

Scope and Sequence



1 Who Am I?

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2 Misunderstood Animals

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3 Everybody's Doing It!

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4 Fashion Footprints

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THEME	Teen identity and personality	Animals in popular culture	Human and animal group behaviour	Making responsible fashion choices
VOCABULARY STRATEGY	· Suffix <i>-ous</i> · Using context	· Prefixes <i>mis-</i> and <i>un-</i> · Using a thesaurus	· Synonyms · Definitions and examples	· Suffix <i>-al</i> · Using a dictionary
SPEAKING STRATEGY	Comparing and contrasting	Expressing surprise and disbelief	Expressing cause and effect	Asking for clarification and clarifying
GRAMMAR	Question tags: Confirming information or seeking agreement <i>Alicia is friendly, isn't she?</i> Special uses of it: <i>I hate it when the alarm goes off.</i>	Modals: Speculating about the past <i>He refuses to go in the water. He might have seen a jellyfish.</i> Infinitives with and without to: <i>He doesn't want to hold rats. Make him try it.</i>	Separable and inseparable two-word verbs: <i>They worked out a solution.</i> Enough, too many, too much: Talking about amounts: <i>I have enough pillows, but there are not enough feathers. I need more.</i>	Present passive: Describing actions and processes <i>A lot of pesticides are used to grow cotton.</i> Modals: Making suggestions and giving advice about present and past actions <i>You shouldn't have bought that leather jacket.</i>
READING	<i>Why Am I Me?</i>	<i>Vampire Bats – The Truth Exposed!</i>	<i>Humans in Groups</i>	<i>A Passion for Fashion</i>
READING STRATEGY	Identify descriptive words	Distinguish supporting details	Look for definitions and examples	Compare and contrast
VIDEO	<i>What Makes Up an Identity?</i>	<i>Face-to-Face with a Leopard Seal</i>	<i>Smarter by the Swarm</i>	<i>How Your T-Shirt Can Make a Difference</i>
MISSION	Be Determined National Geographic Explorer: Jack Andraka , Inventor	Keep an Open Mind National Geographic Explorer: Jenny Daltry , Herpetologist and Conservationist	Collaborate National Geographic Explorer: Iain Couzin , Behavioural Ecologist	Make Good Choices National Geographic Explorer: Asher Jay , Creative Conservationist
WRITING	Genre: Comparison and contrast essay Focus: Compare and contrast	Genre: Process description Focus: Describe purpose and sequence	Genre: Exemplification essay Focus: Give examples	Genre: Persuasive essay Focus: Introduce facts and opinion
PRONUNCIATION	Intonation in question tags	Modals + <i>have</i> + past participle	Pausing	<i>Shouldn't have</i> + past participle
EXPRESS YOURSELF	Creative Expression: Flash fiction <i>A Day in the Life</i> Making connections: Teen identity and misunderstood animals		Creative Expression: Poem <i>The Garb Age</i> Making connections: Fashion trends and group behaviour	



5 Flying High

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6 New Frontiers

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7 Visual Stories

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8 Perform and Create

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THEME	Evolution of animal and human flight	Space exploration	Telling visual stories	Art as expression
VOCABULARY STRATEGY	<ul style="list-style-type: none"> · Root words (<i>port</i>) · Using a dictionary: Multiple-meaning words 	<ul style="list-style-type: none"> · Greek roots (<i>astro</i>) · Using a dictionary: Word parts 	<ul style="list-style-type: none"> · Suffix <i>-ful</i> · Using a thesaurus: Synonyms 	<ul style="list-style-type: none"> · Greek and Latin roots (<i>phon</i> and <i>dic</i>) · Antonyms
SPEAKING STRATEGY	Arguing and conceding	Speculating	Explaining a process	Asking for and expressing feelings or opinions
GRAMMAR	<p>Past perfect: Talking about the first of two actions in the past <i>Pterosaurs had already disappeared by the time humans evolved.</i></p> <p>Past perfect continuous: Talking about the first of two actions in the past <i>The Wright brothers had been working on powered flight for several years.</i></p>	<p>Present and past conditionals: Talking about unlikely (but possible) or impossible situations <i>If I had known about the talk on Mars, I would have gone.</i></p> <p>Adverbs: Comparing how things are done <i>The new rover travels faster than the last rover.</i></p>	<p>Past passive: Describing past actions and processes <i>Many of Goya's works were created at night, by the light of a hat that had candles on it.</i></p> <p>Reported speech: Describing what others say <i>She said she would save her money for art supplies.</i></p>	<p>Gerunds and infinitives: <i>Some people like performing/to perform as comedians.</i></p> <p>Sense verbs + infinitive: Describing what you see, hear and feel <i>Did you see the band perform in concert?</i></p>
READING	<i>Reaching for the Sky</i>	<i>More Than a Dream</i>	<i>Bringing Stories to Life</i>	<i>Music for Chilling Out</i>
READING STRATEGY	Identify sequence of events	Categorise and classify	Mark up text	Draw conclusions
VIDEO	<i>Flight of the RoboBee</i>	<i>Europa: Ocean World</i>	<i>Animation Creation</i>	<i>Stage Fright in the Spotlight</i>
MISSION	Explore Your Interests National Geographic Explorer: Ryan Carney , Palaeontologist/Evolutionary Biologist	Discover the Future National Geographic Explorer: Bethany Ehlmann , Planetary Geologist	Tell Stories National Geographic Photographer: Ami Vitale	Do Your Own Thing National Geographic Explorer: Paul D. Miller, aka DJ Spooky , Artist/Writer/Musician
WRITING	Genre: Classification essay Focus: Organise ideas into categories	Genre: Persuasive essay Focus: Present both sides of an argument	Genre: Multi-paragraph narrative Focus: Tell what others say	Genre: Explanatory essay Focus: Teach about a topic
PRONUNCIATION	Past perfect	Final <i>d + you</i>	Final <i>ə</i> sound	Rhythm and stress
EXPRESS YOURSELF	Creative Expression: Film script <i>Mission: Discovery!</i> Making connections: The history of flight and space exploration		Creative Expression: Presentation <i>Not Your Typical Performance</i> Making connections: Telling stories through art and performance	

