

5

Feeling good

LEARNING SITUATION

How can we improve our wellbeing?

PROJECT Make a video about a one-week wellbeing challenge

STEP 1 Choose wellbeing challenges for you and your partner

STEP 2 Write a video script explaining your challenge

STEP 3 Record part 1 of your video

UNIT OBJECTIVES

VOCABULARY

- Free-time activities
- Feelings (nouns and adjectives)

GRAMMAR

- Future: *will* and *going to*
- Future: present simple and continuous

SPEAKING

- Making arrangements

VIDEO
INSPO



A day in the life of a cat



- 1 Describe the photo. How do you think the girl is feeling? Why is she feeling that way?
- 2 **VIDEO** Watch the video. What activities does Casper do to improve his wellbeing during the day?
- 3 **VIDEO** Watch the video again. Which activity does the person find most difficult?
- 4 **THINK** Think about activities you do regularly. Which ones are good for your wellbeing? How do they make you feel?

5 Feeling good

Unit Objectives

Vocabulary

Free time activities: *bowling, chess, coding, cooking, creative writing, cycling, gaming, hiking, martial arts, paddleboarding, painting, skateboarding*

Feelings (nouns and adjectives): *amazed, amazement, annoyance, annoyed, anxiety, anxious, disappointed, disappointment, embarrassed, embarrassment, grateful, gratitude, guilt, guilty, jealous, jealousy*

Grammar

Future: will and going to

Future: present simple and continuous

Speaking

Making arrangements

Suggesting: *Are you free (on) ...? Do you want to join me? Do you fancy (verb + -ing)?*

Asking questions: *Where should we meet? Who else is going? Do I need to bring anything?*

Responding: *I'm not sure I can make it. I'll see you there. I might be a bit late*

Expressing enthusiasm: *Good idea! I can't wait! I'm looking forward to it! It'll be fun!*

Learning situation

Project

Make a video about a one-week wellbeing challenge

Project skills

Evaluating and improving video

Key language

Making improvements: *I reckon we can do better than that. Let's do another take. Which take do you think we should use? I think the first (second, third, ...) take is the best. Let's use this take in our final edit.*

Evaluation rubrics

Available on Oxford Premium

Unit summary

This unit focuses on the topic of health and wellbeing, and the *Learning situation* is improving our wellbeing. By the end of the unit, students should be able to talk confidently about their free-time activities and their feelings. They should be able to use a range of future forms to talk about their plans, predictions and scheduled events in the future. They should feel comfortable making arrangements and they should be able to create a video about a wellbeing challenge.

Warm-up

- Read out the title of the unit and ask: *How are you feeling today?* Elicit a few answers from individual students, but don't press students to answer if they are not comfortable doing so. Write any adjectives they use on the board.
- As a class, brainstorm more adjectives for feelings that students know and add these to the board.

- Point to some of the adjectives on the board and ask: *When do you feel (excited / bored)?* Elicit answers from the class.

1

- Focus on the photo and elicit what it shows.
- Read out the questions, then allow students time to prepare their answers individually.
- Put them into pairs to discuss the questions.
- Ask pairs in turn to tell the class their ideas.

2 Video script p 139

- Teach the word *wellbeing*. Tell students they are going to watch a video in which someone talks about their wellbeing.
- Read out the question, then play the video for them to answer the question.
- Check the answer.

ANSWER

eating slowly, playing, sleeping, yoga

3 Video script p 139

- Read out the question, then play the video again.
- Check the answer.

ANSWER

sleeping

4 THINK

- Allow students time to think about their answers. Tell them they can make notes if they like.
- Put students into groups to share their answers and ideas.
- Monitor as students are talking, and help out as necessary.
- Ask a few students to share their ideas with the class.

Vocabulary

Lesson Objectives

Learn about free time activities

Free time activities

Vocabulary presentation

- You could start this part of the lesson with an interactive task to present the vocabulary.

5

- Put students into pairs to discuss which activities belong in each category. Point out that activities can belong to more than one category.
- Read out each activity in turn and elicit which category or categories it belongs to. Encourage students to give reasons for their answers.

CONTINUOUS ASSESSMENT Before students do exercise 6, tell them that they are now going to think about their own experiences and opinions of the different activities. Explain that making a personal or emotional connection with vocabulary will help them remember it. Give an example, e.g. tell the class about a memorable time you did one of the activities. Encourage students to think of similar memorable situations, and think of reasons and examples as they do exercise 6.

When they have finished, invite a few individual students to tell the class some of the examples they thought of.

6

- Ask students to categorize the activities individually and make notes on their reasons.

7

- Read out the task and the questions, then put students into pairs to discuss.
- When they have finished, ask pairs in turn to tell the class about one activity they agreed about, one they disagreed about and why.

8

- Students could work in pairs to match the questions with the activities.
- Check answers as a class.

ANSWERS

1 cooking 2 painting 3 paddleboarding
4 skateboarding

9  32  Audio script p 129

- Read out the question, then play the audio.
- Check answers as a class. Play the audio again if necessary and pause to confirm each answer.

ANSWERS

1 pasta dishes 2 Manga characters 3 a river
4 yes, a 360 flip

Vocabulary practice

10 MINI WRITING

- Read out the task and the questions, then ask: *How can you start your message?* Elicit some ideas, e.g. *I've found a new hobby for you. I think you should try . . .*
- Monitor while students are working and encourage them to self-correct any mistakes.
- Put students into pairs to read each other's messages and suggest improvements, then ask some students to read their message to the class.

SUGGESTED ANSWER

Hi Jack,

I've found a new hobby for you. I think you should try mountain biking. You like being outside and you like being active, so I think you'll enjoy it. It's also a really exciting hobby. It's your birthday soon, so you can ask for a mountain bike for your birthday.

LEARNING SITUATION INTRODUCTION (10 minutes)

Make a video about a one-week wellbeing challenge

1  Video script p 138

- Tell students they are now going to start work on the project for this unit.
- Before you show *Your project inspo*, tell students that they don't need to understand all the language in the video at this stage. Take time to make sure students understand what the project is about. Emphasize that they will learn all the language they need for the project in this unit so that they feel confident about completing it.
- Read out the question, then play the video. Check the answer.

ANSWER

The video has three parts.

2 

- Put students into small groups and tell them they will work in groups for this project.
- Focus on the diagram and elicit what it represents (mental health, physical health and social health).
- Ask students to work in their groups to think about activities that are good for each of the key elements of wellbeing.
- Discuss their ideas briefly as a class.

3

- Read out the task and the questions, then discuss as a class some possible wellbeing challenges, e.g. do some exercise every day, read part of a book every day, etc.
- Students then work in their groups to discuss possible ideas. Remind them that in the early stages of a project they should include as many ideas as they can.
- Monitor while they are working and help out as necessary.

Further practice

Workbook p 41

Learning Journal Unit 5

Mixed ability Vocabulary worksheets, Teacher's Resource Book

VOCABULARY Free-time activities

Vocabulary presentation

5 Look at the list of free-time activities in the box. Which activities ... ?

- do you usually do outside / inside
- do you usually do alone
- need a lot of skill

bowling chess coding cooking
creative writing cycling gaming
hiking martial arts paddleboarding
painting skateboarding

6 Put the free-time activities into groups a–c:
a I enjoy it. b I don't enjoy it. c I've never tried it.

7 Share your answers to exercise 6. Ask your partner the following questions about the activities they put in each group.

