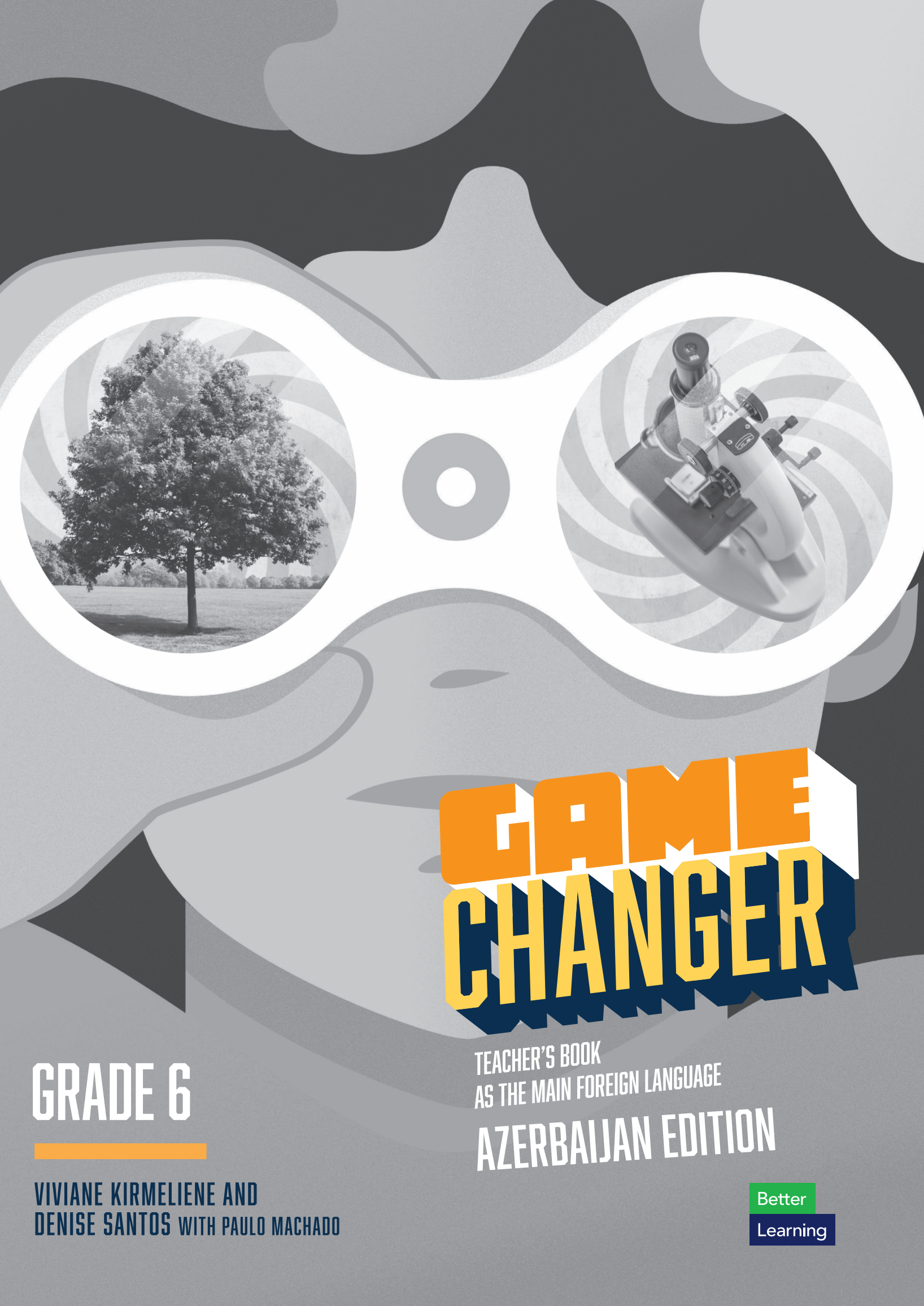




GAME CHANGER

TEACHER'S BOOK
AS THE MAIN FOREIGN LANGUAGE

AZERBAIJAN EDITION

GRADE 6

VIVIANE KIRMELIENE AND
DENISE SANTOS WITH PAULO MACHADO

Better
Learning

GAME CHANGER

TEACHER'S BOOK
AZERBAIJAN EDITION

as the main foreign language for the 6th
grades of general secondary schools

GRADE 6

Please, send your inquiries, comments and
suggestions to us at the following email
address: derslik@edu.gov.az
We thank you for the cooperation.



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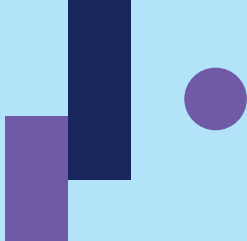
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Welcome to Game Changer



Game Changer!

With its fresh and fun approach to global real-world topics, *Game Changer* is designed to help teachers prepare stimulating and easy-to-teach lessons that will ensure your students are motivated and engaged throughout the whole school year. Our internationally focused reading topics, in-context language presentations, scaffolded speaking and writing tasks, and the latest digital resources are guaranteed to develop learners' global awareness and encourage a learning mindset.

Real-life contexts for language presentation

We present grammar and vocabulary in a clear context through dynamic reading and listening texts in a wide variety of genres. This, combined with topics that are relevant and authentic, ensures students see the purpose of their learning and feel motivated to explore and use the language.

Easy to teach

Game Changer includes all the Student's Book pages with the Answer Key integrated on each page. Teacher's Notes and extra tips make it easy to identify each section.

Global cultural topics

Game Changer explores a variety of global topics through its reading and listening pages and in a dedicated *Around the World* spread in every other unit. This helps students broaden their understanding of other people and places, preparing them for life in a diverse, multicultural environment.

English is an international language

Learners of English now outnumber speakers of English as a first language. Students are therefore far more likely to use English to communicate with people whose first language is not English. For this reason, *Game Changer* does not elevate one type of English above others and instead embraces different varieties of English, featuring a range of voices and language varieties.

Teen-friendly videos

Game Changer documentary videos reinforce and extend the Student's Book content. The topics are authentic, fresh and fun with a global scope, presenting ways of life and ideas from different cultures around the world.

Project work

We have included two easy-to-teach projects at the back of each Student's Book. These projects recycle and review the language learned in the previous term, providing a fun and stimulating way to keep students practising their language skills.

Cross-curricular pages

Game Changer includes a variety of cross-curricular lessons, with a dedicated Across the Curriculum spread in every other unit. This reinforces and extends students' learning in other areas across the broader curriculum.



Key features of Game Changer

In Game Changer, we developed a syllabus that includes the language requirements outlined in most of the English programs taught throughout the world. Take a look at the chart below to see the key features we have incorporated into Game Changer to address these requirements.

International English program requirements

Game Changer



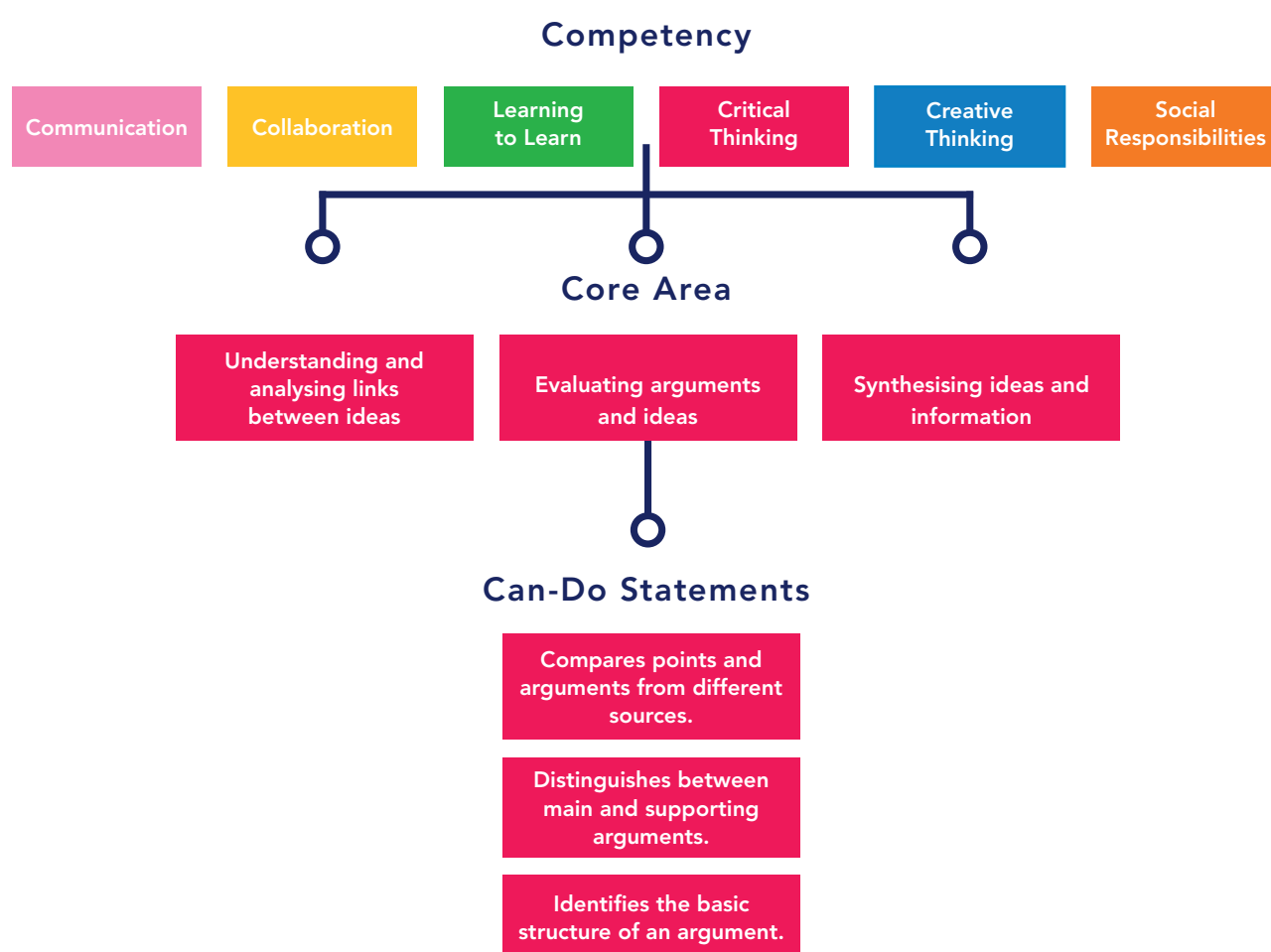


Cambridge Life Competencies

A framework to develop skills for life

How can we prepare our students to succeed in a world that is rapidly changing? We need to help students develop transferable skills that allow them to work with people from around the world, think creatively, analyse sources critically and communicate their views effectively. How can we teach these skills alongside language?

In response to these questions, we have developed the *Cambridge Life Competencies Framework*. This Framework informs the syllabus for the *Think!* activities in *Game Changer* helping teachers recognise and assess the many transferable skills that the course develops.



For a table mapping the Cambridge Life Competencies for this level, visit www.cambridge.es/gamechanger or scan the QR code to the right.



Student's Book visual guide

Every unit in *Game Changer* takes the student on a carefully staged journey. Students are gradually introduced to the topic and target language through a variety of scaffolded activities that build their confidence as they progress. Language is presented in context via a rich variety of real-world topics and each unit culminates in a creative writing or speaking task.

Unit goals

The *Unit goals* show the unit aims at a glance.

Attractive unit opener photo

A picture is worth a thousand words, and in today's culture there are images everywhere. This means that visual literacy – the ability to 'read' images – is an essential skill. In *Game Changer* the unit openers provide an opportunity for students to interpret meaning from images related to the unit topic.

Think! questions

We often 'read' images before we read words. This happens every day with what we see on television, adverts, internet memes, emojis or other media. By encouraging different responses to visual stimuli, you can help your students critically analyse and interpret what they see and develop a deeper understanding of topics.

The *Think!* questions in the Unit Opener and throughout each unit encourage students to think beyond the photo or topic and articulate their opinions, developing their critical-thinking skills.

Opener video

The opener documentary video provides a fun and engaging introduction to the unit topic.



Vocabulary in context

Vocabulary is presented in a real-life context making it easier to understand and more meaningful for the students.

Learning to learn

Activities that ask students to categorise the vocabulary encourage students to develop their own learning skills and become more motivated, independent learners.

VOCABULARY IN CONTEXT

ON HOLIDAY

- 1 3.01 Read part of a holiday survey. Name images 1-8 in your notebook with the words/phrases in bold. Then listen, check and repeat.

What's your holiday style?

1 What do you like doing on holiday best?

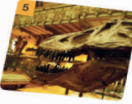
- ☐ playing video games at home
- ☐ having fun at the beach
- ☐ camping in the countryside
- ☐ sightseeing in a big city

2 You have only one day in a big city. Where do you go?

- ☐ an amusement park
- ☐ an art museum
- ☐ the historic center
- ☐ the local street market



beach



- 2 Work in pairs. Ask and answer questions 1 and 2 in the survey.

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- 3 Write the correct words/phrases for the icons on the map in your notebook.
- amusement park
 - historic center
 - beach
 - museum
 - camping
 - sightseeing
 - countryside
 - street market



- 4 Copy the table in your notebook and complete activities 5 and 6 with your own ideas. Then tick (✓) the columns with your opinions.

Holiday Activities			
	I love ...	I like ...	I don't like ...
1 visiting museums	♥♥♥	♥	♥
2 swimming			
3 playing video games			
4 going to the beach			
5 going to ...			
6 hanging out at ...			

USE IT!

- 5 Work in pairs. Share your opinions from the table in Exercise 4.

I love visiting museums!

Me too!

Use It!

Communicative activities give the students a personalised communicative purpose, encouraging them to internalise the language in a fun and motivating way.

Workbook

References show students which pages in the Workbook they can complete to further practice and revise the content in the Student's Book.

Grammar table

Example sentences from the reading and listening texts presented clearly in a grammar table allow students to easily see the target structures and encourage them to think about the rules.

Look!

Look! boxes help students avoid common errors as identified by the *Cambridge Learner Corpus*.

Real-life genres

Texts in a range of different genres present the language in a realistic context. Up-to-date and authentic global topics motivate students to read and learn more.

READING

AMAZING TRAVELLERS

Fact sheet 822 – Nellie Bly (1864–1922)

Who was Nellie Bly? She was an American journalist. She travelled around the world in 72 days from 1889 to 1890.

What was the motivation for her journey? When she was 18, she wrote a letter to a newspaper. The editor liked her letter and offered her a job. In 1887, she started to work for a famous newspaper, the New York World.

Where did she grow up? She grew up in Pennsylvania. Her family was poor. Her father died when she was six.

How did she become a journalist? When she was 18, she wrote a letter to a newspaper. The editor liked her letter and offered her a job. In 1887, she started to work for a famous newspaper, the New York World.

When did she start her journey? On 14 November 1889, at 9:40 am. By 10:15 am she was on a ship to England. It was the first of many ships on her journey.

When did she arrive back? On 25 January 1890, her journey took 72 days, 6 hours, 11 minutes and 14 seconds. It was a world record!

Did you know?

- The New York World made a board game about her journey.
- She took only one suitcase!

LANGUAGE IN CONTEXT

Look at the examples below. Copy the table in your notebook and complete the sentences from the fact sheet.

Past Simple of Regular and Irregular Verbs: Questions and Answers	
Yes/No Questions (?)	Short Answers
Did I write about Nellie Bly?	Yes, I did. / No, I didn't.
Did you know she was a journalist?	Yes, you did. / No, you didn't.
Did she travel by train?	Yes, she did. / No, she didn't.
Did we read the newspaper?	Yes, we did. / No, we didn't.
Did they like Bly's story?	Yes, they did. / No, they didn't.
Wh- Questions (?)	Answers
Where ... she ... up?	In Pennsylvania.
How ... she ... a journalist?	She wrote a letter to a newspaper.
When ... she ... her journey?	On 14 November 1889.

LOOK! Use the infinitive form of the verb in questions. Did you go to school by bus?

Write Yes/No questions in your notebook.

- Did you go to the cinema last night? (go)
- Sanan ... the film with you? (watch)
- ... the students ... Nellie Bly's biography? (read)
- ... Nellie Bly ... to Brazil? (travel)

Look at the list of things Nellie Bly took on her journey. Write questions in your notebook.

Did Nellie Bly take a big suitcase?

1 Nellie Bly / take / a big suitcase / ?

2 How many / hats / have / in her suitcase / ?

3 she / put / slippers / in her suitcase / ?

4 What / she / use / to carry water / ?

5 How / she / write / during her journey / ?

USE IT! Work in pairs. Ask and answer the questions about a real or imaginary journey.

- Where / you / go / ?
- How / you / get / there / ?
- What / you / see / ?
- What / you / take / ?

Where did you go?

THINK! Imagine you are Nellie Bly. You can take only one small suitcase on your around-the-world journey. What do you pack?

WORKBOOK p.29

WORKBOOK p.26, p.28 and p.30

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Think!

Think! questions encourage students to engage with the text in a personal way and develop their critical-thinking skills as well as their awareness of global topics.



Language in context

Students hear the target language in a real-life context in the listening activity, before they identify the key structures when completing the grammar table.

Grammar tables

Students are encouraged to actively engage with the target grammar structures before they tackle the carefully staged grammar practice activities.

LISTENING AND VOCABULARY

1 3.03 Name the images with the words/phrases below in your notebook. Then listen, check and repeat.

- fishing
- receptionist
- safari
- hotel room
- swimming pool
- kayaking
- tour guide

1 hotel room 2 ... 3 ... 4 ... 5 ... 6 ... 7 ... 8 ...

2 3.04 Complete the advertisement in your notebook with words/phrases from Exercise 1. Listen and check your answers.

Come and stay at the Amazing Safari Hotel!

We offer adventure, comfort and fun all in one place!

Stay in a big and comfortable 'hotel room' in the heart of a nature reserve! Relax

Our experienced ... takes guests to see elephants, lions and other animals on ...

But that's not all! At the Amazing Safari Hotel, you can also go ...

... and go ... at the river!

Just talk to a ... to make a reservation!

3 3.05 Listen to a conversation. Write the word/phrase that completes each sentence in your notebook.

- The conversation is part of a ...
- Lucas Williams is the ...
- Camilla Abbott is the ...
- The conversation is about a ...

4 3.05 Listen again and complete the notes in your notebook.

Podcast title: 'Teens on the Go'

- Camilla was at a safari ... in Kenya last July.
- The ... was her favorite activity - James, the ...
- There were a lot of wild ... on the reserve - giraffes, hippos, elephants and lions.
- She wasn't afraid of the lions. In fact, the lions were her ... animals.

WORKBOOK p.14 and p.15

LANGUAGE IN CONTEXT

1 Copy the table in your notebook and complete with the questions from the conversation. Use was or were.

Past Simple of be: Yes/No Questions and Short Answers

Question	Yes, I was.	No, I wasn't.
Was I afraid of the lions?		
... you afraid of the lions?	Yes, you were.	No, you weren't.
... the tour guide good?	Yes, he/she was.	No, he/she wasn't.
... the hotel room comfortable?	Yes, it was.	Not, it wasn't.
Were we afraid of the lions?	Yes, we were.	No, we weren't.
... the other animals afraid of the lions?	Yes, they were.	No, they weren't.

2 Look at the activities for the day at the Amazing Safari Hotel last July. Write questions and answers in your notebook.

Amazing Safari Hotel

Activities

- 7:30 am - breakfast at the Masai Restaurant
- 8:15 am - daytime safari with tour guide (James)
- 2 pm - kayaking at Amazing River
- 6 pm to 7 pm - dinner by the fire
- 7:15 pm - night safari with tour guide (Makenna)

1 breakfast / at the Masai Restaurant / was / ?

2 the guests / at Amazing River / were / at 2:30 pm / ?

3 were / in their hotel rooms / at 5:15 pm / the guests / ?

4 James / the tour guide / was / on the night safari / ?

3 Copy the table in your notebook and complete with the questions from the conversation. Use was or were.

There was/were: Yes/No Questions and Short Answers

Question	Yes, there was.	No, there wasn't.
A '... there a tour guide on the safari?		
B Yes, there was. / No, there wasn't.		

4 Write questions about the facilities and the people at the Amazing Safari Hotel in your notebook.

- two restaurants? (X one restaurant)
- swimming pool? (✓)
- two tour guides? (✓)
- four receptionists? (X three receptionists)

USE IT!

5 Write the answers to the questions in Exercise 4 in your notebook. Then ask a partner.

Were there two restaurants?

No, there weren't. There was one.

WORKBOOK p.14, p.16 and p.19



Vocabulary

Vocabulary learning is consolidated with attractive images and follow-up activities.

Mediation

Mediation activities give students the opportunity to develop mediation skills through integrated skill work and collaborative language tasks.



Use It!

Use it! gets students practicing and producing the target language, often in a personalised way. These activities build students' confidence by giving them the opportunity to prepare what they want to say before speaking.



Around the World

The *Around the World* pages, which appear in Units 1, 3, 5 and 7, introduce students to different people and cultures from around the world, encouraging critical thinking and raising cross-cultural awareness.

Words in Context

The *Words in Context* activities encourage students to work out meaning from context and to recognise similarities.



WebQuest

The WebQuest is a fun quiz-type activity to help students develop research skills and extend their learning beyond English.



Closing video

The closing documentary video is thematically linked to either the topic of the unit or the *Around the World* or *Across the Curriculum* page. These videos contextualise the language in the unit and extend students' interest in the topic.



Across the Curriculum

The *Across the Curriculum* pages, which appear in Units 2, 4, 6 and 8, reinforce the language learned in the previous unit and extend students' learning in other areas across the broader curriculum.

Speaking and Writing

The **Speaking** pages, which appear in Units 1, 3, 5 and 7, introduce students to conversation strategies and encourage learners to practice their speaking in a guided and structured way.

Living English

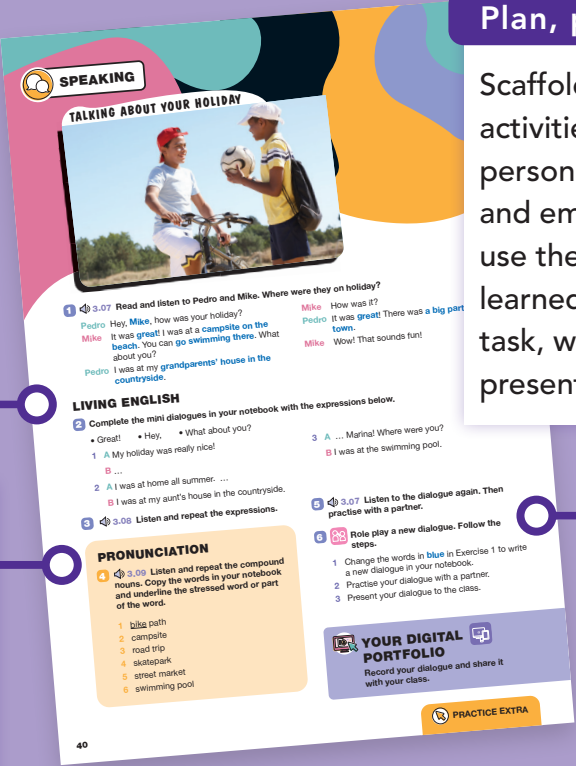
Living English activities introduce students to common everyday phrases, as identified by the *Cambridge English Corpus*.

Pronunciation

The *Pronunciation* activity models correct pronunciation for students to practice before they speak and draws students' attention to differences between English sounds and those of their native language.

Plan, practice and present

Scaffolded speaking activities allow students to personalise the dialogue and empower them to use the language they've learned in a communicative task, which they will then present to the class.



The **Writing** pages, which appear in Units 2, 4, 6 and 8, introduce students to different genres of model texts and allow them to develop their writing skills in a guided way.

Plan, write and edit

The scaffolded approach of the *Writing* pages builds students' confidence by giving them time to prepare before they write. The *Check* stage encourages self-assessment – a key step toward learner independence.



The Review sections review the language from the previous two units and include a self-assessment *Can-Do* task, encouraging students' self-awareness.

Extra *Around the World and Across the Curriculum* pages are provided at the end of the Student's Book, offering an attractive option for further practice of the language covered in the previous two units.

Two-page *Projects* provide a personalised and communicative way for students to practice the language learned in the previous term, while developing their teamwork skills.

The full-color Workbook with language reference, dedicated vocabulary and grammar practice and extra reading pages is ideal for homework or to revise during lessons.

The *Puzzles & Games* at the end of the Workbook for each unit provide a fun and engaging way to end lessons, revise content and practice target language.

