

think 4 skills

Welcome to a truly innovative program for English language learners!

Think 4 Skills is Think Education's new 3-level skills course designed especially for today's enquiring young adult learner profile. Each skill strand demands equal attention as the many sides of each unit's topic are uncovered. Every page boasts opportunities for vocabulary acquisition, topic exploration, low and high-order thinking skills, and meaningful discussion. When learners open a unit, they open a world.

Invite language learners to *Think 4 Skills* today:

A focus on authentic content – novel topics are taken directly from the students' real world generate interest and create unexpectedly new perspectives.

A rich multi-genre approach – students encounter and explore a wide variety of text types to build both writing and reading skills.

4 Skills ... every time – each unit provides dedicated practice within unique topic contexts for meaningful skills development.

Critical thinking and life connections – real examples and true facts invite questioning so students connect their knowledge and experiences to their world.

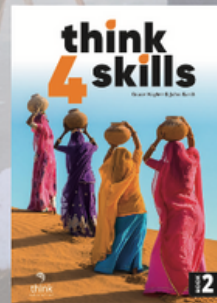
Project integration – students consolidate knowledge and develop creativity, alongside communicative and collaborative skills by creating and presenting original projects.

Video – students contextualize and extend understanding of unit content.

Digital – offline & online – iTOOL for teachers, eBook for students.

Extra components:

- Teacher Guide (with Answer Key)
- Unit Quizzes
- Vocabulary worksheets
- Transcripts (video & audio)



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Grace Haylee & John Barth

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BOOK
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STUDENT'S BOOK

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Contents

Unit 1 p.4-17		Learning Objective			Vocabulary	
		Understanding that we feel many different emotions for different reasons			adronitis, anger, claim, déjà vu, desperate, enouement, EQ, exulansis, frustrated, grossienne, jamais-vu, jouska, liberosis, nikhedonia, objectivity, presque-vu, stingy, subjectivity, triggered	
	Reading	Writing	Listening	Speaking	Project	
Genre	Scientific Article	Newspaper Article	Podcast Quiz	Book Excerpt (nonfiction)	Create and record an 'Emotion Journal'	
Skill	Expressing emotions	Objectivity and subjectivity	Asking and answering critical questions	Asking and answering critical questions		
Topic	Obscure emotions	Media: the emotion manipulator	'EQ' Emotional Intelligence	The function of negative emotions		
Content Area	Psychology	Media	Psychology	Psychology		


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Unit 2 p.18-31		Learning Objective			Vocabulary	
		Understanding that social media offers a chance to freely express opinions but it also has some risks			appealing, appearance, comments, consent, debate, to display, to distort, enough, to exaggerate, eye contact, illusion, independence, to offend, ordinary, permission, persona, point of view, violation, voice message	
	Reading	Writing	Listening	Speaking	Project	
Genre	Social Media: Posts	Social Media: Comments	Social Media: Voice Messages	Debate	Create an original meme and comment on others' memes	
Skill	Sharing comments	Sharing comments	Point of view	Defending a point of view		
Topic	Memes	Gaming	Sharing personal information online	Do companies have the right to sell users' personal information?		
Content Area	Media	Media	Online safety and security	Online safety and security		


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Unit 3 p.32-45		Learning Objective			Vocabulary	
		Understanding that salt is a chemical that has affected human life in many different ways			blob, currency, density, to draw a conclusion, edible, established, to heal, immiscibility, to obtain, online lesson, to paraphrase, public land, to release, to savour, to season, seasoning, to sink, spoiled, unclaimed land, wounds	
	Reading	Writing	Listening	Speaking	Project	
Genre	Informative Article (Encyclopedia)	Online Lesson (Chemistry)	Scientific Podcast (Documentary)	Cookbook	Carry out an experiment with salt and report conclusions	
Skill	Paraphrasing	Paraphrasing	Drawing conclusions	Drawing conclusions		
Topic	History of salt	Chemical properties of salt	Salt volcanoes	Tasting different types of salt		
Content Area	History	Chemistry	Chemistry	Gastronomy		

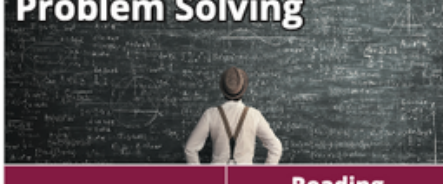
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Unit 4 p.46-59		Learning Objective			Vocabulary	
		Understand that many mysteries can be explained if we can discover the necessary information			brochure, to contract, condor, crack, to depict, erosion, evidence, to expand, fact, formation, hummingbird, landscape, opinion, pebble, reason, ruins, stream, structure, symmetrical, top view, underground	
	Reading	Writing	Listening	Speaking	Project	
Genre	Online Blog	Travel Diary	Travel Brochure	Interview	Prepare a digital presentation about a mystery	
Skill	Reason and result	Reason and result	Fact and opinion	Fact and opinion		
Topic	Mars Gate	Time travel between islands	Nazca Lines	The Devil's Kettle		
Content Area	Astronomy	Geography	History	Geography		


