

A nighttime photograph of a city street with light trails from cars and illuminated skyscrapers. The image is partially obscured by a teal geometric shape on the right side.

C1

**Student's
Book**

Directions

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 **Richmond**

Happy days!

UNIT 1

LANGUAGE

Vocabulary: Facial expressions; Emotions
Grammar: Expressing purpose, reason and result;
 Verb patterns (1)

SKILLS

Reading: An article about why we smile
Speaking: Giving and responding to news
Listening: A podcast with advice on happiness
Writing: A letter to a newspaper

GLOBAL GOALS

Video: Wild views

WHAT GIVES YOU THE

FEEL-GOOD FACTOR?



1 Match pictures 1–6 with sentences A–F. Do any of the facts surprise you?

HAPPINESS FACTS

- A** Eating and drinking certain things, such as chicken, nuts and milk, increases the production of serotonin, the chemical linked to feelings of calm and happiness.
- B** Doing 20 minutes of aerobic exercise boosts happiness by 15% long after the exercise has finished.
- C** Happiness is 50% genetic, 10% circumstance, and 40% choice.
- D** Spending 45 minutes doing a creative activity reduces stress in the body.
- E** Happiness is infectious: spending time with happy friends boosts happiness by 15%.
- F** Stroking pets releases oxytocin, which stimulates feelings of happiness.


2 Work in pairs. Discuss the questions.

- 1 Can you describe something that made you feel very happy recently?
- 2 What kinds of things contribute towards your happiness?
- 3 What do you do to make yourself feel happier?
- 4 Is it realistic to expect to be happy all the time?

3 Copy and complete the table. Share your ideas with your partner.

My future happiness	
family	<i>I'd like to get married and have children.</i>
friends	
place of residence	
career/job	
hobbies	
possessions	

READING An article about why we smile

1  1.1 Read and listen to the article and match the adjectives in the box with photos 1–6. Compare your answers with your partner.

amused arrogant embarrassed
frightened genuinely happy surprised

Behind the smile

Many would agree there's nothing sweeter than a baby's smile. When babies laugh, their mouths widen, exposing their toothless gums, their tiny noses wrinkle, and their eyes all but disappear behind their chubby cheeks.

But why, exactly, do babies – indeed all humans – smile? Which emotions cause the muscles in the cheeks to contract, so that the mouth widens? The smile has long been of interest to scientists. Nineteenth-century neurologist Duchenne de Boulogne, for example, was so intrigued by the mechanisms of the smile that he electrocuted people's faces in order to find out how the facial muscles react! Not surprisingly, the practice was so excruciating that he didn't find many willing volunteers ...

So what information have we gathered from this, and other, thankfully less brutal, experiments? There are, in fact, several different kinds of smile that denote positive feelings, such as joy, amusement, pleasant surprise and sociability. Thanks to Duchenne – or should we say, his unfortunate victims – we are now able to recognize a smile of genuine happiness,

in which both the cheek muscles and the muscles around the eyes contract; this is otherwise known as the Duchenne smile.

Interestingly, however, there are considerably more smiles that are provoked by other, less positive feelings, such as embarrassment, arrogance, confusion or even sadness. Babies – and adults – also smile when they are frightened! Humans are able to identify these types of emotions through

the subtle differences in a person's facial movements. In the smile of embarrassment, for example, the person's cheeks flush red, and their eyes blink rapidly. A person may smirk when they feel arrogant or superior, raising their eyebrows and producing a lopsided grin.

When a smile conveys fear, the mouth is wide, but the lips are tight, and the muscles around the eyes do not contract.

In this sense, humans are similar to Bonobo chimpanzees. Photos of smiling chimps are associated with humour, but their cheesy grins aren't triggered by positive emotions. These animals smile with their teeth exposed and apart when they feel afraid or stressed, for example when they believe a fight is imminent. They also smile with their teeth tightly shut to show recognition of another chimp's higher status and that they pose no threat. It's thought that the human smile first evolved for this latter reason.