Annual plan					
I semester					
Lesson No	Units and Lessons	Content (substandards)	Hours	Date	
Welcome!					
			3		
0.1	Lesson 1. Welcome! Family. Possessive Adjectives. Verb be.	5-2.4.1, 5-4.2.2.			
0.2	Lesson 2. Welcome! Can for Ability, In, On, At. Present Simple.	5-2.4.1, 5-2.4.2, 5-3.1.2.	1		
0.3	Lesson 3. Clothes. Present Continuous.	5-2.4.1, 5-3.1.2, 5-4.2.2.	1		
Unit 1.Around the town.					
1.1	Lesson 1. About Town. Changing Cities.	6-1.1.2; 6-1.3.2; 6-2.3.1.	1		
1.2	Lesson 2. Vocabulary in Context - Places in Town.	6-1.1.1; 6-1.2.3; 6-2.4.1.	1		
1.3	Lesson 3. Reading - A Blog Post: Unusual Towns .	6-3.1.1; 6-3.1.2.	1		
1.4	Lesson 4. Language in Context - There is/are (Positive, Negative, Yes/No Questions and Short Answers).	6-2.4.1; 6-2.4.2.	1		
1.5	Lesson 5. Listening and Vocabulary - A Dialogue Asking for and Giving Directions. Prepositions of Place.	6-1.1.1; 6-1.2.2.	1		
1.6	Lesson 6. Language in Context - Adverbs of Frequency.	6-2.4.1; 6-2.4.2.	1		
1.7	Lesson 7. Children's Day.	6-1.1.2; 6-1.3.2.	1		
1.8	Lesson 8. Around the World: Beautiful Olinda.	6-3.1.1; 6-3.1.2; 6-3.3.2.	1		
1.9	Lesson 9. Speaking - Giving Directions. Pronunciation: Question Intonation.	6-1.3.2; 6-1.5.1; 6-2.2.3.	1		
Practice extra!	Reading - Around the World. Chinese New Year.	6-1.1.1; 6-1.2.2; 6-2.4.1; 6-2.4.2; 6-3.3.2.	1		
	Subtotal		10		
Unit 2. Delicious Diversity.					
2.1	Lesson 1. Delicious Diversity. Let's Eat Bread!	6-1.1.2; 6-1.3.2; 6-2.3.1	1		
2.2	Lesson 2. Vocabulary in Context - Food.	6-1.1.1; 6-1.2.3; 6-2.4.1.	1		
2.3	Lesson 3. Reading - An Online Article: School Life – What's for lunch today?	6-3.1.1; 6-3.1.2.	1		
2.4	Lesson 4. Language in Context - Can for Permission (Positive, Negative, Yes/No Questions and Short Answers)	6-2.4.1; 6-2.4.2.	1		

2.5	Lesson 5. Listening and Vocabulary - A TV Cooking Programme. Cooking.	6-1.1.1; 6-1.2.2.	1	
2.6	Lesson 6. Language in Context - Making Suggestions and Responding. Subject and Object Pronouns.	6-2.4.1; 6-2.4.2.	1	
2.7	Lesson 7. The Mediterranean Diet	6-1.1.2; 6-1.3.2.	1	
2.8	Lesson 8. Across the Curriculum: Science: Tips for a Healthy Diet	6-3.1.1; 6-3.1.2; 6-3.3.2.	1	
2.9	Lesson 9. Writing . A Recipe.	6-4.1.1.6-4.1.2.	1	
Practice extra!	Writing - Easy Feijoada. Vocabulary.	6-4.1.1.6-4.1.2.	1	
	Units 1 and 2 Review - Sub-summative I		2	
	Subtotal		12	
Unit 3 What a holiday!				
3.1	Lesson 1. What a Holiday! Let's Go on Holiday!	6-1.1.2; 6-1.3.2; 6-2.3.1	1	
3.2	Lesson 2. Vocabulary in Context - On Holiday.	6-1.1.1; 6-1.2.3; 6-2.4.1.	1	
3.3	Lesson 3. Reading - An Online Forum: Your Favorite Holiday Destination	6-3.1.1; 6-3.1.2.	1	
3.4	Lesson 4. Language in Context - Past Simple of be (Positive and Negative). There was/were.	6-2.4.1; 6-2.4.2.	1	
3.5	Lesson 5. Listening and Vocabulary - A Podcast. Facilities, People and Activities.	6-1.1.1; 6-1.2.2.	1	
3.6	Lesson 6. Language in Context - Past Simple of be (Yes/No Questions and Short Answers There was/were: Yes/ No Questions and Short Answers	6-2.4.1; 6-2.4.2.	1	
3.7	Lesson 7. Come to Costa Rica!	6-1.1.2; 6-1.3.2.	1	
3.8	Lesson 8. Around the World: A Family Road Trip Through France	6-3.1.1; 6-3.1.2; 6-3.3.2.	1	
3.9	Lesson 9. Speaking - Talking About Your Holiday Pronunciation: Compound Nouns.	6-1.3.2; 6-1.5.1; 6-2.2.3.	1	
Practice extra!	Reading - Around the World. Life on a Farm in Canada.	6-1.1.1; 6-1.2.2; 6-2.4.1; 6-2.4.2; 6-3.3.2.	1	
	Subtotal		10	
Unit 4 – We've All Got a Story.				
4.1	Lesson 1. We All Have a Story. Tell Me a Story.	6-1.1.2; 6-1.3.2; 6-2.3.1	1	
4.2	Lesson 2. Vocabulary in Context - Story Verbs.	6-1.1.1; 6-1.2.3; 6-2.4.1.	1	

4.3	Lesson 3. Reading - A Story: Peter and the Wolf.	6-3.1.1; 6-3.1.2.	1	
4.4	Lesson 4. Language in Context - Past Simple of Regular Verbs. Positive sentences.	6-2.4.1; 6-2.4.2.	1	
4.5	Lesson 5. Listening and Vocabulary - A Radio Interview about Urban Myths. Time Expressions.	6-1.1.1; 6-1.2.2.	1	
4.6	Lesson 6. Language in Context. Past Simple of Irregular Verbs (Positive and Negative), Past Simple of Regular Verbs (Negative) .	6-2.4.1; 6-2.4.2.	1	
4.7	Lesson 7. Stories from Beijing.	6-1.1.2; 6-1.3.2.	1	
4.8	Lesson 8. Across the Curriculum: History. History of Storytelling.	6-3.1.1; 6-3.1.2; 6-3.3.2.	1	
4.9	Lesson 9. Writing - A Story Summary.	6-4.1.1.6-4.1.2.	1	
Practice extra!	Writing - The Magical World of Narnia. Vocabulary.	6-4.1.1.6-4.1.2.	1	
	Units 3 and 4 Review - Sub-summative II		2	
	Project 1		2	
	Big Summative Assessment 1		2	
	Subtotal		16	
	Total per semester		51	
Welcome Back!				
0.1	Lesson 1. Mid - Year Test	6-1.1.1; 6- 2.1.1;6- 4.1.2; 6-3.2.1; 6- 2.4.1.	1	
0.2	Lesson 2. Mid - Year Test	6-1.1.1; 6- 2.1.1;6- 4.1.2; 6-3.2.1; 6- 2.4.1.	1	
0.3	Lesson 3. Speaking and Writing Activities	6-2.2.1; 6-3.1.1; 6-4.2.2; 6-1.4.1	1	
	Subtotal		3	
II semester				
Unit 5. Incredible Journeys				
5.1	Lesson 1. Incredible Journeys. Travel Like an Egyptian!	6-1.1.2; 6-1.3.2; 6-1.4.1; 6-2.4.2	1	
5.2	Lesson 2. Vocabulary in Context. Transport.	6-1.1.1; 6- 1.1.3; 6- 2.1.1; 6-2.4.1.	1	
5.3	Lesson 3. Reading. A Fact Sheet: Amazing Travellers (Nellie Bly)	6-1.1.1; 6-3.1.1; 6-3.1.2.	1	

5.4	Lesson 4. Language in Context. Past Simple of Regular and Irregular verbs (Questions and Answers)	6-1.3.1; 6- 1.1.3; 6- 3.1.1; 6- 2.4.1;6- 4.3.1.	1	
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7.2	Lesson 2. Vocabulary in Context: Innovation Verbs.	6-1.1.1 ;6-1.3.1 ; 6-3.1.2;6-4.1.1;6-4.2.2	1	
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7.7	Lesson 7. Changing Technology.	6- 1.1.2;1.3.1;2.3.1; 2.4.1.	1	
7.8	Lesson 8. Around The World. Why is Estonia called E-stonia Now?	6-1.1.1;6-3.1.1;6-3.1.2 ;6-4.1.1;6-4.2.2	1	
7.9	Speaking. Telling an Anecdote.	6-1.1.1;6-1.3.1;6-1.5.1;6-2.4.2;6-4.3.1	1	
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8.3	Lesson 3. Reading - A Letter: Dear Prime Minister.	6-1.1.1, 6-1.2.2, 6-3.1.1, 6-4.1.1	1	
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8.7	Lesson 7. You're Destroying My Habitat!	6-1.1.3, 6-1.2.1, 6-1.4.2, 6-3.1.1, 6-4.1.1	1	
8.8	Lesson 8. Around the World. Geography: Deforestation in Mexico - Argh!	6-1.1.3, 6-1.2.1, 6-1.4.2, 6-3.1.1, 6-4.1.1	1	
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	Subtotal		16	
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Standards and Substandards of English Language Grade VI

Content line 1. Listening

The student:

Standard 6-1.1. Overall listening comprehension

6-1.1.1. Consistently recognizes concrete pieces of information on familiar everyday topics, if the speech is clear and slow.

6-1.1.2. Understands phrases and expressions related to areas of most immediate priority, if the speech is clear and very slow, with frequent pausing to assimilate meaning.

6-1.1.3. Understands short, simple questions and statements when spoken clearly.

6-1.1.4. Follows very slow and careful speech with short pauses to assimilate meaning.

Standard 6-1.2. Listening to instructions, directions, announcements, and classroom commands

6-1.2.1. Understands most clear instructions and most classroom commands.

6-1.2.2. Understands figures, prices, times, etc. given clearly in messages and announcements.

6-1.2.3. Understands clear statements about where something is located in the immediate environment.

Standard 6-1.3. Listening as a member of an audience, to live or recorded material

6-1.3.1. Understands concrete details in short monologues and dialogues on familiar everyday topics, provided that speech is clear and slow with short pauses.

6-1.3.2. Understands the gist of simple information explained in predictable situations on immediately present topics, provided that speech is clear and slow with short pauses.

Standard 6-1.4. Conversational listening

6-1.4.1. Understands in conversation many words, phrases, and expressions relating to daily life and familiar concrete topics, if speech is clear, direct, and very slow, with frequent repetition and/or extensive reformulation.

6-1.4.2. Understands in conversation many details relating to daily life and familiar concrete topics, and sometimes identifies the topic of discussions, if speech is clear, very slow, and direct, with frequent repetition and/or extensive reformulation.

Standard 6-1.5. Inferencing and predicting

6-1.5.1. Infers the meaning of some unfamiliar words from their position in a monologue or conversation, or from other context clues, provided that the text is simple, on a familiar everyday subject.

Content line 2. Speaking

The student:

Standard 6-2.1. Pronouncing vowels and consonants

6-2.1.1. Produces a range of individual sounds not found in the first language with relative intelligibility in many familiar words, with little guidance.

6-2.1.2. Produces a range of sound combinations not found in the first language in many familiar words with relative intelligibility, with little guidance.

Standard 6-2.2. Stress and intonation

6-2.2.1. Puts the correct stress on many familiar words, with little guidance.

6-2.2.2. Puts the correct stress on many familiar phrasal expressions, with little guidance.

6-2.2.3. Produces a very limited variety of intonation and sentence stress patterns correctly.

Standard 6-2.3. Monologic speaking

6-2.3.1. Talks slowly and briefly using familiar words; simple, mainly isolated phrases; and simple sentences.

Standard 6-2.4. Information exchange and interviewing

6-2.4.1. Asks simple questions posed clearly and slowly on learned topics.

6-2.4.2. Answers simple questions posed clearly and slowly on learned topics.

Content line 3. Reading

The student:

Standard 6-3.1 Reading informational texts¹

¹ This refers to authentic texts that contain “some” details, not many but not just a few.

6-3.1.1. Finds some details in very short, simple informational texts.

6-3.1.2. Understands some details in very short, simple informational texts.

Standard 6-3.2. Reading literary texts²

6-3.2.1. Finds some details in very short, simple literary texts.

6-3.2.2. Understands some details in very short, simple literary texts.

Standard 6-3.3. Inferencing and predicting

6-3.3.2. Infers the meaning of unfamiliar words for concrete actions or objects, provided that the surrounding text is simple, and on a familiar everyday subject.

6-3.3.3. Infers the meaning and function of some simple unknown formulaic expressions from their position in a written text.

Content line 4. Writing

The student:

Standard 6-4.1. Connecting text

6-4.1.1. Links short series of simple phrases and/or simple sentences using simple linear connectors.

Standard 6-4.2. Types of text and text length

6-4.2.1. Writes a short series of simple phrases, sometimes linked with very basic linear connectors.

6-4.2.2. Writes a short series of simple sentences, sometimes linked with very basic linear connectors.

6-4.2.3. Writes very short, very simple notes.

6-4.2.4. Writes very short, very simple text messages.

6-4.2.5. Writes very short, very simple e-mails.

Standard 6-4.3. Written propositional precision

6-4.3.1. Communicates what he/she wants to say in order to convey non-concrete information, but must significantly compromise the message in order to do so.

² This refers to texts that contain “some” details, not many but not just a few.

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2 Delicious Diversity p.22 2.1 Let's Eat Bread!	Food p.23 Cooking p.27 MEDIATION	Can for Permission (Affirmative, Negative, Yes/No Questions and Short Answers) p.26 Making Suggestions and Responding p.28 Subject and Object Pronouns p.28 MEDIATION	An Online Article: School Life – What's for lunch today? p.25 Science: Tips for a Healthy Diet p.29 2.2 The Mediterranean Diet	A TV Cooking Program p.27		A Recipe p.31	Where do you usually eat? Think about your school. Who cleans it? How do you help to keep it clean? Do you think that it is a good idea to have a meat-free day every week?
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4 We all have a story p.46 4.1 Tell Me a Story!	Story Verbs p.47 Time Expressions p.51 MEDIATION	Past Simple of Regular Verbs (Affirmative) p.50 Past Simple of Irregular Verbs (Affirmative and Negative), Past Simple of Regular Verbs (Negative) p.52 MEDIATION	A Story: Peter and the Wolf p.49 History: The History of Storytelling p.53 4.2 Stories From Beijing	A Radio Interview about Urban Myths p.51		A Story Summary p.55	Why do you think people read stories? We often watch films and series alone. What is good about that? Is there anything bad?
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KEY COMPETENCIES



C1 Competence in linguistic communication



C3 Mathematics, science and technology (STEM) competence



C5 Personal, social and learning to learn competence



C7 Entrepreneurship competence



C2 Multilingual competence



C4 Digital competence



C6 Citizenship competence



C8 Competence in cultural awareness and expression

UNIT	VOCABULARY	GRAMMAR	READING	LISTENING	SPEAKING AND PRONUNCIATION	WRITING	CRITICAL THINKING
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6 Heroes Make a Difference p.70 You Can Be A Hero	Personality Adjectives p.71 Feelings p.75 MEDIATION	Past Continuous (Affirmative and Negative) p.74 Past Continuous (Questions and Answers) p.76 MEDIATION	An Online Article: Can We See With Our Ears? p.73 Physical Education: The Olympic Games p.77 The First Superheroes 	An Interview About an Anecdote p.75		A Social Media Post p.79 	What kind of person can be a hero? What can you do to be an everyday hero? Do you think modern athletes are great heroes?
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8 Our Natural World p.94 Our Amazing World	Nature p.95 The Weather p.99 MEDIATION	Verbs to Express Likes, Wants and Needs p.98 Connectors (After, And, Before, But, However and So) p.100 MEDIATION	A Letter: Dear Prime Minister p.97 Geography: Deforestation p.101 You're Destroying My Habitat! 	A Weather Forecast p.99		A Poster p.103 	What small things can we do to help nature? Is it important to know what your home town or village looked like in the past?

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Reading: Across the Curriculum p.108; Puzzles and Games p.111; Projects p.114; Irregular Verb List p.118; Grammar Reference p.119

0.01 Audioscript pT126

- 0.01** Greet students and welcome them to the lesson. Say: *Hello, I'm (your name). Nice to meet you.* Encourage volunteers to introduce themselves in the same way. Review family members with students. Point to the family tree in the book and have them tell you who they see. Ask them to complete it. Play the audio to check answers. Focus on pronunciation when students repeat.
- Put students into pairs and ask them to complete the table. Encourage peers to help each other. Check their work by eliciting and reproducing the table on the board.
- Read through the sentences with the students and have them complete the blanks. Have them justify their choice of possessive adjective.
- Hold up some classroom objects belonging to the students and elicit their names. Ask: *What's this? Whose is it?* Then have students answer using the possessive ('s), e.g. *It is Pedro's.* Read through the sentences with the students and have them rewrite them using the possessive ('s). Have them check their work in pairs.



USE IT!



MEDIATION

- Bring in your family tree illustrated with photographs or drawings. If this is not possible, draw it on the board. Encourage students to ask you questions about each person or photograph using the speech bubbles in their books as a reference. Have them draw their own family trees. Put students into pairs and have them ask each other questions regarding their families.

Extension

Have students stand up and walk around the classroom, pointing at different objects and making up sentences using possessive adjectives, e.g. *This is his book. This is my pencil case. This is our classroom.*

WELCOME!

FAMILY

- 0.01** Complete the family tree with the words below. Then listen, check and repeat.
 - aunt
 - dad
 - mom
 - brother
 - grandma
 - sister
 - cousin
 - grandad
 - uncle

POSSESSIVE ADJECTIVES

- Copy the table and complete with the correct words.

		Possessive Adjectives
Singular	I	my
	you	1..your
	he	2..his
	she	3..her
	it	its
Plural	we	4..our
	you	5..your
	they	6..their
- Use possessive adjectives to complete the sentences.
 - My friend Zoë and I do **our** homework at school.
 - Hi, ... name's James. What's your name? **my**
 - Emma loves ... new bike. She takes it everywhere. **her**
 - You have a lot of clothes. Is ... wardrobe big? **your**
 - This is the new student. ... name is Peter. **His**
 - My sisters like sport. ... favorite lesson is PE. **Their**

POSSESSIVE ('S)

- Rewrite the sentences using the possessive ('s).

- Dan has brown hair. **Dan's hair is brown.**
 - Maria has blue eyes. **Maria's eyes are blue.**

- My mom has long hair. **My mom's hair is long.**
 - My cousin has a big garden. **My cousin's garden is big.**

USE IT!

MEDIATION

- Draw your family tree. Ask and answer questions with a partner. **Students' own answers**

Who's that?

That's my uncle. His name's Mario.

0.02-0.03 Audioscripts pT126

- 0.02** Review nationalities and countries with students. Bring in different flags from all over the world and divide the class into four teams. Hand out the flags randomly and ask them to write the country and the nationality for each flag. Set a time limit. When time is up, each group has to say the country and spell the nationality. The team with the most correct answers wins. Have them look at the images in their books and label them with the country and nationality. Play the audio to check their work. Focus on pronunciation when students repeat the nationalities.
- 0.03** Draw students' attention to the image. Ask them what they believe this text will be about. Remind them of the present simple of the verb *be* and how we form contractions. Write an example on the board. (*I am = I'm*). Put students into pairs and have them complete the text. Play the audio and have students check their work.

2 'm 3 'm 4 'm not 5 'm 6 are 7 is 8 are

LOOK!

Draw attention to the *Look!* box. Read the sentences with students and ask them to give you more examples. Point out that with *is* and *are* there are two possible negative statements, *'s not* or *isn't* and *'re not* or *aren't*. The forms *'s not* and *'re not* are more common after pronouns; *isn't* and *aren't* are more common after noun phrases.

- Remind students how we ask questions using the present simple of the verb *be*. Ask students simple questions such as: *Are you 13 years old?* *Is Emilia blonde?*, etc. Invite students to look at the scrambled questions and give them two minutes to put the words in the correct order.

VERB BE

- 0.02** Complete the labels with the countries (C) and nationalities (N). Then listen, check and repeat the words and letters.

1 
C: Brazil
N: Brazilian

2 
C: The Uni... States **United**
N: ...can **American**

3 
C: Japan
N: Japan... **Japanese**

- 0.03** Complete the post with 'm, 'm not, is or are. Then listen and check.

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ABOUT
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Meet the New Students in Our School

Hi! I'm Joana Silva. I'm 12 years old and I'm in Year 8. I'm from Australia. I'm from Brazil, but I'm in Sydney with my family now. My parents are from Brazil, too. I have a sister, and we do a lot of things together. Our favorite hobby is surfing. I love languages, and my favorite school subjects are English and Spanish.

- Put the words in the correct order to make questions.

1 old / Are / 12 / you / years / ?

Are you 12 years old?

2 you / Russia / Are / from / ? **Are you from Russia?**

3 school / big / your / Is / ? **Is your school big?**

4 your / nice / Are / teachers / ?

Are your teachers nice?

LOOK!

I am Mexican. = I'm Mexican.

She is not Mexican. =

She's not Mexican. / She isn't Mexican.

You are not Mexican. =

You're not Mexican. / You aren't Mexican.

USE IT!

MEDIATION

- Work in pairs. Ask and answer the questions in Exercise 3.

Students' own answers



USE IT!

MEDIATION

- Put students into pairs to practice asking and answering the questions from the previous exercise. Encourage them to come up with more questions to interview their partner. Monitor their work.

Extension

Have students write a small paragraph introducing themselves. Have them use the text in Exercise 2 as a reference. Have them find someone in the class they are not that familiar with and read their paragraph to this person.

0.04 Audioscript pT126

- Write on the board some activities you believe your students can do. Invite students to stand in front of the activity they can do best. Have some volunteers say the activities they can and can't do. Then have students sit down and read sentences 1–6 in their books. Have them complete the sentences with the verb *can* + action verb according to the positive or negative symbol, or question mark. Play the audio and have students check their work.
- Revise the prepositions *in*, *on* and *at* related to time, months and days. Copy the table from the book on the board. Ask a volunteer to come to the board and complete the table with the correct prepositions. Encourage students to give you more examples. Have students complete the table in their own books.
- Ask volunteers to read the sentences 1–4 to the class, ignoring the gaps. Then, individually, have them complete the sentences using the table for reference.
- Have students read the sentences 1–5 before looking at the weekly planner. Ask them to look at the planner and notice the prepositions. Have them write *T* (true) or *F* (false) and correct the false statements. Encourage them to make up one more true statement and one more false statement according to the planner.



USE IT!



MEDIATION

- Put students into pairs. Have them look at the speech bubbles and model the activity with a student. Student As should read their sentences to their partners. Student Bs should react. Then have them change roles.

CAN FOR ABILITY

- Complete the sentences. Use the correct form of *can* and the verbs in brackets. Then listen and check.
 - Sarah *can ice-skate* (ice-skate) very well. (+)
 - My grandparents ... (play) video games. (–) *can't play*
 - ... you ... (ski)? (?) *Can, ski*
 - I ... (dance) the samba. (–) *can't dance*
 - ... your parents ... (run) 10 km? (?) *Can, run*
 - My friends and I ... (speak) English. (+) *can speak*

IN, ON, AT

- Complete the table using *in*, *on* and *at*.

We use ...	with ...
1 ?	time (7 o'clock, 7 pm)
2 ? <i>at</i>	months (March), years (2030)
3 ? <i>in</i> <i>on</i>	days of the week (Monday)
- Complete the sentences with *in*, *on* or *at*. Write the sentences that are true for you. Then tell a partner.
 - I go to the science lab *on* Wednesdays.
 - My birthday isn't ... May. *in*
 - I go to bed ... 10:15 ... Saturdays. *at, on*
 - I eat dinner ... 7 o'clock every day. *at*

PRESENT SIMPLE

- Read Mia's plans for the week. Write *T* (true) or *F* (false). Then correct the false sentences.

Monday	Tuesday	Wednesday	Thursday	Friday
First day of school. Take Bus 22.	Buy blue vase for Mom after school.	Mom's birthday. Party at 7 pm 😊❤❤❤	Film night at Pat's house. My house next week!	Music lessons at 6 pm every week!

- Mia has a party on Thursday. *F*
She doesn't have a party on Thursday. She has a party on Wednesday.
- She practices music on Fridays. *T*
- She watches films on Thursdays. *T*
- Her mom hates blue. *F* *Her mom doesn't hate blue. She likes blue.*
- She walks to school. *F* *She doesn't walk to school. She takes the bus to school.*



USE IT!



MEDIATION

- Work in pairs. Talk about what you do every week.
Students own answers

I play soccer on Saturdays.

That's nice!

I hang out with my friends on Sundays.

Me too.

Extension

Ask students to write their own weekly planners. Encourage them to write ten sentences regarding the activities they do on different days. Encourage students to share their planners. Say: *Compare your planners. What is the same? What is different?*

0.05 Audioscript pT126

- 1 Remind students of the structure of a question beginning with *Do* and *Does*. Ask a volunteer to ask you questions using this structure. Write them on the board. Have students explain why we sometimes use *Do* and why we sometimes use *Does* to start a question. Read through questions 1–6 with students and have them complete them with the correct verb form, individually. Then have them ask and answer questions with a partner.
- 2 **0.05** Tell students to look at the images 1–6 in their books and label them. Play the audio and have students check their work. Tell students to repeat the words and draw students' attention to the pronunciation.

Extension

On *Go!*, have students write as many pieces of clothing as they can think of on a piece of paper. Set a time limit of 30 seconds. When time is up, ask how many items each student could think of. The student with the most items is the winner.

- 3 Ask a student to come up to the front and describe what another student is wearing (if they are wearing uniforms, have them describe what you are wearing as well). Remind students of the structure *is/are + ing*. Put students into pairs and have them work together to describe what people are wearing in the image. Check answers with the class.



Draw attention to the *Look!* box. Read the verbs with students and ask them to give you more examples of other verbs + *ing*. Remind them of the rule: for verbs ending in 'e', we delete the 'e' and add *-ing*, for verbs ending in a single consonant, we double the consonant and add *-ing*.

- 1 Complete the questions with *Do* or *Does*. Then ask and answer with a partner.

- 1 *Do* you have computer science lessons?
- 2 ... your friend watch films at your house? *Does*
- 3 ... you like cold pizza? *Do*
- 4 ... your cousins go to bed early on Saturdays? *Do*
- 5 ... you and your friends do your homework at school? *Do*
- 6 ... your English teacher wear glasses? *Does*

CLOTHES

- 2 **0.05** Complete the clothes words. Then listen, check and repeat.



sweater



j... jeans



d... dress



t... trainers



s... shorts



s... skirt

PRESENT CONTINUOUS

- 3 Look at the image. Complete the sentences with the correct affirmative (+) or negative (-) form of the present continuous.



- 1 Beatrice *is wearing* a skirt.
- 2 Beatrice and Thomas ... trainers. *aren't wearing*
- 3 Laura ... glasses. *is wearing*
- 4 Leonard ... shorts. *isn't wearing*
- 5 Isaac and Thomas ... trousers. *are wearing*
- 6 Isaac is saying: 'I ... a blue T-shirt.' *'m wearing*



We add *-ing* to the verb in the present continuous:
wear → *wearing*; *take* → *taking*; *swim* → *swimming*.



USE IT!

MEDIATION

- 4 Work in pairs. Take turns to describe a classmate for your partner to guess. *Students' own answers*

She's wearing blue jeans and a red T-shirt.

Is it Melanie?

No, it's not!



USE IT!



MEDIATION

- 4 Read the statements in the speech bubbles with students. Model the activity. Put students into pairs and have them take it in turns making sentences and guessing the person. Monitor the activity by walking around the classroom.

Extension

Invite students to think about their favorite actor. Have them think of their favorite episode or film starring the actor. Have them write down what this person is wearing and what she/he is doing in the scene. Have students share their sentences with the class.

0.06 Audioscript pT126

- 1 Invite students to look at the image and the labels. Have them look at the prompts and invite them to look at the example and note the inversion of word order when forming questions. Have them work individually to write questions using the present continuous. Invite them to check their work in pairs. Encourage students to make up more questions related to the image to ask their peers.

2 Is Evelyn wearing jeans? Yes, she is.

3 Is Jessica watching TV? No, she's not.

4 Are Noah and Samuel reading a book? No, they're not.

5 Are Sophia and Evelyn sitting on the sofa? Yes, they are.

- 2 **0.06** Ask students to tell you the main differences between the present simple and present continuous. Elicit statements and questions from them using both structures. Ask volunteers to read sentences 1–6. While they read, have them tell you the correct verb tense, justifying their answers. Draw their attention to the words 'today' and 'now' to help them justify their choices. Have them write the correct options in their notebooks.
- 3 Read through sentences 1–5 with students and have them complete the sentences according to what is true for them.



USE IT!



