



UNIT 5: OUR VALUES

1. Look at the different pictures that introduce the unit on page 56 and answer:

a. Which is the first thing that comes to your mind? How each of these pictures make you feel?

The first thing that comes to mind is respect for others. They make me feel good because they show that together we can create a better world.

b. Does any of these pictures remind you of something you experienced before? Which one?

Photo 1 reminds me of when I made the decision to encourage my parents to leave the country.

c. Which is your favourite one? Why?

Photos 1 and 6. Because they show the value of people at their best.

2. Work on activity 2 page 57.

2 Which of these personal qualities do you think is being demonstrated in each photo?

commitment	co-operation	courage
creativity	determination	empathy
encouragement	honesty	loyalty
optimism	patience	sense of adventure
sense of fair play	tolerance	

Photo 1: courage, determination, encouragement, optimism, patience.

Photo 2: commitment, encouragement, optimism, patience, sense of adventure, tolerance.

Photo 3: commitment, co-operation, courage, creativity, determination.

Photo 4: co-operation, determination, empathy, encouragement, honesty, loyalty, optimism, sense of fair play, tolerance.

Photo 5: courage, creativity, optimism, tolerance.

Photo 6: commitment, courage, empathy, honesty, loyalty, optimism, patience, tolerance.

3. Do activity 3 page 58. Then, work on activity 4 page 59.

3 Read the introduction to some more famous quotes and answer the questions.

1 Why does the text say people like reading quotes?


2 Are any of the reasons the same as the ones that you discussed in exercise 2?

3 What's your answer to the question at the end of the introduction? Do you and your partner agree?

1. They give us confidence, they remind us of the important things in life, they help us get through tough moments, they make us laugh, they focus our minds to achieve goals, we like to hear what famous people think.

2. If I believe that is the reason, "They help us focus our minds to achieve goals."

- I think the text is right; quotes from famous people have more impact on our lives, and few words can help us improve.

4  Now read the quotes and answer the questions.


- Are any of the quotes related to the values you discussed on page 57? Which ones?
 - Which quotes are the most and least motivating? Why?
- Yes, Steve Jobs' quote is related to courage, J.K. Rowling's quote is related to creativity, and Malala Yousafzai's quote is related to patience.
 - The most motivational quotes are from Steve Jobs, J.K. Rowling, and Leonardo Da Vinci, because they inspire us to be better and more committed to what we do. The quotes from Malala and Michelle are less motivational because they encourage us to overwork ourselves and fail to learn.

4. Work on activity 6 and 7.

- 6** Circle the correct alternative. Then check your answers in the introduction and quotes on page 58.
- We often need something **to give** / **giving** us confidence.
 - While **to experience** / **experiencing** tough moments, we may turn to motivational quotes.
 - To read** / **Reading** quotes can put a smile on our faces.
 - They're more likely **to have** / **having** an impact.
 - We need to do a better job of **to put** / **putting** ourselves higher on our own 'to do' list.
 - We have the power **to imagine** / **imagining** better.

7 Read the rules about *-ing* forms and infinitives with *to*. Match sentences 1–6 in exercise 6 to rules A–F.

<i>-ing</i> forms
We use the <i>-ing</i> form:
A <u>3</u> as a subject or object of a sentence.
B <u>5</u> after prepositions.
C <u>2</u> after time conjunctions like <i>before</i> , <i>after</i> , <i>while</i> .
Infinitives with <i>to</i>
We use the infinitive with <i>to</i> :
D <u>4</u> after many adjectives.
E <u>6</u> after many abstract nouns.
F <u>1</u> after <i>something</i> / <i>nothing</i> / <i>anything</i> .

CHECK IT!  MY GRAMMAR REFERENCE & PRACTICE p114

5. Do activity 8.

- 8** Complete the sentences with the correct forms of the verbs in brackets.
- writing (write) motivational phrases is easier than acting (act) on them.
 - It's useful to read (read) quotes before doing (do) something important like a presentation or a sports competition.
 - Instead of reading (read) this kind of advice, I think it's better to speak (speak) to my friends.
 - Most of these people know more about life than I do, so it's a good idea to learn (learn) from what they say.
 - Many of these quotes have nothing to do (do) with the real world.
 - I honestly believe that it's sensible to read (read) these quotes and then do the opposite!

6. Read the text on page 60 and answer the questions on activity 1. Then, do activity 2.

Once upon a time ...