A close-up photograph of a large snake with its mouth wide open, revealing a smaller snake inside. The larger snake has dark, textured scales and sharp fangs. The smaller snake is lighter in color and is positioned vertically within the larger snake's mouth. The background is a blurred, natural outdoor setting with dry earth and some greenery.

Misunderstood Animals

‘Endangered snakes, frogs and crocodiles are not everyone’s favourite. They have a special need for attention.’

Jenny Daltry

A Nile crocodile carrying its young



TO START

1. How would you describe the animals in the photo?
2. What would you do if you saw a crocodile in the wild?
3. Of the three animals Jenny Daltry mentions, which do you like the least? Why?

1 Why do we care about some animals but not others? Discuss. Then listen and read.

016

Why are some animals popular while others are so unpopular? In the natural world, every animal has its place and purpose. Nature doesn't judge these animals - people do. For example, it's a common misconception that snakes are **slimy** and **disgusting** to touch. Not true! A snake's skin is smooth and dry. Another misconception is that snakes are **aggressive** and will attack humans for no reason. Also untrue! Almost all snakes, even **poisonous** ones, prefer to escape or hide unless they're surprised or attacked first. Snakes are very misunderstood animals.

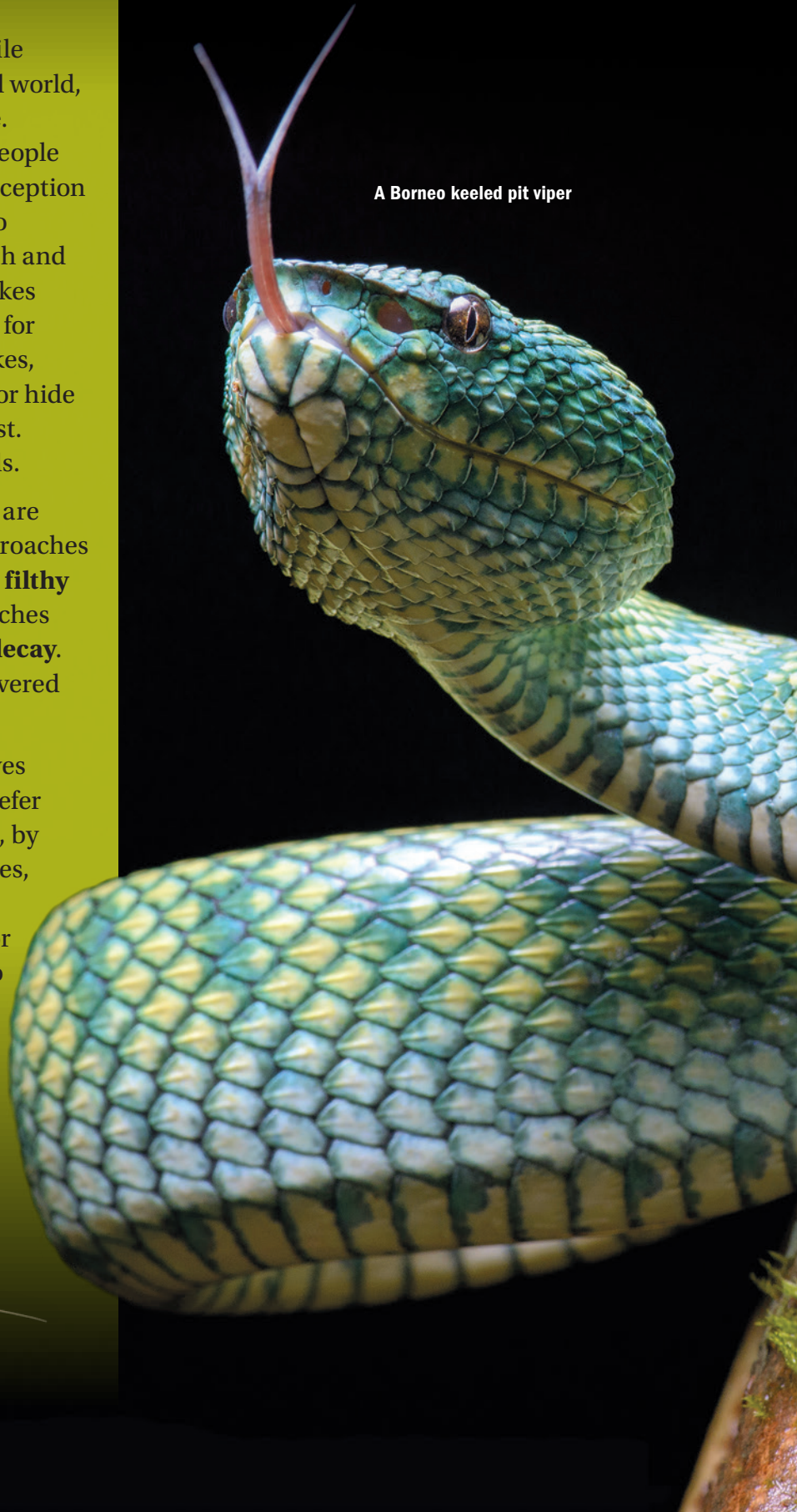
Snakes aren't the only animals that are misunderstood. People think that cockroaches are dirty **pests** that like to hide in dark, **filthy** places. They hate the idea that cockroaches eat rubbish and dead animals as they **decay**. People also believe cockroaches are covered in **germs**.

In fact, cockroaches clean themselves constantly, as much as cats do. They prefer to live in clean places. It's humans who, by trying to trap or **poison** cockroaches, force them to hide wherever they can in order to survive. Luckily for them, cockroaches are very hard to **destroy**. They were here on the planet before humans appeared, and they'll probably be here after we've gone!