If that's the case, why do we smile when we're happy? When we experience a positive emotion, our brains produce endorphins, otherwise known as happy hormones, and this sends a signal to our cheek muscles so that they contract and produce a smile. However, when we smile this stimulates the reward system in the brain, resulting in the production of more endorphins and, therefore, more smiles. In short, we smile as a result of feeling happy, but we also feel happier because we smile! If you're unconvinced, try frowning non-stop for a minute. Then try grinning. You'll notice a difference!

In fact, smiling benefits both our mental and physical health, reducing anxiety and lowering our heart rate and blood pressure levels. Better still, it's contagious: when we grin at someone, they naturally feel inclined to reciprocate. It's no wonder, therefore, that this simple facial movement has attracted such interest. It conveys multiple different emotions, and is integral to our well-being.

1



2



3



4



5



6



- 2 Study the **READING EXPERT** box. Then read the article again and choose the correct answers.

READING EXPERT Recognizing paraphrasing in multiple-choice questions

Multiple-choice questions frequently paraphrase the information in a text by using different words including synonyms, words which have a similar meaning. Make sure you can recognize and understand these synonyms.

- For many years, scientists have wanted to know ...
 - why people smile.
 - if babies smile for different reasons than adults.
 - what happens to people's faces when they are electrocuted.
 - why genuine smiles are so hard to recognize.
- We now know ...
 - that smiles express only positive emotions.
 - that there are only six different types of smile.
 - that the muscles around the eyes contract when a person feels scared.
 - how to identify a truly happy smile.
- Chimpanzees ...
 - smile to make others laugh.
 - show their teeth when they are happy.
 - don't smile for the same reasons as humans.
 - have evolved to show no emotion.
- Our cheek muscles contract ...
 - when we feel sad.
 - because our brains are full of happy hormones.
 - to prevent us from smiling.
 - after smiling non-stop for a long period.
- The writer's view is that smiling ...
 - isn't good for your physical health.
 - doesn't encourage others to smile.
 - is of little interest to scientists.
 - plays an important part in people's health.

WORD EXPERT Extreme adjectives

Writers often use extreme or non-gradable adjectives to make their texts sound more interesting. Extreme adjectives include the meaning of *very*, e.g. *intrigued* = very interested, *mortified* = very embarrassed, *ecstatic* = very happy, *excruciating* = very painful, *brutal* = very cruel.

We don't use *very* to modify extreme adjectives. Instead, we use adverbs such as *absolutely*, *really* and *utterly*.

I'm really intrigued by yesterday's events.
Their treatment is utterly brutal.

Workbook, p.6

- 3 **RESEARCH** Research the effects of endorphins and how to increase levels naturally.

VOCABULARY Facial expressions

- 4 Complete the sentences with the correct form of the verbs in the box.

blink frown glare grimace
grin pout smirk wink

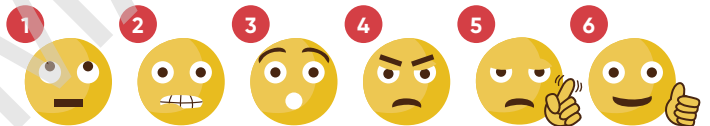
Vocabulary bank, WB p.117

- I could tell she was extremely angry by the way she was ... at me.
- Joe ... when he was told he got 100% in his exam.
- When the doctor inserted the needle, Mia ... in pain.
- How long can you keep your eyes open without ...?
- Why are you ...? What's the matter?
- My little sister often ... when she doesn't get what she wants.
- I didn't realize he was joking until he ... at me.
- My brother ... when I told him I'd failed my driving test again. He'd bet me that I wouldn't pass.

- 5 Match the expressions in the box with the emojis.

bite your lip give someone a dirty look
nod your head raise your eyebrows
roll your eyes shake your head

Vocabulary bank, WB p.117



- 6 Work in pairs. Which of the expressions in Exercise 5 do you use when ...