- What do you enjoy about (bowling)?
- Why don't you like (chess)?
- Would you like to try (paddleboarding)? Why? / Why not?

8 Match questions 1–4 with activities from exercise 5.

- What dishes do you like to make?
- What do you do pictures of?
- Do you do it in the sea or a river?
- Can you do any cool tricks?



9 32 In pairs, listen to four mini-dialogues in which teenagers answer the questions in exercise 8. What answers do they give?

Vocabulary practice

10 **MINI WRITING** Write a message (30–50 words) to a friend suggesting a new hobby for them. Explain the reasons for your suggestion. Consider:

- Does your friend prefer being inside or outside?
- Is your friend a good swimmer?
- Can your friend spend money on equipment?

LEARNING SITUATION INTRODUCTION

Make a video about a one-week wellbeing challenge

1 **VIDEO** Watch *Your project inspo*. How many parts does the video have?

2 Read the *Learning situation* question. Then look at the diagram and suggest one activity for improving each element of wellbeing.

3 Discuss possible ideas for a one-week wellbeing challenge. Think about these questions and make notes:

- Is the challenge safe and appropriate?
- Is it easy to plan and carry out?
- Is there a clear benefit for your wellbeing?



5.2 Sleep well

Lesson Objectives • Read about dream engineering • Understand elliptical sentences • Use *will* and *going to*

READING

VOCABULARY CHECK

- 1 Discuss the questions. Check you understand the meaning of the underlined words.
- Do you ever dream about school?
 - Do you ever know it's a dream while you're dreaming?
 - How quickly do you usually fall asleep at night?
 - How do you feel when you wake up from a nightmare?
- 2 33 Read and listen to the text. Would you like to experience dream engineering? Why? / Why not?

READING HACK!

Elliptical sentences

When a sentence is incomplete, use the context to work out the meaning. Looking at the previous sentence can help you.

Extra practice

- 3 Are sentences 1–6 true or false? Correct the false ones.
- 1 These days, we are able to choose our dreams.
 - 2 Dream engineering may have benefits for our wellbeing and creativity.
 - 3 Dr Horowitz believes that dream engineering can help people solve problems while they sleep.
 - 4 Dream incubation involves listening to recordings while you're asleep.
 - 5 Studies show that the smell of flowers can have a positive or negative effect on dreams.
 - 6 Two of the four methods of dream engineering involve lucid dreaming.
- 4 Answer questions 1–5 with information from the text.
- 1 What is Adam Horowitz's job?
 - 2 What do the recordings for dream incubation contain?
 - 3 What is a sleeper aware of during a lucid dream?
 - 4 What effect can electricity have on the brain during sleep?
 - 5 Do we know which method of dream engineering is most likely to work?
- Reading extra
- 5 **THINK** If you could control your dreams, what kinds of dreams would you choose?

Control your dreams

Imagine the scene ...

It's the end of a long day. When you say goodnight to your sister, you ask: 'What are you going to dream about?'

'Hmm. I think I'll choose something peaceful, like paddleboarding on a beautiful lake.' She yawns.

'Well, you aren't going to have any problem falling asleep, I can see that!'

Clearly, this scene belongs in a science fiction story because we don't currently have the ability to choose our dreams. However, within a few years, this fantasy will probably become a reality.

Using technology to influence people's dreams is called dream engineering and it's a growing area of science. According to experts, this technology will have two main uses: to improve wellbeing and to increase creativity. Dr Adam Horowitz, a researcher at MIT's Dream Lab, is interested in the state our mind enters just as we are falling asleep. This state can help us solve problems in a creative way, he believes, because it's 'a nowhere space where ideas exist'.

Research into dream engineering is currently exploring four different possibilities:

- 1 **Dream incubation:** Introducing specific thoughts into someone's mind just before they fall asleep can cause them to dream about that topic. You can do this by playing a recording with a repeated word or phrase.
- 2 **Sounds and smells:** Exposing someone to certain sounds or smells just as they begin to dream can make the dreams more positive or negative. For example, studies have shown that the smell of flowers results in nicer dreams.
- 3 **Lucid dreaming:** When you have a lucid dream, you become aware that you are dreaming and can sometimes decide what happens. With the right kind of training, you can learn to have lucid dreams more often.
- 4 **Electrical stimulation:** Scientists are finding ways to change the brain's activity during sleep using electricity. Research shows that this can lead to lucid dreams.

Which of these four methods will be most successful? It's too early to say. But it probably won't be long before choosing a dream is as normal as choosing a movie.



5.2 Sleep well

Lesson Objectives

- Read about dream engineering
- Understand elliptical sentences
- Use *will* and *going to*

Reading

Warm-up

- Ask: *How many hours do you usually sleep at night?* Ask students to think about what time they go to bed and what time they wake up, and work out how much sleep they usually get.
- Put them into groups to compare their ideas and work out who gets the most and least sleep in their group.
- Ask groups in turn to tell the class.

Students' wellbeing

- Remind students that getting enough sleep is very important for your wellbeing. Point out that everyone's needs are different, so they shouldn't worry about comparing themselves to others.
- Tell them they will know if they aren't getting enough sleep because they will feel tired during the day.
- Encourage them to make sure they get to bed at a reasonable time to make sure they get all the sleep they need.

Vocabulary check

1

- Put students into pairs to check they understand the underlined words and discuss the questions.
- Check the meaning of the words with the class, then read out each question in turn and elicit some answers.

2   33

- Ask students to read the text quickly to find out what dream engineering is and whether they would like to try it.
- Check they understand the meaning of dream engineering, then ask students to put up their hands if they would like to experience it themselves. Ask some students who put up their hands to say why, then ask some students who didn't put up their hands to say why they wouldn't like to experience it.

READING HACK! Read out the information in the *Reading hack*. Read out the first sentence of the article: *Imagine the scene . . .* Point out that this is an incomplete sentence and ask: *What does it refer to? How do you know?* Elicit that it introduces a description of a situation. The previous sentence suggests the situation will be one in which someone tries to control their dreams. Tell students to use this technique when they read.

 Extra practice

3

- Ask students to read the sentences and check they understand them all. Deal with any vocabulary issues.
- Ask students to read the text again and decide if the sentences are true or false. Remind them to correct the false sentences.
- When you check the answers, elicit the part of the text that confirms each one.

ANSWERS

1 F – We don't currently have the ability to choose our dreams.

2 T

3 T

4 F – It involves listening to recordings before you fall asleep.

5 F – It can have a positive effect.

6 T

4

- Students answer the questions about the text.
- When you check the answers, elicit the part of the text that confirms each one.
- Suggestion for mixed ability:** Stronger students could write full sentences for their answers. Weaker students could write a word or short phrase.

ANSWERS

1 He is a researcher at MIT's Dream Lab.

2 They contain a repeated word or phrase.

3 A sleeper is aware that they're dreaming in a lucid dream.

4 It can change the brain's activity.

5 No, we don't. It's too early to say.

 Reading extra

5  **THINK**

- Allow students time to think about the question and prepare their ideas individually before they discuss in pairs.
- When they have finished discussing in pairs, ask pairs in turn to tell the class some of their ideas.

Grammar

Future: *will* and *going to*

 Grammar animation

CONTINUOUS ASSESSMENT Before students do exercise 6, read out the grammar topic and ask: *Do we use will and going to to talk about the past, the present or the future?* Elicit answers and assess students' understanding. If students are familiar with the verb forms, ask them in pairs to write one sentence using *will* and one using *going to*.