Cockroaches



A Borneo keeled pit viper





A wasp

Wasps also have a bad reputation. Many people hate wasps because they believe that wasps **sting** humans at a moment's notice. Actually, most wasp species don't sting at all. Those that do sting are generally protecting their young, or responding to humans who shout or swing their hands at the wasp. Some wasp species do sting caterpillars, spiders and other insects. When stinging, the wasps inject their eggs into their living prey. The wasp larvae live inside and, when they're ready to leave, they eat their way out!

Should we care about these misunderstood species? Yes, we should! Every animal species plays a **crucial** role in the **ecosystem**. Some help **control** other pest populations. Some help pollinate flowers. Some eat mildew and mould, and others protect food crops. Some help contribute to medical research. Even misunderstood animals are necessary, and in many ways they're **beneficial** to humans.

2 LEARN NEW WORDS Listen and repeat.



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3 Work in pairs. Did you like animals as a young child? Which animals were you afraid of? Describe them. Why were you afraid of them?



4 Read and write the words from the list.

beneficial crucial destroy disgusting
ecosystem poisonous slimy sting

A Siamese crocodile

At the age of eight, Jenny Daltry knew that she wanted to be a conservation biologist. She grew up collecting unusual animals, such as lizards, frogs and snakes. Some people think such animals are _____ or _____. But they play a _____ role in the _____. For example, Siamese crocodiles live in Cambodia, where they dig out the marshes to hold water during the dry season. Some people want to _____ the crocodiles, but the water would dry up and other animals would have no water to drink. So, as Jenny Daltry reminds us, even scary crocodiles are _____.

