| 2 The part of a storm that produces the tornado is called <i>the bear's cage</i> . | <input type="checkbox"/> |
| 3 Tim Samaras always finds time to admire the tornadoes he's chasing. | <input type="checkbox"/> |
| 4 Carsten Peter says that photographing tornadoes is difficult because everything happens very fast. | <input type="checkbox"/> |
| 5 There are approximately 10,000 tornadoes in the US every year. | <input type="checkbox"/> |
| 6 Samaras takes about 20 seconds to place a probe, turn it on and run away. | <input type="checkbox"/> |
| 7 The storm chasers had great luck in Manchester, South Dakota. | <input type="checkbox"/> |
| 8 The probe used in Manchester didn't produce any interesting data. | <input type="checkbox"/> |

After you watch

C Complete the summary of the video clip below using these words.

attempt determined directly functional oncoming rapidly results warning

Photographer Carsten Peter has an unusual interest. He travels with a group of tornado chasers and puts himself (1) _____ into the path of tornados. His pictures might give meteorologists a better understanding of these huge storms and help them develop (2) _____ systems that will save people's lives.

Some of the photographs that he produces are taken from a car travelling between 100 and 130kms, just ahead of the storm. Things can change very (3) _____ when you're chasing a storm!

Peter also wants to (4) _____ to make visual records of storms using a piece of equipment called a photographic probe. Recently, Peter was with a storm-chasing team led by Tim Samaras. They placed their probes in the path of the (5) _____ tornado. The weather probe performed as it was supposed to, but, unfortunately, the photographic probe caught images only of the edge of the storm, not the centre. At least it was still (6) _____ after the storm had passed, which was amazing! Although it was disappointing that it hadn't worked as expected, Peter explains that the closer he gets to his goal, the more interesting it is for him. He seems to have faith that they will get the good (7) _____ they want the next time around, or maybe the time after that. He's (8) _____ to get the results he and the scientists need.

A tornado snakes toward tornado-chasers, photographer Carsten Peter and their van in South Dakota, USA



- How would you feel if someone told you that you had to take over Peter's job? What would you tell him/her?
- What kinds of extreme weather do you have in your country? Have you ever experienced it first-hand?
- Would you be prepared to work in extreme weather situations? Why? / Why not?

Ideas Focus



Before You Watch 1 2

- Write the unit title *Who Am I?* on the board. Say *So far in this unit, we've learned about personality traits and identity.* Point to the board. Ask *Do you have a better idea now of how you would answer this question? Do you still have questions about what makes you you? Write them down.*
- **1** Have students open their books to pp. 18–19. Read Activity 22 aloud. Say *Think about what you've learned about the factors that affect identity. Take a minute to list them.* Then pair students. Say *Compare your lists. Did you write the same things?* Have students use their lists to discuss the answer to the Activity 22 question.
- **2** Say *Think about the title of the video and what you know about personality and identity. Read the title of the video and look at the photo. Now predict what you think the video will be mostly about. Circle the letter that best expresses the idea.* Call on students to explain why they chose what they did.

While You Watch 3

- **3** Have a student read the Activity 24 directions. Say *Listen carefully as you watch What Makes up an Identity? Check the things that apply.* Play **Video scene 1.1**. Say *Write down other things you hear or notice in the video that you want to remember.*
- If students have trouble following the video or understanding the text, pause the video and allow them to ask questions, or display the captioned text. Try replaying the video with and without sound, and have students describe and comment on what they see. Have students complete the activity independently.

After You Watch 4 5 6 7

- **4** Pair students. Read the activity directions. If necessary, do the first item together. Remind students to use information from the video to complete the sentences. Review the answers as a class.
- **5** Say *Review the four areas with your partner.* Provide discussion prompts if necessary. For example, ask *Have you found that your friends are playing an ever bigger role in shaping your identity, or not?* Circulate to make sure all students have a chance to express their thoughts. Provide assistance as necessary.
- **6** Form small groups. Read the discussion question. Ask *Did the video answer any of the questions you wrote down? Do you have your own, different ideas about identity? Share them with the group!* Remind students to consult any notes they made during the video. Say *Listen politely to one another. Be open-minded. Try to find something positive*
- **7** Have students read the three activity options. If students choose the interview, allow them to view the video again and tell them to take notes on it that they can use to create interview questions.
- Suggest to students who opt to do the clothing activity that they consider working with a partner whose style is different from their own. Tell them that when they compare their descriptions they should pay attention to how the descriptions differ and make sure they discuss what qualities they each associate with certain kinds of clothing.
- If students choose the cookbook option, tell them they don't need to include step-by-step cooking directions, just a general description of the meals. Suggest that they include photos or other artwork in the cookbook.