MEDIATION

- 4 Remind students how to make statements into questions. Write down two positive statements in the present simple and present continuous and have students turn them into questions. Have them notice the change in structure. Ask a student to explain the change. Ask students to form questions from the statements in Exercise 3. Put students into pairs and have them interview each other.

Practice Extra

Welcome Unit

PRESENT CONTINUOUS

- 1 Write questions about the teenagers in the image. Then ask and answer the questions with a partner.



- 1 Sophia and Evelyn / talk / ?

Are Sophia and Evelyn talking?

- 2 Evelyn / wear / jeans / ?

- 3 Jessica / watch / TV / ?

- 4 Noah and Samuel / read / book / ?

- 5 Sophia and Evelyn / sit / on the sofa / ?

Are Sophia and Evelyn talking?

Yes, they are.

PRESENT CONTINUOUS AND PRESENT SIMPLE

- 2 **0.06** Choose the correct options.

- 1 Sarah wears / is wearing red shoes today.

- 2 Mark likes / is liking sport.

- 3 My friends and I are not sitting down / don't sit down all day at weekends.

- 4 Do you go / Are you going to restaurants on Saturdays?

- 5 My friend and I talk / are talking on the phone now.

- 6 Is your teacher writing / Does your teacher write on the board now?

- 3 Complete the sentences so that they are correct for you.

Students' own answers

- 1 I like (like) pizza.

- 2 I ... (look) at my cell phone now.

- 3 I ... (have) a lot of cousins.

- 4 I ... (wear) jeans now.

- 5 I ... (do) my homework on Saturday evenings.



USE IT!



MEDIATION

- 4 Make questions from the sentences in Exercise 3. Ask and answer with a partner. Students' own answers

Do you like pizza?

Yes, I do.

10

Extension

Individually, have students walk around the school for five minutes. Tell them to make notes of what they see people doing. When they are back in the classroom, invite them to write down ten sentences based on their notes. Remind them to use the present continuous.

Unit 1 Around Town

Lesson 1

Lesson Aim: I can talk about my favourite places in town.

Warmer

Encourage students to say a couple of sentences about their favorite place in town. Provide a model, e.g. *My favorite place in town is the shopping center. I love shopping for clothes.*



THINK!



1  Invite students to look at the images, discuss what the teens are doing in each of them, and have students write three places they believe are related to each image. Use the thinking routine *See, Think, Wonder* for students to reflect deeper about this image. Ask: *What do you see? What do you think about it? What does it make you wonder?* Use this routine at the opening of every unit to help students observe and share their ideas regarding the image(s).

2  Give students one minute to think about the best places to hang out in their town. Invite them to share their ideas. Encourage them to think about why it is important to have these specific places for teenagers to hang out.



Changing Cities

Summary

The video is about how cities around the world change over time, and the reasons for these changes.

In the Lesson

Tell students they're going to watch a video about how different cities around the world have changed over time. Ask them how their own city has changed over time, for example: traffic, shops, housing. Ask: *Do you live in a modern city? Do you think it's good when cities change?* Students can use their ideas from the *Think!* questions in their answers.

Exercise 1

Ask students to watch the video to answer the questions:

1  *What things that change do you see?* Check the answer with the class.

seasons, technology, people, animals and cities

2  *Which four cities are in the video?* Check the answer with the class.

Beijing, New York, Seoul and Dubai

Reflect and introduce homework

Together with students reflect on what has been taught today and introduce homework.

At Home

Exercise 3

Ask students to research a city that has changed a lot. Ask them to bring in photos, if possible, and present their research in the following lesson.

Resources

Workbook Unit 1, Teacher's worksheets Unit 1

1 ABOUT TOWN

UNIT GOALS

- Talk about places in town.
- Read about unusual towns.
- Listen to a dialogue.
- Learn about a festival.
- Speak about giving directions.
- Focus on the Key Competencies.

THINK!

- 1 Where are the teenagers in the photos?
- 2 Is it important to have places in town where teenagers can hang out? Why / Why not?

VIDEO

- 1 What things that change do you see?
- 2 Which four cities are in the video?

Exercise 2

Play the video again. Write the questions on the board and ask students to answer them. Then have them watch the video again, and check their answers.

1 What happened in Seoul in 1988?

It was home to the Summer Olympic Games.

2 'A desert with no tourists.' What city does this describe?

Dubai

3 List three reasons why cities change.

people, sporting events and tourists



Print and Share



Go to Appendix A

Unit Aims

Cambridge Life Competencies Framework

I can ...

- use simple techniques to start, maintain and close conversations of various lengths to talk about my city. (**Communication**)
- state opposing opinions in a respectful way when discussing my city. (**Emotional Development**)
- start and manage conversations about my city with confidence. (**Communication**)
- understand essential grammatical terms and concepts: use of *There is/are* and adverbs of frequency. (**Learning to Learn**)
- use strategies and techniques for improving my English (e.g. mind maps to organise thoughts). (**Learning to Learn**)

Presentation of Homework

Ask students to present homework to the class.

1.01 Audioscript pT126

Introduction of target vocabulary

bowling alley	/ˈbəʊ.lɪŋ ˌæl.i/
cinema	/ˈsɪn.ə.mə/
clothes shop	/ˈkləʊðz ʃɒp/
park	/pɑ:k/
shopping center	/ˈʃɒp.ɪŋ ˌsen.tə/
skatepark	/ˈskeɪt.pɑ:k/
stadium	/ˈsteɪ.di.əm/
supermarket	/ˈsuː.pə.mɑː.kɪt/

- 1** **1.01** Invite students to look at the images on the page. Encourage them to name the places they see. Go over the words with them and invite them to repeat the words after you. Ask them to complete the posts with the words that best fit. Invite them to listen to the audio to check their answers.

VOCABULARY IN CONTEXT

PLACES IN TOWN

- 1** **1.01** Complete the posts with the words below. Then listen and check.

- bowling alley
- clothes shop
- supermarket
- shopping center
- cinema
- park
- skatepark
- stadium

1

16:54

#I love my neighborhood

Avava34



Western Park: the place to be with friends.
There is a **skatepark** in the ... !
park

2

17:14

My favorite places

SuperSonic



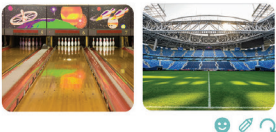
I love films. The ... is my favorite place. It's in the ...
cinema, shopping center

3

13:32

My new neighborhood

Sooophil



I love my new neighbourhood. There is a ...
... We have a great sports ... too!
bowling alley, stadium

4

9:26

My fave shops

Fun.Tastic



I go to the ... a lot with my dad to buy food.
There is a lot of organic stuff there. And there's a nice ... next to it!
supermarket, clothes shop

1.02 Audioscript pT126

- 2  1.02 When students have completed the exercise, ask them to listen to the audio and repeat the words. Pay attention to their pronunciation.
- 3  Have a volunteer read sentences a–f. Individually, students complete the blanks with the correct places from Exercise 1.
- 4  Tell students to look at the table. Read the headings with them. Have them complete the table using the vocabulary from Exercise 1. Encourage them to think of other places as well as the ones mentioned in this lesson. Allow them to use a dictionary, if necessary.

 USE IT! **MEDIATION**

- 5  Put students into pairs. Have them cover their table so their partner cannot see it. Have them find similarities and differences by asking questions to their partners. Model the activity with a student using the example given.

 Fast Finishers
Puzzles & Games
page 111, Exercise 1

Extension
Ask students to create a floor plan of a shopping center and include all their favorite shops and places. Ask them to introduce their plan to the class.

 Reflect and introduce homework

Together with students reflect on what has been taught today and introduce homework.

 Workbook
page 3, Exercises 1 and 2

- 2  1.02 Write the answers to the questions in your notebook using words from Exercise 1. Then listen, check and repeat.

Where do you go to ...

- | | |
|--|------------------------|
| 1 buy jeans or a T-shirt? <i>clothes shop</i> | <i>shopping center</i> |
| 2 buy stuff and have a snack with friends? | <i>supermarket</i> |
| 3 buy fruit, vegetables and other kinds of food? | <i>park</i> |
| 4 hang out with friends, run or relax? | <i>stadium</i> |
| 5 watch a soccer match? | <i>cinema</i> |
| 6 see your favorite actor? | <i>bowling alley</i> |
| 7 go bowling with friends or family? | <i>skatepark</i> |
| 8 hang out with friends and skate? | |

- 3 Match the comments a–f with the posts 1–4 on page 10 in your notebook.

- a Where's that? Have they got organic yoghurt there, too? **4**
- b  That's my favorite place, too. Soccer is my life. **3**
- c Looks nice, but I don't have a skateboard  **1**
- d I go there every weekend. I like the shops on the first floor. They're awesome! **2**
- e You're right. It's really cool. I love their jeans. **4**
- f I  that place! My friends and I like to listen to music under the  **1**

- 4 Copy the table in your notebook and choose five words from Exercise 1. Write them in the table. Then write three more places in town in the table. You can use a dictionary. *Students' own answers*

I go there with my family	I go there with my friends
?	?

 USE IT! **MEDIATION**

- 5 Look at your chart. Ask and answer questions in pairs. Which places in Exercise 4 do you and your partner both go to? *Students' own answers*

Do you go to the stadium with your family?

Yes, I do. Do you go to the park with your friends?

Warmer

Ask students to imagine their perfect town. Have them close their eyes for one minute and think of all the things this town should have. Write the heading *My Perfect Town* on the board. Elicit students' ideas and write them on the board around the heading to create a mind map.

1.03 Audioscript pT126

 Draw students' attention to the text and ask them what they can see in the images. Ask them where this kind of text can be found and encourage them to justify their answers. Go through the phrases in Exercise 1 with the class to check understanding. If time allows, create a word cloud (either on the board or digitally) with words from the text to share with students. Have students read the words and try to identify what the text is about. Students complete the exercise individually. Check answers with the class.

1 blog posts 2 unusual towns 3 about me

 1.03 Give students two minutes to read the text in detail. As they do, invite them to begin the vocabulary page in their exercise books entitled 'Towns'. Encourage them to list the words they find in the text and others they could add. Have them listen to the audio and complete the exercise. Have a volunteer read out the answers.

 Have students look at the image and choose their answer from memory. Have them read the text again to check their answer.

 Put students into pairs. Ask them to read through the sentences and decide together whether the statements are *True* or *False*. Check answers as a class.

 Print and Share

 Go to Appendix B

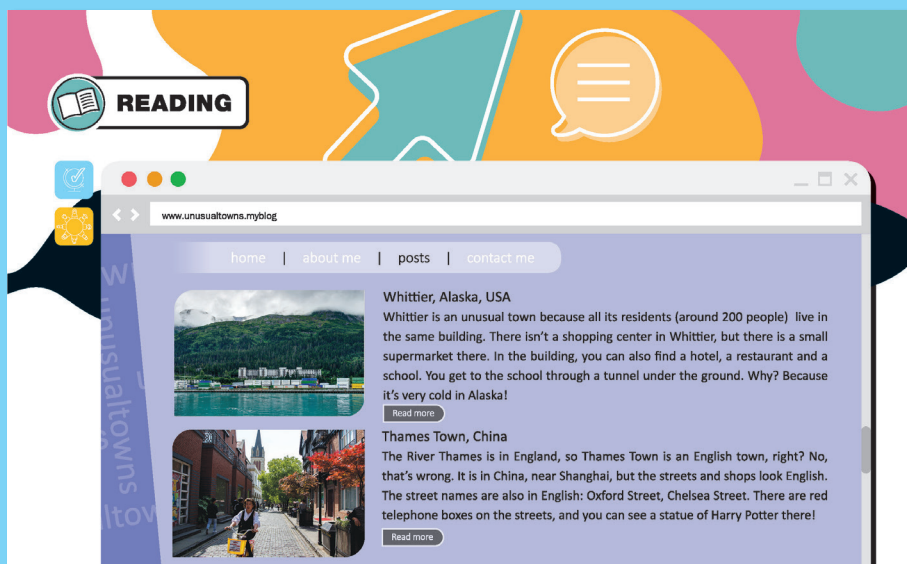


THINK!



Invite students to make a list of the pros and cons of each town. Have them compare their lists and see which town has the most pros.

Students' own answers



1 Complete the sentences with the phrases below.

• about me • blog posts • unusual towns

The text shows two ¹ ... about ² ... To read about the author of the text, you have to click on ³ ...

2  1.03 Read the text and listen. Where can we find 1–5? Write *W* (Whittier) or *TT* (Thames Town).

- 1 a statue *TT*
- 2 a supermarket *W*
- 3 a tunnel to go to school *W*
- 4 a street called Chelsea *TT*
- 5 a hotel *W*



3 Is the image from Whittier or Thames Town?
Thames Town

4 Write *T* (true) or *F* (false).

- | | |
|---|--|
| 1 Whittier is an American town. <i>T</i> | 4 Thames Town is a Chinese neighborhood in England. <i>F</i> |
| 2 There are 200 buildings in Whittier. <i>F</i> | 5 There are red streets in Thames Town. <i>F</i> |
| 3 The restaurant and the supermarket in Whittier are in the same building. <i>T</i> | 6 The streets in Thames Town have English names. <i>T</i> |



THINK!



Imagine you live in Whittier. Then imagine you live in Thames Town. Which do you prefer? Why?

14



WORKBOOK p.5

Fast Finishers

Puzzles & Games

page 111, Exercise 2

 Reflect and introduce homework

Together with students reflect on what has been taught today and introduce homework.

 Workbook

page 5

Warmer

Ask students to create and ask quiz questions about what is in the classroom to a partner who must use his/her memory to answer the questions. In two groups, students write *Is/Are there...?* questions from the prompts on the worksheet. For each correct answer, the group scores one point. Afterwards, groups swap roles. The group with the most points wins at the end of the game.

- Have students look at the blog posts on page 14 to help them complete the table. Encourage them to notice and analyse the differences in structure when asking and answering questions and making statements. When finished, elicit positive sentences about their own town.
- Point out how the short answers are structured in the table. Ask a volunteer to read out the answers and check pronunciation and intonation. Then ask students to work on the own to write two more questions about the two towns. Put them into pairs to ask and answer their questions.
- Tell students to refer to the table and complete the sentences according to the positive or negative symbols. Remind them to check whether the sentences should be singular or plural.
- Having written the questions using the prompts in the book, encourage students to write two more questions of their own.

LOOK!

Draw attention to the *Look!* box. Tell students not to use the verb *have* instead of *There is/are*, e.g. *There have a bookshop in the shopping center.* instead of *There is a bookshop in the shopping center.* Point out another common mistake, which is leaving out *there* completely: *In my town there are many parks.* NOT *In my town are many parks.*

USE IT!

- Model the activity using the example and a volunteer. Then put students into pairs. Monitor as they ask and answer the questions from Exercise 4, providing feedback as necessary. Encourage them to ask more questions of their own and invite students to share their questions with the class.



LANGUAGE IN CONTEXT

- Look at the examples below. Complete the sentences from the blog post in the table.

There is/are				
Affirmative (+)	Negative (-)	Yes/No Questions (?)	Short Answers	
There is a small supermarket in Whittier.	There isn't a shopping center in Whittier.	Is there a school in Whittier?	Yes, there is.	No, there's not. / No, there isn't.
There are 2... red telephone boxes.	There aren't stadiums in Thames Town.	Are there stadiums in Whittier?	Yes, there are.	No, there aren't.

- Read the questions in the table again. Write the correct short answers.

1 Is there a school in Whittier? *Yes, there is.*

2 Are there stadiums in Whittier? *No, there aren't.*

- Complete the sentences. Use the correct form of *There is/are* affirmative (+) or negative (-).

1 *There is* a bowling alley in my neighborhood. (+)

2 ... a cinema in Whittier. (-) *There isn't*

3 ... many clothes shops in this shopping center. (+) *There are*

4 ... a nice library in my town. (+) *There is*

5 ... Japanese restaurants near my house. (-) *There aren't*

6 ... a canteen in my school. (-) *There isn't*

- Write questions about your partner's town. Use the phrases.

1 (a cinema?) *Is there a cinema in your town?*

2 (nice gyms?) *Are there nice gyms?*

3 (Mexican restaurants?) *Are there Mexican restaurants?*

4 (a skatepark?) *Is there a skatepark?*

5 (a bowling alley?) *Is there a bowling alley?*

6 (clothes shops?) *Are there clothes shops?*



LOOK!

Remember: We use *There is* or *There's* for singular nouns and *There are* for plural nouns.

There is a shopping center. / There are two shopping centers in my neighborhood.



USE IT!

MEDIATION

- Work in pairs. Ask and answer the questions in Exercise 4. *Students' own answers*

Is there a cinema in your town?

Yes, there is.



WORKBOOK p.2, p.4 and p.6

15

Grammar Game

Divide students into groups of four. Think of different places (the gym, a pet shop, a supermarket, a prison, a post office, a school, a hotel, a restaurant, etc.). Write the places onto cards and give one card to each group. Tell them they have 30 seconds to write down as many sentences as they can about this place using *There is/are*. When the time is up, students pass their card to the next group, and the game continues until all groups have written about all the places on the cards. Ask students to count how many sentences they were able to come up with. Make sure the sentences are correct. The group with the most correct sentences is the winner.

Reflect and introduce homework

Together with students reflect on what has been taught today and introduce homework.

Workbook

page 2; page 4, Exercises 1 and 2; page 6

Unit 1 Around Town

Lesson 5

Listening and Vocabulary

Lesson Aim: I can use prepositions of place to describe where things are; I can understand directions.

Warmer

Prepare cards with the following words: *behind, between, in front of, inside, left, next to* and *right*. Hand them out to seven students and ask them to demonstrate the meaning of their words using their classmates and objects in the classroom, e.g. *She is in front of Pedro; Pedro is between Manuela and Raissa*, etc.

1.04-1.05 Audioscripts

pT126

Introduction of target vocabulary

behind	/br'haɪnd/
between	/br'twi:n/
in front of	/ɪn frʌnt.əv/
in	/ɪn/
left	/left/
next to	/,nekst tu/
right	/raɪt/

1  **1.04** Read the words/phrases with the students and invite them to use objects around the classroom to demonstrate the meaning of each word. Invite them to label the objects in the classroom according to where they are. Tell them to complete the activity, then play the audio and have students check their work.

2  Have volunteers read sentences 1–7 and complete them with the correct preposition. Encourage students to come up with more sentences about the image using words from Exercise 1.

2 right 3 in 4 between 5 next to
6 in front of 7 behind

3  **1.05** Ask students what they think is happening in the images. Tell them to complete the activity. Play the audio to check.

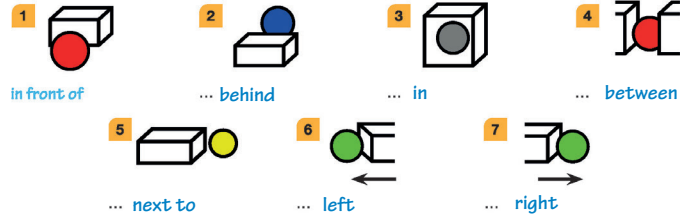
4  **1.05** Invite students to try to complete the sentences a–c from memory. Play the audio, and have students check their work. Have them order the sentences according to what they heard on the audio. Play the audio again for them to check their work.

5  **1.05** Play the audio and invite students to trace the route with their fingers as they listen. Have them write the correct route (A or B) in their notebooks that depicts the route described in the audio.

LISTENING AND VOCABULARY

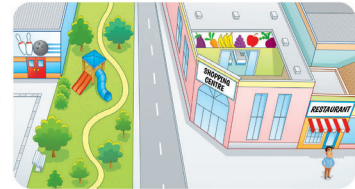
1  **1.04** Match the diagrams with the words/phrases below. Then listen, check and repeat.

• behind • between • in front of • in • left • next to • right



2 Complete the sentences about the image. Use the correct words and phrases from Exercise 1.

- The bowling alley is on the **left** of the park.
- The shopping center is on the ... of the park.
- The supermarket is ... the shopping center.
- The park is ... the bowling alley and the shopping center.
- The restaurant is ... the shopping center.
- There is a man ... the restaurant.
- The restaurant is ... the man.



3  **1.05** Look at the images. Make predictions and answer the questions. Then listen and check.

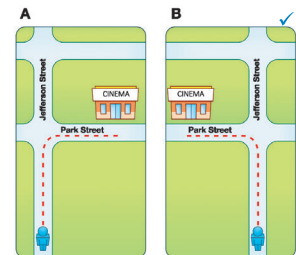
- What are the girls talking about?
✓ a directions to a place b how to meet the boy
- Do the girls know the boy?
a yes ✓ b no



4  **1.05** Listen again. Complete sentences a–c. Then put them in the order you hear them (1–3).

- We're here, ... Jefferson Street. **on, 3**
- Can you see that sign over ... ? **there, 2**
- I don't know where the cinema ... **is, 1**

5  **1.05** Listen again and write the correct route (A or B).



16

 **WORKBOOK** p.3

 **Print and Share**
 **Go to Appendix C**

Extension

Ask students to write a short paragraph describing places in the neighbourhood, using prepositions of place. Have them give feedback on each other's paragraph.

Reflect and introduce homework

Together with students reflect on what has been taught today and introduce homework.

 **Workbook**
page 3, Exercise 3



1 Draw a line on the board and write 0% at the beginning of the line and 100% at the other end. Write *Never* under the 0% and *Always* under the 100%. Have students copy the table in their notebooks and analyse the sentences using the timeline on the board. Elicit from students where you should write the other adverbs of frequency (in bold) in the gaps. Students complete the sentences in the table individually. Check answers with the class.



2 Write out sentences for this activity on separate sheets of paper and cut them up into words. Make sure you have enough sentences for all groups before grouping students and handing out the words for them to unscramble. Encourage students to walk around the classroom to check each other's work, before putting the words in the correct order in their notebooks.

2 Carolina sometimes hangs out with her friends at the shopping center.

3 My sister often watches TV in the evening. 4 My friends never go to the skatepark on Wednesdays. 5 My brother and I always play volleyball at school.



3 Ask students to refer to the table in Exercise 1 and look at how the questions are formed regarding routines. Invite them to not only write questions using the prompts given in the activity, but write further questions using words for other places learned throughout this unit. Have them reflect upon the answers they could give to these questions.



USE IT!



MEDIATION



4 Elicit all the adverbs of frequency used in the previous activities and, as a class, order them on the timeline you made on the board in Exercise 1. Encourage students to interview their classmates using the questions from Exercise 3 and the ones they made up.

Extension



Ask students to write a short paragraph describing places in their neighbourhood, using prepositions of place and saying how often they do certain activities in those places.

Then have them read their paragraphs aloud to the class.



LANGUAGE IN CONTEXT



1 Complete the sentences from the dialogue in the table using the phrases below.

- always get
- never go

Adverbs of Frequency	
	How often do you go to the shopping center?
100% Sevil: You ¹ ... lost. <i>always get</i>	I go to the shopping center every day .
Davud: I often go to the cinema.	I go to the shopping center every weekend .
Sabina: I sometimes go to the sports center.	I go to the shopping center once/twice a month .
0% Miray: I ² ... to the cinema. <i>never go</i>	I never go to the shopping center.



2 Put the words in the correct order.

- friends / I / my / to / with / always / bowling / go / the / alley
I always go to the bowling alley with my friends.
- with / sometimes / shopping center / out / her / at / Leyli / the / hangs / friends
- often / TV / sister / evening / My / the / watches / in
- to / My / never / Wednesdays / the / on / friends / go / skatepark
- My / I / volleyball / school / brother / and / play / always / at



3 Make the questions with How often using the words/phrases in brackets.

- How often do you go to a restaurant? (go / restaurant)
- ...? (hang out / skatepark) *How often do you hang out at a/the skatepark?*
- ...? (watch / films) *How often do you watch films?*
- ...? (play / basketball) *How often do you play basketball?*
- ...? (drink / orange juice) *How often do you drink orange juice?*
- ...? (go / supermarket) *How often do you go to a/the supermarket?*



USE IT!



MEDIATION

4 Work in pairs. Ask and answer the questions from Exercise 3. Use adverbs of frequency in your answers. *Students' own answers*

How often do you go to a restaurant?

I go to a restaurant once a month.

WORKBOOK p.2, p.4 and p.7

17

Grammar Game



Make cards as follows:

always often sometimes never

Make sure there are enough cards for each student to have one. Divide students into groups of four and give each student in the group a different adverb card. Have them choose a famous person. Students take it in turns to say a sentence about this person, using their adverb. If they can't think of one, they should pass. Students have 15 seconds to make up a sentence. After two or three rounds, the student with the most correct sentences wins.



Print and Share



Go to Appendix D



Reflect and introduce homework

Together with students reflect on what has been taught today and introduce homework.



Workbook

page 2; page 4, Exercises 3 and 4; page 7



Children's Day

The video on page 19 and accompanying exercises below can be used as a lead-in to the topic of the *Around the World* text, or after the reading activities to complete the unit.

Summary

The video is about how different nationalities celebrate Children's Day.

In the Lesson

Tell students they're going to watch a video about how people around the world celebrate Children's Day. Ask students if they have any ideas about how people could celebrate Children's Day in different ways. Ask: *What do you think? Is Children's Day important? Do you celebrate it?* Have students discuss in pairs. Then discuss as a whole class.

Exercise 1

Ask students to watch the video to answer the questions:

-  **1** Why do people celebrate Children's Day? Check the answer with the class.

To show children they are important and special.

-  **2** Which three countries are in the video? Check answers with the class.

Japan, India and Brazil

Encourage students to think about the main reason why we should celebrate Children's Day. Is it a marketing plan in order for people to consume goods, or does it have a deeper meaning? 

Exercise 2

Ask students the following questions and elicit answers.

- 1** What is the meaning of the colorful fish kites in the sky?
Adults make them so that children grow up strong and healthy.
- 2** What is Children's Day called in India?
Bal Diwas
- 3** Who dresses up as superheroes on Children's Day in Brazil? Why do they do this?
The window cleaners. They visit hospitals to make children feel happy and special.

Play the video again for students to check their answers. Invite students to make up one question for their peers to answer regarding the video.



AROUND THE WORLD



[Home](#) | [Posts](#) | [About me](#)

Beautiful Olinda

(in Portuguese, Olinda Linda)

I'm from Olinda, a town in Pernambuco State in Brazil. I love my town, and in this post I'm writing about Olinda again!

- 1... It's Carnival Time**
At this time of the year, it's Carnival time! There are street parties for 11 days and nights in Olinda. People listen to music and watch the parades. Frevo is a traditional dance in Pernambuco. I love it!
- 2... A Place For Teens**
My mom is a cook. She sometimes works at Carnival. I always go to the Safe Zone for teens when she's working. I meet my friends and have snacks there. I often play video games there, too.
- 3... Art Is Everywhere**
Do you like colors? Then Olinda is the place for you. There are great art museums, but you can see art in the streets, too. Olinda is fun!
- 4... Our Olinda**
Olinda is a UNESCO World Heritage Site. This means that the town is not only my Olinda: it's your Olinda, too!