5 LEARN NEW WORDS Listen to these words and match them to the definitions.

Then listen and repeat. [🔊 018](#) [🔊 019](#)

misconception misunderstood unpopular untrue

- _____ 1. not a fact
_____ 2. seen by others as different from how someone or something really is
_____ 3. not liked by a large number of people
_____ 4. a wrong idea that people believe

6 YOU DECIDE Choose an activity.

- Work independently.** Choose one of the animals in the list below. Design a new look for the animal so that it doesn't seem so disgusting or unpleasant. What can you change? Think about the animal's size, colour and other physical details.
- Work in pairs.** Together, choose one of these animals: mosquitoes, rats, spiders or worms. Separately, describe the animal in a word web. Then compare your word web with your partner's.
- Work in groups.** Rank the animals below from most misunderstood (1) to least misunderstood (5). Explain your group's ranking.

cockroaches rats snakes spiders wasps

SPEAKING STRATEGY 020

Expressing surprise

Wow! Really?

That's amazing!

No way! You're joking!

Expressing disbelief

Oh, come on! You can't be serious.

That's hard to believe.

Are you sure about that?



A blue-ringed octopus

- 1 Listen.** How do the speakers express surprise and disbelief? Write the phrases you hear.  021

2 Read and complete the dialogue.

John: This video game is full of fun facts about animals.

Mimi: Oh, really? Like what?

John: Like the fact that spiders have got six or eight eyes.

Mimi: _____

John: Yeah, I'm sure. I looked it up. Here's another one. Honeybees die after their first sting.

Mimi: _____ Well, I know a fact about bees. They communicate through different dances.

John: _____ Look at this one about bees. They've got hair on their eyes!

Mimi: _____ I know one about eyes. Did you know the colossal squid has got eyes 30 cm. (11 in.) wide?

John: _____

- 3 Work in groups.** Cut out the cards. Take turns reading them aloud. Group members should express surprise or disbelief.

- 4 Work in pairs.** Take turns telling a surprising story about yourself that may be true or untrue. Your partner will express surprise or disbelief and then decide if your story is true or false.



Go to page 157.

GRAMMAR 022

Modals: Speculating about the past

could have
(not sure)

They cancelled their hiking plans. They **could have read** about that escaped bear.

might have
(not sure)


He refuses to go in the water. He **might have seen** a jellyfish.

may have
(fairly sure)

She won't get out of the car now. She **may have heard** the neighbour's dogs fighting.

must have
(very sure)

They took her to hospital immediately. That spider **must have been** poisonous.

1 Listen. How sure are the speakers about their ideas? Write *not sure*, *fairly sure* or *very sure*.  023

1. _____ 2. _____ 3. _____
4. _____ 5. _____ 6. _____

2 Read and write. For each item, write a sentence speculating about the past. Use *could have*, *may have*, *might have* and *must have* in your sentences.

1. Alice went into the kitchen for a midnight snack. She turned on the light and screamed. _____
2. Don kept scratching his arms and legs all night. _____
3. Julia heard something running inside the walls. _____
4. Ken found the litter bin on its side. There was rubbish all over the pavement. _____

3 Work in pairs. Take turns speculating about the past. Use *could have*, *may have*, *might have* and *must have* in your sentences.

1. She cried all night.
2. They ran as fast as they could.
3. He got really angry.
4. She screamed after biting into her sandwich.



4 **LEARN NEW WORDS** Listen to information about spider bites. Then listen and repeat.

024 025

BE PREPARED.

SPIDER BITES

Are you **scared of** spider bites? Learn what to do.

- Do you have a spider **bite**?
- Spider bites can **hurt** a lot.
- Stay **calm**. Try not to get **upset**.
- If you think the bite is from a poisonous spider, don't move. Moving makes the **venom** go through your body faster.
- Wash the bite with soap and water. Then apply a cloth with cold water or ice to the bite.
- If the bite is on a hand, arm or leg, keep the bite area above the level of your heart.

CALL FOR HELP IMMEDIATELY.




5 **Work in pairs.** Look at the poster again. The same advice is good for some scorpions, too. Take turns describing what to do if you're stung by a scorpion.

Emperor scorpion



6 **Work in groups.** Imagine that your friend showed you a bite on his arm. Speculate about what happened. Use *could have*, *may have*, *might have* and *must have* in your sentences.

1 BEFORE YOU READ Discuss in pairs. What do you know about bats? Make a two-column table. Write five things you think are true in the left-hand column.

2 LEARN NEW WORDS Find these words in the reading. What do you think they mean? Use a thesaurus to check. Then listen and repeat.  026

fangs lethal lick myth suck

3 WHILE YOU READ Notice details that support the beliefs you listed in Activity 1.  027

4 AFTER YOU READ Work in pairs to answer the questions.

1. What is the main idea of the article?
2. How many species of bats are there?
3. What are some myths about bats?
4. Where do vampire bats get the blood they need?
5. How are vampire bats beneficial?

5 Find details to support your beliefs. Look at your table from Activity 1. Next to each of your beliefs about bats, write any details from the reading that support those beliefs.