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Unit 5 p.60-73		Learning Objective			Vocabulary	
		Understanding that many inventions wouldn't be possible without batteries while recognising their environmental impact			battery, brand, capacity, to charge, to convert, cylinder, dioxide, efficient, electrode, enduring, engine, high-quality, leaflet, long-lasting, low-quality, main idea, oxide, performance, recyclable, reliable, supporting point	
	Reading	Writing	Listening	Speaking	Project	
Genre	Product Packaging (Battery)	Leaflet (Environmental Campaign)	Advertisement	Speech	Build an original invention with a simple electrical circuit	
Skill	Identifying main idea and supporting details	Identifying main idea and supporting details	Summarising	Summarising		
Topic	Inside a battery	Batteries and recycling	Batteries and electric vehicles	Electrical circuits		
Content Area	Science	Environment	Technology	Engineering		


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Unit 6 p.74-87		Learning Objective			Vocabulary	
		Understanding that different types of problems require different approaches			action plan, application, argument, to clarify, to delete, disappointment, employment, to encounter, encouragement, equal, to execute, investment, navigation, to offend, presentation, problem, RAM, to shake, to slow down, solution	
	Reading	Writing	Listening	Speaking	Project	
Genre	Psychology Article	Presentation	Dialogue (Technical Support Line)	Course Book (Maths)	Prepare a public-awareness brochure about a key global issue and suggest a solution	
Skill	Identifying problems and solutions	Identifying problems and solutions	Making suggestions to solve problems	Solving Maths		
Topic	Problem-solving processes	Unconscious problem solving	Fixing problems with electronic devices	Maths problem: filling in a pool		
Content Area	Psychology	Oneirology	Engineering	Math		

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Unit 7 p.88-101		Learning Objective			Vocabulary	
		Understanding that entrepreneurs need to make plans and develop skills to become successful.			to categorise, competition, copyright, customer, documentary, to develop, financing, to follow, ground-breaking, to illuminate, to improve, innovation, instructions, loyal, patent, practical, to take away, to take on, to take over, to take part in, trademark	
	Reading	Writing	Listening	Speaking	Project	
Genre	Conference presentation	TV Documentary	Biography	Website	Build a successful business plan	
Skill	Understanding and following instructions	Categorising	Advantages	Advantages and risks		
Topic	Steps involved in entrepreneurship	Characteristics of entrepreneurs	Thomas Edison: entrepreneur	Entrepreneurship statistics		
Content Area	Business	Psychology	Business	Statistics		

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Unit 8 p.102-115		Learning Objective			Vocabulary	
		Understanding that shadows are more than just an absence of light			2-dimensional, 3-dimensional, antagonist, chronological, light source, opaque, penumbra, protagonist, rainbow, to repress, semitransparent, shadow archetype, shadow play, translucent, transparent, umbra	
	Reading	Writing	Listening	Speaking	Project	
Genre	Essay	Video	Playscript	Interview	Create a shadow exhibition	
Skill	Demonstrating comprehension through drawing	Chronological ordering	Creating and describing protagonists	Creating and describing antagonists		
Topic	What is a shadow?	Sundials	Shadow shows in different cultures	Shadow archetype		
Content Area	Physics	Historical engineering	Culture	Literature		

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UNIT 1

Mixed Feelings

Head Start

Create a brainstorm list of different feelings. How many can you name?

What challenges do you think a person with alexithymia would experience? Why?

How are you today?

In this unit you will...

- **LEARN** that we feel many different emotions for different reasons.
- **READ** a scientific article describing and explaining obscure emotions.
- **WRITE** an objective information article that does not manipulate readers' emotions.

Think about it!

When someone asks, "How are you?" people usually answer, "I'm fine." Does it mean they are really fine? Not really. In fact, "How are you?" is a very difficult question for people to answer because they're not always aware of their feelings. Why? It is not easy for everyone to identify and express emotions. This difficulty even has a name: alexithymia. Some studies claim people can feel over 34,000 unique feelings. If so, how can a simple "I'm fine" be enough to express all that?

- **LISTEN** to a podcast quiz then ask and answer critical questions about emotional intelligence.
- **SPEAK** about a book excerpt explaining anger then ask and answer questions about it in different situations.
- **CREATE** and record an 'Emotion Journal'.



Before you read

Have you ever had déjà vu? Explain.

Pop Up!

Is it easy to describe basic emotions? Let's see! Explain the 8 emotions below. How can you describe them?