18



Print and Share



Go to Appendix E



Reflect and introduce homework

Together with students reflect on what has been taught today and introduce homework.

At Home

Ask students to write a short paragraph about their favorite festival. Have them describe where it takes place, what people wear and if possible eat any special foods or do any special activities. Give them the choice of making a poster or a presentation to present to the class.

Presentation of Homework

Ask students to present their posters or presentations to the class.

Background Information

Olinda is a beautiful town in Pernambuco state in the northeast of Brazil. It was founded by the Portuguese in 1537 and is famous for its art, antique and handicraft galleries. It is also noted for its Carnival festivities.

1.06 Audioscript pT126

1 Invite students to look at the text and the images. Ask them where this kind of text can be found and if they normally read or write this kind of text. Point out the three *Wh*-questions (*What?* – *Who?* – *What for?*) in the table. Read through sentences 1–4 with students to check understanding. Ask them to read through the text quickly with the questions in mind in order to write the correct answers.

2 **1.06** Invite students to read the headings given in their books. Point out that the headings should summarise each of the paragraphs that follow. In pairs, have them match the headings with the text in their notebooks. Play the audio for them to check their answers.

3 Ask students if they like the town they live in, and why. Highlight 'my town' and 'again' in the rubric, and read through statements 1–2 with students. Ask them to justify their answers.

Words in Context

4 Ask students to find the words in bold in the text. Encourage them to guess the meaning of the words before checking in a dictionary. They should be able to work out the meaning of some of the words from the context. They can use an online dictionary, if necessary.

5 Have students write the most important words in each sentence 1–5 in their notebooks. Then tell them to find the parts of the text that answer the questions before writing the correct options.

1 Look at the text quickly and choose the correct answers.

What?	1 The text is:	• in an encyclopedia	✓ • a blog post
	2 The topic of the text is:	✓ • a town	• Carnival
Who?	3 The author of the text is:	✓ • a teenager	• an adult
What for?	4 The goal of the text is to give:	• directions	✓ • information

2 1.06 Match the headings with the text (1–4). Then read, listen and check.

A Place For Teens

Art Is Everywhere

It's Carnival Time

Our Olinda

3 The text says: 'I love my town, and in this post I'm writing about Olinda again!' What does this mean?

- 1 The blog's author lives / doesn't live in Olinda. 2 This is isn't the author's first blog about Olinda.

WORDS IN CONTEXT

4 Look at the words in bold. Then match 1–4 with a–d.

- | | |
|---|---|
| 1 I love samba school parades . b | a Don't talk to people you don't know. |
| 2 My grandmother is a great cook . d | b There is a famous one in Rio. |
| 3 Be safe during Carnival. a | c I prefer to go to a restaurant after the match. |
| 4 I don't have snacks at the stadium. c | d I love to have dinner at her house. |

5 Read the text again. Choose the correct options to complete the sentences.

- | | |
|--|---|
| 1 People celebrate Carnival in Olinda ... | c adults can dance Frevo. |
| a from Saturday to Wednesday. | d children can watch parade. |
| b for more than a week. ✓ | 4✓ The author of the text thinks that the art museums in Olinda are ... |
| c on the weekend. | a excellent. |
| d for a month. | b big. |
| 2✓ The author goes to the Safe Zone ... | ✓ c small. |
| a every day. | d safe. |
| ✓ b during Carnival. | |
| c after Carnival. | 5 In 'it's <u>your</u> Olinda, too!', <u>your</u> refers to ... |
| d every weekend. | a the people from Olinda. |
| 3 In the Safe Zone, ... | b the reader. |
| a teenagers can hang out with their friends. | c visitors. |
| b teenagers can have science lessons. | d the author. |



THINK!

Do you feel safe during Carnival? Why / Why not? What do you think about the safe area for teens in Olinda?



VIDEO

- 1 Why do people celebrate Children's Day?
2 Which three countries are in the video?



THINK!



In pairs, have students discuss what they believe it means to be safe during the Carnival festivities. Encourage them to share their own experiences and make notes about things we can do to stay safe. Have each pair list four things. Take feedback from the whole class. You could suggest students organise a 'Safe Carnival' project in school before Carnival, offering students advice on how to stay safe.

Students' own answers



Reflect and introduce homework

Together with students reflect on what has been taught today and introduce homework.

At Home

Tell students to do research on recent fake news. Have them write a short paragraph, using information they get. Then, ask them to bring their paragraphs to the next class.

Unit 1 Around Town

Lesson 9

Speaking

Lesson aims: I can understand and give directions. I can listen to and repeat questions with the correct intonation.

8 min Presentation of Homework

Ask students to present their homework to the class.

1.07-1.09 Audioscripts pT127

5 min 1.07 Put students into pairs and ask them to cover the dialogue and discuss what is happening in the images. Play the audio for them to check their guesses. Elicit what the problem is, then have volunteers read the dialogue.

Living English

2 Read the expressions with students and ask them in which situation they would use them. Draw students' attention to the context of each dialogue to help them choose the correct expression. Have them check in pairs.

3 **1.08** Play the audio as many times as necessary for students to get the correct pronunciation.

Pronunciation

4 **1.09** Have students pay special attention to the question intonation. Play the audio. Have them listen and repeat and practice with other questions.

5 **1.07** Play the audio again and tell students to focus on the intonation, the prepositions and the places mentioned, etc. Stop the audio after each sentence for students to repeat.

6 Read through the steps with students and model a dialogue. Divide the class into two bigger groups: Students A and Students B. Have Students A come up with ideas to replace the words in blue in Olivia's lines and Students B do the same for Benjamin's lines. Then, put students into pairs (Students A and B) and have them practice the dialogue. Have them present their dialogues to the class.



SPEAKING

GIVING DIRECTIONS



1 **1.07** Read and listen to Olivia and Benjamin. What's the problem? **Benjamin can't find the bowling alley.**

Olivia Hey, **Benjamin**. Are you OK?

Benjamin Yeah ... But I can't find the **bowling alley**.

Olivia Where are you?

Benjamin Let me see. I'm on **Liverpool Street, in front of the park**.

Olivia OK. Go straight, then turn **right on Main Street**.

Benjamin OK ...

Olivia The **bowling alley** is **next to the shopping center**.

Benjamin Oh, I see. Thanks! I'm on my way.

LIVING ENGLISH

2 Complete the mini dialogues with the expressions below.

• Are you OK? • I'm on my way. • Let me see.

1 **A** What time is it?

B ... It's 7:15. **Let me see.**

2 **A** Are you coming?

B I'm in the car. ... **I'm on my way.**

3 **A** I have a problem.

B What's your problem? ... **Are you OK?**

3 **1.08** Listen and repeat the expressions.

5 **1.07** Listen to the dialogue again. Then practice with a partner.

6 Role play a new dialogue. Follow the steps.

1 Choose to start from A (you want to go to the cinema) or B (you want to go to the supermarket).

2 Change the words in **blue** in Exercise 1 to write a new dialogue in your notebook asking directions to the cinema or supermarket.

3 Practice your dialogue with a partner.

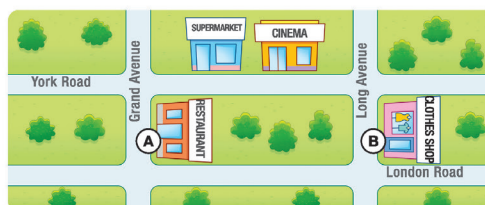
4 Present your dialogue to the class.

PRONUNCIATION

4 **1.09** Listen and repeat the questions. Notice the intonation.

Where are **you**?

Are you **OK**?



20

Extension

9 min

As a final activity for each of the units throughout this book, invite students to look back at all the grammar and vocabulary they learned. Encourage them to create two mind maps – one related to the grammar points with the word *Grammar* as the center word and another related to the topics and vocabulary, with the words *Topics* and *Vocabulary* as the center words. Have them share their work and check back to their mind maps throughout the year.

Warmer



Have students observe the different food colors on the page. Ask: *What colors do you see?* Have them analyse the foods from a different perspective: shapes. Ask: *How many shapes can you see?* Invite students to categorise the foods according to different colors and shapes. Discuss their favorite foods with students.



THINK!



- Put students into pairs and invite them to brainstorm different places people can eat: café, fast-food restaurant, pizzeria, etc. Make a list on the board. Encourage students to tell each other who they eat their meals with at home and when they eat out.
- Still working in their pairs, give students two minutes to list three reasons people meet for meals. Make a tally on the board to see which reason appears the most.



Let's Eat Bread!

Summary

The video is about how different cultures appreciate different types of bread.

In the Lesson



Tell students they're going to watch a video about how people around the world appreciate different types of bread. Ask: *What type of bread do people eat in your country? How often do you eat it?*

Possible answers: whole wheat, white bread, cheese bread, 'French' bread, baguettes, sweet bread; In my country people usually eat bread for breakfast.

Exercise 1



Tell students to watch the video to answer the questions:

- How many different types of bread are in the video? Check the answer with the class.
four
- Say two types of bread that you see. Check the answer with the class.
two of the following: flatbread, tortilla, paratha, pita

Exercise 2



Play the video again, write the following sentences on the board and ask students to complete them.



Reflect and introduce homework

Together with students reflect on what has been taught today and introduce homework.

At Home

Ask students to research a city that has changed a lot. Ask them to bring in photos, if possible, and present their research in the following lesson.

Resources

Workbook Unit 2, Teacher's worksheets Unit 2

2

DELICIOUS DIVERSITY



UNIT GOALS

- Talk about food.
- Read about students' lunchtimes in two countries.
- Listen to a TV cooking programme.
- Learn about how to have a healthy diet.
- Write a recipe.
- Focus on the Key Competencies.



THINK!

- Where do you usually eat?
- Give three reasons why people eat together.



VIDEO

- How many different types of bread are in the video?
- Say two types of bread that you see.

10

- Flat bread is popular in most countries because _____.
- All the places below are mentioned except:
() Central America () China
() Türkiye () Greece
- In Türkiye, people enjoy eating _____, _____ and _____ with their famous pita bread.
- In Southeast Asia, people eat their bread with _____.



Print and Share



Go to Appendix F

Unit Aims



Cambridge Life Competencies Framework

I can ...

- create a menu. (Creative Thinking)
- make informed choices in relation to diet. (Social Responsibility)
- understand essential grammatical terms and concepts: can (permission), giving suggestions. (Learning to Learn)
- identify similarities and differences between my own and other countries regarding eating habits. (Social Responsibility)
- compare and categorise different foods. (Learning to Learn)
- use strategies and techniques for improving my English (e.g. mind maps to organise thoughts). (Learning to Learn)
- use simple techniques to start, maintain and close conversations of various lengths talking about my food preferences. (Communication)
- take part in role plays. (Creative Thinking)

7 min Presentation of Homework

Ask students to present their homework to the class.

4 min 2.01 Audioscript pT127 Introduction of target vocabulary

beans	/bi:nz/
carrot	/'kær.ət/
cheese	/tʃi:z/
chicken	/'tʃɪk.ɪn/
fish	/fɪʃ/
orange juice	/'ɒr.ɪndʒ ,dʒu:s/
pineapple	/'paɪn ,æp.əl/
rice	/raɪs/

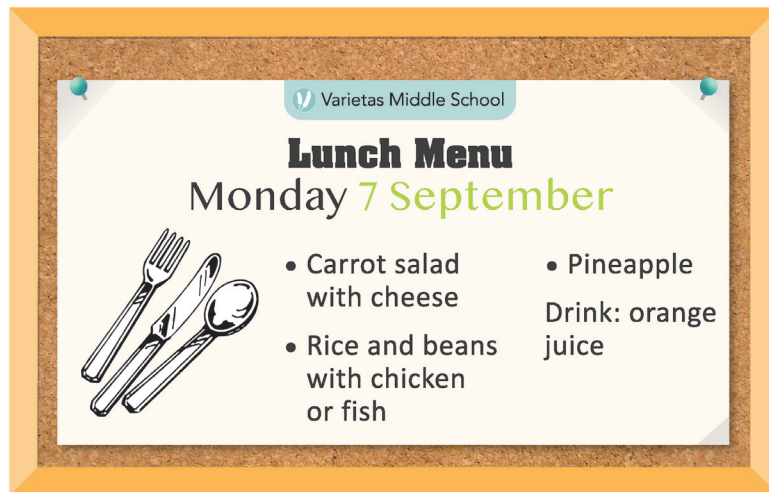
3 min
1 2.01 Draw students' attention to the images of the different foods below the menu. Elicit the foods. Have them look at the menu and point to all the words they know. Encourage them to use the words in bold to write the names of the food for images 1–8 in their notebooks.

UNIT 2

VOCABULARY IN CONTEXT

FOOD

1 2.01 Read the school lunch menu. Use the words in bold to put the names of the food. Then listen, check and repeat.



1 beans

3 rice

2 chicken

4 carrot

5 fish

6 orange juice

7 pineapple

8 cheese

2.02 Audioscript pT127

- 2 Check students' understanding of each of the headings on the diagram. Write them on the board. Divide students into groups and tell them to think of as many foods as possible that belong to each heading. Set a time limit. The group with the most correct foods wins.
- 3 2.02 Before you play the audio, ask students to look at the images and tell you the foods they see. Play the audio and check answers.

USE IT! **MEDIATION**

4 Encourage students to use the vocabulary learned up to this moment. Have them work in pairs. Invite students to interview each other in order to complete the diagram. As they do, invite them to begin a vocabulary page in their exercise books entitled 'Foods'.

Fast Finishers **3 min**

Puzzles & Games
page 111, Exercise 3

Extension **10 min**

Divide students into pairs. Ask each pair to draw a Venn diagram like the one in Exercise 4. Unlike the one in Exercise 4, this diagram should show the foods each individual doesn't like, as well as the foods none of them like (in the intersection). After they finish, ask each pair to present their diagram to the class. Have them explain the reason why they don't like certain foods during the presentation.

Reflect and introduce homework **2 min**

Together with students reflect on what has been taught today and introduce homework.

Workbook
page 9, Exercises 1 and 2

2 Complete the diagram with the correct food and drink below.

• beans • carrot • cheese • chicken • fish • orange juice • pineapple • rice

FRUIT ... pineapple

VEGETABLES ... carrot

DAIRY ... cheese

CARBOHYDRATES beans, rice

PROTEIN ... chicken, fish

DRINK ... orange juice

3 2.02 Listen to the conversations and choose the correct images (A or B).

1 A B

2 A B

3 A B

4 A B

USE IT! **MEDIATION**

4 Work in pairs. Ask and answer the question: What do you like to eat and drink? Complete the diagram. *Students' own answers*

I like ...

We both like ...

My classmate likes ...

24

WORKBOOK p.9



Warmer

Write the following questions on the board: *Do you have lunch at school? If so, do you like the food? If not, what foods would you prefer?* Put students into pairs and ask them to discuss the questions. Take feedback from the whole class.

2.03 Audioscript pT127

- 1  Ask students to look at the images and tell you what is happening. Encourage them to skim the text and write the correct answer.
- 2  Ask them to analyse the type of text presented and where it could be found. Have them justify their answer. Ask them which elements can always be seen in this type of text. Have them read the elements listed in this activity and compare it with their own list. Have students write all the elements present in the article.
- 3  **2.03** Have volunteers read sentences 1–6 before listening to the audio. Play it and ask them to write the initials for each country as they listen, paying attention to pronunciation and intonation. Have them check their answers by reading the text.
- 4  Read the question with the students. Have students answer it and encourage them to compare the answers to what is true for them. Ask: *Is your lunch like Olavi and Seo-Yoon's school lunch? How is it different?*

Print and Share

 Go to Appendix G



THINK!



Ask students if they are responsible for cleaning their school. If not, ask them if they are responsible for helping keep it clean (yes). Have them reflect upon their daily actions and invite them to make a poster, encouraging students to help keep the school clean. Ask: *What can we do to help keep the school clean? How can we encourage students to do this?*

Students' own answers

READING



SCHOOL LIFE

What's for lunch today?

by Taylor Roberts, Monday 4 March

Students have lunch at school every day. Read and find out what they eat in two countries!




'Hei from Finland! School lunches are free but delicious! Today I'm having fish, potatoes and carrot salad. I love lunchtime because I can hang out with my friends!' Olavi, 12

WOW! facts:

- Students can't take food to school.
- Students can have a free lunch in the park during the holidays.




'Hi there! Here in South Korea, we have lunch with our teachers! Today, I'm having fish soup, rice and kimchi, a traditional dish with vegetables. I love it!' Seo-Yoon, 13

WOW! facts:

- Students clean the tables after lunch.
- In many schools, there aren't drinks during lunch.

Do you have lunch at school? What is it like? Tell us at troberts@teeninfomag.net.

- 1 **Look at the article. What is it about?**
 - Life in Finland and South Korea
 - ✓ • School food in Finland and South Korea
- 2 **Which elements do you see in the article?**
 - a title ✓
 - ✓ • the journalist's name
 - ✓ • the date
 - a graph
 - ✓ • images
 - comments from readers
- 3  **2.03** Read the article and listen. Then read the sentences and write **F** (Finland), **SK** (South Korea) or **B** (both).

1 Students don't pay for school lunches. **F**

2 Students and teachers eat together. **SK**

3 Students eat vegetables at school. **B**

4 There is free lunch for students at parks. **F**

5 Students can't take lunch to school. **F**

6 Students clean the tables after lunch. **SK**
- 4 **Read the article again. What Olavi and Seo-Yoon love?**

1 Olavi ... *He loves to hang out with his friends (at lunchtime).*

2 Seo-Yoon ... *She loves to eat kimchi.*



THINK!

In South Korea, students clean the tables after lunch. Think about your school. Who cleans the school? How do you help to keep it clean?

 **WORKBOOK** p.11

25

Reflect and introduce homework

Together with students reflect on what has been taught today and introduce homework.

Workbook

page 11

Warmer

Write the verb *can* on the board and ask students to give you an example using the verb (they will probably use it to describe ability: *I can jump*). Encourage them to use it to ask permission: *Can I have some water?* Elicit other examples from them in the affirmative, negative and interrogative forms.

1  Ask students to complete the table in their notebooks, using the article on page 25 as a reference.

2  Read through the sentences with the students and draw attention to the negative and positive symbols. Encourage students to think about the context of each sentence before completing it with the correct form of *can*.

3  Encourage students to complete the questions without looking at the table. Ask students to write one or two more questions to ask their peers.

 USE IT! **MEDIATION**

4  Model the activity with a student using the example in the speech bubble. Put students into pairs and have them ask their partner the questions from Exercise 3, as well as any additional questions they wrote.

 **Print and Share**
 Go to Appendix H

Grammar Game

Put students into pairs. Student A draws a place. Student B guesses the place, then forms a question about the place to ask permission. For example:

- B** *Is it a school?*
A *Yes, it is.*
B *Can you use your mobile phone there?*
A *No, you can't.*

At the end of the game, ask volunteers to share their drawings and questions.



LANGUAGE IN CONTEXT

1  Look at the examples below. Complete the sentences from the online article in the table.

Can for Permission (I, You, He/She/It, We, They)		
Affirmative (+)	Negative (-)	Yes/No Questions (?) and Short Answers
I can hang out with my friends.	Students ¹ ... take food to school. can't	Can I drink juice at lunch time? Yes, I can . / No, I can't . ² ... you take food to school? Can Yes, you can . / No, you can't .

2 Complete the sentences. Use the correct form of *can* and the verbs in brackets.

- At Gunay's school, students **can't listen** (listen) to music during lessons. (-)
- After school, I ... (play) video games before I do my homework. (+) **can play**
- Malahat ... (eat) in the classroom at her school. (-) **can't eat**
- My classmates and I ... (have) breakfast at school. (+) **can have**
- Students ... (have) dinner at school in South Korea. (+) **can have**
- Elchin ... (eat) fish. He is allergic to it. (-) **can't eat**

3 Make questions about what you can do at home. Use *can* and the phrases in brackets.

- (go to bed after 10 pm on weekdays?)
Can you go to bed after 10 pm on weekdays?
- (eat chocolate every day?) **Can you eat chocolate every day?**
- (have dinner in your bedroom?) **Can you have dinner in your bedroom?**
- (play video games in the evenings?) **Can you play video games in the evenings?**
- (use your cell phone during meals?) **Can you use your mobile phone during meals?**
- (do homework on your bed?) **Can you do homework on your bed?**



USE IT!



MEDIATION

4 Work in pairs. Ask and answer the questions in Exercise 3.
Students' own answers

Can you go to bed after 10 pm on weekdays?

Yes, I can.

26

 **WORKBOOK** p.8, p.10 and p.12



Reflect and introduce homework

Together with students reflect on what has been taught today and introduce homework.

 Workbook

page 8; page 10, Exercise 1; page 12

Warmer

Ask students whether they like the cooking program and find out which parts they enjoy most. Ask them to mention the different kinds of foods each program presents (sweets, pasta, cakes, creative baking, etc.).

2.04–2.06 Audioscripts

pT127

Introduction of target vocabulary

add	/æd/
cut	/kʌt/
fork	/fɔ:k/
fry	/fraɪ/
knife	/naɪf/
mix	/mɪks/
onion	/'ʌn.jən/
salt	/sɒlt/

1  **2.04** Tell students to look at the objects in the images and elicit the ones they know how to say in English. Then have them unscramble the letters. Play the audio and have them repeat the words. Elicit ideas for different dishes that could be made with these ingredients.

2  **2.05** Ask students to look at the images and guess what the audio will be about. Play the first part of the audio for students to write the best title in their notebooks.

3  **2.05** Ask students to read the sentences before listening to the audio again. Play it for them and have them write the correct options in their notebooks.

4  **2.06** Have students read the sentences in turns before listening to the second part of the audio. Play the audio as many times as necessary for them to order the sentences. Have them check their work in pairs.

 **Print and Share**

 **Go to Appendix I**

Fast Finishers

Puzzles & Games
page 111, Exercise 4

LISTENING AND VOCABULARY

1  **2.04** Put the letters in the correct order and make the words about cooking.

COOKING			
Food		Cutlery	
			
1 salt (tlas)	2 ... (nooin) onion	3 ... (frko) fork	4 ... (enifk) knife
Actions			
			
5 ... salt. (dad) Add	6 ... the fish. (utc) Cut	7 ... the fish. (yrf) Fry	8 ... the eggs. (xrn) Mix

2  **2.05** Listen to the first part of a TV program. Choose the best title.



3  **2.05** Listen again and choose the correct options.

- The participants have carrots and fish / rice and beans / fish and rice to make a dish.
- They decide to make a French / Korean / Mexican dish.

4  **2.06** Listen to the second part of the TV program. Number the sentences in the order you hear them.

- A Korean dish! Nice! And how do you make it? 2
- Chef Jessica is coming ... don't look at her! 1
- Don't forget to add salt to the eggs. 5
- Well, first we cut the fish with this special knife. 3
- It sounds delicious! Good luck! 6
- Then we mix the eggs. 4

 **WORKBOOK** p.8 and p.9

27

2 min Reflect and introduce homework

Together with students reflect on what has been taught today and introduce homework.

Workbook

page 8; page 9, Exercise 3

1

5 min

 Play Track 2.05 again and have students notice how the three expressions were used (*Why don't I*, *Let's*, *How about*). Write the three expressions on the board and model one of them, e.g. *How about going to the cinema tonight?* Ask students whether it is a suggestion or a statement. Encourage students to invite you to the same place using one of the other expressions.

 **LOOK!**

Draw attention to the first Look! box. Write the three suggestions from Exercise 1 on the board and ask students to notice the difference in the structure of the sentences. Point out when we should use the infinitive and when we should use the *-ing* form, e.g. *How about going to the cinema tonight?* NOT *How about go to the cinema tonight?*

2

4 min

Point out that students need to use the words in brackets at the beginning of their suggestions, and remind them to think about whether they need to use the infinitive or the *-ing* form of the verb.

2 *How about having pizza for dinner?*
3 *Why don't I cut some carrots for a salad?* 4 *Let's make eggs for breakfast!*
5 *How about doing homework together?*
6 *Let's play volleyball after school!*

3

4 min

 Ask students to look at the table and notice the difference between the position of the subject pronouns and object pronouns (in **bold**) in relation to the verbs. Ask them to complete the table, then check answers as a class.

 **LOOK!**

Draw attention to the second Look! box. Have them reflect upon why this observation is so important, e.g. *Put the eggs in the bowl and mix them.* NOT *Put the eggs in the bowl and mix.*

4

3 min

To help students complete the exercise, tell them to pay attention to whether the words in bold are singular, plural, masculine or feminine.

 LANGUAGE IN CONTEXT

1  Complete the sentences from the TV program in the table. Use the words/phrases below.

- Why don't I • Let's • How about

Making Suggestions and Responding

A ¹... making a Korean dish? *How about*
B Great idea! / Well, I prefer Mexican food.
A ²... make saeng¹ sun jun! *Let's*
B Good idea!
A ³... cut the fish? *Why don't I*
B Sure! / Don't worry, I can do that.

 **LOOK!**



Remember to use the *-ing* form of the verb after *How about* / *What about*.

2 Make up suggestions. Use the words/phrases.

- 1 have lunch together (let's)
Let's have lunch together!
- 2 have pizza for dinner (how about)
- 3 cut some carrots for a salad (why don't I)
- 4 make eggs for breakfast (let's)
- 5 do homework together (how about)
- 6 play volleyball after school (let's)

3  Look at the words in bold in the sentences from the TV program. Complete the sentences in the table with the correct object pronouns.

Subject and Object Pronouns

a *Olivia* Why don't I cut the fish?
James Please pass **me** the eggs.

b *Olivia* Chef Jessica is coming ...
don't look at **her**!

c *Olivia* Let's make saeng sun jun! It's
fried fish – it is simple and delicious!
James We can serve it with rice!

d *Olivia* Then we mix the eggs.
Chef Jessica Use a fork to mix
them, OK?

Subject pronouns	Object pronouns
I	¹ me
you	you
he	him
she	² her
it	³ it
we	us
they	⁴ them

 **LOOK!**



Never omit object pronouns. Cut the fish and then fry it.

4 Replace the words in bold with an object pronoun.

- 1 I don't watch **MasterCook**. *it*
- 2 Can you cut **the carrots**? *them*
- 3 Olivia likes **James**. *him*
- 4 Chef Jessica talks with **Olivia and James**. *them*
- 5 Miguel goes to school with **you and Bruno**. *you*
- 6 Please pass the eggs to **Amelia**. *her*

 USE IT!

 **MEDIATION**

Let's have lunch together!

Great idea!

5 Work in pairs. Take turns to make the suggestions in Exercise 2 and respond to them.
Students' own answers

¹ Name of the dish.

 USE IT!

 **MEDIATION**

5  As an extension, tell students to write suggestions of their own and hand them to the person on their right. This person must accept or refuse.