- you're surprised?
You raise your eyebrows.
- you strongly disapprove of something?
- you're feeling worried or anxious?
- you're feeling annoyed or frustrated?
- you approve of or agree with something?
- you want to give a negative answer or you disagree with something?

- 7 In pairs, take turns to mime the facial expressions in Exercises 4 and 5 for your partner to guess.



You're winking at me!

You're giving me a dirty look!



Fast finisher Write five sentences with the facial expressions in this lesson.

GRAMMAR Expressing purpose, reason and result

Expressing purpose, reason and result

Expressing purpose

to, in order (not) to, so as (not) to + infinitive

*He did it **in order to** find out how the muscles react!*

so (that), in order that + clause

*This sends a signal to our cheeks **so that** they contract.*

Expressing reason

because of, owing to, on account of, as a result of,

due to + noun phrase / (noun +) gerund

*We can recognize a happy smile **due to** his experiments.*

Expressing result

result in, lead to, give rise to + noun phrase / (noun +)

gerund

*This stimulates the reward system, **resulting in** the production of endorphins.*

with the result that, meaning that, so + clause

*Your brain thinks you're happy, **so** your mood improves.*

so + adjective + that

*It was **so** painful **that** he grimaced.*

such a(n) + noun phrase + that

*The smile is **such an** interesting expression **that** scientists are fascinated by it.*

Grammar bank, WB p.108

1 Study the Grammar box above. Rewrite the sentences using the expressions of purpose and reason in brackets.

- Ella wanted to buy some new trainers, so she went to the shopping centre.
Ella went ... (to)
Ella went to the shopping centre to buy some new trainers.
- I was late for school because the bus broke down.
I was ... (due to)
- Adam went to school early because he wanted to see his friends before class.
Adam went ... (in order to)
- I didn't want to leave anyone out, so I invited the whole class to my party.
I invited ... (so that)
- There wasn't enough time to have the test because the class had started late.
There wasn't ... (owing to)
- The boys were on holiday, so they missed my birthday party.
The boys missed ... (because of)

2 PRONUNCIATION 1.2 Listen to the expressions in bold. Which words are pronounced with a schwa /ə/?

- I run every day **in order to** keep fit.
- We were talking quietly **so as not to** wake anyone up.
- The party's been cancelled **because of** the weather.
- The gym's prices have gone up, **with the result that** fewer people are joining.

3 Complete the sentences with a suitable word or words.

- Sofia was so ... that she went to bed at 7 p.m.
- The pain was excruciating, so ...
- The children made funny faces throughout the photo shoot, with the result that ...
- Better schools will result in ...
- It was such ... that we couldn't stop laughing.
- The lack of police in the local area has led to ...
- Our flights have been cancelled, meaning that ...
- The popularity of the reality show has given rise to ...

4 Choose the correct answers.



THIS TEENAGE LIFE



This blog and series of podcasts exists ¹owing to / in order to connect teens around the world. Teens work together ²so that / because of they can create unique, inspiring content. They tackle teen subjects from family issues to skin problems to climate change, ³due to / with the result that readers don't feel so alone. Everyone agrees it's a useful site because a lot of teenagers feel isolated, perhaps ⁴due to / in order that problems with family or friends, or ⁵on account of / meaning that self-confidence issues. Many have written ⁶owing to / to say they find the content ⁷so / such helpful that they now feel much happier. Go to thisteenalife.org ⁸so that / so as to you can read the blog and listen to the podcasts.



5 COLLABORATION Complete the sentences with your own ideas. Use the expressions of purpose, reason and result. Then share your sentences with your partner.

- I go to a gym ...
- Sometimes I feel frustrated ...
- I want to get a part-time job ...
- I'd like to go travelling ...
- I want to go to the university open day ...
- Right now I'm feeling optimistic ...