Vampire Bats

THE TRUTH EXPOSED!

ARE HUMANS RIGHT TO FEAR ALL THINGS VAMPIRE?

There are around 1,200 species of bats on the planet. Most of them eat insects or fruit. Some bats eat scorpions, frogs or other small animals. But there are some bats that aren't interested in any of those foods. These are the often-feared vampire bats. And yes, it's true! Vampire bats do need to drink blood to survive!

Why are so many people scared of bats? They're scared in part because there are so many myths, or false stories, about bats. One myth is that bats are flying mice. Another is that bats are blind, and so they can get caught in your hair. But the most popular myth, by far, is the one that connects vampire bats and the scary, fictional creatures known as vampires.

In novels, films and television programmes, fictional vampires use their sharp fangs to bite people in the neck and then suck their blood. Real vampire bats do have fangs. They use them to make small cuts in an animal's skin, but they don't suck blood through their fangs. Instead, they wait until blood starts flowing from the cut. Then they lick the blood with their tongues, just as a kitten drinks milk from a bowl.

Vampire bats get blood from birds, cows, horses and other farm animals. They can drink gently from a sleeping animal for half an hour without waking it. Their bite isn't lethal, and the blood loss doesn't hurt the animals.

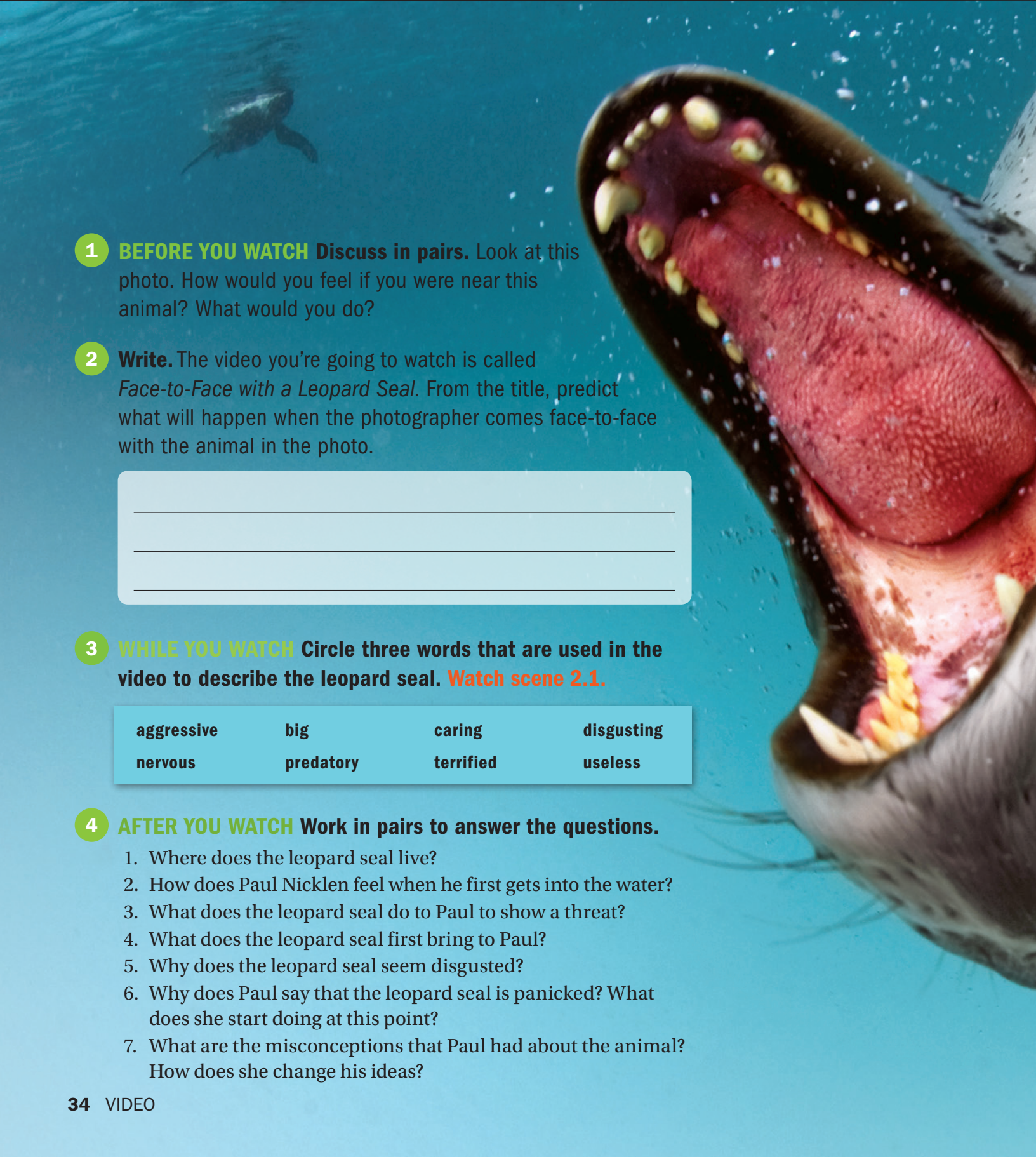
Vampire bats can live for about two days without drinking blood. This is usually plenty of time to look for food. And, unless there's no other food source available, a vampire bat won't bite a human. In general, vampire bats are comfortable, and sometimes even friendly, around humans.