Joy:

Sadness:

Fear:

Disgust:

Surprise:

Anticipation:

Anger:

Trust:



Obscure Emotions

Some psychologists claim that there are 8 basic emotions. These are joy, sadness, fear, disgust, surprise, anticipation, anger and trust. These emotions are easy to understand and are widely experienced. However, there are also many obscure emotions, too. These are not well-known. People can't easily understand or describe them. Some examples:

Déjà vu: 75% of people experience this. They say, "I think I lived this moment before" when they feel it. Memory psychologists think it happens when features of a similar past experience are triggered by a new experience.

Enouement: This is the desire to go back in time and tell your past self about your future. How desperate do you feel? Do you want to return back to warn yourself about what will happen? Unfortunately, mankind hasn't invented time travel yet - this is just a wish waiting to happen.

TIPS & STRATEGIES

A **claim** is a common word we see in scientific articles. People make a claim about something when they want to make an argument. A claim makes a point but it usually comes without evidence or proof.

Find and underline the sentence in the article with this word.



Gnossienne: Imagine that you know someone for a long time. However, you still don't know complex and mysterious things about their private life and deepest thoughts. Knowing there are unknown secrets and this uncertainty you feel is called gnossienne.

Nikhedonia: Have you ever suddenly realized that you will definitely win a contest or game before it finishes? This excitement of knowing for certain that a success is coming is called nikhedonia.

Presque-Vu: This word is borrowed from French. It means almost seen. When you are not able to remember something but you feel like you could at any moment, you experience presque-vu.

Jouska: This is a state of emotion in which a conversation in your mind plays over and over again. It can be a useful way to prepare for difficult talks or possible debates.

Adronitis: How long does it take to get to know someone new? Have you ever felt frustrated because it takes too long? You're experiencing adronitis.

Liberosis: This is the strong desire to care less about things. Some people take on too much responsibility. They wish to be free like a child again with less worry and care. They're feeling liberosis.

Exulansis: People feel this way when they talk about important things but no one understands. They try and try but without success. Now, do you understand how your teachers feel sometimes?

Pop Up!

Listen to Erik Satie's *Gnossienne No.1*. Do you think the piano effectively expresses a feeling of gnossienne? How does this musical composition make you feel?



Imagine how frustrated a writer feels because his computer shut down – just before he completed his novel. In one second, the whole file was lost!



Doctors sometimes feel desperate because there is nothing they can do for a severely ill patient.

Good to know!

French composer Erik Satie was a musical inventor and innovator. He played with the idea of harmony and changed modern music. He composed a series of piano compositions in the 19th century called *Gnossienne*.



1 Fill in the missing letters to complete the words. Next, match the correct word with the meaning shown in each picture below. Write the letter in the box.

- a. _ _ _ e _ e _ _
- b. _ e s _ _ _ t e
- c. _ _ o _ _ i e _ _ e
- d. _ _ u _ _ n _ _
- e. _ _ _ k _
- f. _ r _ _ t _ _ t _ _
- g. _ i _ e _ o _ i _
- h. _ r o _ _ _ _
- i. _ _ i _ i _ _ i _ _



2 Look and write the names of the basic emotions shown by the emojis below. Next, list as many other emotions as you can in the box below. Compare and share with your partner.



Other basic emotions:

Go deeper in words:

Some words in English originate from the French language. For example, **déjà** means already and **vu** comes from the verb *voir* which means to see. So, **déjà-vu** means already seen.

Presque means almost in French. Explain in your own words what the term **presque-vu** means.

In French, **jamais** means never. How do you think the experience of **jamais-vu** would feel? Explain in your own words.

3 Answer the questions according to the text.

1. Nick spent his last two years feeling worried about failing the university entrance examination. Today was exam day and the questions were easy. He suddenly wanted to go back in time to tell himself not to worry so much. What is Nick feeling?

2. Diana argued with her friend. She couldn't sleep that night because she imagined the conversation over and over again in her mind. She thought of better, cleverer replies but it was too late to make a difference. What is the name of Diana's feeling?

3. Romeo met Juliet for the first time and fell in love. Then, he felt upset because he knew so little about her. He realised he would need a long time to get to know her better. As an impatient young man, he didn't want to wait that long. What does Romeo feel?

4. Martha tries to explain to her children the importance of saving money but they ignore her. They spend all their money on games and eating out with friends. What is the name of Martha's emotion?

5. Kay has so much to do and she feels exhausted. She remembers the good days when she had less responsibilities. Kay misses her teenage years. What emotion is Kay experiencing?

Think about it!

A person experiencing **jamais-vu** knows they have been in this situation or met this person before. However, they feel like they are seeing it for the first time. In other words, something seems like it should be familiar but it isn't. Some people with medical conditions like amnesia can experience this.