Ask pairs in turn to read out their sentences. Don't correct their mistakes but use the task to assess how well they are already able to use *will* and *going to*.

6

- Students match the examples with the rules in pairs.
- Check the answers, then read through the rules with the class and check that students understand everything.
- **Suggestion for mixed ability:** With weaker classes, briefly review the form of *will* and *going to*. Point out that *will* is the same for all persons: *I/you/he/she/it/we/they will*. Point out also that it is followed by an infinitive, without *to*, e.g. *I will go home* NOT *I will to go home*.

ANSWERS

What are you going to dream about? – d

I think I'll choose something – c

you aren't going to have any problem falling asleep – e

this fantasy will probably become a reality – a

this technology will have two main uses – b

Which of these four methods will be most successful? – a

it probably won't be long before choosing a dream is as normal as choosing a movie. – a

Extra grammar practice p 122

7

- Check answers as a class.
- **Suggestion for mixed ability:** With weaker classes, read out each gapped sentence in turn. Ask questions to elicit the verb form: *Is it a prediction? Is it a plan? Is it a decision or offer?* Then elicit the correct verb form.

ANSWERS

1 'll 2 'm going to 3 won't 4 'm going to

8 34

- Students could complete the dialogue in pairs.
- When you have played the audio, check answers as a class.

ANSWERS

1 's going to 2 'll 3 won't 4 'm going to 5 will you
6 're going to 7 'll 8 is going to

Pronunciation bank p 117

9

- Point out that there are two possible answers for each sentence, one affirmative and one negative, e.g. *I'm going to cook my own dinner. I'm not going to cook my own dinner.*
- When students have written their sentences, elicit the affirmative and negative answers.

ANSWERS

- 1 On Saturday morning, I'm (not) going to get up late.
- 2 I'm (not) going to meet friends on Sunday morning.
- 3 I'm (not) going to spend Sunday afternoon at home.
- 4 I'm (not) going to finish all my homework this weekend.
- 5 I'm (not) going to eat healthy food all weekend.

10

- Students write their sentences individually.
- Put students into pairs to compare their ideas. Encourage them to give more information to explain their ideas.
- Ask pairs in turn to tell the class one thing they agree on and one thing they disagree on.

 Grammar practice

LEARNING SITUATION STEP 1 (15 minutes)

Choose wellbeing challenges for you and your partner

- **If you are short of time:** Make sure your students agree on, and write down one challenge for themselves and one for their partner. They could make notes about their predictions about the challenges for homework and discuss these with their partner in the next class.

1

- Remind students of the project for this unit and explain that they will now start preparing their ideas for it.
- Put them into groups and ask them to have their Learning Journal ready to make notes. Remind them that they will use these notes for the final project task.
- Read out the task and examples, then students work in their pairs to discuss their ideas for wellbeing challenges and decide if they want to add or change any.
- Monitor while they are working and help as necessary.

2

- Monitor while students are working in pairs.

3

- Students work in their pairs to answer the questions about their challenge.
- Ask some pairs to tell the class some of their predictions.

Further practice

Workbook pp 42–43

Learning Journal Unit 5

Mixed ability Reading worksheets, Teacher's Resource Book

Mixed ability Grammar worksheets, Teacher's Resource Book

GRAMMAR

Future: *will* and *going to* 1 Grammar animation

- 6  Read the information about *will* and *going to*. Match the highlighted examples in the text with uses a–e.

will and *going to*

We use *will*:

- a to make predictions based on our own beliefs
- b to make factual statements about the future
- c to make decisions, offers and promises

NOTE: When we make predictions or decisions, we often use *I think + will* for the affirmative and *I don't think + will* for the negative (NOT *I think + won't*).

We use *going to*:

- d to talk about plans and intentions
- e to make predictions based on evidence we can see or hear

EXTRA GRAMMAR PRACTICE p122

- 7  Use the correct verb form of *will* or *going to* to complete the sentences.
- 1 Do you need a pen? I (...) lend you one, if you want.
 - 2 Don't tell me the ending of the film. I (...) watch it tomorrow.
 - 3 It's not worth inviting Liam to the match – he (...) want to come.
 - 4 Quick! Help me with these boxes. I (...) drop them!

- 8  34 Complete the dialogue with the correct form of *will* or *going to*. Use affirmative, negative and question forms. Then listen and check.

Kofi Did you hear that thunder?

Ayla Yes! It ¹(...) rain soon. I'd better get home.

Kofi OK. I ²(...) see you at Mahi's party on Saturday.

Ayla No, you ³(...). I can't go.

Kofi Oh! Why not?

Ayla I've got other plans. I ⁴(...) be in Brighton for the day. It's my uncle's birthday.

Kofi What time ⁵(...) be back?

Ayla Oh, late. We ⁶(...) have dinner in a restaurant.

Kofi That sounds fun.

Ayla Promise that you ⁷(...) send me some photos of the party.

Kofi I promise. And don't worry, Mahi ⁸(...) have another party in June. She told me.

Ayla Great!

PRONUNCIATION BANK p117



- 9 Copy and complete sentences 1–5 with the affirmative or negative form of *going to* and the verb in brackets. Write true sentences for you.

I'm not going to cook my own dinner this evening.

- 1 On Saturday morning, I (...) late. (get up)
- 2 I (...) friends on Sunday morning. (meet)
- 3 I (...) Sunday afternoon at home. (spend)
- 4 I (...) all my homework this weekend. (finish)
- 5 I (...) healthy food all weekend. (eat)

- 10  Make predictions with *I (don't) think* and *will*.

- 1 get married in my twenties
- 2 find a job abroad
- 3 have more than three children
- 4 study English at university
- 5 visit France
- 6 learn to drive

I think I'll get married in my twenties.
What about you?

I don't think I'll get married in my twenties.

Grammar practice

LEARNING SITUATION STEP 1

Choose wellbeing challenges for you and your partner

WORKBOOK LEARNING JOURNAL p20

- 1 Look back at the ideas you wrote down as part of the *Learning situation* introduction. Do you want to add or change any ideas, based on the information in this lesson?
- 2 Agree on one challenge for you and one for your partner. Write down what you are going to do.
Laura is going to ...
Oscar ...
- 3 Make predictions about the challenges.
 - How will you feel during the challenge?
 - Will you both complete it successfully?
 - How will you feel afterwards?
 - What will you learn from the challenge?

Write all answers in your notebook



Lesson Objectives • Learn words for feelings • Find out about happiness theories • Learn to predict words you will hear in a podcast
• Use the present simple and continuous for the future

VOCABULARY

Feelings (nouns and adjectives)

i Vocabulary presentation



1 Put the words in the box into two groups: nouns and adjectives.

amazed amazement annoyance annoyed
anxiety anxious disappointed disappointment
embarrassed embarrassment grateful gratitude
guilt guilty jealous jealousy

2 Find words in exercise 1 that have the endings in the box. Which are usually adjective endings and which are noun endings? Which one is both?