In addition, vampire bats are a valuable source of information for medical research. While they're drinking blood, these bats release substances that help blood keep flowing as they drink. Scientists are studying vampire bats to see if they can develop medications that work in the same way. Their research could one day help people with circulation problems or medical conditions such as heart attacks and strokes.

6 Discuss in groups.

1. Even after they've learnt that bats are beneficial, some people still don't like them. Why do you think that is?
2. Why do you think people like the idea of vampires so much? Do you have a favourite vampire character? Who is it? Why is this particular vampire your favourite?

VIDEO



1 BEFORE YOU WATCH Discuss in pairs. Look at this photo. How would you feel if you were near this animal? What would you do?

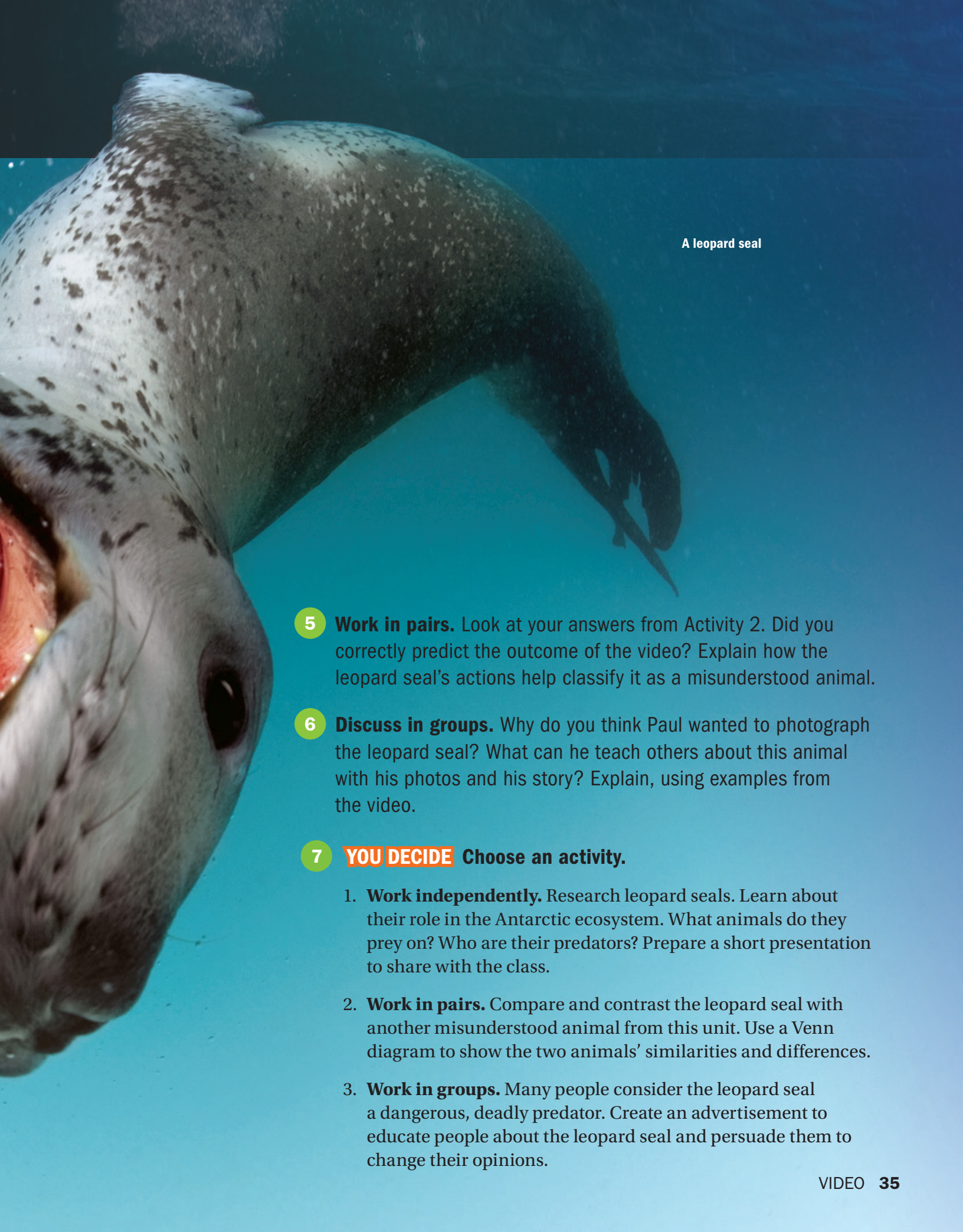
2 Write. The video you're going to watch is called *Face-to-Face with a Leopard Seal*. From the title, predict what will happen when the photographer comes face-to-face with the animal in the photo.