ASK QUESTIONS:

Have you experienced any obscure emotions?

Describe the situation when you did and why it made you feel that way to your partner.

4 Compare and contrast the feelings of anticipation, surprise and fear. Discuss with your partner.

Similarities:	Differences:
---------------	--------------

Make a list.

What are some emotions you've experienced in this last week?





stingy



What is manipulation?

Manipulation takes place when someone or something uses indirect strategies and techniques to control your behaviour, opinions or emotions – often without you knowing that it's happening.

Think about it!

Two people argue about something, and one of them is your friend, Sylvia.

If you are **subjective**, you side with Sylvia. You don't care about the argument. You support her because the other person is not your friend but Sylvia is.

However, if you are **objective**, you don't take a side. You listen to each person and evaluate the issue by judging facts. Your friendship doesn't influence you.

- **Subjectivity** = to be influenced by personal feelings, tastes, or opinions
- **Objectivity** = to be fair without being influenced by personal feelings or beliefs



5 Answer the questions according to the article above.

1. What happened in the downtown area of Manchester last night?

2. Who do you believe? Is Fred guilty?

3. What is your opinion about Fred after reading this article? Why?

4. How would you describe Mary's character after reading this article? Why?

Pop Up!

1. Why do you think media objectivity is important?

2. Do you think you are easily manipulated? Why or why not?



6 Answer the questions according to the article above.

1. After reading this second report of the event, who do you believe, Fred or Mary?

2. Have your feelings changed about Fred's character after reading this article? Why?

3. How might a reader see Mary in a different way after reading this article? Why?

Think about it!

Media informs us about our world. When we look for news, the media is where we find it.

Can we trust the media?

Like people, the media chooses how it talks about events. What words do they use? What images do they include? Writers and editors make important decisions. They choose to include certain facts, emphasise some details but ignore others. What's the result? The audience's feelings and opinions can be unconsciously directed and formed. Don't trust everything you see or read!

Objective news does not:

- talk about unproven events like they actually happened – it reports the truth
- hide or ignore key information because it doesn't fit a particular purpose – it reports the facts
- use negative language to provoke emotional responses – it uses a neutral voice, language and tone
- use photos to create negative or emotional impressions – it uses pictures to inform

ASK QUESTIONS:

How are the two newspaper articles demonstrating subjectivity? Can you give examples?

What objective details are shared by both articles?



Before you listen:

Who is the most amazing person you know in your life? How are they special? What special abilities have they got?

What is EQ?

EQ stands for Emotional Quotient, or Emotional Intelligence. IQ is a measurement of a person's intelligence. EQ does a similar thing - it measures a person's ability to empathise with others. People with a high EQ can identify their emotions, control them, and express their feelings clearly. They can recognise, understand and assess other people's emotions, too. They're very sensitive and aware of the emotions around them.

7 Listen to the podcast and take the EQ Quiz. For each question, record your answer. Then, listen and write how many points you got.

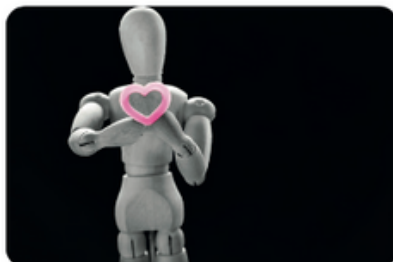
Answer	Points:
1.	
2.	
3.	
Your total score:	

8 After you calculate your total score, read the results chart below. How high is your EQ? What type of person are you? Compare your results with your classmates.



0-10 points - Low EQ

Generally, you don't worry about other people's feelings. You don't like to look inside to identify how you're feeling. Expressing your feelings to others is not something you like to do - so you don't. You are not good with stressful situations because you hate to be frustrated. Deep down you struggle with self-confidence. Try to empathise with others. Get to know people and understand them better. Open up! Why not attend a personal development course to increase your emotional awareness?



20 points - Average EQ

You're like most people. You don't hide from your emotions but you know things could be better. There are situations in life when you close your eyes (and heart) and hope things go away. But, at the same time, you enjoy deep connections with others. Taking an emotional risk is hard, but it is not impossible. Continue to grow as a person - you can increase your emotional development easily in a short time. Read a self-help book. Learn how to increase self-confidence and build problem-solving skills.



30-40 points - High EQ:

You wear your heart on your sleeve! You are confident and in control of your emotional health. You recognise how you feel, and you're not afraid to ask why. You deal with stressful situations without breaking hearts or hiding how you feel. Good days or bad days? No worries - you're open to them all because they bring opportunity, awareness and experience. You empathise with others and people know you as a supportive friend. Continue to share your light and insights - we need more people like you!

Think about it!