Grammar Game

Put students into groups of four. Ask each student to get one pencil, one rubber, one pencil case and one book (or any other objects). Students take turns to tell one of their classmates to do something, using subject and object pronouns, e.g. *Give the pencil to him. He likes it. Give your book to her. She wants it.*

Extension

Encourage students to remember one of their mothers' best recipes and write down the necessary ingredients and instructions of how to make that dish. Invite them to present the recipe to the class.

 Reflect and introduce homework

Together with students reflect on what has been taught today and introduce homework.

 Workbook

page 8; page 10, Exercises 2, 3 and 4; page 13



The Mediterranean Diet

The video on page 30 and accompanying exercises below can be used as a lead-in to the topic of the *Across the Curriculum* text, or after the reading activities to complete the unit.

Summary

The video is about the Mediterranean diet and talks about its healthy ingredients.

In the Lesson

Tell students they're going to watch a video about the kind of food people who live near the Mediterranean Sea eat. Ask: *What do you think? What can we learn from the Mediterranean diet?* Discuss with the class.

Eating fresh produce like tomatoes, carrots, onions, beans, fresh fish and olive oil is healthy. It can help us live longer.

Exercise 1

Ask students to watch the video and answer the questions:

1 *What Mediterranean countries are in the video? Check your answers with the class.*

Italy, Greece, Spain, Morocco, Croatia

2 *Say two foods that you see. Check your answers with the class.*

two of the following: tomatoes, onions, carrots, beans, fish

Encourage students to think of what they found interesting about the Mediterranean diet. Let them explain the reason.

Exercise 2

Write the following questions on the board and encourage students to answer them from memory.

1 The Mediterranean Sea is located
(☒) south of Europe and north of Africa.

(☐) north of Africa and south of India.

(☐) north of Italy and south of Greece.

2 According to the video, the Mediterranean diet is about

(☒) how and what people eat.

(☐) just what people eat.

(☐) how people eat with friends.

3 What usually happens after lunch in these places?

They take a siesta. / They sleep.



AROUND THE WORLD

SCIENCE



Tips for a Healthy Diet

1

Eat natural food
Natural food is all around us: fruit, vegetables, eggs ... they have a lot of nutrients and keep us healthy.



2

Be careful with oil, salt and sugar
They help make food delicious, but remember to use them in small amounts.



3

Be careful with processed food¹ and avoid ultra-processed food
Processed food has ingredients that are not good for us. Look at some examples.

Natural food

Processed food

Ultra-processed food



fresh orange juice



orange juice in a carton



soft drink with orange flavour



chicken



frozen chicken



chicken nuggets

4

Eat at regular times with company

It is important to eat slowly in a quiet place – and don't check your cell phone! Also, it is always more fun to have meals with family, friends or classmates.



5

Eat a variety of food

Add color to your plate. Make sure that you always eat some carbohydrates, protein, fruit and vegetables every day. Variety is good for you.



6

Have a meat-free day

How often do you eat meat? It's not healthy or necessary to eat meat for every meal. How about being vegetarian for one day a week?



¹ Any food or drink that is changed in some way.

29

Have students watch the video again and make up two more questions to ask their partners about it.



Print and Share



Go to Appendix J



Reflect and introduce homework

Together with students reflect on what has been taught today and introduce homework.

At Home

Invite students to create a healthy meal planner for a week and encourage them to follow it. Have them bring the planners into the lesson and present them.

Presentation of Homework

Ask students to present their planners to the class.

Background Information

An infographic is an excellent way of informing the reader concisely. This infographic offers some basic tips and information about how different foods affect our health, for example how ultra-processed foods are dangerous for our health in comparison to the natural foods.

2.07 Audioscript pT127

 Have students look at the infographic on page 29. Explore this type of graphic organiser with the students, encouraging them to list the main elements of an infographic (informative, organised, clear, colorful, short). Have them skim-read it and write the correct option.

 **2.07** Tell students to write *T* or *F* according to what they believe. Then play the audio for them to check their answers. Have them read the text and find the information that supports their answers. Have them check in pairs.

 Put students into pairs. Student A reads eating habits a–c and Student B tries to match the habits with the tips in the infographic. They swap roles for d–f. Have them check their answers with another pair.

Words in Context

 **4** Have students find the words in **bold** in the infographic. In pairs, students match the sentences. Point out that the second sentence must follow on logically from the first. As a further activity, have Student A write a sentence using one of the words in bold. Student B should write a second sentence which fits the context, using the activity as a reference. If necessary, allow students to use a dictionary.

1 Look at the infographic and choose the correct option.

- ✓ It's short and informative. • It's long and it tells a story.

2  **2.07** Read the text and listen. Write *T* (true) or *F* (false).

- 1 Fruit and vegetables are healthy. *T*
- 2 It's positive to eat a lot of oil, salt and sugar. *F*
- 3 Chicken nuggets are an example of ultra-processed food. *T*
- 4 Eating with a friend is good for you. *T*
- 5 Eating different types of food isn't good for you. *F*
- 6 On a meat-free day, you can eat chicken. *F*

3 Read about the eating habits of six different people. Match them with tips 1–6 in the infographic.

- a 'I usually have salad, rice, beans and chicken for lunch.' *5*
- b 'I never drink soft drinks or eat chicken nuggets.' ... *3*
- c 'I never use my cell phone during meals.' ... *4*
- d 'I don't add salt to my food or sugar to my coffee.' ... *2*
- e 'I don't eat meat on Mondays.' ... *6*
- f 'I always include fruit and vegetables in my meals.' ... *1*

WORDS IN CONTEXT

4 Look at the words in bold. Then match 1–4 with a–d.

- 1 Vegetables are **healthy**. *d*
 - 2 Mike and Lucas **avoid** ultra-processed food. *a*
 - 3 Anna and Luisa eat **slowly**. *b*
 - 4 The Taylors don't eat **meat** on Thursdays. *c*
- a They try not to eat chicken nuggets.
 - b They take 45 minutes to eat a salad!
 - c They don't eat chicken or fish on this day.
 - d They are good for your body.



THINK!

Do you think that it is a good idea to have a meat-free day every week? Why / Why not?

30



VIDEO

- 1 What Mediterranean countries are in the video?
- 2 Say two foods that you see.



THINK!

Ask students to read the infographic again and ask: *Do you eat meat every day? Which tips do you follow?* They could create a list and check off the tips they follow. Once students have written their own tips, put them into pairs to discuss. Take feedback from the whole class. If time allows, have them create a 'healthy living' infographic, including other tips to keep our mind and body healthy.

Students' own answers



Reflect and introduce homework

Together with students reflect on what has been taught today and introduce homework.

At Home

Tell students to research other types of diet like Mediterranean diet. Have them write a short paragraph based on their findings. Then ask them to bring their paragraphs to the next class.

7 min Presentation of Homework

Ask students to present their homework to the class.

2.08 Audioscript pT127

- 1 Write the following dishes on the board: *risotto*, *fish dish* and *chicken dish*. Tell students to look at the image and match it to one of the three dishes on the board. Read through the titles a and b with the class and have them write the correct one in their notebooks. Ask: *What is a 'one-pot dish'?*
- 2 Ask students to share any vocabulary they've learned about recipes. Make a list on the board. Check answers as a class, then ask students to think of other words which are important when cooking, e.g. *stir*, *mix*, *bake*, *chop*.
- 3 2.08 Play the audio for students to check their answers for Exercises 1 and 2.
- 4 Encourage students to be as creative as possible. Have them choose a dish and do some research about how to make it. Read through the steps with students. Tell them to make sure they include all the necessary information.

- 5 Tell students to exchange their recipe with a partner and use the checklist to check their partner's work. Encourage them to be clear and respectful in their feedback.

7 min Grammar Game

Students play in A/B pairs. Each student draws five pictures of food. Students have 2 minutes to guess what is in each other's picture. Student A asks: Do you have any milk? If Student B does, they say Yes, I do. Then Student B crosses out the milk drawing from their fridge. After 2 minutes, the student who guessed the most foods wins.

4 min Extension

Encourage students to create a mind map related to what they have learned throughout this unit. Remind them to do this at the end of each of the subsequent units.

WRITING

- 1 Look at the recipe. What is it for? Complete the title.

- a Chicken and Rice Special
- b Fish and Rice Special

One-pot ... *Chicken and Rice Special*

Preparation time: 30 minutes

Ingredients

- 2 carrots
- 2 tbsp. of oil
- salt
- 2 cups of rice
- ½ onion
- 8 cups of water
- chicken

Utensils

- knife
- tablespoon
- pot

Instructions

1. ... the carrots, onion and chicken. Add salt to the chicken. **Cut**
2. Put the oil in a pot and ... the carrots for 5-6 minutes. **fry**
3. Then ... the rice and onion. Fry them for one minute. **add**
4. Next, add the chicken and the water. ... for 10-15 minutes. **Cook**

Enjoy your meal!

- 2 Complete the recipe with the headings and the instruction words below.

- | | |
|-------------------------|--------------------------|
| Headings | Instruction words |
| • Ingredients | • add • cook • cut • fry |
| • Instructions | |
| • Utensils ¹ | |

- 3 2.08 Read the recipe and listen. Check your answers to Exercises 1 and 2.

- 4 Write a recipe in your notebook. *Students' own answers*

- 1 Choose a dish you like.
- 2 Collect information about the ingredients, utensils and instructions.
- 3 Find or draw an image to illustrate the recipe.
- 4 Write the first version of your recipe. Use vocabulary from the unit.

- 5 Exchange your recipe with a partner and check their work. Use the checklist below. *Students' own answers*

- title
- clear sections: ingredients, utensils and instructions
- clear instructions in the imperative

¹ Tools used in the kitchen.

The review tests in the Student's Book are just samples. Teachers are free to prepare similar tests for the purposes of conducting formative or summative assessment.

SB33-SB34=45 minutes

Tell students that the exercises on these pages review the vocabulary and language they have learned in Units 1 and 2. Point out that they can also check their progress and reflect on what they can do.

VOCABULARY

- 1 Have students look at the images and identify each of the places. Check answers, then encourage students to make more sentences that are true for them using the places.
- 2 Ask students what ingredients they can see in the dishes. Check answers, then take a class vote on which dish is the students' favorite.
- 3 Have students work individually. Check answers with the class.
- 4 Write a list of the prepositions of place on the board. Have volunteers make up sentences using them. Draw their attention to the image. After students have completed the exercise, ask volunteers to read out their sentences to check their answers.

REVIEW UNITS 1 AND 2



VOCABULARY

- 1 Put the letters in the correct order and make the words. Then match sentences 1–4 with images A–D.

- 1 I have an idea. Let's go to the ... (maneci)! **cinema**
- 2 My parents buy vegetables and fruit at this ... (eretmasuprk). **supermarket**
- 3 Do you have a skateboard? There's a nice ... (ksarekpta) near here. **skatepark**
- 4 I often go to the ... (utsmida) with my parents on Sundays. I love sport. **stadium**



- 2 Name the images with the ingredients. Use the words below. Which one is your favorite?

- beans • carrots • cheese • chicken • fish • pineapple • rice



chicken, ...rice, carrots ... cheese, pineapple ... fish, beans

- 3 Find the word that doesn't belong. Then complete sentences a–d with the words you chose.

- 1 onion / salt / **fork**
- 2 **try** chicken / cheese
- 3 rice / **knife** / beans
- 4 add / mix / **carrots**

- a Do you use your hands or a **fork** to eat pizza?
- b I need a ... to cut this chicken. **knife**
- c Why don't I ... the fish? **fry**
- d I love ... in salad, don't you? **carrots**

- 4 Look at the image and complete the sentences. Use the words/phrases below.



- behind • between • in front of
• in • next to

- 1 The carrots are **behind** the onions.
- 2 The orange juice is ... the water. **next to**
- 3 The onions are ... the carrots. **in front of**
- 4 The rice is ... the beans and the salt. **between**
- 5 The carrots and onions are ... a box. **in**

LANGUAGE IN CONTEXT

- Remind students of the structure *There is/are* by asking them to look around the classroom and write sentences about what they can see in the affirmative, negative and interrogative forms. Have them refer back to page 15 if they have doubts. Have volunteers read out their sentences. Classmates can respond to the interrogatives. Check answers with the class.
- Draw a line on the board and write 0% at the far-left side and 100% at the far-right side. Write the words *always*, *often*, *sometimes* and *never* in a box beside the line. Ask a volunteer to come to the board and put the words in the best position on the line. Ask another volunteer to add Liz's eating habits in the correct place on the line. Students complete the sentences individually. Check answers with the class. In pairs, have them talk about their eating habits, using adverbs of frequency.
- Write questions 1–4 on the board and have students come up with possible answers. Draw their attention to the context of the questions and answers, and point out that the answers must follow on logically. Check answers, then put students into pairs and have them ask questions using *can*.
- Draw students' attention to the pronouns. Check answers, asking them to justify their choices and the difference between the subject pronoun and the object pronoun. Ask students to role play the dialogue.

Check Your Progress

This section gives students an opportunity to reflect on what they have learned. Read each statement with the class. Elicit examples and/or information students remember. Alternatively, students could go through the statements in pairs or groups. If necessary, have them go back to the relevant unit to review each topic. Students then do the task in the *Check your progress* box individually. When they finish, ask: *What can you practice more? What is easy/difficult/interesting?* Invite students to give feedback.



LANGUAGE IN CONTEXT

- Complete the sentences with *There is/are* in the correct affirmative (+), negative (–) or question (?) forms.

- ... clothes shops in this neighborhood? (?) *Are there*
- ... nice parks near my house. (–) *There aren't*
- ... chicken for lunch today. (+) *There is*
- ... a cinema in this town? (?) *Is there*

- Look at some of Liz's eating habits. Then complete the sentences with the words below.

• always • often • sometimes • never

	Mon	Tue	Wed	Thu	Fri	Sat	Sun
Have beans for lunch	✓	✓	✓	✓	✓	✓	✓
Have rice with eggs	✓	✓	✓	✓	✓		
Eat fish with carrots		✓		✓			
Add salt to food							



- Liz ... eats fish with carrots. *sometimes*
- She ... adds salt to her food. *never*
- She ... has beans for lunch. *always*
- She ... has rice with eggs. *often*

- Match the questions 1–4 with the answers a–d.

- Can I open the window? *b*
 - Can I have lunch at school? *c*
 - Can I have a soft drink? *d*
 - Can I go to the park with my friends? *a*
- a No, stay at home and do your homework.
b No, it's cold in here!
c Yes, but don't eat fast food.
d Yes, they're in the fridge. But just one!

- Write the correct options in your notebook.

Sabina Is there a restaurant near here?

Elxan I don't know. There's a woman over there. I can ask *she / her*. Excuse me. Can you help *us / we*? Is there a restaurant near here?

Leyla Mmm ... Yes! Can you see the shopping center over there?

Elxan Yes, I can see *it / him*.

Leyla There are two restaurants in the shopping center: a Japanese one and an Italian one. *They / Them* are very good.

Sabina That's great! *We / Us* love Japanese food. Thanks!

Check your progress



I CAN...

- talk about places in town
- use *there is/are* and adverbs of frequency
- talk about food
- use *can* for permission, make and respond to suggestions and use subject and object pronouns.



Learn to learn



Finding the right meaning in a dictionary

Some words have more than one meaning. You can look at the grammar function in the dictionary to find the correct meaning.

James and Sofia cook a Korean dish.

to resemble the animal

cook /kʊk/ *noun* someone who prepares and cooks food

cook /kʊk/ *verb* to prepare food

and usually heat it

cooker /kʊkə(r)/ *noun* stove, for

Learn to Learn



Throughout the course, students do a variety of *Learn to learn* activities, which offer them techniques for retaining vocabulary. In this case, students focus on the main elements in a dictionary entry, so that they can recognise and understand them when they look up words. Have students study the example. Then if possible, ask them to look up a word in their own dictionary (online or print). Have them identify the same elements and discuss what they mean. Elicit that these elements give us information about the type of word, its meaning and its translation. They also help us say the word correctly.

Unit 3

What a Holiday!

Lesson 1

Lesson Aim: I can talk about my favorite holiday activities.

Warmer



Write the word *holiday* in the central circle of a mind map on the board. Ask students to call out words related to holidays and add them to the mind map. Have them copy the final mind map onto a sheet of paper or in their notebooks.



THINK!



- 1 Put students into pairs and give them 20 seconds to tell their partner where they believe the girl is. Take feedback from the whole class. Ask students some follow-up questions, e.g. *Do you like swimming? Where can you go swimming? Do you go swimming in the winter? Do you think people go swimming in the winter in Europe?*
- 2 Ask students to look at the mind map from the Warmer activity and ask: *Why are holidays important?* Elicit from students what they like to do on their holidays. Add their ideas to the initial mind map.



Let's Go On Holiday!

Summary

The video is about different activities families can do while on holiday.

In the Lesson



Tell students they're going to watch a video about how Juno and Raul are spending their holiday with their families. Tell students that *vacation* is the American English word for *holiday*. Ask: *What about you? When's your next holiday?* Students discuss their answers in pairs. Take feedback from the whole class.

Exercise 1



Ask students to watch the video to answer the questions:

- 1 Say two holiday activities in the video. Check answers with the class.
two of the following: extreme sports, try new food, visit exciting places, learn about new cultures, kayaking, seeing animals
- 2 Who goes on holiday to Virginia in the United States? Check answers with the class.
Juno (and her family)

Ask students if they have ever done any of the activities in the video. Ask: *Are these activities in your mind map?*

At Home

Ask students to bring in photographs of their best holiday ever and share them with the class. Have them say where they are in the photo, who they are with, etc.

Resources

Workbook Unit 3, Teacher's worksheets Unit 3

3

WHAT A HOLIDAY!



UNIT GOALS

- Talk about things to do on holiday.
- Read about favorite holidays.
- Listen to a podcast.
- Learn about a road trip.
- Speak about a holiday.
- Focus on the Key Competencies.



THINK!

- 1 Where is the girl?
- 2 Why are holidays important?



VIDEO

- 1 Say two holiday activities in the video.
- 2 Who goes on holiday to Virginia in the United States?

35

Exercise 2



Write the following sentences on the board. Play the video again and ask students to complete them.

- 1 Virginia is on the east coast of the United States.
- 2 The following birds are mentioned in the video: herons, golden eagles and ducks.
- 3 Raul is on a safari in South Africa.
- 4 An elephant's footprint tells us how old it is.



Print and Share



Go to Appendix K



Reflect and introduce homework

Together with students reflect on what has been taught today and introduce homework.

Unit Aims



Cambridge Life Competencies Framework

I can ...

- use simple techniques to start, maintain and close conversations of various lengths when talking about holidays. **(Communication)**
- understand essential grammatical terms and concepts using the past simple in my sentences. **(Learning to Learn)**
- understand essential phonological terms and concepts (e.g. vowel length, word stress). **(Learning to Learn)**
- act parts in role plays talking about holidays. **(Creative Thinking)**
- create questions about a video and discuss its content. **(Creative Thinking)**
- create mind maps about places and activities regarding holiday spots. **(Creative Thinking)**
- explain reasons for my own suggestions in a simple way when I say which place I like to take holidays in. **(Collaboration)**
- state opposing opinions in a respectful way when discussing the best places to take a holiday. **(Emotional Development)**



Presentation of Homework

Ask students to present their best holiday photograph to the class.

3.01 Audioscript pT128



Introduction of target vocabulary

amusement park	/ə'mju:z.mənt ,pɑ:k/
beach	/bi:tʃ/
camping	/'kæm.piŋ/
countryside	/'kʌn.tri.saɪd/
historic center	/hɪ'stɔr.ɪk 'sen.tə/
museum	/mju:'zi.əm/
sightseeing	/'saɪt.si:.ɪŋ/
street market	/stri:t 'mɑ:.kɪt/



1 3.01 Have them listen to the audio and label the images accordingly. Encourage them to repeat the words and check for pronunciation and intonation.



2 Remind students that what they heard was a survey. Have them read through the survey again and complete it. In pairs, invite them to interview their classmates. Students could also add their own ideas, using their mind maps from the Warmer activity on page T31 as a reference. Model the activity with a student and draw their attention to intonation in the questions.



VOCABULARY IN CONTEXT

ON HOLIDAY

1 3.01 Read a part of a holiday survey. Name images 1–8 with the words/phrases in bold. Then listen, check and repeat.

What's your holiday style?

1 What do you like doing on holiday best?

- ☐ playing video games at home
- ☐ having fun at the beach
- ☐ camping in the countryside
- ☐ sightseeing in a big city

2 You have only one day in a big city. Where do you go?

- ☐ an amusement park
- ☐ an art museum
- ☐ the historic center
- ☐ the local street market



beach



...amusement park



... countryside



... historic center



... museum



... sightseeing



... camping



... street market

2 Work in pairs. Ask and answer questions 1 and 2 in the survey. *Students' own answers*

Unit 3

What a Holiday!

Vocabulary in Context
Lesson Aim: I can talk about different activities and holiday spots.

UNIT 3

- 3** Have the class look at the icons.
4 min Focus on the example and do number 2 as a class if necessary. Students complete the exercise. Check answers and ask whether students can think of any other icons you might find on a map.
- 4** Read through the table with students. Provide vocabulary as necessary for items 5 and 6. As you do, invite them to begin a vocabulary page in their exercise books entitled 'Holiday'. When students are completing the exercise, tell them to think of reasons for their answers. This will help them in Exercise 5.

USE IT! **MEDIATION**

5 Put students into pairs and have them share their opinions. Encourage them to ask questions: *Do you like going swimming on your holiday? Do you love going to the beach?* Encouraging students to personalise the language helps them retain and/or record newly learned vocabulary.

Extension **7 min**

Put students into pairs. Write a holiday spot on the board (e.g. beach). Give the pairs one minute to write down as many activities as they can think of that can be done in this spot. The pair that lists the most activities wins. Repeat the procedure with another place (e.g. museum, amusement park, countryside, campsite, water park, etc.)

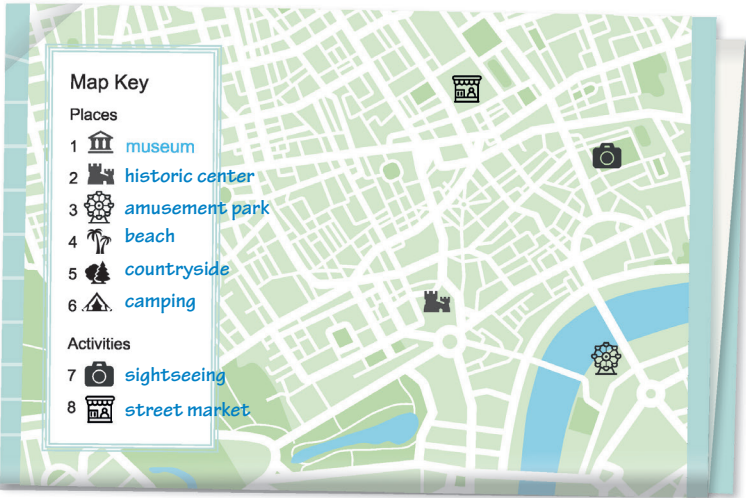
2 min **Reflect and introduce homework**

Together with students reflect on what has been taught today and introduce homework.

Workbook
page 15, Exercises 1 and 2

3 Write the correct words/phrases for the icons on the map.

- amusement park
- beach
- camping
- countryside
- historic center
- museum
- sightseeing
- street market



4 Complete activities 5 and 6 with your own ideas. Tick the columns with your opinions.
Students' own answers

Holiday Activities	I love ... ♥♥♥	I like ... ♥	I don't like ... ♥
1 visiting museums			
2 swimming			
3 playing video games			
4 going to the beach			
5 going to ...			
6 hanging out at ...			

USE IT! **MEDIATION**

5 Work in pairs. Share your opinions from the table in Exercise 4.
Students' own answers

I love visiting museums!

Me too!

Unit 3

What a Holiday!

Lesson 3

Reading

Lesson Aims: I can understand texts referring to holiday spots.
I can compare different holiday spots.



Warmer



Ask students to think silently for one minute of famous holiday spots inside and outside their country. After the minute is up, have them share their ideas with a partner, then take feedback from the whole class.

3.02 Audioscript pT128

- 1** Draw students' attention to the images in the text. Have them guess the places before reading the text. Ask students where this kind of article could probably be found (social media posts and forums) and have them justify their answers. Ask them to read the question and write the correct answer in their notebooks. Check answers with the class.
- 2** Ask students if they use this kind of post to get ideas about different subjects or places to spend holidays. Ask students why they think this person is posting this question on the forum. Have students answer the questions and check answers with the class.
- 3** **3.02** Read the example with the class and have students read through 2–6 individually. Have them answer before listening. Play the audio for students to check and correct their answers.
- 4** Invite students to complete the Venn diagram, focusing on what both places have in common. To help students, you could point out that only one of the attractions is common to both places.



THINK!



Ask students to imagine they are Angelita and to use the diagram in Exercise 4 to help them make their decision. Have students justify their answers.

Students' own answers

READING

Teen Travel | Interest Forums | Favorite Holidays

Q My family and I are planning a holiday and we need some ideas. Can you tell me about your favorite holiday destinations?

Angelita

A Barcelona, Spain
I was there last spring. We weren't at the beaches. There were so many things to see and do – walk down La Rambla, visit Sagrada Familia, go to museums, parks and street markets. I'm a big soccer fan, so I was at FC Barcelona's stadium. There wasn't a match, but it was awesome! An interesting fact: there weren't any beaches in Barcelona before 1992 and the sand was from Egypt – it wasn't from Spain!

45 minutes ago | [REPLY](#) | [♥](#)

A Alter do Chão, Brazil
It's a small town by the Tapajós River in the Amazon forest – I was at my aunt's house there last December. There was a beautiful island across from the town in the middle of the Amazon – wow! We were at the beach every day! One day, my cousins and I were in the forest and there were some cute monkeys. They were by the river. That was really fun!

59 minutes ago | [REPLY](#) | [♥](#)

1 Look at the text. What is it?

✓ • an online forum • a magazine article

2 Look at the text and answer the questions.

1 Who asks a question? [Angelita](#) 2 Who answers the question? [TravelBug, Julia2010](#)

3 **3.02** Read the text and listen. Write **T** (true) or **F** (false) in your notebook.

1 The online forum is about favorite holidays. **T** 4 There were beaches in Barcelona in 1986. **F**
2 Angelita is planning a holiday with friends. **F** 5 Some of Julia2010's family live in Alter do Chão. **T**
3 TravelBug doesn't like soccer. **F** 6 There were monkeys in the town. **F**

4 Read the text again. Complet the diagram with the attractions below. Which attractions do Barcelona and Alter do Chão both have in common?

- beach
- forest
- island
- monkeys
- museums

- parks
- river
- stadium
- street markets

Barcelona

museums,

parks

stadium

street markets

Both

beach

Alter do Chão

forest ...

island

monkeys

river

THINK! Imagine you are Angelita. Which place do you want to visit – Barcelona or Alter do Chão? Why?