VIDEO

Video

Objectives

Students will

- discuss factors that are important to a person's identity.
- apply the message of the video to their personal lives.

Academic Language *compile, profile*

Content Vocabulary *designer clothing, obsessed, world view*

Be the Expert

Teaching Tip

The novelty of watching a video in class may make students overly active or talkative. To remind students of how they should behave during the video, set clear expectations. Students do well with just a few general rules, instead of a long list of specific rules. It's good to keep rules positive—tell students how they *should* behave, instead of what they should not do.

1 Before you watch, discuss in pairs. Look at the photo. What do the group members' clothes say about their identity?

2 Work in pairs. The video you are going to watch is called *What Makes Up an Identity?* From the title, predict the main idea of the video. Circle the correct letter.

- a. The video will discuss your identity in comparison to that of your family and friends.
- b. The video will talk about things that you like and do that help shape your identity.
- c. The video will suggest ways you can make yourself better.

5 Work in pairs. The video describes four main areas that make up your identity. Discuss each of those areas in your own life.

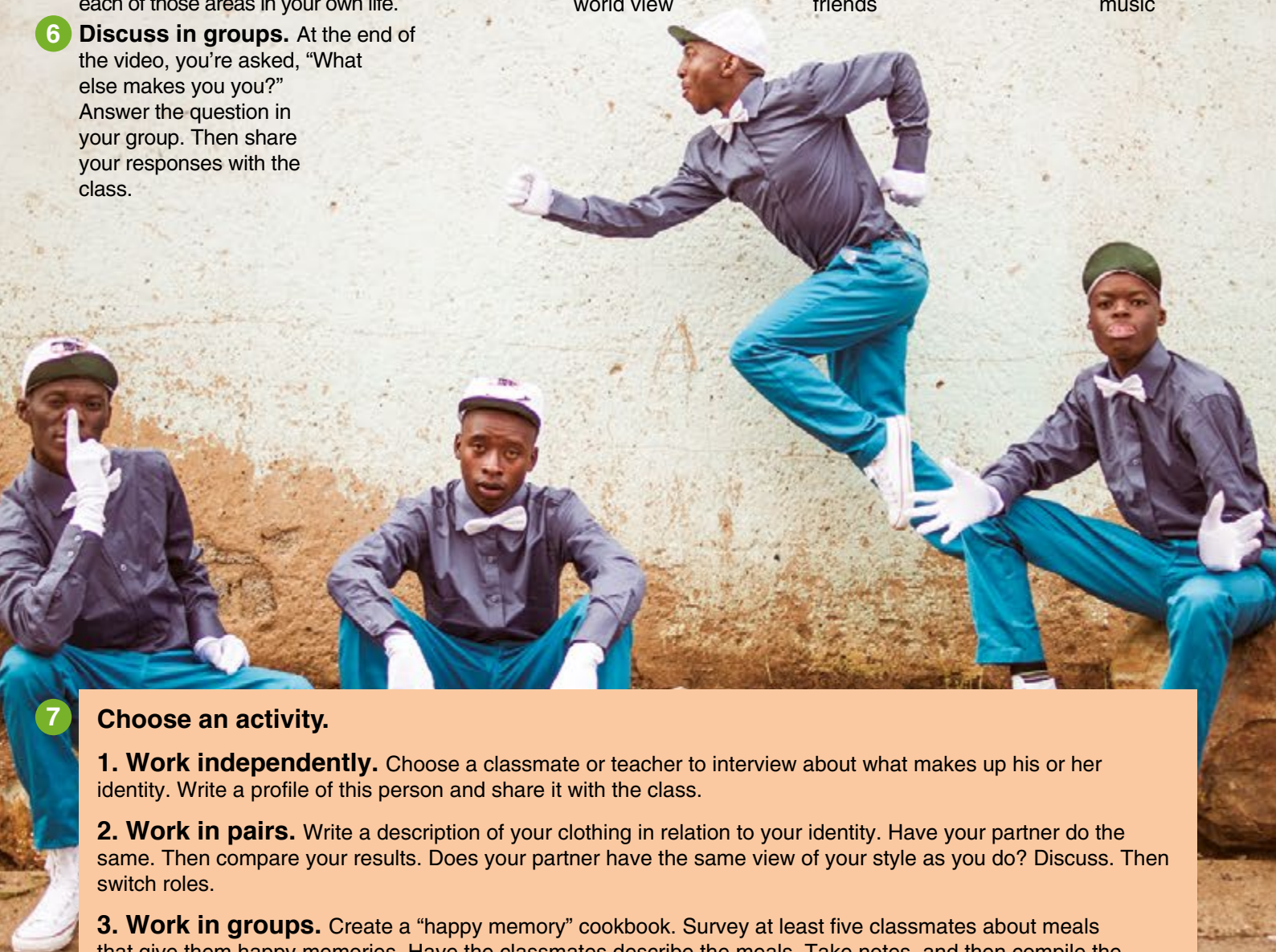
6 Discuss in groups. At the end of the video, you're asked, "What else makes you you?" Answer the question in your group. Then share your responses with the class.