Howard Gardner claims there are many types of intelligence, not just the standard IQ. In his Multiple Intelligences Theory, he says people learn in different ways. Here are Gardner's 8 different types of intelligence:

- **Musical** - thinking in rhythms, sounds, and patterns
- **Visual/spatial** - thinking and understanding through images, illustrations, maps, charts and videos
- **Verbal/linguistic** - learning through texts, writing, and communicating with words
- **Logical/mathematical** - calculating and seeing in well-ordered ways, with excellent reasoning skills
- **Bodily/kinesthetic** - preferring to learn through 'hands-on' experiences and using the body
- **Naturalistic** - recognizing parts of the natural world and using that understanding productively
- **Interpersonal** - learning by working with others, empathy, and understanding the motivations of others
- **Intrapersonal** - self-reflecting, understanding yourself, evaluating your own emotions and motivations

9 Read about Gardner's theory above then complete the chart below. Look and identify the different intelligences.



ASK QUESTIONS:

Think about how you learn. Which intelligences do you think you have?
Which describes you best?
Which describes you the least?
Share your views with your partner.

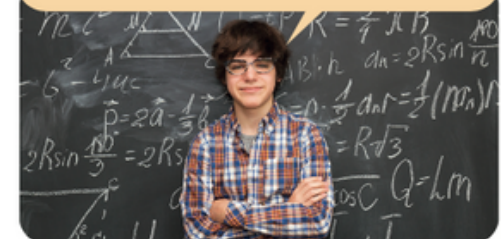
10 Look at your EQ test result again. Which intelligence types is it measuring?

I think I have a high _____ intelligence. I sing and play the violin. These talents come naturally to me.

11 Think about Justin, below, and multiple intelligences. What are his strengths and what are his weaker areas? Respond to Justin. Share with your partner.

My grade in Maths class is the best. I'm the most intelligent student in my school. Nobody is like me!

Your response:





Pronunciation check:

The words below all have multiple syllables. Notice their pronunciation and where the stress falls in the word. Listen and repeat.

threatened, rejected, unconscious, substitute, desperate, vulnerable, superior, embarrassed

What is Anger?

Anger is a very natural response to emotional and physical pain. When we are **threatened** or **rejected**, we get angry. Losing something important or having something taken away from us can also cause anger.

But look deeper – we don't feel anger only because of pain. Often when we're angry, we think, "This person is trying to hurt me!" In other words, our anger has a target. We aim it at someone or something. This feeling can cause us to take quick action and face the target that causes our pain. We might do this **consciously** or **unconsciously**. Why is this angry response a positive thing? Anger is necessary because without it, we wouldn't feel the need to defend ourselves.

Anger can also be a **substitute** emotion. In other words, sometimes we transform feelings that are difficult to deal with into anger. We feel angry but, in fact, there is no threat. Deep inside, we are **jealous**, **embarrassed**, desperate or maybe we feel **guilty** about something. This can be an unconscious act.

When we do this, we are not aware of our true feelings. For example, we don't know how **vulnerable** we are. Instead, we think about hurting someone or blaming others. It makes us feel better, more **powerful** and **superior**. At that time, it feels right.

However, anger cannot make the real pain disappear. Anger only changes our focus - the truth doesn't change. Remember, when we get angry, we might behave aggressively and this can cause worse problems.

12 Check the meanings of the words in bold from the text above. Use a dictionary. How do you think the girls in the pictures below feel? Look and choose.



- a. threatened
- b. rejected
- c. convinced

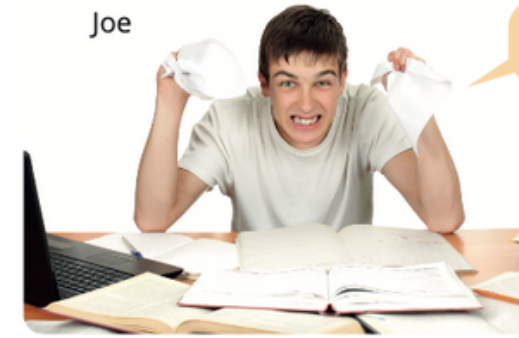


- a. powerful
- b. embarrassed
- c. superior



- a. jealous
- b. conscious
- c. vulnerable

13 Read and answer the situations below. Share and discuss your ideas with your partner. Do you share similar ideas? If not, why not?



The teacher took away 10% of my grade because I didn't finish my homework. It's not fair! I'm so angry at him!

1. Do you think Joe is experiencing true anger or a substitute emotion? If it's a substitute emotion, what do you think Joe's real feeling is? What should he do to solve his problem?

I hoped Michael would be a friend, but he made awful comments about my physical appearance and laughed at me. I'm so upset and hurt!