-ed -ful -ment -ous -y

3 Play a game. Choose a noun from exercise 1 and mime it. Don't speak! Can your partner guess which one it is?

4 Complete the sentences with the most appropriate noun or adjective from exercise 1.

- Maryam sent a 'thank you' card to express her (...).
- When I give lots of attention to our cat, our dog gets (...).
- Ezra couldn't get to sleep last night because he was (...) about today's exam.
- In the cafeteria, at lunchtime, I dropped my tray on the floor. Everyone looked. I've never felt so (...)!
- Aiden smiled after he lost the match, but he couldn't hide his (...) completely.
- I broke Omar's calculator. He says it doesn't matter, but I still feel really (...) about it!

5 Tell your partner about the last time you experienced the feelings in the box. Choose two each.

amazement annoyance anxiety
disappointment embarrassment gratitude

I was really annoyed a few days ago when ...

I felt disappointed yesterday because ...

i Vocabulary practice

LISTENING

LISTENING HACK!

Predicting

When you know the topic of a listening text, you can often predict some of the words you will hear. This makes it easier to follow when you listen.

i Extra practice

6 **35** Read the description of a podcast. Then listen to part 1. Match activities a–c with the correct names.

Get Happy

How can we become happier?

Researchers around the world are trying to find an answer to that important question. And we want to help them! So we've found volunteers to test three theories. Next week, they're visiting our studio to talk about the results. So don't miss the next episode. It comes out on 14th May.

- Anushka (...)
 - Diego (...)
 - Cooper (...)
- a ... is trying meditation for the first time.
b ... is performing random acts of kindness.
c ... is making an effort to smile more often.

7 **36** Listen to part 2 of the podcast. Which activity produced the best results?

5.3 Happiness hacks

Lesson Objectives

- Learn words for feelings
- Find out about happiness theories
- Learn to predict words you will hear in a podcast
- Use the present simple and continuous for the future

Vocabulary

Feelings (nouns and adjectives)

Vocabulary presentation

- You could start the lesson with an interactive task to present the vocabulary.

Warm-up

- Write on the board: ... *makes me happy*.
- Ask students individually to complete the sentence in three different ways that are true for them.
- Put them into groups to compare their sentences and find three things that make them all happy.
- Ask groups in turn to tell the class their ideas.

1

- When you check the answers, elicit or give an example of each adjective or noun in a sentence to help students understand the meanings, e.g. *I was annoyed when someone broke my phone*.
- Suggestion for mixed ability:** With weaker classes, do this exercise with the whole class. Read out each word in turn and ask: *adjective or noun?* Elicit the answer, then ask: *good feeling or bad feeling?* Elicit the answer, then give an example to illustrate the meaning, e.g. *I'm anxious when I have an exam*.

ANSWERS

nouns: amazement, annoyance, anxiety, disappointment, embarrassment, gratitude, guilt, jealousy
adjectives: amazed, annoyed, anxious, disappointed, embarrassed, grateful, guilty, jealous

2

- Students could work in pairs to complete the task.
- Check answers as a class.

ANSWERS

-ed: amazed, annoyed, disappointed, embarrassed
-ful: grateful
-ment: amazement, disappointment, embarrassment
-ous: anxious, jealous
-y: anxiety, guilty
adjectives: -ed, -ous, -ful
nouns: -ment
both: -y

3

- Put students into pairs to play the miming game.
- When they have finished, ask which feelings are easy to mime and which are difficult.

4

- Tell students to decide if the missing word is a noun or adjective before they choose the answer.
- Check answers as a class.

ANSWERS

1 gratitude 2 jealous 3 anxious 4 embarrassed
5 disappointment 6 guilty

CONTINUOUS ASSESSMENT

Tell students that in the next exercise, they will talk about their own experiences of different feelings. Remind them that when they work in pairs, they should listen to what their partner says and respond by agreeing or asking questions to find out more. Encourage them to do this in the next exercise and develop each of their answers into a conversation. Challenge them to include one extra word from exercise 1 in each of their conversations. When students have finished the exercise, ask how many students managed to meet this target.

5 

- When students have finished working in pairs, ask some students to tell the class about one of their partner's experiences.

Vocabulary practice

Listening



LISTENING HACK! Read out the information in the *Listening hack*, then tell students they are going to listen to a podcast about happiness. Ask: *What words from exercise 1 might you hear?* Put students into pairs to think of ideas, then bring their ideas together on the board.



Extra practice

6  35 Audio script p 129

- Ask students to read the description of the podcast, then refer them back to the words on the board. Ask: *Can you think of any more words or phrases the volunteers might use to talk about their experiences?* Elicit ideas from the class and add them to the board, e.g. *I tried ... That made me happy*.
- Read through the activities with the class and check that students understand them, then play the audio for students to complete the matching task.
- Check answers as a class, playing the audio again if necessary and pausing to confirm each one.

ANSWERS

1 c 2 a 3 b

7  36 Audio script p 129

- Read out the question, then play the audio again.
- Elicit the answer to the question. Play the audio again if necessary and pause at points which confirm the answer.

ANSWER

meditation

Exam preparation

This exercise develops skills students need to do the *Cambridge B1 Preliminary, Listening Part 3*.

8 37 Audio script p 131

- Allow students time to read through the sentences and possible answers. Deal with any vocabulary issues.
- Play the audio again for students to complete the task.
- Check answers as a class.

ANSWERS

1 c 2 a 3 a 4 c 5 b

9 37 Audio script p 131

- Before you play the audio again, allow students time to read the questions.
- Check the answers as a class.

ANSWERS

- 1 He arranged three classes.
- 2 Most people smiled back, but one or two looked annoyed.
- 3 It didn't make her happier.
- 4 He's going to more meditation classes.
- 5 He bought lunch for his boss.
- 6 His boss said thank you a lot. / His boss was very grateful.

10 **MEDIATION**

- Read out the task and check that the students understand the situation.
- When they have finished, ask some students to read their messages to the class.

SUGGESTED ANSWER

Hi,
I think it's a great idea to try meditation. I listened to a podcast about happiness and a boy called Diego talked about doing meditation. He did three classes and it made him feel happy. So, you should definitely do it!

Grammar

Future: present simple and continuous

Grammar animation

11

- Check the answers and elicit the name of each verb form (present simple and present continuous).

ANSWERS

present: are trying, want; future: 're visiting, comes out

12

- Put students into pairs to complete the grammar rules. Check these answers, referring back to the answers to exercise 11 to explain them.
- Students then match two example sentences to each rule.
- Check these answers and use the context in the example sentences to explain the rules further.

ANSWERS

- 1 continuous, a and c
- 2 continuous, d and f
- 3 simple, b and e

Extra grammar practice p 122

13

- Read out the task, then read out the first message and elicit the answer as an example.
- Check answers as a class.

ANSWERS

- 1 are you doing
- 2 I'm going
- 3 We're meeting
- 6 are you getting
- 7 I'm getting
- 8 isn't working

 Video script available on Oxford Premium

- Play the *Content creator* video to show examples of the grammar being used in context.

14

- Ask students to prepare some questions individually.
- Elicit some of their questions and correct any mistakes.
- Students then ask and answer in pairs.
- Monitor while they are working and make a note of any mistakes you hear.
- Correct any mistakes you noticed, then ask some students to tell the class some of their partner's plans.

 Grammar practice

LEARNING SITUATION STEP 2 (10 minutes)

Write a video script explaining your challenge

- **If you are short of time:** Make sure your students write a script for the first part of their video. They could practise reading their script at home and make suggestions for each other's scripts in the next class.