3 Watch scene 1.1. While you watch, check the factors that the video says are important parts of your identity.

- | | | | |
|---------------------------------|----------------------------------|----------------------------------|---------------------------------------|
| <input type="checkbox"/> sports | <input type="checkbox"/> clothes | <input type="checkbox"/> gadgets | <input type="checkbox"/> food |
| <input type="checkbox"/> music | <input type="checkbox"/> house | <input type="checkbox"/> pets | <input type="checkbox"/> other people |

4 After you watch, work in pairs. Circle the correct letter.

- 1. According to the research, music can make us happier and _____.
a. smarter b. more organized c. more determined
- 2. A personal style is important to help you _____.
a. fit in b. stand out c. both a and b
- 3. One in _____ teens is obsessed with wearing designer clothing.
a. two b. four c. twenty
- 4. Nearly all teenagers associate with happy memories.
a. music b. clothes c. food
- 5. Parents help.
a. influence our world view b. choose our friends c. choose our music



7 Choose an activity.

1. Work independently. Choose a classmate or teacher to interview about what makes up his or her identity. Write a profile of this person and share it with the class.

2. Work in pairs. Write a description of your clothing in relation to your identity. Have your partner do the same. Then compare your results. Does your partner have the same view of your style as you do? Discuss. Then switch roles.

3. Work in groups. Create a "happy memory" cookbook. Survey at least five classmates about meals that give them happy memories. Have the classmates describe the meals. Take notes, and then compile the information into a cookbook to share with the class.

Urban Art

General Note

The National Geographic videos can be used as an interesting way to introduce your students to other cultures. They are authentic National Geographic videos, and it is not necessary for students to understand everything they hear to benefit from them. The videos have the option to play English subtitles so that students can read on screen exactly what is said in the documentary. This feature may help students with some of the tasks in the worksheets. The videos are also a good way to encourage your students to watch TV programmes and films in English so that they can get used to the sound of the language. The more students are exposed to English, the easier it will be for them to pick up the language.

Background Information

Urban art differs from other art forms as it is on display or takes place in public places. Examples of urban art forms are graffiti on walls, abandoned buildings, trains, buses, etc as well as music, dance and theatrical performances that take place on the street. Graffiti artists were once thought of as vandals who defaced the urban landscape. Today, however, their talents are more recognised and many people feel their works improve run-down areas. Some graffiti artists, like Banksy, have become household names all over the world for their innovative designs which comment on social problems.