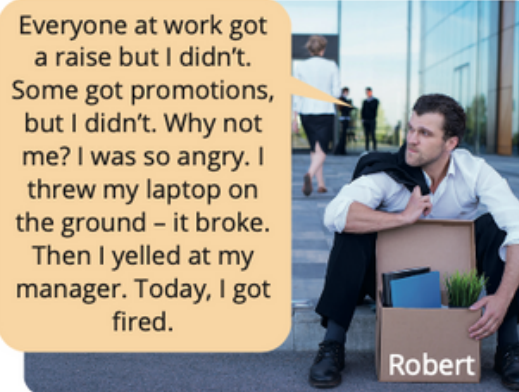
2. Is Maynard's pain emotional or physical? Do you think it is OK for him to feel this way? Explain.



Look, you drove through the red light and hit my car. Don't yell at me, and don't say it was my fault! You're wrong, not me! I'm so angry now!

3. Why do you think Susan's anger is useful in this situation? How would she behave differently if she didn't have the ability to feel anger?

Everyone at work got a raise but I didn't. Some got promotions, but I didn't. Why not me? I was so angry. I threw my laptop on the ground – it broke. Then I yelled at my manager. Today, I got fired.



4. What were Robert's true feelings about his co-workers? Was it really anger?

5. What might be different if he could control his feelings better? What would have been a better reaction?

ASK QUESTIONS:

Imagine you had the chance to shut down your ability to be angry forever. Imagine a life without big, negative emotions, and no more pain or regrets. Would you take that opportunity? Would you choose a life free of anger and upset? Why or why not?

Make a list.

What are some things that make you angry?



Project – Recording an Emotion Journal

Larisa kept a detailed Emotion Journal for one week. Read her notes below and answer the questions on the next page. Then, it's time to create and record your own journal. What events will happen to you next week? How will they affect you? What kind of emotions will they trigger?



Look back - Larisa's Diary:

1. Why did Larisa feel angry?
2. What was the most positive day of the week for Larisa? Compare it to the others and explain why.
3. Compare yourself to Larisa. If the same events happened to you, would you have acted the same way? How different would your feelings have been? Explain.

Look forward - your diary:

1. Think about the week ahead. What events do you think will happen? What are your plans?
2. What feelings do you think you might experience next week?
3. Go to Workbook p.121 to complete your project planning.

14 Wrap it up:

Look back in the unit and decide if the statements are true or false. Circle your answer.

1. There are different types of intelligences.
True False
2. People who are good at Maths have a higher intelligence than people who are naturally talented at music.
True False
3. Everyone can easily identify and express their emotions.
True False
4. Anger can be a substitute for a different, difficult emotion.
True False
5. Enouement is an obscure emotion.
True False
6. Responsible media should be objective and shouldn't manipulate the public's feelings or opinions.
True False

Are there people who cannot feel pain?

Why do we need to experience negative emotions?



Your turn to ask!

What more do you still wonder about emotions?

Mark your own skills from 1 to 5.

I can:

- read a scientific article describing and explaining obscure emotions.
- write an objective information article that does not manipulate the reader's emotions.
- listen to a podcast quiz then ask and answer critical questions about emotional intelligence.
- speak about a book excerpt explaining anger then ask and answer questions about it in different situations.

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WORKBOOK

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UNIT 1

Mixed Feelings



1 Identify and write the names of their obscure feelings under the pictures.

Wow, this is strange. I feel like I have lived this moment before. Did this social media post trigger some old memories?



Global warming is a threat! We must protect the environment. We must take action! Why can't you understand this?



Sometimes I wish I could care less about things.



We've been friends forever and I didn't know that. There's still so much I don't know about you.

2 Categorise the emotions in the box.

anticipation presque-vu trust jouska sadness joy fear
disgust enouement surprise jamais-vu anger adronitis

Basic Feelings	Obscure Feelings

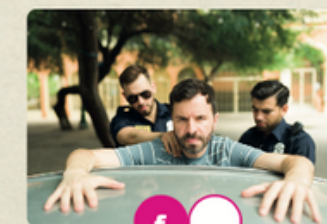
3 Think of a time when you felt desperate. What happened? Why did you feel this way? Were you able to resolve the situation and stop feeling this way? Explain.

The last time I felt desperate was _____

4 Rewrite the news in an objective way without manipulating the readers' emotions or opinions. Choose from the alternatives to follow ethical journalism.

Manchester's REAL News Always Objective and Fair!

- Choose an objective headline for your report.
 - A Crime in the Family!
 - Alleged Robbery in Town Centre
- Choose the objective summary that best explains the event.
 - Fred Barton stole his poor grandmother's jewellery last night.
 - An elderly woman claims a robbery took place when she found an empty jewellery box this morning.
- Which statement gives an objective viewpoint?
 - The woman blames a relative but the man denies doing anything wrong.
 - Neighbours of the lovely, long-time resident, Mary Barton, are certain her grandson is guilty of the crime.
- Choose the objective conclusion for your article.
 - Police have not pressed any charges at this time.
 - Shame on you, Fred Barton!
- Which images below are appropriate to include in an objective article about the missing jewellery? Put a tick in the box.