I go to a gym in order to keep fit and hang out with my friends.



SPEAKING Giving and responding to news

Key expressions 1.3

Giving good news

I have some wonderful news!
I'm really pleased to tell you that ...
Guess what!
You're not going to believe this!

Responding to good news

I'm speechless!
What/That's wonderful/fantastic news!
I can't/don't believe it!
I don't know what to say!

Giving bad news

I'm afraid I have some bad news for you.
There's no easy way to say this.
I'm sorry / I regret to tell you that ...

Responding to bad news

I'm sorry to hear that.
I won't say I'm not disappointed/upset.
Oh, no! That's awful!
I can't/don't believe it.

1 Work in pairs. Tell your partner about two pieces of good news and two pieces of bad news you have received recently.

- 1 What was the news?
- 2 Where were you when you heard it?
- 3 Who gave you the news?
- 4 How did you feel when you heard it?
- 5 How did the person who gave you the news feel?

2 1.4 You are going to hear four dialogues: two contain good news and two contain bad news. Listen and match dialogues 1–4 with photos A–D. What has happened in each dialogue?



4 1.4 Listen again. Which phrases from the Key expressions box do you hear?

5 1.5 Study the SPEAKING EXPERT box. Then match 1–4 with A–D. Listen and check.

SPEAKING EXPERT Listening to your partner

When you work in pairs, listen carefully to the key words your partner uses, and their intonation. Do they sound happy, sad, angry or shocked? Look at your partner's facial expression. These things will help you to respond using appropriate language and intonation.

- 1 I've been offered a place at Manchester University!
- 2 I'm sorry I couldn't pass you this time.
- 3 You got the part in the play, Kitty!
- 4 I'm afraid she's been run over by a car.

- A Oh, no! That's awful! Is she going to be all right?
B That's OK. Well, I won't say I'm not disappointed.
C Congratulations, David! You deserve it.
D Oh, my goodness! I wasn't expecting that!

6 You are going to role-play giving and responding to news. Follow the steps in the SPEAKING GUIDE and use the Key expressions box to help you.

SPEAKING GUIDE

1 PLAN your role-play.

Choose one of the pieces of news you discussed in Exercise 1. Make notes about:

- what the news is
- important details about the news
- where you are when you discuss the news
- how the person giving the news feels
- how the person receiving the news feels.

2 SPEAK together.

Work in pairs. Take it in turns to give and receive a piece of news. Pay attention to how your partner looks and sounds when they are speaking. Make sure you respond appropriately.

3 1.4 Listen again. Answer the questions.

- 1 Why is David surprised by the news?
- 2 Give one reason why Adam failed his driving test.
- 3 Why does Mr Jones think Kitty deserves the part in the play?
- 4 Where is Blackie now?

Fast finisher Write a dialogue in which one person gives the other bad news.

LISTENING A podcast with advice on happiness

- 1 Do the quiz. Then share your answers with your partner, giving reasons to support your answers.

YOU

- 1 How do you cope when things get to you?

- A I bottle up my feelings.
- B I talk to a friend.
- C Things rarely get to me.

- 2 Do you ever worry that people are judging your actions?

- A No, I reckon they're too worried about their own actions.
- B Occasionally, but their opinions don't usually bother me.
- C Constantly. I'm far too self-critical.



YOUR FRIENDS

- 3 Which statement is true for you?

- A I'm thankful for a few good friends.
- B I aim to have as many friends as possible.
- C My closest friends are people that I've known all my life.

- 4 What do you look for in a friend?

- A Someone with similar views who I can laugh with and confide in.
- B Someone with good connections who can help me.
- C Someone I can trust and who's a good listener.



YOUR HAPPINESS

- 5 What makes you happy?

- A Getting out of my comfort zone and trying new things makes me feel elated.
- B I'm happy when I'm chilling out with friends, doing sport or going to the cinema.
- C I seek routines and familiar people and surroundings - nothing that stresses me out.