3 WHILE YOU WATCH Circle three words that are used in the video to describe the leopard seal. Watch scene 2.1.

aggressive	big	caring	disgusting
nervous	predatory	terrified	useless

4 AFTER YOU WATCH Work in pairs to answer the questions.

1. Where does the leopard seal live?
2. How does Paul Nicklen feel when he first gets into the water?
3. What does the leopard seal do to Paul to show a threat?
4. What does the leopard seal first bring to Paul?
5. Why does the leopard seal seem disgusted?
6. Why does Paul say that the leopard seal is panicked? What does she start doing at this point?
7. What are the misconceptions that Paul had about the animal? How does she change his ideas?



A leopard seal

- 5** **Work in pairs.** Look at your answers from Activity 2. Did you correctly predict the outcome of the video? Explain how the leopard seal's actions help classify it as a misunderstood animal.
- 6** **Discuss in groups.** Why do you think Paul wanted to photograph the leopard seal? What can he teach others about this animal with his photos and his story? Explain, using examples from the video.
- 7** **YOU DECIDE** **Choose an activity.**
 - 1. Work independently.** Research leopard seals. Learn about their role in the Antarctic ecosystem. What animals do they prey on? Who are their predators? Prepare a short presentation to share with the class.
 - 2. Work in pairs.** Compare and contrast the leopard seal with another misunderstood animal from this unit. Use a Venn diagram to show the two animals' similarities and differences.
 - 3. Work in groups.** Many people consider the leopard seal a dangerous, deadly predator. Create an advertisement to educate people about the leopard seal and persuade them to change their opinions.

GRAMMAR 028

Infinitives with and without to

To hold a rat is scary!

He doesn't want **to hold** rats.

She's excited **to hold** one.

That's the rat **to get**!

She's going to the pet shop **to buy** it.

I can't **hold** one!

Make him **try** it.

We'll watch her **do** it.

OK. I'll let her **buy** it.

I'll even help her **pay** for it.



A rat

1 Read. Circle the correct letter.

1. My brother really wants _____ get a pet rat.
a. b. to
2. My mother will absolutely not let him _____ buy one.
a. b. to
3. He's planning _____ save money for one anyway.
a. b. to
4. I can't wait _____ see what happens when Mum finds out.
a. b. to
5. She'll make him _____ take it back to the shop.
a. b. to
6. I really want _____ see him get in trouble instead of me!
a. b. to

2 Work in pairs. Play Noughts and Crosses. Use infinitives with or without *to* in your sentences. One of you is X; the other is O.

I might touch a hairy spider!

Not me! I can't do it!



Ants



might	can't	have
make	want	help
watch	feel	ask



WRITING

A process description explains how something is done or how something happens. The purpose of the steps and the order in which they happen are described.

<i>Purpose:</i>	in order to	so that		
<i>Sequence:</i>	before	during	after	finally
	first	then	next	while
	little by little	meanwhile	over time	

- 1 Read the model.** Work in pairs to identify the process being described. What words and phrases does the writer use to show purpose and sequence? Underline them.

When you're very, very afraid of something, that fear can affect you and how you live your life. When I was younger, I saw my cousin fall onto an ants' nest. The ants attacked him, and he was covered in horrible bites. After that, I became very scared of ants. I wouldn't eat outside, and I didn't even like playing outside. I checked my bed for ants every night. But when I turned 13, I decided I couldn't let my fear get to me. I had to learn to control my fear of ants.

First, I read a lot about different ants. I didn't focus on bites, but instead I read about how beneficial ants are to the planet. Ants are really cool! They're hard-working, social and organised. They help bring air and nutrients to the soil. They pollinate plants, clean up decaying matter and help control other insects.

Next, I began to watch ants from a safe distance. I started to look at a colony of ants in real time on the Internet in order to learn how they live. Little by little, I felt more comfortable about ants. Finally, I went outside one day and let an ant crawl onto my hand. It was OK! Now that I know about all the good things ants do, I'm not so afraid of them any more.