Before you watch

A

- Explain to students that in this lesson they are going to watch a video about Urban Art. Ask them to look at the globe to see which city in particular they will concentrate on. Elicit what they know about Washington DC, and what they imagine urban art to be.
- Ask students to read the instructions and the three questions and explain anything they don't understand.
- Ask students to work in pairs to ask and answer the questions.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any problems in structure and pronunciation.
- As a class, ask students at random to answer each of the questions and ask the others if they agree or have something to add.
- Write any structural mistakes that students made on the board without saying who made them, and ask them to correct them. Deal with any problems in pronunciation that came up.

While you watch

B

- Explain to students that they are now going to watch the video. Ask them to read sentences 1-6 and explain anything they don't understand.
- Read the words in red to the students and ask them to repeat them. Correct their pronunciation where necessary.

- Ask them to think about which answers might be correct before watching.
- Ask students to do the task individually, but check as a class.

Answers

- | | |
|----------------------|-----------------------|
| 1 art (00.42) | 4 appreciate (02.05) |
| 2 understand (01.14) | 5 clubs (03.08) |
| 3 whole (01.38) | 6 exploration (03.52) |

After you watch

C

- Explain to students that this is a summary of the information they heard on the video.
- Read the words in the yellow box to the students and ask them to repeat them. Correct their pronunciation where necessary. Ask students to write *N*, *V* or *Adj* beside each of the words depending on whether it is a noun, verb or adjective.
- Explain to students that they should read the whole summary before writing any answers first to work out what part of speech is missing.
- Tell students to read back through the text once they have finished to check their answers.
- Ask students to do the task individually, but check the answers as a class.

Answers

- | | |
|--------------|--------------|
| 1 innovative | 5 works |
| 2 graffiti | 6 generation |
| 3 discovered | 7 company |
| 4 respect | 8 nearby |

Ideas Focus

- Ask students to read the instructions and make sure they understand what they have to do. Then ask them to read the two questions and answer any queries they might have.
- Ask students to work in pairs and explain that they should each give their opinions on both questions.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any problems in structure and pronunciation.
- Ask each pair to answer one of the questions and repeat until each pair has had a turn.

Answers

Students' own answers

Urban Art



Before you watch

A Work with a partner and answer these questions.

- 1 What do you think urban art is?
- 2 Is there any urban art in your area?
- 3 Is urban art important? Why? / Why not?

While you watch

B Watch the video clip and circle the words you hear.

- 1 But, unfortunately, the **graffiti** / **art** he's created has been covered by other people's graffiti.
- 2 He says that real graffiti artists **understand** / **realise** how to use colour and how to make their work distinctive.
- 3 Graffiti art has certainly brought to public art a **whole** / **complete** new dimension.
- 4 In the gallery, people can **admire** / **appreciate** the art in a traditional setting.
- 5 Jafar now plays in **clubs** / **bars** in the city where he grew up.
- 6 It is said that art is fundamentally about **exploration** / **adventure** and discovery.

After you watch

C Complete the summary of the video clip below using these words.

company discovered generation graffiti innovative nearby respect works

Urban art is (1) _____; it's all about creating something new. From using buckets on a busy street, to having (2) _____ on walls and in art galleries, from mixing jazz with the spoken word to inviting people to listen with new ears.

A perfect example of urban art is in a train tunnel in Washington DC, called Washington's Wall of Fame, where the bold colours of urban graffiti artists can be (3) _____. Unfortunately, some people don't (4) _____ other people's graffiti and cover it with theirs. Nick Posada's work is there, but he also has some work on show at an art gallery in Georgetown, a neighbourhood of Washington DC.

According to the owner, Chris Murray, graffiti is special as it is fast, uninhibited and inventive. People like the (5) _____ in his gallery and they have sold well – to young people and collectors of pop art.

Another urban artist is Jafar Barron. He is a trumpet player who mixes more classical jazz with rap and hip-hop music of his own (6) _____. Jafar now plays music in his hometown and he also has a deal with a recording (7) _____.

Art history professor, Don Kimes, explains that urban art is about using where you come from and pushing it beyond its limits and then taking one more step. Urban artists take us to new places, even if it's as close as a(n) (8) _____ city street.