38

WORKBOOK p.17



Print and Share



Go to Appendix L



Fast Finishers

Puzzles & Games



page 112, Exercise 1



Reflect and introduce homework

Together with students reflect on what has been taught today and introduce homework.



Workbook

page 17

1  Draw students' attention to the difference between the negative and affirmative statements. When they finish, encourage students to make sentences about their own holidays, using the past simple affirmative and negative of *be*, and using the table as a reference.

2  Encourage students to look at Exercise 1 to help them complete the sentences. Tell them to think about the context of the sentence (affirmative/negative) and to pay attention to the subject (singular/plural) in order to choose the correct answer. Ask volunteers to read the sentences to check answers.

3  Students can look at the online forum again to complete this exercise. Draw attention to the singular and plural forms.
1 was 2 were 3 wasn't 4 weren't

4  Do this activity orally with students and then ask them to complete it in writing. Encourage them to repeat the activity using their hometown as an example.

USE IT! **MEDIATION**

5  Tell students to work individually and write down three places they were at the previous weekend. Give them one minute to do this.

6  Model the activity with a student using the examples in the speech bubbles. Then put students into pairs and have them write affirmative sentences to guess where their partners were. If time allows, ask students to report back to the class about where their partners were.

 **Print and Share**

 **Go to Appendix M**

LANGUAGE IN CONTEXT

1  Look at the examples below. Copy the table in your notebook and complete with the sentences from the online forum.

Past Simple of <i>be</i> (Affirmative and Negative)	
Affirmative (+)	Negative (-)
I ¹ was at my aunt's house.	I wasn't in Barcelona in the summer.
You were in Alter do Chão with your family.	You weren't in Alter do Chão with your friends.
She was at the beach every day.	She ⁴ ... from Spain. wasn't
We ² ... at the beach every day. were	We ⁵ ... at the beaches. weren't
They ³ ... by the river. were	They weren't in the houses.

2 Complete the sentences in your notebook. Use the correct past simple form of *be*.

- I wasn't at home last weekend. I **was** at my uncle's house.
- Kamran was ill last Monday. He ... at school. **wasn't**
- The students weren't in the classroom for the art lesson. They ... at lunch. **were**
- We were in Azerbaijan last spring. We ... in Sumgayit. **weren't**
- Julia 2010 wasn't in Belém in December. She ... in Alter do Chão. **was**
- The weather was warm in Barcelona last spring. It ... cold. **wasn't**

3  Look at the examples below. Copy the table in your notebook and complete with the sentences from the online forum.

There was/were	
Affirmative (+)	There ¹ ... a beautiful island across from the town. There ² ... so many things to see and do.
Negative (-)	There ³ ... a match. There ⁴ ... beaches in Barcelona before 1992.

4 Look at the information about Cedar Town. Write sentences about the town in the 1980s in your notebook.

	In the 1980s	Now	
1 bowling alley	X	✓	1 ... There wasn't a bowling alley.
2 historic center	✓	✓	2 ... There was a historic center.
3 beaches	✓	✓	3 ... There were beaches.
4 amusement park	X	✓	4 ... There wasn't an amusement park.

USE IT! **MEDIATION**

5 Where were you last weekend? Write three places in your notebook. **Students' own answers**

6 Work in pairs. Can you guess where your classmate was last weekend? **Students' own answers**

You were at the beach last Saturday.

No, I wasn't. I was at the beach last Sunday.

 **WORKBOOK** p.14, p.16 and p.18

39

Grammar Game

Say a sentence using the present simple (*She is at the beach.*). The first student must say the same sentence in the past simple (*She was at the beach.*). The student after that one must change either the subject or object of the sentence and put it back into the present simple (*We are at the beach.*). The next one must then say the same sentence in the past simple, maybe changing the object (*We were at the restaurant.*). With each turn, the sentence must change in some way whilst alternating between the present simple and the past simple.

Reflect and introduce homework

Together with students reflect on what has been taught today and introduce homework.

Workbook

page 14; page 16, Exercises 1 and 2; page 18

Unit 3 What a Holiday!

Lesson 5

Listening and Vocabulary

Lesson Aim: I can understand a dialogue about a holiday.

Warmer

Write down six different activities (e.g. *fishing, kayaking, swimming, rock climbing, hiking, sleeping*) and five holiday spots (e.g. *beach, countryside, hotel, safari, campsite*) on the board. Have students look at the board for one minute and try to remember all the words. Have them close their eyes. Erase two of the activities/spots and rewrite them in another place. Have students open their eyes and guess which two words have changed positions.

3.03–3.05 Audioscripts pT128

Introduction of target vocabulary

fishing	/ˈfɪʃ.ɪŋ/
horse riding	/ˈhɔːs ˌraɪ.dɪŋ/
hotel room	/həʊˈtel ru:m/
kayaking	/ˈkaɪ.æk.ɪŋ/
receptionist	/rɪˈsep.ʃən.ɪst/
safari	/səˈfaɪ.ri/
swimming pool	/ˈswɪm.ɪŋ ˌpuːl/
tour guide	/ˈtuə ˌgaɪd/

1  **3.03** Ask students to look at each image and say the first word that comes to their minds without looking at the words. They could also describe what they can see using *There is/are*. Have them then label the images. Play the audio for them to listen, check and repeat the words. Focus on students' intonation and pronunciation.

2  **3.04** Explore the advert with students and ask them what they believe it is about. Ask them if they like its design and if they believe this element is important for a good advert. After they complete the advert, play the audio for them to check their work.

3  **3.05** Read through the questions and answers with students to check understanding. Play the audio and have them write the word/phrase that completes each sentence in their notebooks as they listen.

4  **3.05** Ask students to complete the activity from memory. Then play the audio again and check answers with the class.

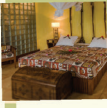
LISTENING AND VOCABULARY

1  **3.03** Name the images with the words/phrases below. Then listen, check and repeat.

- fishing
- horse riding
- hotel room
- kayaking
- receptionist
- safari
- swimming pool
- tour guide



2  **3.04** Complete the advert with words/phrases from Exercise 1. Listen and check your answers.



Come and stay at the Amazing Safari Hotel!

We offer adventure, comfort and fun all in one place!

Stay in a big and comfortable ¹ hotel room in the heart of a nature reserve! Relax by the ² .. swimming pool

Our experienced ³ ... takes guests to see elephants, lions and other animals on ⁴ ... tour guide safari

But that's not all! At the Amazing Safari Hotel, you can also go ⁵ ... and go ⁶ ... at the river! kayaking, fishing

Just talk to a ⁷ ... to make a reservation! receptionist

3  **3.05** Listen to a conversation. Choose the word/phrase that completes each sentence.

- | | |
|---|--|
| 1 The conversation is part of a ...
• TV program. ✓ • podcast. | 3 Camilla Abbott is the ...
• presenter. ✓ • guest. |
| 2 Lucas Williams is the ...
✓ • presenter. • guest. | 4 The conversation is about a ...
• camping holiday. ✓ • hotel holiday. |

4  **3.05** Listen again and complete the notes.

- Podcast title: *Teens on the Go*
- Camilla was at a safari ² ... in Kenya last July. hotel
 - The ³ ... was her favorite activity – James, the ⁴ ... , was very good. safari, tour guide
 - There were a lot of wild ⁵ ... on the reserve – giraffes, hippos, elephants and lions. animals
 - She wasn't afraid of the lions. In fact, the lions were her ⁶ ... animals. favorite

40

 **WORKBOOK** p.14 and p.15

Fast Finishers

Puzzles & Games

page 112, Exercise 2

Print and Share

 Go to Appendix N

Reflect and introduce homework

Together with students reflect on what has been taught today and introduce homework.

Workbook

page 14; page 15, Exercises 3 and 4

1
4 min

Draw students' attention to how we form questions with the verb **be** in the past simple. Write the first sentence from the table in the past simple affirmative on the board. (*I was afraid of lions.*) Ask students to read the question in the table and tell you what changed (the word order).

2
6 min

Put students into pairs and invite them to make questions using the prompts. They should then take turns to ask and answer them. Encourage students to ask two more questions related to the advert, using the past simple.

1 Was breakfast at the Masai restaurant? Yes, it was. 2 Were the guests at Amazing River at 2:30 pm? Yes, they were. 3 Were the guests in their hotel rooms at 5:15 pm? No, they weren't. 4 Was James the tour guide on the night safari? No, he wasn't.

3
4 min

Draw students' attention to the plural and singular forms in this activity. When students answer the questions, tell them to use the grammar table in Exercise 1 for help.

4
3 min

Ask students to complete the activity and add two more questions. Point out that they do not need to worry about the answers yet.

2 Was there a swimming pool? 3 Were there two tour guides? 4 Were there four receptionists?



USE IT!



MEDIATION

5
8 min

Put students into pairs and have them ask and answer the questions. In addition, have them interview their partners about their last holiday (they can make up the questions and answers here).

1 No, there weren't. There was one restaurant. 2 Yes, there was. 3 Yes, there were. 4 No, there weren't. There were three receptionists.

2 min

Reflect and introduce homework

Together with students reflect on what has been taught today and introduce homework.

Workbook

page 14; page 16, Exercises 3 and 4; page 19



LANGUAGE IN CONTEXT

1

Complete the questions from the conversation. Use **was** or **were**.

Past Simple of be : Yes/No Questions and Short Answers		
Was I afraid of the lions?	Yes, I was .	No, I wasn't .
1... you afraid of the lions? Were	Yes, you were .	No, you weren't .
2... the tour guide good? Was	Yes, he/she was .	No, he/she wasn't .
3... the hotel room comfortable?	Yes, it was .	Not, it wasn't .
Were we afraid of the lions?	Yes, we were .	No, we weren't .
4... the other animals afraid of the lions? Were	Yes, they were .	No, they weren't .

2

Look at the activities for the day at the Amazing Safari Hotel last July. Make questions and answer them.

Amazing Safari Hotel	
Activities	
7:30 am	breakfast at the Masai Restaurant
8:15 am	daytime safari with tour guide (James)
2 pm	kayaking at Amazing River
5 pm	fishing at Amazing River
6 pm to 7 pm	dinner by the fire
7:15 pm	night safari with tour guide (Makena)

- breakfast / at the Masai Restaurant / was / ?
- the guests / at Amazing River / were / at 2:30 pm / ?
- were / in their hotel rooms / at 5:15 pm / the guests / ?
- James / the tour guide / was / on the night safari / ?

3

Complete the questions from the conversation. Use **was** or **were**.

There was/were: Yes/No Questions and Short Answers	
A 1... there a tour guide on the safari?	A 2... there wild animals on the reserve?
B Yes, there was . / No, there wasn't . Was	B Yes, there were . / No, there weren't . Were

4

Make questions about the facilities and the people at the Amazing Safari Hotel.

- two restaurants? (X one restaurant)
Were there two restaurants?
- swimming pool? (✓)
- two tour guides? (✓)
- four receptionists? (X three receptionists)



USE IT!



MEDIATION

5

Write the answers to the questions in Exercise 4 in your notebook. Then ask and answer with a partner.

Were there two restaurants?

No, there weren't. There was one.

WORKBOOK p.14, p.16 and p.19

41

Extension

10 min

Ask students to write a short paragraph describing their last holiday or day trip. Encourage them to describe where they were using past simple statements. Have them read their paragraphs to the class and invite other students to ask questions using the past simple of **be**.

Grammar Game

8 min

Divide the class into groups of four. Students A and B should think of a holiday spot and describe it in one paragraph using the language learned during this unit (*I was at a farm with my family. There were many animals. The weather was good and there was a lot to do.*). Students C and D must come up with as many questions as possible using the past simple (*Were you afraid of the animals? Were the animals big? Where was the farm?*). Students C and D should then ask their questions. Students A and B should answer them and add to their paragraphs with extra information that Students C and D might have asked them about. They should then switch roles.

Unit 3 What a Holiday!

Lesson 7 Around the World

Lesson Aim: I can understand a text about a family holiday.



Come to Costa Rica!

The video on page 43 and accompanying exercises below can be used as a lead-in to the topic of the *Around the World* text, or after the reading activities to complete the unit.

Summary

The video is about holidaying in Costa Rica.

In the Lesson



Tell students they're going to watch a video about different activities that can be done while holidaying in Costa Rica. If possible, bring in a world map or show one on your computer. Encourage students to find Costa Rica and ask them which countries border it. Ask them what they know about the country. Have students volunteer any facts they might know. Have students share with you ideas of activities they believe could be done in Costa Rica before watching the video.

Exercise 1



Ask students to watch the video to answer the questions:

- 1 Say two things you can do in Costa Rica. Check answers with the class and ask them if it is possible to do any of these activities in their country.



two of the following: horse riding, sightseeing, walking across a bridge, seeing animals, riding a zip line

- 2 What different animals do you see in the video? Check answers with the class. Compare the animals mentioned in the video with animals in their country. Ask: Are they very different or similar? Have them justify their answers.

horses, a bird, monkeys, frogs

Encourage students to think of which activities in the video they found interesting. Let them explain the reason.



Exercise 2



Write the following questions on the board and have students answer them from memory. Have them watch the video again to check their work. Then, ask them to make up two more questions about the video to ask their partner.

- 1 Which main place does the video focus on in Costa Rica?
(X) rainforest
() countryside
() beaches
- 2 The video mentions an unusual way to see the rainforest. What is it?
walk on a hanging bridge



AROUND THE WORLD

A FAMILY ROAD TRIP THROUGH FRANCE IN OUR OLD CAMPER!



Day 8

The road trip through Provence was awesome! The lavender is beautiful – look at all the colors! Even old Melinda was beautiful in the countryside.

Mom, Dad, Elise and I are travelling around France.

Day 7

This is our last day at the campsite near Avignon, in Provence. We were in the city this morning – Dad was on Saint Bénézet bridge – can you see him?



Dad

Melinda



Pastry

Day 10

Bonjour! Here we are at a campsite at Sérignan beach. My sister Elise and I were at the beach all morning, sunbathing and swimming. There is a great bakery at the campsite. Every morning, we buy pastries for breakfast, and today we bought baguettes for a picnic!



Baguette

Day 12

Say hello to the Loire Valley! There are bike paths everywhere – you can rent electric bikes and ride all day!



This is my mom by the Loire River after our bike ride. The Loire Valley was my favorite place on our holiday.

- 3 Costa Rica's national animal is a bird.

- 4 Write two more animals mentioned in the video: monkeys and frogs.



Print and Share



Go to Appendix O



Reflect and introduce homework

Together with students reflect on what has been taught today and introduce homework.

At Home

Ask students to research Costa Rica at home and compare and contrast it with their country. Encourage them to create a Venn diagram. Information students can compare and contrast:

- beaches
- national animal
- national flag
- capital
- climate
- population
- language
- size
- national animal

Presentation of Homework

Ask students to present their homework to the class.

Background Information

Travel journals are excellent tools we can use to record trips. They can be on paper or digital, and usually contain photographs, tickets and short descriptions of what happened where.

3.06 Audioscript pT128

1

Have students look at the text on page 42 and guess what it is. Ask them if they have ever put together a travel journal and why someone would make one. Ask them to look at the images and describe what they see. Do not check answers at this stage.

2

3.06 Tell students to listen to the audio and take notes of the main things that happened each day in their notebooks. Ask them to look back at the options they wrote in their notebooks for Exercise 1 to check them. Check answers with the class.

3

Have volunteers read the sentences. After each sentence, decide as a class whether it is correct or not. Ask: *Is there anything else you might find in a travel journal?*

4

Ask students to do this activity individually. Ask them to read through the items a–f and number them in order according to the text. Check answers with the class.

Words in Context 

5

Ask students to find the words in the text to help them figure out their meaning from the context. After checking answers, invite students to make a list of any other new words in the text. Ask them to use a dictionary to write definitions. They should then write their words and definitions on separate strips of paper.

1 Look at Sophie's travel journal. Choose the correct options.

1 It is about Sophie's trip to Paris / around France.

2 She was with her friends / family.

3 They travelled by bike / camper.

2 3.06 Read Sophie's travel journal and listen. Check your ideas in Exercise 1.

3 Read the travel journal again. Choose the sentence that is not correct.

1 It is about a holiday in the countryside.

2 It is organized into days.

3 It combines text and images.

✓ 4 It doesn't present Sophie's opinions about the places.

4 Number the events in Sophie's trip in order from 1–6.

a bike ride around the Loire Valley 6

b go swimming at the beach 4

c picnic lunch 5

d one week stay at a campsite near Avignon 1

e road trip through Provence 3

f visit to the bridge in Avignon 2

WORDS IN CONTEXT 

5 Match the words 1–4 with their definitions a–d.

1 bike path c

2 campsite b

3 road trip a

4 sunbathing d

a long journey or holiday in a vehicle

b place where you can go camping on holiday

c special route for people to ride their bikes

d sitting or lying in the sun

THINK! 

Imagine you are on a road trip in a camper with your family. What do you like? What don't you like?

VIDEO 

1 Say two things you can do in Costa Rica.

2 What different animals do you see in the video?

43

THINK!  

Bring in a photograph of a campervan or display it on a computer. Ask students to draw two columns in their notebooks: *For* and *Against*. In groups, have them discuss the pros and cons of a road trip in a campervan, and make notes of their ideas in the relevant columns. Take feedback from the whole class.

Students' own answers

Reflect and introduce homework

Together with students reflect on what has been taught today and introduce homework.

At Home

Tell students to research different activities while holidaying in their hometown. Have them write a short paragraph abased on their findings. Then ask them to bring their paragraphs to the next class.

Unit 3 | What a Holiday! T39

Unit 3 What a Holiday!

Lesson 9

Speaking

Lesson Aim: I can talk about my holiday, giving details of where I stayed and what I did.

7 min Presentation of Homework

Ask students to present their homework to the class.

3.07–3.09 Audioscripts pT128

- 1 **3.07** Ask students to look at the image and, as a class, discuss what they think the boys might be talking about. Play the audio for them to check whether they were right. Ask: *Where were these boys on holiday?* Have them read the dialogue silently. Check answers with the class.
Mike was at a campsite at the beach. Pedro was at his grandparents' house in the countryside.

Living English

- 2 Check understanding of the three expressions. Ask students to find them in the dialogue in Exercise 1 and see how the speakers use them. Ask: *Which expression is a question? Which are exclamations? Are they positive or negative reactions?* Have students think of similar expressions in their own language. To check answers, ask volunteers to read the mini dialogues.

- 3 **3.08** When students repeat the expressions, have them mimic the intonation.

Pronunciation

- 4 **3.09** Look back at the dialogue in Exercise 1 and ask students to point to 'campsite'. Ask: *How do we say this?* Explain that we usually stress parts of words or phrases to help others understand us. Play the audio once for students to underline their answers. Then play it again, pausing after each word for students to repeat. Ask students what pattern they notice (the first word in each compound noun is stressed).



SPEAKING

TALKING ABOUT YOUR HOLIDAY



- 1 **3.07** Read and listen to Pedro and Mike. Where were they on holiday?

Pedro Hey, **Mike**, how was your holiday?

Mike It was **great!** I was at a **campsite on the beach**. You can **go swimming there**. What about you?

Pedro I was at my **grandparents' house in the countryside**.

Mike How was it?

Pedro It was **great!** There was a **big party in the town**.

Mike Wow! That sounds fun!

LIVING ENGLISH

- 2 Complete the mini dialogues with the expressions below.

• Great! • Hey, • What about you?

1 **A** My holiday was really nice!

B ... **Great!**

2 **A** I was at home all summer. ... **What about you?**

B I was at my aunt's house in the countryside.

3 **A** ... Marina! Where were you? **Hey,**

B I was at the swimming pool.

- 3 **3.08** Listen and repeat the expressions.

PRONUNCIATION

- 4 **3.09** Listen and repeat the compound nouns. Copy the words in your notebook and underline the stressed word or part of the word.

- 1 **bike** path
- 2 **camp**site
- 3 **road** trip
- 4 **skate**park
- 5 **street** market
- 6 **swim**ming pool

- 5 **3.07** Listen to the dialogue again. Then practice with a partner.

- 6 **Role play** a new dialogue. Follow the steps.

- 1 Change the words in **blue** in Exercise 1 to write a new dialogue in your notebook.
- 2 Practice your dialogue with a partner.
- 3 Present your dialogue to the class.

44

- 5 **3.07** Have the class read the dialogue along with the audio. Then play the audio again, pausing after each speaker for the class to repeat what they say. Finally, have students practice the dialogue in pairs.

- 6 Read through the steps with the students and check understanding. Tell them to use vocabulary for activities and holiday spots from the unit. Monitor as they practice and provide feedback on intonation and linking. If time allows, have them present their dialogue to the class.

Extension

Encourage students to create a mind map related to what they have learned throughout this unit. Remind them to do this at the end of each of the subsequent units.

Warmer

Begin with a mind map. Write the word *Stories* on the board and have students come up to the board and add to the mind map by writing words related to stories. Help them by asking the following questions: *Do you like stories? Do you read books? Do you read on your mobile phone? Do you read on an e-reader?* As they answer the questions, complete the mind map.

THINK!

-  Have students look at the image and describe what they see. Ask them if they go to libraries and if they believe libraries will survive in the future. Ask: *Where can we find libraries nowadays? How many books do you own? What do you read? What kind of stories do you like?*
-  Encourage students to reflect upon the reasons people tell and read stories. Have students discuss the question in pairs first, then have a class discussion.

4.1 **Tell Me A Story**

Summary

The video is about the wonders of storytelling.

In the Lesson

Tell students they're going to watch a video about how people had fun before the advent of computers, TVs and even books. Ask: *What do you do for fun today? How about in the 1920s – were the fun activities the same?*

Exercise 1

Ask students to watch the video to answer the questions:

- What fun activity is the video about?* Check the answer with the class. Ask them if they think storytelling is a fun activity.
- Which two countries are in the video?* Check the answer with the class. Ask them if storytelling in their country is any different.

Thailand, Cambodia

Exercise 2

Write the following sentences below on the board. Play the video again. Students watch and write *T* (true) or *F* (false). Check answers with the class. Ask them to correct the false sentences.

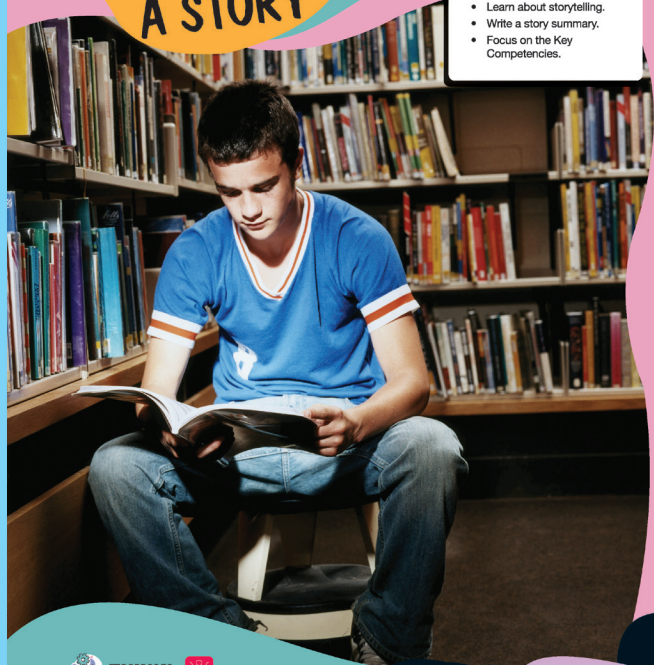
- Storytelling has only been around for 20 years. It began recently and only children enjoy it. **F**
It is a very old hobby. People of all ages love to listen to stories.
- In Thailand they use puppets to tell a story. **T**
- The stories told are rarely about real life. They are usually not true. **F**
They are about everyday life, long journeys, adventure and love.

4

WE ALL HAVE A STORY


UNIT GOALS

- Talk about stories and storytelling.
- Read a story with a moral.
- Listen to a radio interview.
- Learn about storytelling.
- Write a story summary.
- Focus on the Key Competencies.




THINK!


- Where is the teenager? What is he doing?
- Why do you think people read stories?


VIDEO


- What fun activity is the video about?
- Which two countries are in the video?

Print and Share

 Go to Appendix P

Reflect and introduce homework

Together with students reflect on what has been taught today and introduce homework.

At Home

Have students think of a story they can share with their classmates about their family. Have them write two short paragraphs and present them in the following lesson.

Unit Aims

Cambridge Life Competencies Framework

I can ...

- use simple techniques to start, maintain and close conversations of various lengths when talking about stories I like. **(Communication)**
- understand essential grammatical terms and concepts using the past simple in my sentences to tell stories. **(Learning to Learn)**
- understand essential phonological terms and concepts (e.g. vowel length, word stress). **(Learning to Learn)**
- create questions about a video and discuss its content. **(Creative Thinking)**
- create mind maps about places and activities regarding parts of a story. **(Creative Thinking)**
- state opposing opinions in a respectful way when discussing my favorite stories. **(Emotional Development)**

Resources

Workbook Unit 4, Teacher's worksheets Unit 4

7 min Presentation of Homework

Ask students to present their homework to the class.

4.01 Audioscript pT128

4 min Introduction of target vocabulary

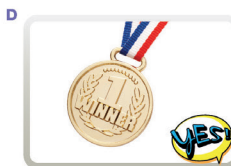
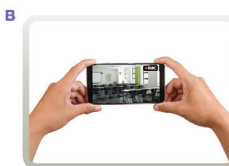
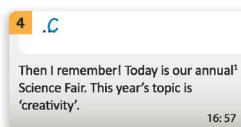
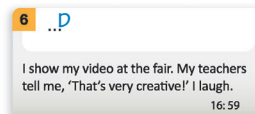
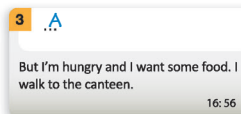
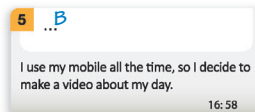
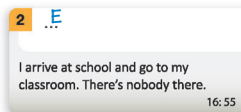
arrive	/ə'reɪv/
decide	/dɪ'saɪd/
laugh	/lɑ:f/
remember	/rɪ'mem.bə/
rush	/rʌʃ/
shout	/ʃaʊt/
tell	/tel/
walk	/wɔ:k/
want	/wɒnt/

- 1 Have students look at the main image. Elicit what they think happened. Ask them what they can see in the other images. After they finish matching, check answers with the class.

VOCABULARY IN CONTEXT

STORY VERBS

- 1 Read the first social media story post (1). Then read posts 2-6 and match them with the images (A-E).



¹ Happening once every year

Unit 4
We All Have a Story

Vocabulary in Context
Lesson Aim: I can use story verbs to tell a story about my day.