- 2 Work in pairs.** Imagine you're scared of an insect or animal. What steps would you take if you wanted to control your fear? Why?
- 3 Write.** Many people are scared of pit bulls. Imagine you have a new pit bull puppy. You don't want it to be misunderstood. How will you train it to be a good dog? Describe the process. How could you help people to understand your dog better?



NATIONAL
GEOGRAPHIC

Keep an Open Mind

'To me, it's symbolic. If you don't care about this particular snake, why should you care about anything else? Each one is part of a great web.'

Jenny Daltry

National Geographic Explorer, Herpetologist and Conservationist

1. **Watch scene 2.2.**
2. What can you do to learn more about misunderstood animals?
3. How can you help other people understand misunderstood animals?

Make an Impact

YOU DECIDE Choose a project.

1 Make a set of misunderstood-animal cards.

- Choose at least five misunderstood animals to research. Find two or three facts that might help clear up misunderstandings about the animals.
- Write information about the animal on one side of the card. Include a photo or drawing and caption on the other side.
- Present your cards to the class.

2 Plan and produce an animal quiz show for TV.


- Decide on the format of your quiz show.
- Research and prepare questions about animals for competing teams.
- Act out and film the show.

3 Educate others about misunderstood animals.

- Collect information about a group of misunderstood animals.
- Make informational posters or fact sheets.
- Display the posters in your school or hand out the fact sheets to students and teachers.



Express Yourself

1 Read and listen to the story.  029

A Day in the Life

Well, finally something is happening, Kim thought. So far, it had been the most boring summer ever. School was starting in less than a week, and she had nothing interesting to report to her classmates. Suddenly, loud beeps, warning that a lorry is backing up, broke the afternoon silence. Kim held her bottle of cold water against her forehead as she walked over to the bushes that separated her house from the one next door.

I hope the new neighbours are cool, she thought as she looked at the stacks of boxes outside the lorry. Let's see. Lots of boxes! That one says, 'kitchen stuff' and that one says, 'Jane's stuff'. Wow, what a huge TV! Oh, a keyboard. I wonder who plays that. That box says, 'Jane's trophies'. Hmm. I wonder who Jane is. And look at that, a water bowl with the name Cupcake on it.

Maybe they have a cat, thought Kim. And then she saw a long pink lead tied to one of the handles on the back door of the lorry. Whatever was on the other end of the lead was under the lorry, staying out of the hot sun. And it probably wasn't a cat!

Kim stepped around the bushes to get a better look. 'Here, Cupcake. Come here, girl!' she called. She poured some of her water into the bowl and called again. 'Here, Cupcake. Come on out, little girl.'



Kim heard something move. A large dog crawled out from under the lorry and then stood up and shook itself. 'Well, look at you,' Kim said. 'You're not a little girl, are you? But you look so sweet! Are you thirsty? Here, have some water.'

It was after the dog had finished the water and was happily licking Kim's hand that she looked up.

'I see you've met Cupcake,' said a girl she'd never met before. 'I'm Jane.'

'I'm Kim,' she said. 'Nice to meet you. Welcome to the neighbourhood.'

They'd barely started talking when Kim heard someone shouting. From the other side of the bushes, her mum shouted, 'That dog's a *pit bull*, Kim. Get over here right now before that dog *bites* you! Those dogs are so *aggressive*. Come *here*!'

'Mum,' Kim said calmly. '*Relax*. She's so friendly and sweet. Her name's Cupcake!'

'I don't *care* what its name is. Come home *now*!'

Kim looked at Jane, and then looked down at her feet, not sure of what to say next.

'Go ahead,' Jane said. 'We can talk later. And maybe you can show me how to get to school.'

'Sure, Jane. I'd like that. And maybe we can take Cupcake for a walk.'

Well, Kim thought as she returned home. *Maybe the rest of the summer won't be so boring after all.*

2 Work in groups. Discuss the questions.

1. What happens in the story?
2. What are some of the misconceptions in the story?
3. Kim's mum probably embarrassed her in front of Jane. Why are teens sometimes embarrassed by their parents? Do the parents know they're doing it? Explain.

3 Connect ideas. In Unit 1, you learnt how people can misunderstand others and be misunderstood. In Unit 2, you learnt about misunderstood animals. In both situations, people are involved. What does this tell you about the way we think? About our misconceptions?

4 YOU DECIDE Choose an activity.

1. Choose a topic:
 - no one understands me
 - no one understands (animal)
2. Choose a way to express yourself:
 - a short story
 - a song or a poem
 - a video
3. Present your work.