6. Now write an objective report about this event in Manchester.

5 Match the people with the most appropriate type of intelligence. You can use more than one. Draw lines for each.



1 First, I see an image in my mind. As I put paint on the canvas, the picture develops. It comes alive and becomes clearer.

Verbal / Linguistic
Visual / Spatial



2 Storytelling is my passion. I'm a best-selling children's author and I teach literature at the local college.

Musical
Naturalistic



3 I grew up in Canada with its mountains and forests. When I work, hike and climb out here, I feel at peace. My mind clears and I feel a true connection to my environment.

Intrapersonal
Bodily / Kinesthetic



4 I began this sport when I was only four years old. I've already won many medals but next year I'll compete at the Olympic Games.

Interpersonal
Logical / Mathematical

6 Read and match the words with their correct definitions. Write the correct letter in the blank.

- | | |
|--------------------|--|
| 1. ___ threatened | A. certain, feeling sure something is true |
| 2. ___ rejected | B. being put in a dangerous or risky situation |
| 3. ___ substitute | C. weak, without protection, easily hurt physically or emotionally |
| 4. ___ convinced | D. to be thought of as inadequate or unacceptable and dismissed |
| 5. ___ embarrassed | E. extremely strong |
| 6. ___ vulnerable | F. better than others |
| 7. ___ powerful | G. something acting or serving in the place of another |
| 8. ___ superior | H. shy or ashamed about something |

7 Time to keep your Emotion Journal. Record the different events that take place each day. What happens to make you feel strong emotions during the day? Keep a record for one week.

Day	Event	Emotion
Mon		
Tue		
Wed		
Thu		
Fri		
Sat		
Sun		

8 Present and share your Emotion Journal with your classmates. Start with the template below.

_____ happened on Monday last week.
When this happened, I felt _____
Also, _____
happened to me and this made me feel _____



Glossary

Unit 1 - Mixed Feelings

adronitis (n) a frustrated feeling when you want to get to know someone better but it's taking too long

alexithymia (n) the inability to identify and express emotions

anger (n) a natural response to emotional or physical pain when threatened or rejected



anticipation (n) the feeling of expecting or hoping for something

claim (n) a point made in an argument but usually comes without evidence or proof

convinced (adj) persuaded, moved to believe or do something

déjà vu (n) already seen, the feeling that something has happened before, that a moment was experienced before

desperate (adj) having an urgent or important need or strong desire for something

disgust (n) a strong distaste for something, being offended by something

embarrassed (n) to be ashamed

enouement (n) the feeling of wanting to go back in time and talk to your past self about the future

EQ (abb.) Emotional Intelligence, measures the ability to empathise with others, and identify, assess, control and express feelings clearly

exulansis (n) a frustrated feeling when trying to explain or persuade others but they fail to understand or follow

fear (n) an emotion caused by danger, evil or pain, imagined or real

frustrated (adj) disappointed, dissatisfied, feeling unfulfilled



gnossienne (n) an uncertain feeling of not truly knowing somebody who you have known for a long time

jamais-vu (n) the feeling of being in a familiar, same situation but it's like the first time, feeling like something should be familiar but it's not

journal (n) a diary, a regular recording of thoughts or occurrences

jouska (n) a feeling you have as a conversation plays over and over again in your mind

joy (n) happiness

liberosis (n) a strong desire to actually care less about things

manipulation (n) when someone or something uses indirect strategies and techniques to control others' behaviour, opinions or emotions – often without knowing it's happening

media (n) the means of communication that reaches a large audience, like the Internet, TV, podcasts, etc.

nikhedonia (n) an excited feeling when you realise that you will definitely win a contest before it finishes

objectivity (n) being fair without being influenced by personal feelings or beliefs

obscure (adj) unclear, not easily understood

powerful (adj) very strong

presque-vu (n) almost seen, a feeling when you can't remember something but it feels like you could at any moment

rejected (adj) refused, not accepted, thrown away or not recognised

sadness (n) being sad, upset with sorrow or misery

stingy (adj) not wanting to spend money, selfish and cheap

subjectivity (n) being influenced by personal feelings, tastes, or opinions

substitute (n) someone or something acting in the place of another

superior (adj) better, of a higher quality

threatened (adj) feeling unprotected, being in danger, feeling vulnerable

triggered (adj) caused, produced, having a reaction to something

to trust (v) to rely upon and believe in someone or something, to have confidence about something