1

- Remind students of the project for this unit and explain that they will now continue preparing their ideas for it.
- Put them into pairs and ask them to have their Learning Journal ready to make notes. Remind them that they will use these notes for the final project task.
- Students then work individually to write their scripts.
- Monitor while they are working and help as necessary.

2

- Students work in pairs to read their scripts to each other and suggest improvements.

Further practice

Workbook pp 44–45

Learning Journal Unit 5

Mixed ability Vocabulary worksheets, Teacher's Resource Book

Mixed ability Listening worksheets, Teacher's Resource Book

Mixed ability Grammar worksheets, Teacher's Resource Book

8 37 Listen to the complete podcast. Choose the correct option.

- Anushka is going to test the theory at her (...).
a office b school c factory
- Diego's classes begin on (...).
a Monday b Thursday c Sunday
- Anushka says one or two people looked (...).
a annoyed b guilty c unhappy
- After his last class, Diego felt (...).
a anxious b disappointed c joyful
- Cooper felt good when people showed their (...).
a amazement b gratitude c joy

9 37 Listen again. Answer the questions.

- How many meditation classes did Diego arrange?
- How did people react when Anushka smiled at them?
- How did the week of smiling affect Anushka?
- What is Diego doing next week?
- How did Cooper show kindness to his boss?
- How did Cooper's boss react to his act of kindness?

10 **MEDIATION** Your friend would like to try meditation, but knows very little about it. Write a message to describe the podcast about happiness and explain Diego's experience. Suggest your friend finds a class.

GRAMMAR

Future: present simple and continuous Grammar animation

- Look at the underlined verbs in exercise 6. Which refer to the present and which refer to the future?
- Copy and complete grammar rules 1–3 using your answers to exercise 11 to help you. Then match two example sentences (a–f) to each rule.
 - We're meeting Ade for lunch tomorrow.
 - Our bus doesn't leave until this evening.
 - I'm not going to school on Monday.
 - What are you doing this weekend?
 - It's my birthday next week.
 - Are you going to Jack's party?

Present simple and continuous for future

- We can use the present (...) to talk about future arrangements. *Examples (...) and (...)*
- We often use the present (...) to ask about people's plans. *Examples (...) and (...)*
- We can use the present (...) to talk about facts and definite events in the future. *Examples (...) and (...)*

EXTRA GRAMMAR PRACTICE p122

13 Read the messages. Which of the underlined present simple verb forms should be present continuous? Correct them, then compare your answers in pairs.

Hi! What ¹do you do later?

²I go to the cinema with Sam. ³We meet at 6pm. Do you want to come?

I can't. ⁴I have a music lesson until 7pm.

That's OK. Come after that. ⁵The film starts at 8.15pm.

OK. That sounds good. How ⁶do you get into town?

⁷I get a lift with my sister. What about you?

I'll ask my mum. She ⁸doesn't work tonight, so she might be free.

Great. See you later!

VIDEO
INSPO

CONTENT CREATOR

How to use it



14 Ask and answer about your plans for this evening, next weekend and the next school holiday.

What are you doing this evening?

I'm probably ...

Grammar practice



LEARNING SITUATION STEP 2

Write a video script explaining your challenge

WORKBOOK LEARNING JOURNAL p21

- Write a script for part 1 of your video in which you each explain your wellbeing challenge. Use your notes from *Learning situation Step 1* to help you.
Next week, I'm going to do a wellbeing challenge. I'm going to ...
- Practise reading your script to your partner. Make suggestions for each other's scripts.

Write all answers in your notebook



Lesson Objectives • Learn about Korean cooking

CULTURE

Warm-up

1 Look at the photos. Which ingredients can you identify? Have you tried any of these foods?



VIDEO INSPO

CULTURE
Cook Korean



2 **Do the quiz.** Then check your answers with the class.

Quiz: South Korea

- What is the capital of South Korea?
a Tokyo b Seoul c Beijing
- Which of these is a traditional Korean food made from vegetables?
a sushi b ravioli c kimchi
- Which of these is a K-pop band?
a BTS b GPS c SMS
- What is the currency of South Korea?
a Won b Yen c Dong



3 **VIDEO** Watch the video. Who learns how to make kimchi? Who teaches her? Choose from the names in the box.

Danielle Kristen Maangchi

4 **VIDEO** Watch the video again. Are these sentences true or false? Correct the false ones.

- Kristen is not an expert in Korean cooking.
- Korean donuts contain honey and nuts.
- Danielle has never met Maangchi before.
- Kristen promises she will teach Maangchi about American food.

5 **VIDEO** Complete the descriptions from the video with the correct names from exercise 3.

- (...) and (...) are eating Korean donuts.
- (...) and (...) are meeting for the first time.
- (...) is cutting cabbage.



ACROSS CULTURES

6 **Make a list of food and drink that are typical of your region. Include two drinks and four dishes.**

7 **MINI WRITING** Write a short description of your favourite food or drink from exercise 6.



EXPLORE IT!

Find out about a popular dish from another region in your country, or another country. What are the ingredients?



5.4 Cook Korean

Lesson Objectives

Learn about Korean cooking

Culture

 Warm-up

Warm-up

- Ask: *What kinds of food do you enjoy eating?* Elicit a few ideas, then ask: *What foods from other countries do you enjoy eating?*
- Put students into pairs to think about foods from other countries they enjoy and make a list.
- Ask pairs in turn to tell the class their ideas.
- Ask: *Have you ever tried South Korean food?* Elicit their ideas.

1

- Put students into pairs to discuss the questions, then discuss as a class.

2 

- Ask: *What do you know about South Korea?* Elicit students' ideas, then put them into pairs to do the quiz. Tell them that if they don't know the answers, they can try to guess.
- Check answers as a class and find out which pairs got the most correct answers.

ANSWERS

1 b 2 c 3 a 4 a

3  Video script p 140

- When you have played the video, check the answers to the questions. Play the video again if necessary and pause to confirm each answer.

ANSWERS

Kristen learns and Maangchi teaches her

4  Video script p 140

- Allow students time to read the sentences. Deal with any vocabulary issues.
- Play the video again and ask students to decide if the sentences are true or false. Remind them to correct the false sentences.
- Put students into pairs to compare their answers before you check them as a class.
- **Suggestion for mixed ability:** Stronger students could complete some of the answers from memory, then watch again to check their answers.

ANSWERS

- 1 T
- 2 F – They contain (brown) sugar, cinnamon and (crushed) walnuts.
- 3 F – They are friends.
- 4 F – She promises she will teach her about French food.

5  Video script p 140

- Students could work in pairs to complete the sentences about the images in the video.
- Play the video again and pause to confirm each answer.

ANSWERS

- a Danielle and Kristen b Danielle and Maangchi
c Danielle

Across cultures

- In this section, students work towards the competence of cultural awareness. They give further thought to what they have learned from the video, reflecting on a lifestyle that is very different from their own and discussing their thoughts in groups. The mini writing task allows students to further explore these ideas and consider their own culture in relation to that of the people in the video.

6

- Ask: *What food and drink are typical of your region?* Elicit a few ideas, encouraging students to think about individual foods and also dishes.
- Put students into pairs to make a list.
- Elicit ideas from the class and make a list on the board.

7 MINI WRITING

- Point to items of food and drink on the board and ask: *Can you describe it?* Elicit some descriptions and write useful vocabulary on the board, e.g. *soup, main course, dessert, sweet, spicy, delicious, creamy.*
- Monitor while students are writing their descriptions and help as necessary.
- Ask students in turn to read out their description without saying the name of the food. Other students listen to the description and guess the food.