- 6 What would you like to do in the future?

- A Travel the world.
- B Go to university and get a good job.
- C Live and work near my family and friends.



- 2 Are you surprised by any of your partner's answers? Give your partner some advice.

- 3 **1.6** Study the **LISTENING EXPERT** box. Then listen to a podcast about offering advice to your younger self. Are the sentences true (T) or false (F)? Correct the false sentences.

LISTENING EXPERT True/false tasks

In a true/false task, it's really important to read the whole statement. For a statement to be true, every part of it must match the information in the text.

- Liam says you shouldn't worry about having lots of friends.
 - He finds it impossible to spend time with his friends.
 - He thinks that spending time with negative people makes you stronger.
 - Liam spent a lot of time focusing on his mental health when he was younger.
 - He says that no one is criticizing you as much as you think they are.
 - Liam was too nervous to take a gap year.
 - He wishes he had worked for the student newspaper at his university.
 - Liam says teenagers should have more belief in their potential.
- 4 **1.6** Listen again. Complete the sentences.
- It took Liam years to realize he only needed a small ...
 - The presenter says that some so-called friends are worse ...
 - Liam also thought that people were ... all the time.
 - He now knows that people are often too worried about their own actions to care about ...
 - He says it's fine to make mistakes because we all ...
 - On his gap year, he had the best ...
 - Liam believes that your passion can become your job or ...
 - He accepts that it's hard to believe ...

WORD EXPERT self + noun/adjective

We can form the following compound nouns and adjectives with *self*.

Nouns: *self-belief, self-esteem, self-doubt*

Adjectives: *self-conscious, self-critical, self-confident*

Other people are often too self-conscious about their own actions to care about what you're doing.

Workbook, p.10

- 5 **SOCIAL-EMOTIONAL AWARENESS** In pairs, share your opinions of Liam's advice to his younger self.

I thought the part about ... was useful.

Me, too. I also liked what he said about ...

VOCABULARY Emotions

- 6 Complete the questions with the phrasal verbs in the box. Then ask and answer them in pairs.

bottle up calm down chill out freak out
get over get to lash out stress out

Vocabulary bank, WB p.117

- Which problems do you **stress out** about most often?
I stress out when I'm revising for my exams.
- Are you too anxious? Do you feel you should ... more?
- When negative comments ... you, what happens?
- How do you ... if you're feeling angry?
- Why is it bad to ... your feelings?
- When something scary happens, do you ...?
- What helps you to ... bad news?
- Do you ever ... at your friends when you're tired?

- 7 **1.7** Listen to the speakers. Which emotion is each one feeling?

devastated disillusioned elated envious
paranoid petrified relieved thankful

Vocabulary bank, WB p.117

- 8 Complete the text with the expressions in the box.

be hard on yourself get cold feet
get out of your comfort zone get to
get your act together stress out

Vocabulary bank, WB p.117

COMFORT ZONE

The term 'comfort zone' was coined by author Judith Bardwick and refers to people who live their lives in a safe, risk-free manner. In this way, no one's negative opinions can ¹... them, and they don't have to ²... about problems. But why live like this? After all, life in the comfort zone isn't much fun. If this is you, it's time to ³... and make changes. ⁴... and take on some new challenges. And once you've made up your mind to change your life, don't ⁵... Finally, don't ⁶... if you make mistakes. After all, no one's perfect!

- 9 **CRITICAL THINKING** In pairs, discuss how you could get out of your comfort zones.



I'm nervous about going to a party because I don't know the people who are going. But if I go, I might make some new friends.



Fast finisher Write five sentences with the adjectives in Exercise 7.

GRAMMAR Verb patterns (1)

Verb patterns (1)

When a verb follows another verb, we usually use a gerund or *to* + infinitive for the second verb.