Ideas Focus

- Do you think graffiti makes a city look attractive or ugly? Why?
- In your opinion, should more buildings in your city have graffiti on them? Why? / Why not?

Warm Up

- **Build background** Say *Today, we're going to read about three explorers. One of them explores the ocean, another explores caves, and a third creates technology that helps explorers learn about many different places.*
- Make the following T-chart on the board:

Ocean	Cave

- Give each student a copy of the T-chart organizer, and have students copy the column heads onto their charts. Say *Imagine you had the opportunity to explore the ocean. Make a list of all of the things you can see and learn about while exploring underwater.* Give students several minutes to complete the first column on their chart. Then, repeat the instruction for the Cave column.
- Divide the class into small groups and have them discuss their charts. Then call on several students to share answers, and write them in the chart on the board. When you finish, ask *Does this list make you want to explore the ocean? A cave?* Call on several students to answer and explain their responses.

Present 1 2

- Have students open their books to pp. 78–79. Point to the photo and say *The people in the photo are exploring a cave. What equipment do you see in the photo?* (helmets, lights, computers) *What do you think they're looking for with this equipment?* Students may
- **1** Play **TR: 57** and have students listen and read. Discuss the reading with students. Have them respond to the following:

What do explorers realize once they start investigating? (There's still so much to learn.)

What is Sylvia Earle's purpose in life? (protecting the sea)

What was Lee Berger's most significant discovery? (*H. naledi* bones)

How can Corey Jaskolski's high-tech tools help preserve ancient artifacts? (Researchers can study them without moving/harming them.)
- **2** Play **TR: 58**. Have students listen and repeat. Then have students work in pairs to practice pronouncing the words together.
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How can Corey Jaskolski's high-tech tools help preserve ancient artifacts? (Researchers can study them without moving/harming them.)

- **2** Play **TR: 58**. Have students listen and repeat. Then have students work in pairs to practice pronouncing the words together.
- Play **TR: 58** a second time, this time pausing after each word. Repeat the word aloud, and then call on a student to use the word in a sentence describing one of the explorers.

Practice 3 4 5

- **3 Give examples** Read the questions aloud, and then say *We've read about three explorers. Now, let's think about their contributions, or what their work brings to their fields of study.* Give an example. Say *Sylvia Earle has explored for many hours underwater, and she has published more than 190 articles about what she's learned. Other people read these articles and learn from her discoveries.* Have students work in pairs to discuss the contributions of Lee Berger and Corey Jaskolski.

Vocabulary

Objectives

- Students will
- identify and use vocabulary related to exploration.
- use new vocabulary to read about and discuss explorers and their work.

Target Vocabulary *curious, to drive, to encounter, exciting, expert, high-tech, to investigate, knowledge, to look into, pioneer, purpose, remote, to research*

Content Vocabulary *3D scanning, to assemble, contribution, to gather, hominid, paleoanthropologist, to squeeze*

Pronunciation Sounds of letter x

Resources Graphic Organizer: T-chart; Pronunciation Answer Key (Teacher's Resource CD-ROM/Website); TR 57–58, 122–124 (Audio CD/Website/CPT); CPT: Vocabulary and Pronunciation

Be the Expert

About the Photo

The photo shows photographer Elliot Ross and paleontologist Ashley Kruger communicating with Lee Berger via computers from inside of the Dinaledi chamber of the Rising Star cave system. Lee found out about the fossils and had to select a special team of six slender experts to get into this area of the cave. In several areas, openings are less than 25 cm (10 in.) wide. To access the Dinaledi chamber—the most remote part—explorers had to fall down a narrow chute. However, the difficult entry was worth it: this chamber is where the bones of *H. naledi* were located.

Pronunciation

Go to Student Book p. 146. Use Audio TR: 122–124.

Sounds of letter x The letter x can sound like /gz/ if (1) the x comes before a vowel, and (2) the syllable after is stressed. Otherwise, the pronunciation is /ks/.

Students may have trouble with words like *Mexico* or *exercise* since these follow the first rule, but not the second, so they sound like /ks/. One exception is the word *exit*, which can be pronounced either way.