SUGGESTED ANSWER

My favourite food is paella. It's made with rice and chicken or fish, and it also has seafood in it, like prawns. You cook it in a special big pan and it's really tasty.

EXPLORE IT!

- You could set this for homework. Students choose a national or international dish to research.
- In the next class, students could work in groups and share what they learned.

Further practice

Learning Journal Unit 5

5.5 Making arrangements

Lesson Objectives

Learn how to make arrangements

Summarize key information

Think about making others feel included

Speaking

Warm-up

- Ask: *What things do you enjoy doing with your friends? Where do you meet? What activities do you do?*
- Put students into pairs to discuss the questions, then discuss their ideas as a class.
- Ask: *How do you make arrangements? Do you message your friends, phone them or speak in person?* Discuss the question as a class.

1 Video script p 140

- Give students time to read the questions.
- Play the video for students to answer the questions.
- When you check the answers, play the video again, pausing to confirm each answer.

ANSWERS

1 at the park gates at 9.45am 2 a fitness class

3 go to the café in the park

2 Video script p 140

- Read through the phrases in the *Key language* box with the class and check that students understand them all.
- Play the video for students to note down the phrases that they hear. Check these answers, then elicit which phrases express doubt or uncertainty.

ANSWERS

Mentioned in the video:

Are you free (on) ... ? Do you want to join me? I'm not sure I can make it. Where should we meet? I might be a bit late.

Expressing doubt or uncertainty: I'm not sure I can make it. I might be a bit late.

SPEAKING HACK! Read through the information in the *Speaking hack* with the class and make sure students understand everything.

3

- Elicit a summary from the class.

Social & emotional learning

4

- Read out the questions and check students understand them. Point out that the second question is asking for students' own opinions, not ideas expressed in the video.
- Discuss answers as a class.

ANSWERS

1 He hasn't been feeling great recently and might enjoy meeting up and spending some time outdoors.

2 Suggested answer: It is important for people to be included so that they don't feel left out or excluded, even if they don't like the activity.

5 MEDIATION

- When students have written their messages, ask a few volunteers to read theirs out to the class.

SUGGESTED ANSWER

Hi Yusuf,

Would you like to come to an open-air fitness class on Saturday? It's in the park at ten o'clock. I know you aren't into fitness, but it will cheer you up and improve your mood. I hope you can come.

6 38

- Read through the phrases in the *Key language* box with the class and check that students understand them all.
- Play the audio and elicit which version of each phrase expresses more enthusiasm.
- Play the audio again and pause after the enthusiastic phrases for students to repeat.

ANSWERS

Good idea! a

I can't wait! b

I'm looking forward to it! b

It'll be fun! a

 Dialogue builder

7

- Students work in pairs to prepare their dialogue.

CONTINUOUS ASSESSMENT Before students act out their dialogues in exercise 8, remind them to sound enthusiastic about the arrangement. When you give feedback after the activity, praise students who expressed enthusiasm well.

8

- Pairs act out their dialogues for the class.

 Real Talk Active Learning Kit Unit 5

LEARNING SITUATION STEP 3 (15 minutes)

Record part 1 of your video

- **If you are short of time:** Make sure your students make part one of their video. They could look at their script at home and try to add phrases from the Speaking lesson. They will have an option to record a new version at the end of the project.

1

- Remind students of the project for this unit and explain that they will now continue preparing their ideas for it.
- Put them into pairs and ask them to have their Learning Journal ready to make notes
- Read out the task, then ask students to work in their pairs to try to add some of the phrases from this lesson.

2

- Students continue working in their pairs and film their videos. Point out that they can have several tries at the filming if they are not happy with the first one they do.

Further practice

Learning Journal Unit 5

Real Talk, Active Learning Kit, Unit 5

5.5

Making arrangements

Lesson Objectives • Learn how to make arrangements • Summarize key information • Think about making others feel included

SPEAKING



VIDEO INSPO **SPEAKING**
Let's make a plan

- VIDEO** Watch the video of Kai and Ariana making an arrangement. Answer the questions.
 - When and where are they going to meet?
 - What are they going to do there?
 - What are they going to do afterwards?
- VIDEO** Read the *Key language*, then watch the video again. Which phrases from the box do you hear? Which two express doubt or uncertainty?

KEY LANGUAGE

Suggesting

Are you free (on) ... ?
Do you want to join me?
Do you fancy (verb +ing)?

Responding

I'm not sure I can make it.
I'll see you there.
I might be a bit late.

Asking questions

Where should we meet?
Who else is going?
Do I need to bring anything?

SPEAKING HACK!

Summarizing key information

When you make an arrangement, it's a good idea to summarize the key points very briefly at the end, to check everyone agrees.

- Read the *Speaking hack*. Then imagine you are Kai or Ariana. How would you summarize the agreement you've just made?

So, we're going to ... Is that right?

SOCIAL & EMOTIONAL LEARNING

- ANSWER** Answer the questions.
 - In the video, why do they decide to include Yusuf in their arrangement?
 - Why is it important for people to feel included?
- MEDIATION** Imagine you are Kai or Ariana and want to cheer Yusuf up. Write a message to him in which you explain the arrangement, invite him to come and tell him when and where to meet.
- 38** Look at the *Key language*. Then listen to each phrase twice with different intonation. Which version expresses more enthusiasm, a or b?

KEY LANGUAGE

Expressing enthusiasm

Good idea!
I can't wait!
I'm looking forward to it!
It'll be fun!

Dialogue builder

- PREPARE** Prepare a dialogue about meeting up at the weekend for an activity. Use the *Key language* from exercises 2 and 6. Use the correct intonation to express enthusiasm. Summarize the details of the arrangement at the end. Decide:
 - what the activity is
 - who else you will invite and why
 - where and when to meet
 - what you are going to do afterwards
- ACT** Act out your dialogue.

Real Talk ➔ **Active Learning Kit Unit 5**

LEARNING SITUATION STEP 3

Record part 1 of your video

WORKBOOK LEARNING JOURNAL p22

- Look at your script from *Learning situation Step 2*. Can you add any phrases from this Speaking lesson (for example, to express enthusiasm)?
- Make part 1 of your video. Film each other reading the lines in the script.

Write all answers in your notebook

5.6 Have your say

Lesson Objectives • Write an opinion essay • Use fixed phrases for an essay

WRITING An opinion essay

- 1 👤 Read the title of the essay and discuss your opinions.
- 2 👤 Read and complete the essay with one word in each gap.
- 3 ⑨ In which paragraph (1–4) does the writer of the article ... ?
 - first mention concentration? • first answer the question in the title?
 - first mention dental health? • mention both dental health and concentration?

Should school vending machines sell sugary drinks and snacks?

In my view, school vending machines should not sell sugary drinks and snacks. Offering these to students could have a negative impact on their health, and schools should always put the health of students first.

Studies have shown that high-sugar snacks and drinks can lead ¹(...) dental problems, particularly in children and teenagers. Schools should support students' wellbeing by offering healthier alternatives, such as water, fruit and nuts. These are better for students' teeth and healthier ²(...) other ways, too.

In addition, research suggests that sugary foods and drinks can have a negative effect on concentration and energy levels. Sugar causes energy levels in the body to increase quickly and then fall suddenly. This makes it harder for students to focus in class. Replacing sugary options ³(...) healthier choices could help students maintain their concentration levels throughout the day.