unconscious (adj) unaware, unintentional

vulnerable (adj) defenceless, unsafe, very sensitive



well-known (adj) familiar and recognisable, popular

Unit 2 - Social Media

abbreviation (n) letters that stand for a longer word(s) or phrase usually used to shorten formal names or communicate expressions online

appealing (adj) attractive, causing interest or desire

appearance (n) the way someone or something looks

argument (n) a statement of fact for or against a point of view, a persuasive point

comments (pl. n.) messages that give feedback, ask questions, or are part of a simple conversation

consent (n) an agreement to do or allow something, the act of giving permission

coward (n) a person who is not brave or easily frightened

debate (n) a formal argument about a particular issue between two opposing sides

to display (v) to put something in a place so people can easily see it

to distort (v) to change something so that it's false or untrue



enough (det. or adv.) as much as needed or wanted, to the required amount

to exaggerate (v) to represent something bigger, more important, or worse than it truly is

eye contact (n) the act of looking directly into another person's eyes

homophones (pl. n.) words that are spelled differently but sound the same

however (adv) can be done any way

to hunt (v) to chase and catch (perhaps kill) an animal or prey for food, sport, or profit

illusion (n) something that looks or seems real but isn't, a trick of the eye



independence (n) able to act and live alone, to not be under someone's control, not needing help or support

to offend (v) to cause someone to feel upset, angry or resentful

ordinary (adj) with no special or distinctive features; normal

permission (n) to allow someone to do something

persona (n) the character a person creates that is false or different from their own, an unreal character

point of view (n) how someone sees something, an opinion about an issue

violation (n) an action that breaks a law or agreement



viral (adj) becoming extremely popular by quickly sharing from person to person

voice message (n) a convenient way to communicate digitally by recording your voice and sending it

whatever (adj) can be anything

whenever (adj) can be at any time

wherever (adj) can be at any place

whichever (adj) can be any option

whoever (adj) can be any person

Unit 3 - The Power of Salt

acid (n) a chemical element (natural or man-made) with a sour taste, capable of making a blue litmus paper turn red, when combined with a base it creates a salt compound

base (n) a chemical element with a bitter taste, capable of making a red litmus paper turn blue, can break down animal and plant tissues, when combined with an acid it creates a salt compound

blob (n) a small drop of a thick gel-like substance

bold (adj) a flavour rich in spices, satisfying, strong and intense

brine (n) a salt and water solution, seawater

culinary (adj) relating to the kitchen or cooking

currency (n) money, something used to exchange for goods and services

to declare (v) to announce, to proclaim officially

density (n) how solid and compact a substance is

to dissolve (v) to melt a solid into a liquid, to make a chemical solution



to draw a conclusion (v. phr.) to infer a larger meaning from text, data or information by looking at key ideas, details and facts, to come up with a final judgment or main idea



edible (adj) can be eaten

established (adj) recognised and accepted, proven to be true

to heal (v) to make better, to make something healthy again

immiscibility (adj) where two substances are not able to combine and form a mixture

neutral (adj) not taking a side, not supporting one or the other

to obtain (v) to get, to possess

online lesson (n) teachers provide lessons to students through an interactive video platform

to paraphrase (v) to express the same meaning of a text or speech with different words and sentence structures without losing or changing information or key ideas

to preserve (v) to protect, to keep for a long time

public land (n) an area of land shared by a community, open to all

to release (v) to let something move or flow freely, to allow something to escape

salt (n) a mineral formed from two elements: sodium and chloride, its chemical formula is NaCl

to savour (v) to taste and enjoy greatly

to season (v) to add spice, salt and flavour to food



seasoning (n) spices and herbs for adding flavour to food

to sink (v) to go down below something, especially a liquid

smoky (adj) a flavour with suggestions of fire and smoke

spoiled (adj) rotten, unsafe to eat or use

sulfurous (adj) a taste caused by hydrogen sulfide

toxin (n) a poison

umami (adj) a rich, salty, meaty taste



unclaimed land (n) land that can be purchased and turned into private property

woody (adj) a flavour with notes of wood

wounds (pl. n.) injuries

Unit 4 - Mysteries

brochure (n) a short informative document used for advertising or promotion purposes

condor (n) a large South American vulture, a bird that eats meat from dead animals

contamination (n) pollution, a state of being dirty or in dangerous harm, a hazard

to contract (v) to become smaller or shorter

crack (n) a small gap or opening that happens when something is broken



to depict (v) to represent by drawing, to illustrate

erosion (n) the slow destruction and disappearance of rock and soil because of water or weather

evidence (n) proof, something seen, experienced, read or heard that causes people to believe something happened

to expand (v) to get larger, to become bigger

fact (n) something that is true and can be proven

formation (n) the shape or arrangement of something, the way something has been made or created