Why Do We Explore?

- 1 **Why do we explore?** Discuss. Then listen and read. **TR: 57**

The desire for **knowledge** about our world pushes explorers into the smallest caves, the deepest oceans, and even outer space. People have been exploring for centuries. But any explorer will tell you that the more they **investigate**, the more they realize there's still so much to learn.

Explorer Sylvia Earle is a deep-ocean **pioneer** with a long list of achievements. She has engaged in 7,000 hours of underwater study and written nearly 200 scientific articles on her findings. In 1970, she and a team of women "aquanauts" were required to live underwater for weeks at a time to **research** marine life. The fact that so much of the ocean remains undiscovered **has driven** Sylvia's work. In fact, even though explorers have been studying the world's oceans for years, they've only seen about five percent of them! Sylvia's **purpose** in life has been to protect the sea, and she encourages others to do so as well.

Paleoanthropologist Lee Berger has been searching for ancient hominids in **remote** parts of Africa for over two decades. He is **curious** about the family of primates that evolved into *Homo sapiens*, or human beings. Lee has made some **exciting**

discoveries over time, but his most important discovery came in 2014 when he led an expedition at the Rising Star cave system, near Johannesburg, South Africa. To explore one of the caves, researchers had to squeeze through an opening less than 25 cm (10 in.) wide. Lee wasn't small enough to do it himself, so he gathered an **expert** team of female researchers who made it inside. There they found over 1,550 bones, representing at least 15 individuals.

The bones were brought to the lab where skeletons were assembled. Lee used 3D scanning to identify an entirely new hominid species: *Homo naledi*. Creating the skeleton was just the first step in understanding the new species. "The discoveries we're now making show that, in some ways, the age of exploration is still just beginning," says Lee.

Engineer and inventor Corey Jaskolski not only explores, but also creates **high-tech** tools that allow people to **look into** the past without harming its artifacts. Corey wants explorers to protect what they **encounter** so that future generations can learn from them, too. "When we discover things, we have a responsibility to preserve them as well," he says.

Scientists working inside the Rising Star cave, where fossils of *Homo naledi* were discovered

- 2 **Learn new words.** Listen and repeat. **TR: 58**

- 3 **Work in pairs.** Why do you think each explorer's contributions are important? How does an explorer's work matter to all of us?

Create! Explore! Learn!

Project

The project is based on Close-up 2nd edition B1 level. Pass the unit before you start to work with the project materials. Follow the link to download unit materials <http://www.eltcloseup.com/b1-try-unit>

Preparation

Draw 3 posters and prepare pictures which students can use to design their posters.

Copy instructions.

Procedure

1. Divide class into 5 teams.

1st team, 2nd team and 3rd team are explorers.

4th team is analysts.

5th team is journalists.

1st, 2nd and 3rd teams will create posters and present them to the class.

4th team analyzes which poster and presentation was the best and gives recommendations about leisure time spending.

5th team observes a process and writes an article about this event.

Teaching tip

To improve your students' skills and create a competition, divide class into teams in such way:

1st, 2nd and 3rd teams – students who need to improve reading and writing skills.

4th team – high achievers, those who have high results working with unit materials.

5th team – students, who need to improve their writing skills.

2. Give your students instructions.

3. Control process and help students.

4. Stop the process and give students 2-3 minutes to prepare for their presentation.

5. Let analysts to make a conclusion about the presentations.

6. Collect all articles from the 5th team (journalists).

7. Extension and post production.

Take a video of the students' work. Watch it together and discuss.

Using articles of the 5th team create a newspaper and share it with other classes. Engage the whole class to design the newspaper.

Poster Sample



Poster Instructions

Fill the sections and prove the way you spend your leisure time is the best one. (presentation of a poster)

1. My own experience

Add information about the most interesting experience you have ever had. (3 sentences)

Use “Useful Expressions”, on page 105 to describe your experience.

You decide

- Discuss with your team and choose the most interesting experience.
- Every team member adds his/her own experience.