In conclusion, schools should avoid selling sugary drinks and snacks in vending machines. By taking this approach, they can reduce dental health problems and also promote better focus. The students will benefit ⁴(...) better physical and mental health.

WRITING HACK!

Using fixed phrases to structure a text

Fixed phrases are a good way to structure a text. Specific phrases can introduce opinions, additional information, evidence, and a summary.

- 4 ⑨ Read the *Writing hack*. Then match each highlighted phrase in the article to a phrase in the box with the same meaning.

according to research in my opinion moreover to sum up

 Writing extra



WRITING PLANNER

Write an opinion essay

- 5 👤 Read questions a–c and give your personal opinions.
 - a Is limiting screen time necessary for improving your wellbeing?
 - b Should the school day start later so teenagers can get more sleep?
 - c Is a plant-based diet better for your health and wellbeing?

PLAN

- 6 Choose one question from exercise 5 for your essay. Decide:
 - what your opinion is: yes or no
 - what evidence to include

WRITE

- 7 Follow the same structure as the example essay.

Paragraph 1 React to the question and state your opinion.

 - *In my opinion ...*
 - *I believe that ...*

Paragraph 2 Give evidence.

 - *According to research ...*
 - *It is important to ...*

Paragraph 3 Give further evidence.

 - *Moreover ...*
 - *This means that ...*

Paragraph 4 Restate your opinion and summarize the evidence.

 - *To sum up, ...*

CHECK

- 8 Read your work.
 - Check you have followed the structure in exercise 7 correctly.
 - Check you have used some fixed phrases to structure your essay.
 - Check your spelling and punctuation.

5.6 Have your say

Lesson Objectives

Write an opinion essay

Use fixed phrases for an essay

Writing

An opinion essay

Warm-up

- Ask: *Can you buy food and drinks at your school?* Elicit answers, then teach the word *vending machine* and ask: *Where can you see vending machines? Are there vending machines at your school? What kinds of food and drink are in them?*
- Discuss the questions as a class.

CONTINUOUS ASSESSMENT Read out the *Lesson Objectives* and focus on the model essay. Ask: *What do you think an opinion essay is? How is it different from a 'for and against' essay?* Elicit or explain that in a 'for and against' essay, you give arguments for and against a statement, then reach a conclusion. In an opinion essay, you present your opinion and then present arguments or evidence to support it. Ask: *What do you think is important in an opinion essay?* Elicit the idea that it should be well organized, with your opinion clearly stated and arguments or evidence to support it. Explain to students that in this lesson, they will learn how to write an opinion essay and practise writing one. When they have written their essays, they could read each other's essays in pairs and give feedback on the points they discussed.

1

- Put students into pairs to read the title of the essay and discuss their opinions.
- Ask: *Who thinks school vending machines should sell these things?* Ask students to put up their hands, then elicit reasons or evidence to support this opinion.
- Ask: *Who thinks school vending machines shouldn't sell these things?* Again, ask students to put up their hands, then elicit reasons or evidence to support this opinion.

2

- Check answers as a class and ask: *What's the opinion of the writer?* (School vending machines shouldn't sell these things.)

ANSWERS

1 to 2 in 3 with 4 from

3 

- Check answers as a class, eliciting the part of the essay that confirms each one.

ANSWERS

concentration 3, dental health 2, answer question 1, both 4

WRITING HACK! Read the information in the *Writing hack* with the class. Tell students they should learn fixed phrases for using in essays, as this will help them structure any essay they need to write.

4 

- Check answers as a class and make sure students understand them.

ANSWERS

In my view – in my opinion

Studies have shown that – according to research

In addition – moreover

In conclusion – to sum up

Writing extra

Optional activity

- Focus on the model essay again. Ask: *Is the language formal or informal?* Elicit that it is formal
- Put students into pairs and ask them to find two examples of formal words or phrases in the essay and decide how to say them in informal English.
- Elicit their ideas and make a list on the board for students to refer to, e.g. *offering (giving) have a negative impact on (be bad for), lead to (cause), increase (go up)*.

Writing planner

5 

- Read out the three questions and put students into pairs to discuss their opinions.
- Read out each question again in turn and elicit students' opinions. Elicit arguments and evidence for each opinion, and make notes on the board.
- Students then decide which question they will answer in their essay.

6 **PLAN**

- Explain that at this stage students are just planning the ideas for their essay, so they should make notes and not write full sentences.
- Monitor while students are working and offer help as necessary.

Exam preparation

This exercise develops skills students need to do the *Oxford Test of English for Schools, Writing Part 2*.

7 **WRITE**

- Read through the structure and phrases with the class, and point out how these match the structure and language in the model essay.
- Students then write their essay.

8 **CHECK**

- Remind students that when they do a piece of writing, they should always check it for language and spelling mistakes.
- Students could check their work individually or in pairs.

Further practice

Workbook pp 46–47

Learning Journal Unit 5

Language summary 5

This page summarizes the vocabulary, grammar and useful language taught in the unit. Encourage your students to spend time revising and testing themselves on the language they have learned.

Summary of further practice

Make sure your students use the extensive course material provided. This includes:

Student's Book:

Unit 5 Review, p 112

Extra grammar practice 5, p 122

Workbook:

Grammar, Vocabulary, Listening, Reading and Writing practice, pp 41–47

Unit 5 Review, p 48

Active Learning Kit:

Unit 5 i-Progress Check

Unit 5 Grammar Practice

Unit 5 Real Talk

Book Club

Tests and resources available on Oxford Premium:

Unit 5 Mixed ability worksheets (Grammar, Vocabulary, Reading and Listening) [Basic], [Standard] and [Challenge]

Unit 5 Tests [Basic], [Standard] and [Challenge], available as a PDF and in editable Word format

There are cumulative tests for End-of term and End-of-year. Remind students also to look back at all units.

Reflection and goal-setting

Learning Journal

This section of the Workbook gives students the opportunity to reflect on their learning and progress, to gain an awareness of how they learn and to set goals for future learning.

Unit 5 pp 20–23

Language summary 5

VOCABULARY

Free-time activities

➡ STUDENT'S BOOK p61

bowling	gaming
chess	hiking
coding	martial arts
cooking	paddleboarding
creative writing	painting
cycling	skateboarding

Feelings (nouns and adjectives)

➡ STUDENT'S BOOK p64

amazed	embarrassed
amazement	embarrassment
annoyance	grateful
annoyed	gratitude
anxiety	guilt
anxious	guilty
disappointed	jealous
disappointment	jealousy

SPEAKING

Making arrangements

➡ STUDENT'S BOOK p67

Suggesting

Are you free (on) ... ?

Do you want to join me?

Do you fancy (verb + -ing)?

Responding

I'm not sure I can make it.

I'll see you there.

I might be a bit late.

Asking questions

Where should we meet?

Who else is going?

Do I need to bring anything?

Expressing enthusiasm

Good idea!

I can't wait! / It'll be fun!

I'm looking forward to it!

GRAMMAR

Future: *will* and *going to*

➡ STUDENT'S BOOK p63

will

Affirmative	He will start cycling in the summer.
Negative	He won't start cycling in the summer.
Questions	Will he start cycling in the summer?

going to

Affirmative	Negative	Questions
I'm going to finish the homework on time.	I'm not going to finish the homework on time.	Am I going to finish the homework on time?
He's / She's / It's going to start soon.	He / She / It isn't going to start soon.	Is he / she / it going to start soon?
You're / We're / They're going to finish the homework on time.	You / We / They aren't going to finish the homework on time.	Are you / we / they going to finish the homework on time?

