

### Unit 1

#### Friendship symbols

Tell students they're going to research ancient symbols of friendship.

Students should find information about:

- the origins and history of friendship bracelets
- how friendship bracelets are worn
- other symbols of friendship around the world

**Task:** Students write up their notes about friendship bracelets and find 3 other symbols of friendship from around the world.

**Web search words:**

*friendship bracelets*

*ancient friendship symbols*

### Unit 2

#### Storytelling

Tell students they're going to research World Storytelling Day.

Students should find out information about:

- the history of the event
- when and where it is held and what people do
- the theme of the event this year

**Task:** Students prepare a short presentation about the event and describe the plot of a story they have invented that has this year's theme.

**Web search words:** *World Storytelling Day*

### Unit 3

#### Population growth

Tell students they're going to research the size of the population in different countries and predictions for future population growth.

Students should find information about:

- population size in the past
- population size in the future

**Task:** In groups or pairs, students choose five countries around the world and find out their populations in 2010 and the projected size of their populations in 2050.

**Web search words:** *countries by past and future population*

### Unit 4

#### All about Atlanta

Tell students they're going to research things to see and do in Atlanta, Georgia, USA.

Students should find information about:

- the size of the city and its population
- some things it is famous for
- the main tourist attractions in Atlanta

**Task:** Students imagine they have visited the city and write a review of their visit.

**Web search words:** *Atlanta, Georgia*

### Unit 5

#### Urban development

Tell students they're going to research green roofs.

Students should find out information about:

- the history of green roofs
- examples and images of green roofs around the world
- the advantages and disadvantages of green roofs

**Task:** Students discuss what they have found out and whether they see a future for green roofs in their home towns.

**Web search words:** *green roof*

### Unit 6

#### Glamping

Tell students they're going to research glamping.

Students should find out information about:

- what it is and what the word means
- how it is different to camping
- the types of 'structures' you can 'glamp' in

**Task:** In groups or pairs, students discuss the idea of glamping and whether they would like to go glamping.

**Web search words:** *glamping*

## Unit 7

### Water conservation

Tell students they're going to research World Water Day.

Students should find information about:

- when it takes place
- when it began and who started it
- which countries observe World Water Day
- the theme this year

**Task:** Students write up their notes on what they have found out and propose a theme for next year's World Water Day.

**Web search words:** *World Water Day*

## Unit 8

### The power of the image

Tell students they're going to research the artist John Stezaker.

Students should find information about:

- his life and work
- how he makes his images
- typical images by the artist and what makes them interesting

**Task:** Each student writes up their notes on what they have found out and chooses an image by the artist to discuss in class.

**Web search words:** *John Stezaker portraits*

## Unit 9

### An extraordinary career

Tell students they're going to research the third astronaut on Apollo 11; the man who didn't walk on the moon.

Students should find information about:

- the name of the command module pilot on Apollo 11
- when and where he was born and his early career
- his life now and the title of his autobiography

**Task:** Each student writes up their notes on what they have found out.

**Web search words:** *Apollo 11 astronauts*

## Unit 10

### Food and eating habits

Tell students they are going to research British food in the 1950s.

Students should find information about:

- the role of rationing and technology in deciding what people ate
- what British people ate
- what changes in British food happened after the 1950s

**Task:** Students work together to create a timeline of changes in British food. They should contrast past habits and food with present habits and food.

**Web search words:** *British food in the 1950s*

## Unit 11

### Knowledge conservation

Tell students they're going to research ethnobotanist, Grace Gobbo.

Students should find information about:

- where she works
- when and why she started to become interested in botany
- what she hopes to achieve
- the problems she faces in her work

**Task:** Students compare and contrast Gobbo's work with the work of Dr Maria Fadiman in the Student's Book, page 130.

**Web search words:** *ethnobotanist Grace Gobbo*

## Unit 12

### The economy

Tell students they're going to research how much paid time off from work workers have around the world. Students should find information about:

- annual leave worldwide
- which countries have the most leave
- which countries have the least leave

**Task:** In groups or alone, students collect information about paid leave and discuss their findings. Students then discuss the importance of work-life balance.

**Web search words:** *annual leave by country*