2. I recommend

Discuss with your team what you could recommend to try and write down the most interesting idea. (5 sentences)

Use “Useful Expressions”, on page 101 to describe your recommendations.

3. What I know

Write down information you’ve learned from Unit about your topic. (5 sentences)

4. Interesting fact

Add the most exciting fact you know about sport/adventures/hobbies. (1 sentence)

5. Celebrities

Give the example of the most famous person associated with the topic, during the presentation you have to provide basic information about this person. (As many names as you wish)

6. Today I learned

Be an explorer, find new information while creating poster and write it down. During the presentation you have to explain why you chose this one. (5 sentences)

Use readers, Internet or materials which were prepared for you by the teacher.

7. My great ideas

Share your ideas about sport/hobbies/adventures with other members of the team. Your team can choose one idea or every member can add his/her own ideas. What of these ideas do you want to come true? (5 sentences)

8. Let me draw

Every person from your team has to add one detail to the picture. The picture should support your ideas that sport/adventure/hobby is the most useful way to spend your leisure time.

Remember

You have to use modals & semi-modals from page 11.

“Useful Expressions” page 13 and “Learning Focus” will help you to create a good text.

Materials:

Use photos, highlighters or markers to support your ideas.



Poster Team Work



1. Observe teams' work. Decide whether teams' members work together or individually.
2. Make conclusions about teams' work.
3. Learn more from readers, Internet or materials which were prepared by the teacher.
4. Listen to the presentations and choose to the best one.
5. Give your recommendations to every team; explain how they can improve their presentations.
6. Choose the best way to spend leisure time.

Journalists

1. Observe teams' work.
2. Make conclusions about teams' work.
3. Learn more from readers, Internet or materials which were prepared by the teacher.
4. Ask presenters at least 3-5 questions.

Examples:

Why is it important to do sport / have hobbies / explore things?

How can well-known people / sportsmen encourage people to live a more active lifestyle?

What first thing comes to your mind when you think about living an active lifestyle?

How can sport / hobbies / adventures influence your productivity at school / at work?

What hobbies / sports will be popular in the future? What do you think?

Which activities do you recommend to start with to a person who has never tried any sports / hobbies?

Should sports / hobbies be promoted in school?

5. Write an article about the event. (140 words).

Exam Close-up

Talking to a partner

- Remember to listen to the instructions carefully and make sure you understand.
- Read through all of your prompt card to help you prepare to ask or answer questions.
- Remember that this task is a conversation, so take turns and don't interrupt.
- Give full answers to the questions.
- If you don't understand your partner, ask them to repeat what they said.

Task 1

Student A: Here is some information about Tom's birthday party.

Student B: You are invited to Tom's party but you don't know the details about the party, so ask **A** some questions about it. Turn to page 179.

*Come and help me
celebrate my
14th Birthday party!*

Tom invites you to his
swimming party on
Saturday, 15th June at The
Fairway Sports Centre, Dee
Road, Liverpool.

Time: 5pm till 7pm

Please call or text 07795
2271167 to say if you are
coming or not.

Bring your swimwear ...
and a present!

Exam Task

Useful Expressions

Talking about possibility

Do you think ... might be good?

I don't think ... would be a good idea because ...

... could be good? What do you think?

Yes, I think ... would be good because ...

No, I don't think that would work because ...

Exam Close-up

Talking about all the options

- It's important to talk about all the options in the exam before deciding on the best one.
- Think about the advantages and disadvantages of each option and give your opinion.
- It's a good idea to say why an option might be good before you say why it might not be the best.
- Remember to ask your partner his or her opinion.

Exam Task

A boy and a girl are going on holiday by coach. It's a long journey and they might get bored so they want to take some things to do while they are travelling. Talk together about the things they could do.



Now decide which one would be best for both of them.

Task 2

Student B: Here is some information about Mel and Luke's wedding.

Student A: You are invited to the wedding but you don't know the details about the wedding, so ask **B** some questions about it. Turn to page 178.

Together with their families, Mel and Luke invite you
(and a partner) to their wedding.

21 December 2016

One thirty in the afternoon at St John's Church, Steeple Road,
Cambridge.