- We use *will* ...
 - to make predictions based on our own beliefs.
 - to make factual statements about the future.
 - to make decisions, offers and promises.
- When we make predictions or decisions, we often use *I think + will* for the affirmative and *I don't think + will* for the negative (NOT *I think + won't*).
- We use *going to* ...
 - to talk about plans and intentions.
 - to make predictions based on evidence we can see or hear.

Future: present simple and continuous

➡ STUDENT'S BOOK p65

- We can use the present continuous to talk about future arrangements.
We're going bowling on Saturday.
- We often use the present continuous to ask about people's plans.
What are you doing this weekend?
- We can use the present simple to talk about facts and definite events in the future.
The yoga class starts at 9am tomorrow.



Click here for inspo!

PROJECT 5

Make a video about a one-week wellbeing challenge

PROJECT
INSPO

YOUR PROJECT INSPO A one-week wellbeing challenge video



REVIEW

- VIDEO** Watch *Your project inspo* again. Answer the questions.
 - What are the students' challenges?
 - Which student is finding the challenge more difficult?
 - Do both students succeed in their challenge?
- Look back at your *Learning situation* steps. Is there anything you need to finish, or want to change?

STEP 1 Choose wellbeing challenges for you and your partner

STEP 2 Write a video script explaining your challenge

STEP 3 Record part 1 of your video



CHOOSE

- VIDEO** Watch the *Project skills* video. Then make a checklist for evaluating the video you made in *Learning situation* Step 3. Think about these questions:
 - How clearly do you speak?
 - Is it the right speed?
 - Does your intonation sound natural?
 - Do you explain your challenge and why you have chosen it?

VIDEO
INSPO

PROJECT SKILLS
Evaluating and improving video



PREPARE

- Watch the video you made in *Learning situation* Step 3 using your checklist. What aspects could you improve? Record a new version if necessary.



Learning situation – How can we improve our wellbeing?

PROJECT 5

Make a video about a one-week wellbeing challenge

Project choice

- As an alternative to a video, students could give a presentation on their wellbeing challenge.

Project extension ideas

- Students could follow one of the wellbeing challenges set by another group and report back on how they got on, how much they enjoyed it and whether they benefitted from it.

REVIEW

1 Video script p 139

- Remind students that they watched *Your project inspo* at the start of this unit. Elicit what they can remember about it.
- Remind students that they have been preparing for the project through the unit in the *Learning situation* activities.
- Read out the *Learning situation* question, then play *Your project inspo* again.
- Discuss the answers to the questions.

ANSWERS

- 1 The challenges are to go for seven days without sugar and to walk for at least half an hour a day for seven days.
- 2 The first student is finding the challenge more difficult.
- 3 No, only the second student succeeds.

2

- Students work in their groups to look back at the *Learning situation steps* and check that they have all the parts of the project they have prepared.
- Allow students time to make changes or add more ideas if they want to.

CHOOSE

3 Video script pp 140–141

- Read out the questions, then play the *Project skills* video.
- Elicit the answers to the questions, then ask students to make a checklist for evaluating their own video.
- Elicit their ideas and create a checklist on the board for them to refer to.

PREPARE

4

- Students then work in their pairs to evaluate their videos, using their checklist to help.
- Monitor while they are working and help out as necessary.

CREATE

5

- Students then begin their wellbeing challenge. Point out that they must keep a journal of their progress and they should record the second part of their video after three or four days. Tell them they will continue working on their project in class once they have completed their challenge.
- Point out also that if they are unable to complete their challenge for any reason, this is fine, as long as they record the reasons why they didn't complete it.

6

- Students work in their pairs to discuss how their challenge went.
- Monitor while they are working and help as necessary.

7 

- Students work individually to write a script summarizing their challenge.
- Monitor while they are working and help as necessary.

8 

- Read out the task and point out that students can either work individually to record their own video or they can interview their partner. Read out the phrases in the *Key language* box and check that students understand them all.
- If they choose to interview their partner, refer them back to the questions in exercise 5 to help them.
- Remind them that they can record themselves or their interview more than once, if they are not happy with the results, but they should keep all the versions at this stage.
- Monitor while they are working and help as necessary.

9

- Read through the ideas in the *Project booster* with the class.
- Students then work in pairs to look at the different takes of their videos and choose the best ones.
- Monitor while they are working and encourage them to use the key phrases.

SHARE

10

- If you are able to show the videos to the whole class, you could do this. Alternatively, put pairs together into groups of four to show their videos to each other.
- Tell students to watch each video carefully and write down one question to ask the person who made it. Remind them to note down the person they want to ask, as well as the question.

11

- If you watched the videos with the whole class, hold a question-and-answer session with the class. Ask students in turn to ask a question about one of the videos and invite the maker of the video to answer.

- If students watched the videos in groups, they could hold a question-and-answer session in their group, taking turns to ask and answer questions about their videos.
- When they have finished asking and answering questions, congratulate all students on their videos and the hard work they put in.

REFLECT

12 

- Explain to students that the reflection tasks are a chance for them to look back at what they have learned in the unit.
- Students could work in groups to discuss the question.
- Have a brief class discussion.

13

- Students reflect individually on what things they did well and what things they can improve on.

Further practice **Learning Journal Unit 5**

CREATE

- 5 **Begin your wellbeing challenge!**
- Keep a journal of your progress in your *Project log*.
 - After three or four days, record part 2 of your video. Say how the challenge is going.
- 6 **At the end of the week, discuss your challenge. Talk about these questions.**
- Did you complete the challenge successfully?
 - How accurate were your predictions from part 1 of the video?
 - Did the challenge become easier or more difficult after you recorded part 2 of the video?
 - Are you going to change your habits as a result of the challenge? Why? / Why not?
- 7 **Write a short script summarizing your experience of the challenge. Base your script on your answers in exercise 5.**

- 8 **Film part 3 of your video using your script from exercise 6. (If you prefer, you can make it an interview with your partner.) Record more than one 'take' so you can choose the best version.**

KEY LANGUAGE

Making improvements

I reckon we can do better than that.

Let's do another take.

Which take do you think we should use?

I think the first (second, third, ...) take is the best.

Let's use this take in our final edit.

- 9 **Watch your videos together and choose the best take for each section. Use the *Key language* to help you.**

PROJECT BOOSTER

More ideas for your video

- 1 Add titles and/or a theme tune.
- 2 Include some special effects, captions and/or graphics.
- 3 Add credits at the end.



SHARE

- 10 **Show all of the videos in class. While you watch another pair's video, write down one question to ask about it.**
What was the hardest part of the challenge?
- 11 **Hold a question and answer session about the challenges. Use the questions you prepared in exercise 10.**

REAL WORLD

How can you use your videos in the rest of the school?

We can show the videos to other classes and see if they want to try the same challenges.

REFLECT

- 12 **Think about the question: *How can we improve our wellbeing?* What ideas are there in this unit?**
- 13 **Think about your project work in this unit. Answer the questions.**
In this project:

1 How did you show you can work together effectively?

2 How did you show your creativity?

3 How did you show your ability to communicate using video?