We use the *-ing* form (gerund) of verbs:

- after prepositions, including those in phrasal verbs.
*I'd start **by telling** myself not to stress out.*
*Get used **to doing** things that scare you!*
*I'm looking forward **to meeting** you.*
- as the subject of a sentence, including with passive and perfect gerunds.
***Learning Chinese** is very challenging.*
***Being criticized** by other people is awful.*
***Having spent** a year in Tokyo meant that Joe could speak a little Japanese.*

We use *to* + infinitive:

- after expressions with quantifiers, e.g. (not) enough, too much/many, plenty of, a lot.
*I didn't have **enough** money **to buy** the jeans.*
- after *only* to show the result.
*I flew **to the USA**, absolutely petrified, **only to have** the best time of my life!*

We use the bare infinitive (without *to*) after *make*, *let* and *help* + object. (Note that we also use *to* + infinitive after *help*.)

*He **let me borrow** his phone.*

Grammar bank, WB p.108

1 Study the Grammar box above. Complete the sentences with the correct form of the verbs in brackets. Which sentences are true for you?

- 1 I sometimes let my friends ... my clothes. (borrow)
- 2 I often buy things, only ... wasting my money later on. (regret)
- 3 I take pleasure in ... what people think of me. (ignore)
- 4 Not ... to vote until you're 18 is ridiculous. (be allowed)
- 5 ... done a bungee jump, I would highly recommend it. (have)
- 6 There are plenty of good films ... on TV. (watch)

2 Complete the sentences with the correct form of the verbs in the box.

ask eat fit have lend make pack work

- 1 There were too many of us ... into one taxi.
- 2 My grandma isn't used to ... video calls.
- 3 Jack's mother helped him ... his suitcase.
- 4 I regretted ... my bike to my little brother.
- 5 Mia's going to improve her French by ... as an au pair in Paris.
- 6 ... for a selfie every time you go to a public place must be hard for famous people.
- 7 He learned to ski without ... any lessons.
- 8 My grandma gave up ... meat 20 years ago.

3 Complete the second sentences so that they have the same meaning as the first sentences.

- 1 It's awful when people laugh at you.
Being *laughed at* is awful.
- 2 Dad gave us permission to use his camera.
Dad let ...
- 3 It was so disappointing not to be invited to the party.
Not being ...
- 4 I usually have a glass of water to calm down.
I usually calm down by ...
- 5 It was a big mistake not to have taken an umbrella with me.
Not having ...
- 6 We got to the cinema but discovered it was closed.
We ... only ...

4 Complete the text with the correct forms of the verbs in brackets.

Kane Tanaka



These days, most of us can expect ¹... (reach) our 80s or even 90s. However, Kane Tanaka, an elderly Japanese woman, succeeded in ²... (live) far longer. ³... (celebrate) her 116th birthday in 2019 meant that Tanaka became the world's oldest verified living person, with many wondering what her secret was. Most people assumed she lived a very healthy lifestyle, only ⁴... (discover) that this wasn't quite the case. Tanaka didn't exercise, and wasn't interested in ⁵... (eat) healthily. In fact, she had always had a sweet tooth. According to her family, ⁶... (keep) busy by doing Maths exercises made her ⁷... (feel) fulfilled, and she always insisted on ⁸... (get) up early every morning because she liked ⁹... (make) the most of every day. Tanaka aimed ¹⁰... (live) until she was 120. Sadly, she didn't quite manage it, but lived an incredible total of 119 years and 107 days.

5 CREATIVITY Complete the sentences using a gerund or infinitive so that they are true for you. Then share your sentences with your partner.

- 1 I'm really looking forward to ...
- 2 I spent all weekend revising for the test, only ...
- 3 My best friend never lets ...
- 4 I like to prepare for exams by ...
- 5 I really can't stand being ...
- 6 Last weekend I made myself ...