Followed by food and drink at the Duke Hotel, Cambridge.

RSVP by email to
Mel's parents, John and Wendy Baker:
jwbaker@outlook.com



Useful Expressions

Asking for details about events

Where is it?

When time does it start / finish?

What should / shall I bring?

Is there a phone number / an email address?

Can I take my friend / boyfriend / girlfriend / partner?

Checking information

Sorry, I didn't understand.

Can you repeat that / say that again, please?

Can you spell that, please?

Useful Expressions

Giving an opinion

Yes, I think ... because

No, I don't think ...

because

In my opinion ...

It seems (to me) that ...

To my mind ...

Answering a follow-up question

- When your partner is describing his or her pictures, make sure you pay attention because you will have to answer a follow-up question afterwards.
- Look carefully at the photos and your follow-up question. Listen to your partner's description.
- Give your opinion on the follow-up question and explain why you think this. Remember that you will only have a short time to answer (30 seconds) so be prepared!

Exam Task

Talk about the photographs on your own for about a minute.
Compare the photographs and answer the main question.

1

How are humans affecting our natural world?



Which of these situations do you think has the worst effect on the natural world?

2

Which animal lives in a better way?



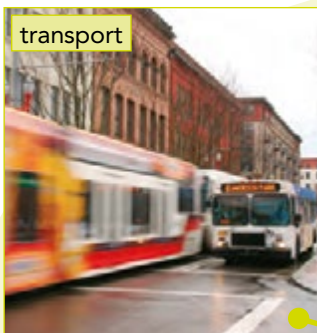
Do you think zoos are a good idea?

Speaking

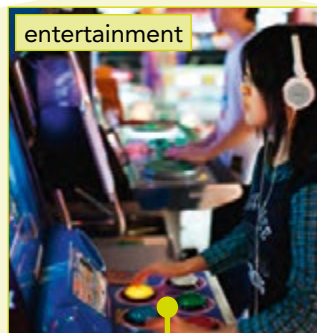
- A** Work with a partner and answer these questions.
- Do you live in an urban or a rural area?
 - What are the advantages and disadvantages of the place where you live?
 - How could your hometown become a better place to live?
- B** Write down as many positive features of big cities as you can think of in one minute. Then look at the pictures in the *Exam Task* to see if any of these are illustrated by the pictures.
- C** Read the *Exam Close-up*. Then complete the *Exam Task* in pairs. Use the *Useful Expressions* to help you.

Exam Task

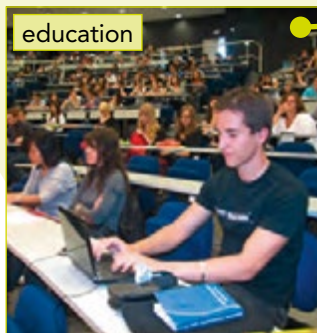
Imagine that your class has to do a presentation on the most important benefits about living in a city. Here are some ideas. Talk together about each of the suggestions.



transport



entertainment



education



cultural activities
and shopping areas



health services



technology

What are the
advantages of living in
a city?

Now you have one minute to decide which two benefits should go in the presentation.

San Gimignano, a town declared by UNESCO to be part of the world's architectural heritage, Italy

Exam Close-up

Expressing opinions

- Remember it's important to interact with your partner when you do this task.
- Don't forget to ask for and give opinions, and agree and disagree with your partner.
- Listen carefully to what your partner says and see if you can add ideas or give contrasting points of view.

Useful Expressions

Agreeing

Yes, you're (absolutely) right about ...
I couldn't agree more that ...
I agree entirely with you when you say ...

Disagreeing

I don't think it's true that ...
I'm sorry, but I don't really agree that ...
I'm afraid I disagree with you about ...

Partly agreeing

I agree with you up to a point about ...
I'm not entirely convinced that ...

Unit 1

Values **Extend** Worksheet 2.1.6

- 1** What are three interesting things you learned about Annie Griffiths and how she uses color in her work as a photographer?

- 2** What are three things you learned in this unit about colors and how colors can affect people?

- 3** What are three ways you could use color to bring about a change in the way people feel about something?