4.01 Audioscript pT128

2 **4.01** Have students look again at the verbs in bold in Exercise 1. They can use them as a reference for this activity. Play the audio for them to check their answers and repeat the words.

3 Put students into pairs for this activity. Read through the different categories in the table with the class (parts of the body). Have them complete the activity.

USE IT! **MEDIATION**

4 Ask students to work individually and complete the first column of the table with their own information. Then put students into pairs to ask and answer the questions. Monitor their pronunciation of the key verbs.

5 After writing the affirmative and negative sentences, have students share with the class the most surprising things they discovered about their partner.

Fast Finishers
Puzzles & Games
page 112, Exercise 3

Extension

Put students into groups of three. Invite them to work together to write a story using the verbs learned during this lesson. Each member of the team should take it in turns to write one sentence using a verb of their choice. By the end of various rounds, they will have a short paragraph about something that happened (real or imaginary).

Reflect and introduce homework

Together with students reflect on what has been taught today and introduce homework.

Workbook
page 21, Exercises 1 and 2

2 **4.01** Put the letters in the correct order to make verbs and complete the sentences. Then listen, check and repeat.

1 I never **remember** (mremebe) the dates of school events, do you?
2 My parents always ... (letl) me, 'It's important to read a lot of books'.
3 Do you ... (akwl) to school or do you take the bus?
4 Do you ... (ulhga) when you watch comedy films? I do.
5 What's the first thing you do when you ... (rairev) at school?
6 Don't ... (htsuo) at your sister. That's not nice.
7 I often get up late on Monday mornings, and then I ... (hrus) to school.
8 I can't ... (eddice) what book to read next.
9 What do you ... (atwn) to watch, a drama or an adventure film?

3 Complete the table with the verbs below. Then add other verbs you know to the table.

• decide • laugh • remember • rush • shout • tell • walk • want

Things you do with your ...		
legs	mouth	brain
		
rush walk	? laugh shout tell	? decide remember want

USE IT! **MEDIATION**

4 Copy the table in your notebook and complete for you. Write Yes, I do, or No, I don't. Then ask and answer in pairs. Write your partner's answers in the table.

Students' own answers

	You	Your Partner
1 Do you walk to school?		
2 Do you remember to bring your gym clothes for PE ¹ lessons?		
3 Do you laugh when you play video games?		
4 Do you often arrive late at school?		
5 Do you want to go on a safari?		
6 Do you write stories on social media?		

5 Write an affirmative (+) and a negative (-) sentence about your classmate in your notebook. Then tell the class your sentences. **Students' own answers**

Daniela walks to school.
She doesn't want to go on a safari. I do.

1 (+) ...
2 (-) ...

¹ Physical Education.

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WORKBOOK p.21



Warmer



Divide the class into groups of three students. Write the storytelling verbs from the previous page on the board, with the letters scrambled. Have students unscramble the letters to write the verbs. Then draw the following images on the board: a lamb, a wolf and a small boy. Ask the students to look at the images and make up a short story for you using the images and the verbs from the board.

4.02 Audioscript pT128

1 Have students focus on the image, the title and the design. Ask: *What can you see?* (It is a digital story, with a boy, a wolf and a sheep). Invite them to read the sentences in Exercise 1 and write the correct options in their notebooks. Ask: *Do you know a story like this? Can you imagine what it is about?* Ask students if they normally watch stories on digital gadgets or if they read printed comic books or books. Ask students to share examples of short stories they listen to/ watch.

2 **4.02** Ask students to read the possible answers and read the story silently. Have them write any words they do not know in their notebooks and notice the verb tenses used in the story. Check answers with the class. Discuss what it means to have a moral to a story.

Have them remember similar stories and answer the following questions:

1. What is the story about?
2. What is the moral of the story?
3. Why did you remember this story?

3 Have volunteers read the questions out loud while the rest of the class thinks about the answers, without writing them down yet. Then, have students work individually and read the story to answer the questions.

1 *Because he wants to play a trick. / Because he wants to have some fun.*
2 *Because they want to help. / Because they are worried. 3 Because they believe Peter is telling a lie. / Because in their opinion there is no wolf. 4 Possible answers: He feels sad/upset/angry/ stupid.*

READING



Peter and the Wolf



- 1 A long time ago, a man, a woman and their son, Peter, lived on a farm near a village. Peter was 13 years old, and he often helped his father on the farm.
- 2 One day, Peter decided to have some fun. He shouted, 'Wolf, wolf! Help!' The villagers rushed to help. When they arrived, they asked, 'Peter, are you OK? Are the sheep OK? Where is the wolf?' Peter laughed and laughed. He answered, 'There is no wolf. I'm just playing a trick.' The villagers were angry: 'Don't shout "wolf" when there's no wolf!' And they walked back to the village.
- 3 The next day, Peter decided to play a trick again. 'Wolf! Wolf! A wolf is attacking the sheep!' he shouted. The villagers arrived quickly, and they were angry again: 'Don't tell lies!'
- 4 A week later, there was a real wolf. Peter shouted very loudly, 'WOLF! WOLF!' But this time, nobody rushed to help, and the wolf attacked the sheep.

1 Look at the image. Choose the correct options. Use a dictionary to help you.

The image shows a scene in ¹ a city / the countryside. A boy is ² shouting / laughing and there is a ³ dog / sheep next to him. We can also see a ⁴ tiger / wolf.

2 **4.02** Read the story and listen. What is the main idea?

- Don't shout. ☒ • Don't tell lies. ☒ • Don't attack the sheep. ☒

3 Read the story again. Answer the questions.

- 1 How many people are there in Peter's family? Who are they?
Three. Peter, his dad and his mom.
- 2 One day, Peter decides to shout 'Wolf' when there is no wolf. Why?
- 3 Why do you think the villagers rush to help?
- 4 The villagers rush to help the second time Peter shouts 'Wolf!', but not the third time. Why not?
- 5 How do you think Peter feels at the end of the story?



THINK!



In this story Peter gets a second chance, but he doesn't get a third chance. Is it OK to give people a second chance when they tell lies? Is it OK to give them a third chance? Why / Why not?

WORKBOOK p.23

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THINK!



Write the word *lie* on the board. Ask: *Is it OK to lie?* Put students into pairs and have them discuss occasions when they tell lies and if they should be given a second or third chance. Have them make a list of occasions when they think it is OK to lie and other occasions when it is not. Discuss the questions as a class, asking students to justify their answers.

Students' own answers



Reflect and introduce homework

Together with students reflect on what has been taught today and introduce homework.

Workbook

page 23

Unit 4

We All Have a Story

Lesson 4

Language in Context

Lesson Aim: I can use the positive of past simple regular verbs to talk about activities I did in the past.

- 1**  Read through the table with students. Encourage them to look back at the story on page 49 to help them complete the table. Check answers with the class.

LOOK!  Draw attention to the Look! box. Say that verbs in the past usually end -d. Make students aware of the different endings of the verbs and the rules applied to each one. Ask students to look for more examples in the story on page 49. Draw students' attention to the pronunciation of the verbs in the past simple, e.g. *We played the games last night*. The verb *played* is pronounced as one syllable and not two.

- 2**  Students can use the grammar table in Exercise 1 to help them. Tell them to check their answers in the story on page 49. Ask them to make up sentences using the verbs. Encourage them to think of more verbs ending in -e, -y and consonant + vowel + consonant, and to write them in the past simple.

- 3**  Ask students to work individually to complete the exercise, using the table in Exercise 1 to help them. Have them check their answers in pairs.
- 2 visited 3 opened 4 decided 5 rushed
6 shouted 7 helped 8 walked

- USE IT!**  **MEDIATION**
- 4**  Go through the past simple forms of the verbs listed. Read the sentence starters with students and encourage them to complete the sentences individually so they are true for them. Have them add any other information they might feel is relevant for this activity.
- 5**  Put students into pairs to share their sentences. Have volunteers report back to the class about their partners.

Reflect and introduce homework

Together with students reflect on what has been taught today and introduce homework.

Workbook

page 20; page 22, Exercises 1 and 2; page 24



LANGUAGE IN CONTEXT

- 1**  Look at the examples below. Complete the sentences from the story in the table.

Past Simple of Regular Verbs: Affirmative

I **liked** the story about Peter and the wolf.

You **laughed** at Peter.

He often ¹... his father on the farm. **helped**

We **listened** to the story.

The villagers ²... to help. **rushed**

Most verbs	Add -ed, for example, play → played , walk → walked .
Verb ends in -e	Add -d, for example, arrive → arrived .
Verb ends in consonant + -y	Change -y to -i and add -ed, for example, try → tried .
Verb ends in consonant + vowel + consonant	Double the final consonant and add -ed, for example, plan → planned , stop → stopped .



LOOK!

Don't forget to include the -ed, -d at the end of the verb when you're talking about the past. I watched the film. I liked the story.

- 2** Write the past simple of the verbs in your notebook. Check your answers in the story *Peter and the Wolf*.

- 1 live **lived** 3 shout **shouted** 5 ask **asked**
2 decide **decided** 4 arrive **arrived** 6 attack **attacked**

- 3** Complete the story. Use the past simple form of the verbs.

Sabina ¹**played** (play) video games all day at the weekends. Her friend Damla often ²... (visit) her, but Sabina never ³... (open) the door. One Monday, Sabina ⁴... (decide) to stay at home to play. She shouted, 'Mom, I'm not well! Can I stay in bed?' 'OK,' her mother answered. Sabina ⁵... (rush) to play her video game. Her mom was angry. The next day, the same thing happened. On the third day, Sabina really wasn't well. Her mother ⁶... (shout), 'Don't tell lies! Go to school now!' At school, Damla ⁷... (help) Sabina a lot. She ⁸... (walk) her home, too. Sabina thanked Damla, saying, 'Thanks, you are a real friend.'



USE IT!



MEDIATION

- 4** Complete the sentences so they are true for you. Use the correct form of the verbs below.

Students' own answers

• ask • decide • help • live • visit • walk

1 In 2012, I **lived in Istanbul**.

3 Yesterday, I ...

2 Last year, I ...

4 This morning, I ...

- 5** Talk to your partner about your sentences in Exercise 4. **Students' own answers**

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WORKBOOK p.20, p.22 and p.24

Grammar Game



Bring in a random selection of flashcards or pictures. Hand out one to each student and keep one for yourself. Divide the class into two teams so the groups are not too big. Tell students they are going to play the chain story game. Elicit the verbs from the students from students verbs that could be used in relation to their images and write their suggestions on the board, in the present simple, as scaffolding. Tell students the goal is to make up a crazy story. Begin by saying a sentence in the past simple, using your image as input. The following student must come up with a sentence in the past, using their image as an input, and should try to link their image to your image in order to build a story.

As a follow-up activity, encourage students to read short stories from different sites on the internet and choose their favorite. There are many web pages where teenagers can upload their own simple short stories and poetry.

Warmer

Write this sentence on the board:
Yesterday, a cyber-attack caused mobile phones to catch fire.

Ask students: *Where can you get this sort of news? How do you know it is fake or true? Are all stories on the internet true? Write urban myths on the board and ask students to share examples of urban myths.*

4.03–4.05 Audioscripts pT129

Introduction of target vocabulary

in the past	/ɪn ðə pɑːst/
last week	/lɑːst wiːk/
now	/naʊ/
one day	/wʌn deɪ/
years ago	/jɪəz əˈɡəʊ/
yesterday	/ˈjes.tə.deɪ/

1  **4.03** Draw students' attention to the image and elicit what they see. Read the questions orally with students and have them answer. Play the audio for them to check their answers.

2  **4.04** Read the sentences with students before listening to the rest of the audio. Have them guess the answers. Play the audio and have them check their answers.

3  **4.04** Have students read the sentences and answer them from memory. Play the audio again.

4  **4.05** Read the sentences with students, drawing their attention to the time expressions in bold. Have them write *T* (true) or *F* (false) and play the audio for them to check their answers. Have them repeat the time expressions. Invite volunteers to make their own sentences using the time expressions.

Fast Finishers

Puzzles & Games 
page 112, Exercise 4

 **Print and Share**

 **Go to Appendix Q**

LISTENING AND VOCABULARY

1  **4.03** Look at the image. Make guesses and answer the questions in your notebook. Then listen and check.

- Where are the people?
 - in a library
 - in a shopping center
 - ✓ • in a studio
- What are they doing?
 - ✓ • asking and answering questions
 - making an album
 - studying for an exam



2  **4.04** Listen to the complete interview. Write the correct options in your notebook.

- Anna talks about clothes people like to wear / stories people talk about.
- Mystery Man is an example of a radio program / an urban myth.
- It's / It's not possible to find false stories on the internet.

3  **4.04** Listen again and write the correct answers in your notebook.

- John works ...
 - ✓ • at Radio Teen.
 - with Mystery Man.
 - in a restaurant.
- Mystery Man ...
 - is real.
 - ✓ • has got red eyes.
 - likes photos.
- Anna and John ...
 - want more urban myths.
 - wear black trousers.
 - ✓ • know Mystery Man is fake.

4  **4.05** Read the sentences and write *T* (true) or *F* (False) in your notebook. Then listen, check and repeat the time expressions in bold.

- One day**, John Green interviewed Anna Beckett. *T*
- There weren't urban myths **in the past**. *F*
- Years ago** people talked about urban myths at school. *T*
- People read and listen to urban myths online **now**. *T*
- Anna Beckett read about Mystery Man **yesterday**. *F*
- There were false stories on the internet **last week**. *T*

 **WORKBOOK** p.20 and p.21

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Reflect and introduce homework

Together with students reflect on what has been taught today and introduce homework.

Workbook

page 20; page 21, Exercises 3 and 4

4.06 Audioscripts pT129

1   **4.06** Play Track 4.05 again to help students to complete the table. Then play Track 4.06 for them to check their answers. Draw their attention to the pronunciation of the irregular past simple form of the verb *read* (/red/).

2  Students can use the grammar table in Exercise 1 to help them complete the sentences. Have individual students read out their sentences to check answers. Point out that all the past simple irregular verbs in this exercise are in the affirmative form.

3  Draw students' attention to the negative form of the past simple irregular verbs in the table in Exercise 1, then point out that all the verbs in these sentences are in the negative. Go through the example with the class, then put students into pairs to complete the exercise. Check answers with the class.



USE IT!



MEDIATION

4  Go through the examples with the class, drawing students' attention to the positive and negative forms. Ask students to work individually to write affirmative and negative sentences in the past simple in their notebooks which are true for them. They should use the previous tasks as a reference.

5  Put students into pairs and have them share their sentences. They then categorise what they learned about their partner, according to whether they think it is 'brilliant' or 'interesting'. Ask volunteers to share what they learned about their partner with the class, e.g. *This is brilliant! Patricia went scuba diving yesterday!*



Reflect and introduce homework

Together with students reflect on what has been taught today and introduce homework.

Workbook

page 20; page 22, Exercises 3 and 4; page 25



LANGUAGE IN CONTEXT

1  **4.06** Complete the tables using past simple irregular verbs and with the sentences from the interview. Use the words below. Then listen and check.

• believe • read • saw • think

Irregular Verbs	
Infinitive	Past Simple
go	went
have	had
read	¹ ... read
say	said
see	² ... saw
take	took

Past Simple: Negative	
I ³ ... the story.	didn't believe
You ⁴ ... the story was true.	didn't think
He	didn't write the story.
We	didn't read the book.
They	didn't post the photos.

2 Complete the sentences with the correct past simple affirmative form of the verbs.

- I *went* (go) to Barcelona on my last holiday.
- My friends and I ... (have) lunch at school yesterday. *had*
- Everybody in my class ... (read) the post about Mystery Man. *read*
- Camilla ... (take) a lot of photos on her trip to Cancún. *took*
- I wanted a different book, so I ... (say), 'Let's go to the library!' *said*

3 Put the words in brackets in the correct order and complete the sentences.

- I *didn't post stories* (stories / post / didn't) about Mystery Man. I only posted true stories.
- I ... (cinema / go / the / to / didn't) yesterday. I went on Saturday. *didn't go to the cinema*
- My friends and I ... (this / story / didn't / read) last year. We read it last month. *didn't read this story*
- My dad ... (a / take / didn't / bus) to hospital. He took a taxi. *didn't take a bus*
- You ... (the / didn't / author / see) of the book, right? But I saw her. *didn't see the author*



USE IT!



MEDIATION

4 Write sentences that are true for you about last weekend in your notebook. Use the affirmative (+) or negative (-) form of the verbs in the tables in Exercise 1. *Students' own answers*

I *went horse riding*.

I *didn't see my friends*.

1 (+) ...

3 (-) ...

2 (+) ...

4 (-) ...

5 Work in pairs. Take turns to read your sentences in Exercise 4. Then copy the table in your notebook and complete your partner's sentences. Start the sentences with your partner's name. *Students' own answers*

This is brilliant ...

This is interesting ...

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WORKBOOK p.20, p.22 and p.25

Extension



Ask students to write a short story about something that happened to them in the recent past. The story should contain regular and irregular past simple verbs. Students could write it in a comic format, with images and captions. Have them read their stories to the class and invite other students to ask questions using regular and irregular past simple verbs.

Grammar Game



Write five words/numbers on the board related to events that happened in your life (year you were born, place you lived, name of a pet, name of a school you studied at, etc.). Don't tell students what the words/numbers relate to. Have students look at the words/numbers and tell a story orally about your life. Then tell your true life story using the words/numbers, so students can compare it with the stories they made up. Put students into pairs and have them repeat the procedure.



Stories From Beijing

The video on page 54 and accompanying exercises below can be used as a lead-in to the topic of the *Across the Curriculum* text, or after the reading activities to complete the unit.

Summary

The video is about the Beijing opera.

In the Lesson



Tell students they're going to watch a video about a Chinese cultural tradition, the Beijing opera. Ask: *What is an opera? What country do you think of when you hear the word 'opera'?*

Exercise 1



Ask students to watch the video to answer the questions:

1 *What is the video about? Check the answer with the class.*



the Beijing opera

2 *Say two things that the actors can do. Check the answer with the class.*



music, dance, acrobatics, fighting

Ask: *How do people tell traditional stories in your country? Have them think about their country's traditional festivals and mention some that talk about traditional stories.*



Exercise 2



Play the video again. Then write the following questions on the board and ask students to answer them.

1 Opera first began in

() China.

(x) Italy.

() France.

2 Which of the following is false?

() Beijing opera tells traditional Chinese stories.

(x) Beijing opera teaches people about the world's history.

() Performers in the Beijing opera work hard.

3 How old are the performers when they begin training?

eight or nine years old

Ask students to watch the video again and make up two more questions to ask their partners.



AROUND THE WORLD

HISTORY



The History of Storytelling

30,000 BCE

A long time ago, people painted pictures on cave walls in different parts of the world. These visual stories included animals, people and objects.



For many centuries, people didn't know how to write, and they listened to stories together. In Asia, people used paper puppets¹ to tell stories.



Over 4,000 years ago

Sumerians used stones to tell the first written story in history.



15th century

Johannes Gutenberg from Germany invented the printing press. There were more books around and more people learned to read. At this time, many people went to the theatre, too.



The end of the 19th century

People started going to the cinema.



1900–1970

People listened to stories on the radio and watched TV at home.



1970–1990s

A lot of new technologies arrived: video games, videotapes, DVDs and others.



1980–today

The internet changed how we tell stories. Now, we can watch films and television online, and we can read other people's stories on social media. People tweet, blog, post and share stories every day.

¹ A toy in the shape of a person or animal that you can move with strings.



Print and Share



Go to Appendix R



Reflect and introduce homework

Together with students reflect on what has been taught today and introduce homework.

At Home

Ask students to find information about opera in other countries and compare it to the Beijing opera. Have them share their findings during the next lesson.



Presentation of Homework

Ask students to present their homework to the class.

Background Information



The oldest representation of storytelling dates back to 36,000 years ago, when people drew paintings in caves as a way to tell stories.

4.07 Audioscript pT129



1 Have students read the title and look at all the images in the timeline on page 53. Ask: *What are the main ways of storytelling in each time period? What major changes can you notice?* Draw students' attention to the dates in the timeline and have them read the sentence in Exercise 1. Point out that they can choose more than one answer. Check answers with the class.



2 4.07 Have volunteers read the beginnings of the sentences. Play the audio and have students match the sentences halves. They can read the timeline again to check their answers.

Words in Context



3 Ask students to find the four words in the timeline and re-read the sentences where the words appear. This should help them work out their meaning. After they finish, check answers with the class and ask students to make up more sentences using the words.



4 Ask students to try to number the events without looking back at the timeline. Have them check their work in pairs and then with the timeline.



5 Go through the sentences with the class and see if they can write the correct options from memory. Then have students read the timeline again and check the answers.



THINK!



Put students into groups to discuss the questions. Have them make a pros and cons list and share it with the class.

Students' own answers



1 Look at the timeline. Write the options to complete the sentence. Then read the text quickly to check your ideas.

In the timeline, I think there is information about ...

- clothes
- languages
- ✓ dates
- ✓ objects
- ✓ people
- ✓ places

2 4.07 Read the text and listen. Match 1-3 with a-c to make sentences about the text.

- | | | |
|--|---|-----------------------------------|
| 1 The history of storytelling | b | a in the 20th century. |
| 2 There were many new ways to tell stories | a | b started a long time ago. |
| 3 New technologies help people | c | c tell stories in different ways. |

WORDS IN CONTEXT



3 Complete the sentences with the words below.

• caves • share • storytelling • written

- ... is the activity of writing or telling stories. *Storytelling*
- Is this an oral or a ... story? *written*
- In prehistory², people lived in ... *caves*
- I don't want it all for me. I want to ... it. *share*

4 Read the text again. Number the events in order from 2-8.

- | | | | | | |
|-----------------------|---|----------------------|---|------------------|---|
| a cave paintings | 1 | d the internet | 8 | g the television | 6 |
| b first written story | 3 | e the cinema | 5 | h video games | 7 |
| c paper puppets | 2 | f the printing press | 4 | | |

5 Choose the correct options.

- People in prehistory painted their stories in *different countries* / one country.
- People used *paper* / *stones* to write the first written story in history.
- The inventor of the printing press was from *Germany* / Greece.
- There *were* / *weren't* theatres in the 15th century.
- In the 19th century, people *watched* / *didn't watch* films at home.
- People invented the videotape and the internet *in the same year* / *in different years*.



THINK!



In the past, people listened to stories with their friends and families. Now, we watch films and TV series alone. What is good about that? Is there anything bad?

¹ The time before people began to write

54



VIDEO



- What is the video about?
- Say two things that the actors can do.



Reflect and introduce homework

Together with students reflect on what has been taught today and introduce homework.

At Home

Ask students to research more prehistoric caves around the world. Have them share their findings in the next class.

7 min Presentation of Homework

Ask students to present their homework to the class.

4.08 Audioscript pT129

1 **4.08** Have students focus on the image and ask if they know what story it represents. Read through descriptions a–d with students, then play the audio and have them match the paragraphs. Check answers by asking a volunteer to read the descriptions and the matching paragraphs.

2 Draw students' attention to the fact that all stories have a beginning, middle and end. Ask them to find the time expressions 1–4 in the story summary in Exercise 1. This will help them complete the exercise.

3 Tell students to use the story summary in Exercise 1 as a reference and remind them to include the time expressions in their summary. Have them write a first draft and illustrate their story.



LOOK!



Draw attention to the **Look!** box and the words in bold. Ask the class how the story might continue. Encourage them to think of the next sentence, beginning with *then/next*.

4 When they peer correct, ensure students focus on the items in the checklist. Monitor and help as necessary. Remind students to be clear and respectful in their feedback. Encourage them to write their story again, taking into consideration their peer's feedback.

Students can do some extra reading on storytelling websites, and post their own writing on these websites.



READING

www.alwaysfavoritestories.com

HOME COMEDY DRAMA FANTASY MYSTERY OTHERS

- 1** *The Hobbit* is a fantasy story by Tolkien. The main character is a hobbit named Bilbo. At the beginning, he lived a quiet life in Hobbiton.
- 2** One day, a wizard named Gandalf visited Bilbo. He asked Bilbo to go with him on an adventure with some dwarves¹. The dwarves wanted Bilbo to help them find their treasure.
- 3** At first, Bilbo didn't like the idea, but the adventure changed him. He went to a lot of magical places and talked to unusual creatures².
- 4** At the end of the story, there was a big battle. After that, Bilbo went back to his home and lived a quiet life again.



1 **4.08** Read the story summary and listen. Match paragraphs 1–4 with descriptions a–d.

- a big, final event and conclusion **4**
- details about how the main character reacts to the problem **3**
- information about the title, author and main character **1**
- presentation of a problem that the main character has **2**

2 Match the time expressions (1–4) with the ideas they introduce in the text (a–d).

- | | |
|---------------------------|--|
| 1 At the beginning | a the main character's first reaction to the problem |
| 2 One day | b the main character's situation when the story begins |
| 3 At first | c the main character's situation at the end of the story |
| 4 At the end | d the problem the main character has |

3 Write a story summary. *Students' own answers*

- 1** Choose a story you like.
- 2** Collect information about the title, author, main character and sequence of actions.
- 3** Find or draw an image to illustrate the story.
- 4** Write the first version of your story summary.

4 Exchange your summary with a partner and check their work. Use the checklist below. *Students' own answers*

- title and author
- details about the main character
- clear sequence of actions
- time expressions
- verbs in the past simple

¹ A person who is much smaller than the usual size
² Any large or small living thing that can move



LOOK!

Sequence of Actions

Gandalf arrived at Bilbo's house. **Then / Next** he invited Bilbo to go on an adventure.

Extension



As a final activity for each of the units throughout this book, invite students to look back at all the grammar and vocabulary they learned. Encourage them to create two mind maps – one related to the grammar points with the word Grammar as the center word and another related to the topics and vocabulary, with the words Topics and Vocabulary as the center words. Have them share their work and check back to their mind maps throughout the year. Remind them to do that at the end of the subsequent years.

The review tests in the Student's Book are just samples. Teachers are free to prepare similar tests for the purposes of conducting formative or summative assessment.
SB57-SB58=45 minutes

Tell students that the exercises on these pages review the vocabulary and language they have learned in Units 3 and 4. Point out that they can also check their progress and reflect on what they can do.

VOCABULARY

- 1 Draw students' attention to the images and elicit the activities they can see. Then have them label the activities in their notebooks and rank them according to their preference. Check answers with the class and have them write down other favorite holiday activities.
- 2 Draw students' attention to the crossword and to the emojis in the messages. Elicit what they mean. Have them complete the crossword individually, then check answers with the class. As further practice, brainstorm other places in town and write them on the board. Have them create a crossword for their partner to complete.
- 3 Read through the words and sentences with students to check understanding. Have students complete the sentences individually, then ask volunteers to read out their sentences to check answers.
- 4 Have students read through the sentences and draw their attention to the time inferred. This should help them decide on the correct option to complete each sentence and help them unscramble the words. Brainstorm with students all the possible time expressions that could be used in these sentences and write them on the board. Then have them unscramble the words and complete the sentences. Have them make up more sentences using the time expressions.