Do you ever find yourself absorbed in a book? You're gripped by the story, you feel you know the main characters and you're desperate to find out what happens next. ¹ And which stories stand the test of time?

For many thousands of years, people have come up with stories that capture our imaginations. Evidence of storytelling in cave paintings has been discovered in France and Spain, but the oldest are thought to be in Indonesia, dating from more than 40,000 years ago. ² They tell visual stories of the exciting and adventurous moments of the artists' lives. Whether they illustrate true or fictional events, we will never know.

Without any ways of writing stories down, people passed stories on from generation to generation, and from place to place, by repeating them. This happened in all cultures around the world. In ancient Greece, 2,500 years ago, one of the most well-known storytellers, Aesop, told his famous fables, like *The Tortoise and the Hare* and *The Ant and the Grasshopper*. ³ They also featured animal characters, which made them memorable and appealing to children. People eventually began to write these stories down hundreds of years later.

Nowadays, stories are told in many forms – in books, in graphic novels, on stage, on screen or as audio. ⁴ We also use stories when we speak to each other to help us get our message across.

Secrets of a good story

So what are the main ingredients if you want to **make up** a good story? There is no simple answer to this, but it's helpful to recognize some stages that a successful story might have.

- 1 ORIENTATION** The beginning of the story should aim to get the reader's attention. It should set the scene and introduce a main character that the reader will care about.
- 2 CRISIS** This is a challenge the main character faces and it starts the plot of the story. It should, of course, be something that the character cannot solve easily.
- 3 JOURNEY** This is the sequence of events that helps the main character resolve the crisis or problem.
- 4 DISCOVERY** This is usually the climax of the story. The main character makes a discovery and the crisis is resolved. This shouldn't be too predictable. The reader likes to try to guess how the story turns out but also likes to be surprised!
- 5 RESOLUTION** By the end of the story your hero will have changed... hopefully for the better! And this should help get the story's message across.



1 Discuss the questions.

- 1 What are the first stories that you remember hearing?
- 2 What can you remember most about them? Why do you think they were memorable?

1. The first ones were Little Red Riding Hood and The Three Little Pigs.
2. I remember when my parents read them to me. I learned to read these stories.

- 2 Read the article. Four sentences have been removed. Choose from sentences A–E to fit each gap 1–4. There is one extra sentence.
- A Paintings there show scenes of men hunting animals. **2**
- B For that reason, many stories have been lost over the years.
- C They entertain us and help us to cope with and understand the world. **4**
- D Our obsession with stories seems to be part of the human condition, but what makes a good story? **1**
- E The success of these stories lies in the fact that they taught lessons and gave advice. **3**

7. Do activity 4 and 9 page 61.

- 4 Read the *Skill UP!* Then match words from each box to form collocations that are used in the article.

absorbed capture
get the main
sequence set

in a book character events
our imagination the scene
someone's attention



As we read, we often need to recognize words that are frequently used together. These are called collocations.

- Absorbed in a book
- Capture our imagination
- Get someone's attention
- The main character
- Sequence of events
- Set the scene

9 Read the rules. Then find the phrasal verbs in the box in the article. Are they separable or non-separable?

come up with cope with find out get across
make up pass on turn out write down

Separable	Non-separable
get across make up pass on write down	come up with cope with find out turn out

8. Work on activity 10.

10 Rewrite these questions using six of the phrasal verbs in the box in exercise 9.

- 1 Have you ever had a great idea for a storyline for a film?
- 2 Which family traditions have your parents taught you?
- 3 Has a day this week been better than you expected?
- 4 Can you remember a time when you couldn't make someone understand what you meant?
- 5 How do you stop feeling stressed before exams?
- 6 Have you ever invented information about yourself?

1. Have you ever **come up with** a great idea for a storyline for a film?
2. Which family traditions have your parents **passed on** to you?
3. Has a day this week **turned out** better than you expected?
4. Can you remember a time when you couldn't **get across** what you meant to someone?
5. How do you **cope with** stress before exams?
6. Have you ever **made up** information about yourself?

9. **Final project: write your own motivational quotes with all what you have learnt in this unit. Vocabulary (qualities, phrasal verbs) and grammar (to-inf/-ing verbs).**

- It takes patience and determination to hold on when things fall apart.
- Understanding others requires empathy and a willingness to try on new perspectives.
- Optimism and honesty are the paths to becoming better people.
- Writing quotes or phrases can fill us with inspiration.