WRITING A letter to a newspaper

- 1 Which public facilities do you enjoy using in your free time? Tell your partner.
- 2 Read the letter. What is the problem, and what solution does the writer suggest?



To the editor

After reading your article about the planned closure of Kingsmead swimming pool, I feel I must write to express my disappointment. While I understand the council's need to save money, I fear that those

- 5 responsible for this decision are failing to look beyond the immediate need to reduce costs. Rather than prioritizing saving money in the quickest way possible, the health and well-being of local people should be considered.
- 10 Kingsmead swimming pool has been a vital resource to the Kingsmead area for well over 100 years. People of all ages, from tiny babies to the elderly, have made use of it, in particular, teenagers who have spent their free time there having fun and getting exercise. Now, yet another facility is closing, which will probably lead to an increase in the number of bored, disillusioned teens with nowhere to go. And who can blame them when all their facilities are being taken away?
- 15 As an alternative to closing the pool, I would recommend the extension of opening times from three days a week to perhaps five, which would help raise revenue. I feel confident that if the council reviewed its plans, this wonderful swimming pool could be saved.
- 20 There is no question that money is tight at the moment and that cuts must be made. However, protecting the health and happiness of local people could save money in the long run. I very much hope that the council will realize the value of Kingsmead swimming pool and consider changing its decision.
- 25
- 30

Paul Robinson

- 3 Study the **WRITING EXPERT** box. Read the letter again and find more examples of the passive and nominalization.

WRITING EXPERT Formal register

In a formal letter, it's important to use the appropriate register. This means:

- avoiding contractions, e.g. *you're*, *doesn't*, *it's*, etc.
- using the passive to make your letter sound less personal.

Who can blame them when all their facilities are being taken away?

- using nominalization: turning an idea expressed by a verb or adjective into a noun phrase.
the planned closure of Kingsmead swimming pool
= the plans to close Kingsmead swimming pool

- 4 Find the formal equivalents in the letter for 1–8.

- | | |
|--|---------------------------|
| 1 to tell you that I'm not happy (para. 1) | 5 really useful (para. 2) |
| 2 I'm worried (para. 1) | 6 used it (para. 2) |
| 3 the people (para. 1) | 7 Instead of (para. 3) |
| 4 Instead of (para. 1) | 8 I'm sure that (para. 3) |

- 5 Complete the sentences with the noun form of the verbs in brackets.

- 1 I doubt this policy will lead to a cost ... (reduce)
- 2 Your ... (assume) is that fewer people will use the library.
- 3 My ... (recommend) is that the cinema remain open.
- 4 This ... (decide) will impact on the well-being of residents.

- 6 Write a formal letter to a newspaper about the closure of one of the public facilities you discussed in Exercise 1. Follow the steps in the **WRITING GUIDE**.

WRITING GUIDE

- 1 **PLAN** your letter.

Use the model letter to a newspaper in Exercise 2 to plan your letter.

- 2 **WRITE** four paragraphs.

- 1 Your reasons for writing the letter
- 2 Details of the facility and the consequences of closing it
- 3 Your suggestion for keeping the facility open
- 4 A summary of the problem and your closing argument

- 3 **CHECK** your work.

- ✓ Expressions for purpose, reason and result
- ✓ Verb patterns
- ✓ Emotions adjectives
- ✓ Formal language

A natural health boost

GLOBAL GOALS

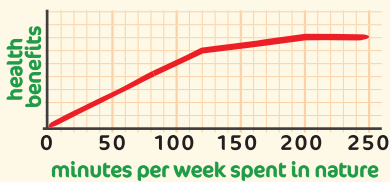
1 Are the sentences true (T) or false (F)? Read the infographic and check your answers.

- 1 The more time you spend in nature, the greater mental health benefits you receive.
- 2 To get health benefits from nature, you have to be out in nature and be physically active.
- 3 All types of natural environment are equally beneficial to mental health.
- 4 Trees can be beneficial to hospital patients even when all they can do is look at them.

NATURE AND MENTAL HEALTH

Spending time in nature:

- improves memory and concentration
- reduces levels of cortisol (the body's stress hormone)



The optimal time per week is 120 minutes spent in nature. Below 120 minutes there is little benefit; above 200 minutes there is no extra benefit.

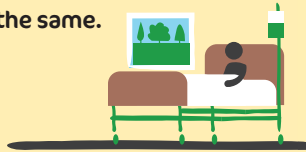
THE IMPORTANCE OF TREES

'Forest bathing' (walking or lying down in woods) is common in Japan. Studies found forest bathing lowers blood pressure.



A study in Australia found that walking beneath trees leads to a 31% lower chance of depression and anxiety. Results for open grass areas are not the same.

Hospital patients who can see trees from their beds recover faster.



2 **CULTURAL AWARENESS** Discuss the questions in groups.


- 1 What did you learn from the infographic that you didn't know before?
- 2 Does any of the information surprise you?
- 3 Can spending time in nature be considered a kind of treatment for depression or anxiety?





3 Work in pairs. Look at the pictures above from the video 'Wild views'. Discuss the questions.

- 1 Where are the boys and what are they doing?
- 2 How do you think they are feeling?

4  **V1.1** Watch the video and check your answers to Exercise 3.


5  **V1.1** Watch again. Answer the questions.

- 1 What is the challenge? Where is it taking place?
- 2 Where are the boys from?
- 3 What does Nick decide not to do during the trek that the other boys do? What are his reasons?
- 4 What are some of the negative aspects of their life in the city that the boys mention?
- 5 Why does Nick sometimes separate himself from the group during the challenge?
- 6 How is Nick feeling at the end of the challenge?

6 Work in pairs. Discuss the questions.


- 1 Have you ever done a physical challenge like the one in the video? What are the benefits?
- 2 The narrator says, 'Nick's busy life can sometimes become too much.' Is this also true for you?
- 3 If you were feeling stressed or depressed, what might help you deal with it?

PROJECT Unit 1

7  **PROBLEM-SOLVING** Work in groups. Think of a way people can benefit from nature near you. Make a flyer to promote the place and/or activity.

- What natural places are there near where you live?
- What can people do in those places?
- How long are you going to recommend being in nature for? How can people fit an activity in nature into their busy lives?
- Do you want to promote a place, a one-off event or activity, or a regular activity?
- Is there anything important that they need to know about the place or activity?

Look at the other groups' flyers. What would interest you the most?

 Look back at the infographic on page 18. Research more information for your area.

1 Challenge!

The accident

1 Work in pairs. The pictures show the beginning and end of a story about a group of friends who decide to spend the day mountain-biking. Use your imagination to complete the story. Include information about:

- the purpose of the trip (*in order to ... , so that ...*)
- the reason they did certain things (*because of ... , owing to ... , due to ...*)
- the result of their actions (*with the result that ... , meaning that, so ... , so/such ... that ...*)

They set off early in the morning.



Finally, they reached the ambulance.



2 Work in groups of four. Take it in turns to tell your story to the other pair. Whose story is the most interesting?

3 Tell your partner another story about a scary or exciting experience, the reasons why it occurred and what happened as a result. Use structures for expressing purpose, reason and result.

Last weekend I spent two hours in an escape room! It was because of my cousin's birthday ...

Challenge your memory!

Mime four facial expressions verbs for your partner to guess.

Describe four things you have done and their purpose or result.

Write three sentences with the verbs *chill out*, *stress out* and *get over*.

Write three things you aren't used to doing, are looking forward to doing and are prepared to do.

When do people *grin*, *frown* and *blink*? Write three sentences explaining their meaning.

Describe four things you have done and the reasons you did them.

Make four sentences with the words *elated*, *envious*, *thankful* and *petrified*.

Write three sentences where one verb follows another using *make*, *let* and *help*.