REVIEW
UNITS 3 AND 4

VOCABULARY

1 Name the holiday activities (A-D). Then number the activities in your order of preference (1 = your favorite).



... kayaking



... sightseeing

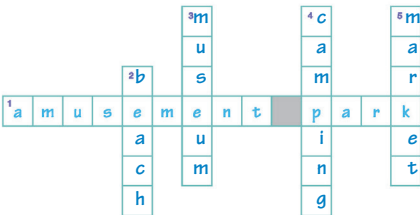


... horse riding



... fishing

2 Look at the emojis in the messages. Use the clues and complete the crossword puzzle.



ACROSS →

1 Is there an 🌳 in your town?

DOWN ↓

2 I like the countryside, but I prefer the 🏖️.

3 There's a nice art 🏛️ near here.

4 I always go 🏞️ near here.

5 I love to visit a street 🏠 when I'm on holiday.

3 Complete the sentences with the words below. Which sentences are true for you? Discuss with a partner.

- arrive • remember • rush • walk

- 1 I often ... out of the house on Monday mornings. **rush**
- 2 I like to ... to the shopping center, but my sister prefers to take the bus. **walk**
- 3 When I ... at school, I often hang out with my friends at the playing fields. **arrive**
- 4 I think it's important to ... to drink a lot of water during the day. **remember**

4 Put the letters in the correct order to write time expressions. Then complete sentences a-d with the correct time expressions (1-4).

- 1 in the past (ni het spta)
- 2 ... (alts ewke) **last week**
- 3 ... (sayre goa) **years ago**
- 4 ... (noe yad) **one day**

- a In the past, people painted pictures to tell stories. We still like picture stories in the present.
- b I lived near the beach when I was a child. ... my father said, 'Let's go kayaking!' **One day**
- c I didn't go to the street market ... I went there this week. **last week**
- d ... , when my parents were teenagers, there was a farm here. Now there is a hotel. **Years ago**

LANGUAGE IN CONTEXT

- Remind students how to form questions and sentences in the past simple with the verb *be*. Have students refer back to the table on page 39. Ask students for examples and write them on the board. Individually, have them read the dialogue and write the correct options. To check answers, have pairs of volunteers read the dialogue with the correct answers.
 - Draw students' attention to the example and review regular and irregular verbs in the past simple. Ask students to look at the verbs in brackets and have them tell you if they are regular or irregular. Write the verbs in the infinitive on the board. Individually, have them complete the sentences. To check answers, invite pairs of volunteers to read out the conversation.
 - Draw students' attention to the list of Rafael's and Julia's activities on their holidays. Have them write positive or negative statements in the past simple in their notebooks, according to the list. Check their work. Encourage students to write sentences about what they did at the weekend.
- 1 Rafael *went camping*. 2 Rafael *didn't go kayaking*. 3 Julia *didn't see the historic center*. 4 Rafael and Julia *visited a street market*.

Check Your Progress

This section gives students an opportunity to reflect on what they have learned. Read each statement with the class. Elicit examples and/or information students remember related to it. Alternatively, students could go through the statements in pairs or groups. If necessary, have them go back to the relevant unit to review each topic. Students then do the task in the *Check your progress* box individually. When they finish, ask: *What can you practice more? What is easy/difficult/interesting?* Invite students to give feedback.



LANGUAGE IN CONTEXT

5 Choose the correct options.

Anar ¹Hey! How ²*was* / *were* your weekend?

Javid It ³*was* / *were* great, thanks!

Anar ⁴*Were you* / *Were you*? You *were* at the beach on Saturday morning?

Javid No, I ⁵*wasn't* / *weren't*. I *was* at the swimming pool.

Anar ⁶*Was there* / *Were there* many people there?

Javid No, not really. But ⁷*there was* / *there were* a problem: the water *was* very cold.

Anar Oh, no!

6 Complete the conversation. Use the correct past simple form of the verbs.

Hi! I ¹*arrived* (arrive) here in Buenos Aires yesterday.

Wow! How are you?

Fine! I ²... (want) to stay in the hotel room playing video games last night, but my parents ³... (have) different plans. *Wanted, had*

Really?

Well, we ⁴... (go) to a restaurant, and after that, we ⁵... (watch) a comedy show. I ⁶... (laugh) a lot. *Went, watched, laughed*



7 Look at what Rafael and Julia did on their holidays (✓). Make sentences using the correct affirmative or negative form of the past simple.

- Rafael / go camping
- Rafael / go kayaking
- Julia / see the historic center
- Rafael and Julia / visit a street market

Rafael
go camping ✓
go kayaking ✓
visit a street market ✓

Julia
☒ visit a street market
☐ see the historic center

Check your progress



I CAN...

- talk about things to do on holiday
- use the past simple of *be* and *there was/were*
- talk about stories and storytelling
- use the past simple of regular and irregular verbs.



Learn to learn

Finding examples of new words

Find examples of new words in different places, for example: on websites, in videos, in songs or in this book. Write the examples in your notebook. Read your examples often.

Example	Where from
1 Healthy foods we saw this year.	Blog www.foodblogforteens.com
2 They saw us at the park.	Actor in TV series 'Always on Holiday'
3 But I saw her.	My English textbook, Unit 4

Learn to Learn



Throughout the course, students do a variety of *Learn to learn* activities, which offer them techniques for retaining vocabulary. Point to the picture of the notebook and read the examples with the class. Then ask: *What new words from Units 3 and 4 can we write down in our notebooks? Where else can we find these words?* Encourage students to look in other places, such as websites, recipe books, songs, novels, etc. for these words. Elicit ideas.

You could also start a word wall in the lesson. Have students add words to the word wall at any time and encourage them to look at them at the beginning of each lesson. Have them also write the words in their vocabulary notebooks. Suggest that students organise their notebooks by topic or alphabetically. Encourage them to look them up in a dictionary, write a translation, use them in context and/or draw a picture. You can also suggest students keep a word wall at home.



GRADE 6

MID-YEAR TEST LESSON 1

GRAMMAR

1 Complete the sentences. Use the correct form of *there is / are* and *can*.

- 1 **A:** _____ there a train station in your town?
B: No, there isn't.
- 2 **A:** _____ many people at the swimming pool?
B: Yes, _____.
- 3 **A:** _____ play video games?
B: Yes, I can.
- 4 **A:** Is there a supermarket near here?
B: Yes, _____.
- 5 **A:** Can I hang out with my friends later?
B: Yes, _____.
- 6 **A:** _____ a street market next to the museum?
B: Yes, there is.
- 7 **A:** _____ beans in your rice?
B: No, _____.
- 8 **A:** Is there a skatepark near your school?
B: No, _____.
- 9 **A:** _____ Helena and I come shopping with you?
B: No, _____.
- 10 **A:** _____ there many people at the shopping center yesterday?
B: Yes, _____.

2 Circle the correct options.

- 1 We go to the park ...
a twice a week **b** two a week **c** twice week
- 2 My mom ... pizza or hamburgers.
a never eats **b** eats never **c** is never eating
- 3 Sabina plays volleyball ...
a every weekend **b** every weekends
c all of weekends
- 4 Murad ... jeans and a T-shirt.
a often wears **b** wears often
c often he wears

- 5 We ... shopping on Wednesdays after school.
a always go **b** go always **c** always goes
- 6 Sara goes to the library ...
a once of a week **b** one a week
c once a week
- 7 My brother ... to school.
a walks never **b** always walks **c** walks ever day
- 8 I watch a soccer match with my dad ...
a Sundays **b** every Sunday **c** every Sundays
- 9 I ... do my homework at school.
a sometimes **b** some of the times
c some times
- 10 They eat at restaurants on Mondays Fridays and Saturdays. They ... eat at restaurants.
a often **b** never **c** always

3 Circle the correct options.

- 1 *There's / There was* a big cat in the garden yesterday.
- 2 Gabriella *was / is on* holiday last week.
- 3 *Were there / There were* many people at the park on Sunday?
- 4 *Is there / Are there* a place near here where we can buy some fruit?
- 5 *Can wear you / Can you wear* trainers to school?
- 6 We *can't play / can't to play* video games after 10 pm.
- 7 *Were there / Was there* a swimming pool at the hotel?
- 8 You *wasn't / weren't* reading a book.
- 9 When my grandma was young, *there weren't / there wasn't* many restaurants in our town.
- 10 *Was / Were* Elsie and Caroline late for school today?

4 Write the correct form of the verbs in brackets. Use the past simple.

- 1 Maryam _____ (shout) at her brother.
- 2 My dad _____ (say) that it was very cold this morning.
- 3 They _____ (not try) to go to sleep early.
- 4 _____ Samir _____ (take) his children to school in the car?
- 5 You _____ (not do) your homework last night.
- 6 Laura _____ (cry) when she watched the film.
- 7 When Victoria was tired, she _____ (stop) running.
- 8 We _____ (not see) you at school yesterday. Are you OK today?
- 9 I _____ (read) a very interesting blog yesterday.
- 10 They _____ (not laugh) at the comedy film.

5 Circle the correct options.

- 1 My mom wants **us / we** to do our homework now.
- 2 **What about / What's about** watching a film?
- 3 It's Paul's birthday. Can we buy **he / him** something nice?
- 4 Dad, can you take **I / me** to the shopping center?
- 5 How about **going / go** to the cinema later?
- 6 I love my new jacket. My mom **gave / gave** it to me.
- 7 My favorite subjects are maths and science. I like **them / they** very much.
- 8 **Lets / Let's** make chicken and rice for dinner.
- 9 Is your homework difficult? I **can help / can to help** you.
- 10 **Why don't / Why not** we go fishing after school?

6 Put the words in the correct order.

- 1 video / plays / grandma / my / never / games

- 2 his / weekend. / every / Victor / washes / car

- 3 the / we / twice / month / a / library / go / to

- 4 they / to / music / now. / listen / can't

- 5 the / at / my / you / shopping center? / did / see / mom

- 6 have / didn't / breakfast. / they / juice / at / orange

- 7 the / in / many / were / town / there / center? / tourists

- 8 to / takes / Marcus / always / taxi / work. / a

- 9 decide / what / we / can / dinner? / to / for / have

- 10 first day / went to / of the holiday. / the beach / everyone / on the

VOCABULARY

7 Circle the odd ones out.

- 1 cinema / knife and fork / bowling alley / stadium
- 2 fish / carrot / countryside / salt
- 3 beach / skatepark / tour guide / amusement park
- 4 kayaking / horse riding / hotel room / fishing
- 5 mix / fry / add / remember
- 6 laugh / tell / decide / shout
- 7 in the past / last week / now / years ago
- 8 rush / walk / arrive / want
- 9 sightseeing / historic center / museum / street market
- 10 cheese / chicken / rice / orange juice

8 Match 1–10 with a–j.

- 1 Martina is working next ____
 - 2 There is a statue in ____
 - 3 My bedroom is on the left ____
 - 4 The pot is on ____
 - 5 We went to see the parade last ____
 - 6 There wasn't a library in my town in ____
 - 7 The Watson family lived in the city years ____
 - 8 Lucas never liked pizza. Then, one ____
 - 9 The toilets are between ____
 - 10 My books are inside ____
- a of the bathroom.
b day, he said, 'I love it!'
c week – it was cool!
d the right of the oil.
e the canteen and the science labs.
f my school bag.
g ago, but they live in the countryside now.
h to Anna.
i the past, but we have got one now.
j front of the library.

9 Circle the correct options.

- 1 Anna's favorite food is *oil* / *fish*.
- 2 There are many different shops at the *park* / *shopping center*.
- 3 We never go *sightseeing* / *camping*. We always stay in hotels.
- 4 Did you cook the *beans* / *cheese* for a long time?
- 5 It's a great day to drive to the *skatepark* / *beach* and go swimming.
- 6 Many people in Asia have *rice* / *salt* for dinner every day.
- 7 I like pizza *now* / *in the past*, but I didn't like it when I was five.
- 8 Put the eggs into the pot and *mix* / *cut* them with a fork.
- 9 I did a lot of sports *yesterday* / *years ago*.
I ran, I swam and I played football – all before 12 pm!
- 10 *Last week* / *The last week*, I didn't go to school – I was ill.

10 Complete the words for the definitions.

- 1 A type of dairy food. c _____
- 2 The opposite of 'in front of'. b _____
- 3 A drink that comes from a fruit.
o _____ j _____ i _____
- 4 An orange vegetable. c _____
- 5 A place where you find most farms.
c _____
- 6 A place to buy shirts, skirts, jeans, jackets ...
c _____ s _____
- 7 An activity or holiday where you can see wild animals. s _____
- 8 A place where you can see art, statues or very old things. m _____
- 9 A place to buy vegetables and fruit.
s _____
- 10 An activity that you do when you are next to the river. f _____ g _____

11 Complete the sentences. Put the words in brackets in the correct order.

- 1 Elchin's favorite meat is _____. (hencick)
- 2 I usually eat _____ (sneab) and salad for lunch.
- 3 At school, students sometimes go to the _____ (gimsinwm lopo) for their PE lessons.
- 4 The _____ (ruto duige) we had on our holiday told us everything about the town.
- 5 Every Saturday, I hang out with my friends at the _____. (kateskrap)
- 6 In Brazil, you can find very good fruit. For example, the _____ (espinlappe) are delicious.
- 7 My favorite soccer team plays at the local _____. (atisdum)
- 8 Do you want to go to the _____ ? (acheb) We can play volleyball there.
- 9 My mom always buys vegetables at the _____ (rteste akremt)
- 10 When we went on holiday, there was a giant TV in our _____ (lothe moor)

12 Complete the sentences using the words below. There are two words you do not need.

add arrives cut decide fry laugh
remember rushing shouts sit tell
visit

- 1 I always _____ when I watch comedy films.
- 2 Vicky is in the kitchen. She wants to _____ the onions now.
- 3 Everything on the menu looks delicious. I can't _____ what to have ...
- 4 Daniel is late for school. He's _____ out of the house at the moment.
- 5 Did the teacher _____ us what our homework is?
- 6 The bus always _____ in the town center at 10:15 am.
- 7 The food isn't very nice. Let's _____ a bit of salt.
- 8 Next, _____ the vegetables in oil for five minutes.
- 9 I can't _____ what we had for dinner yesterday. Did we eat fish?
- 10 When we watch our favorite soccer team, my dad always _____ at the players.

LESSON 2

[FROM QUESTION 13]

READING

13 Read the story.

Leyla's story

One day, Sevil called me and said, 'Why don't we watch a film on Saturday? Let's meet outside the supermarket. We can buy some orange juice first, then go to the cinema.'

'Good idea,' I said. 'How about meeting at 4 o'clock? The film starts at 4:45 pm.' 'OK.'

My mom took me to meet Sevil. We arrived at 4 o'clock, but Sevil wasn't there. My mom went in the shop, and I stayed outside. I played a video game on my mobile phone for 10 minutes, but Sevil didn't arrive.

I called her mobile phone. 'Hey,' she said, 'are you coming to meet me now? I'm at the supermarket.' I told her that I was there, too, but I couldn't see her.

'What can you see in front of you?' I asked.

She said, 'The skatepark.'

We both laughed. We knew what the problem was – we were outside different supermarkets!

Circle the correct options.

- 1 Who made the suggestion to watch a film?
a Leyla **b** Sevil
- 2 Where did the girls plan to go first?
a the cinema **b** the supermarket
- 3 What time did they plan to meet?
a 4 pm **b** 4:45 pm
- 4 What did Leyla do when her mom went inside the shop?
a played a video game **b** went shopping
- 5 What did Leyla do when Sevil was not there on time?
a called her mom **b** called Sevil
- 6 What could Sevil see when Leyla called her?
a the skatepark **b** the cinema

14 Circle the correct options.

- 1 Sevil is Leyla's *mom* / *friend*.
- 2 The girls decided to meet at the *cinema* / *supermarket*.
- 3 Leyla and her mom arrived *late* / *on time*.
- 4 Leyla's mom *stayed with Laura* / *went shopping*.
- 5 Leyla *sent Sevil a message* / *phoned Sevil*.
- 6 Sevil was in front of the *skatepark* / *park*.

15 Complete the sentences.

- 1 Sevil invited Leyla to _____ a _____ with her.
- 2 Sevil wanted to buy some _____ before going to the cinema.
- 3 Leyla didn't go with her mom into the _____.
- 4 Leyla played on her mobile phone for _____.
- 5 From where she was standing, Sevil could see the _____.
- 6 Sevil was not _____ the same shop as Leyla.

16 Circle T (true) or F (false).

- 1 The friends wanted to meet at the weekend. T / F
- 2 The girls planned to meet for lunch. T / F
- 3 Sevil wanted to buy some fruit. T / F
- 4 Leyla went into the supermarket with her mom. T / F
- 5 Leyla couldn't see the skatepark. T / F
- 6 Sevil met Laura at 4:10 pm. T / F

WRITING

17 Read the email.

Hi Paul,

I'm so happy that you are planning to come and stay with us next month. I know you love food – there are many fantastic places to eat. We always go to the hotel restaurant near the cinema. It's very popular. Why don't we go there?

Also, my dad is a great cook. We can buy fresh fish here, and it is always delicious. See you soon!

Daniel

Complete the sentences.

Daniel is happy that Paul is planning to visit him 1 _____. He tells Paul that it is a good idea to go for dinner at the 2 _____. Daniel's town is a good place to buy delicious 3 _____.

18 Write a similar email.

- To: Helena
- From: Clare
- Helena wants to visit in April.
- Helena and Clare like to do sport.
- ☺ volleyball and soccer
- There are three parks in the town.
- Best park is next to the campsite.
- Can watch soccer team at the stadium.

This lesson aims to check the students' speaking and writing skills at the beginning of the new semester.

Below you can find the recommended topics for speaking and writing according to the topics covered in Units 1-4

Speaking topics:

1. Different festivals in the world
2. My favorite recipe
3. Holidays are important because ...
4. I have got a story.

Writing topics:

1. About town. Write a flyer about a place you know well. Write 30-70 words.
2. Delicious diversity. Write a recipe for a dish you enjoy. Write 30-70 words.
3. What a holiday! Write an email about your holiday to your friend.
4. We have all got a story. Write a story summary of a book you love reading. Write 30-70 words.

LESSON 3

[45 MINUTES]

1 ABOUT TOWN

UNIT GOALS

- Talk about places in town.
- Read about unusual towns.
- Listen to a dialogue.
- Learn about a festival.
- Speak about giving directions.
- Focus on the Key Competencies.

THINK!

- 1 Where are the teenagers in the photos?
- 2 Is it important to have places in town where teenagers can hang out? Why / Why not?

VIDEO

- 1 What things that change do you see?
- 2 Which four cities are in the video?

2 DELICIOUS DIVERSITY

UNIT GOALS

- Talk about food.
- Read about students' lifestyles in two countries.
- Listen to a TV cooking program.
- Learn about how to have a healthy diet.
- Write a recipe.
- Focus on the Key Competencies.

THINK!

- 1 Where do you usually eat?
- 2 Give three reasons why people eat together.

VIDEO

- 1 How many different types of bread are in the video?
- 2 Say two types of bread that you see.

3 WHAT A HOLIDAY!

UNIT GOALS

- Talk about things to do on holiday.
- Read about favorite holidays.
- Listen to a podcast.
- Learn about a road trip.
- Speak about a holiday.
- Focus on the Key Competencies.

THINK!

- 1 Where is the girl?
- 2 Why are holidays important?

VIDEO

- 1 Say two holiday activities in the video.
- 2 Who goes on holiday to Virginia in the United States?

4 WE ALL HAVE A STORY

UNIT GOALS

- Talk about stories and storytelling.
- Read a story with a moral.
- Listen to a radio interview.
- Learn about storytelling.
- Write a story summary.
- Focus on the Key Competencies.

THINK!

- 1 Where is the teenager? What is he doing?
- 2 Why do you think people read stories?

VIDEO

- 1 What fun activity is the video about?
- 2 Which two countries are in the video?



GRADE 6

MID-YEAR TEST LESSON 1

Name _____ Class _____ Date _____

GRAMMAR

1 Complete the sentences. Use the correct form of *there is / are* and *can*.

1 A: Is there a train station in your town?

B: No, there isn't.

2 A: Are there many people at the swimming pool?

B: Yes, there are.

3 A: Can you play video games?

B: Yes, I can.

4 A: Is there a supermarket near here?

B: Yes, there is.

5 A: Can I hang out with my friends later?

B: Yes, you can.

6 A: Is there a street market next to the museum?

B: Yes, there is.

7 A: Are there beans in your rice?

B: No, there are't.

8 A: Is there a skatepark near your school?

B: No, there isn't.

9 A: Can Helena and I come shopping with you?

B: No, you can't.

10 A: Were there many people at the shopping center yesterday?

B: Yes, there were.

2 Circle the correct options.

1 We go to the park ...

a twice a week b two a week c twice week

2 My mom ... pizza or hamburgers.

a never eats b eats never c is never eating

3 Sabina plays volleyball ...

a every weekend b every weekends c all of weekends

4 Murad ... jeans and a T-shirt.

a often wears b wears often c often he wears

5 We ... shopping on Wednesdays after school.

a always go b go always c always goes

6 Sara goes to the library ...

a once of a week b one a week

c once a week

7 My brother ... to school.

a walks never b always walks c walks ever day

8 I watch a soccer match with my dad ...

a Sundays b every Sunday c every Sundays

9 I ... do my homework at school.

a sometimes b some of the times c some times

10 They eat at restaurants on Mondays, Fridays and Saturdays. They ... eat at restaurants.

a often b never c always

3 Circle the correct options.

1 There's / There was a big cat in the garden yesterday.

2 Gabriella was / is on holiday last week.

3 Were there / There were many people at the park on Sunday?

4 Is there / Are there a place near here where we can buy some fruit?

5 Can wear you / Can you wear trainers to school?

6 We can't play / can't to play video games after 10 pm.

7 Were there / Was there a swimming pool at the hotel?

8 You wasn't / weren't reading a book.

9 When my grandma was young, there weren't / there wasn't many restaurants in our town.

10 Was / Were Elsie and Caroline late for school today?

4 Write the correct form of the verbs in brackets. Use the past simple.

- 1 Maryam shouted (shout) at her brother.
- 2 My dad said (say) that it was very cold this morning.
- 3 They didn't try (not try) to go to sleep early.
- 4 Did Samir take (take) his children to school in the car?
- 5 You didn't do (not do) your homework last night.
- 6 Laura cried (cry) when she watched the film.
- 7 When Victoria was tired, she stopped (stop) running.
- 8 We didn't see (not see) you at school yesterday. Are you OK today?
- 9 I read (read) a very interesting blog yesterday.
- 10 They didn't laugh (not laugh) at the comedy film.

5 Circle the correct options.

- 1 My mom wants us / we to do our homework now.
- 2 What about / What's about watching a film?
- 3 It's Paul's birthday. Can we buy he / him something nice?
- 4 Dad, can you take I / me to the shopping center?
- 5 How about going / go to the cinema later?
- 6 I love my new jacket. My mom gave / gave it to me.
- 7 My favorite subjects are maths and science. I like them / they very much.
- 8 Lets / Let's make chicken and rice for dinner.
- 9 Is your homework difficult? I can help / can to help you.
- 10 Why don't / Why not we go fishing after school?

6 Put the words in the correct order.

- 1 video / plays / grandma / my / never / games
My grandma never plays video games.
- 2 his / weekend. / every / Victor / washes / car
Victor washes his car every weekend.
- 3 the / we / twice / month / a / library / go / to
We go to the library twice a month.
- 4 they / to / music / now. / listen / can't
They can't listen to music now.
- 5 the / at / my / you / shopping center? / did / see / mom
Did you see my mom at the shopping center?
- 6 have / didn't / breakfast. / they / juice / at / orange
They didn't have orange juice at breakfast.
- 7 the / in / many / were / town / there / center? / tourists
Were there many tourists in the town center?
- 8 to / takes / Marcus / always / taxi / work. / a
Marcus always takes a taxi to work.
- 9 decide / what / we / can / dinner? / to / for / have
Can we decide what to have for dinner?
- 10 first day / went to / of the holiday. / the beach / everyone / on the
Everyone went to the beach on the first day of the holiday.

VOCABULARY

7 Circle the odd ones out.

- 1 cinema / knife and fork / bowling alley / stadium
- 2 fish / carrot / countryside / salt
- 3 beach / skatepark / tour guide / amusement park
- 4 kayaking / horse riding / hotel room / fishing
- 5 mix / fry / add / remember
- 6 laugh / tell / decide / shout
- 7 in the past / last week / now / years ago
- 8 rush / walk / arrive / want
- 9 sightseeing / historic center / museum / street market
- 10 cheese / chicken / rice / orange juice

8 Match 1–10 with a–j.

- 1 Martina is working next h
 - 2 There is a statue in j
 - 3 My bedroom is on the left a
 - 4 The pot is on d
 - 5 We went to see the parade last c
 - 6 There wasn't a library in my town in i
 - 7 The Watson family lived in the city years g
 - 8 Lucas never liked pizza. Then, one b
 - 9 The toilets are between e
 - 10 My books are inside f
- a of the bathroom.
b day, he said, 'I love it!'
c week – it was cool!
d the right of the oil.
e the canteen and the science labs.
f my school bag.
g ago, but they live in the countryside now.
h to Anna.
i the past, but we have got one now.
j front of the library.

9 Circle the correct options.

- 1 Anna's favorite food is oil / fish.
- 2 There are many different shops at the park / shopping center.
- 3 We never go sightseeing / camping. We always stay in hotels.
- 4 Did you cook the beans / cheese for a long time?
- 5 It's a great day to drive to the skatepark / beach and go swimming.
- 6 Many people in Asia have rice / salt for dinner every day.
- 7 I like pizza now / in the past, but I didn't like it when I was five.
- 8 Put the eggs into the pot and mix / cut them with a fork.
- 9 I did a lot of sports yesterday / years ago. I ran, I swam and I played soccer – all before 12 pm!
- 10 Last week / The last week, I didn't go to school – I was ill.

10 Complete the words for the definitions.

- 1 A type of dairy food. c heese
- 2 The opposite of 'in front of'. b ehind
- 3 A drink that comes from a fruit.
o range j u i ce
- 4 An orange vegetable. c arrot
- 5 A place where you find most farms.
c ountryside
- 6 A place to buy shirts, skirts, jeans, jackets ...
c lothes s hop
- 7 An activity or holiday where you can see wild animals. s afari
- 8 A place where you can see art, statues or very old things. m useum
- 9 A place to buy vegetables and fruit.
s uper market
- 10 An activity that you do when you are next to the river. f ishin g

11 Complete the sentences. Put the words in brackets in the correct order.

- 1 Elchin's favorite meat is chicken. (hencick)
- 2 I usually eat beans (sneab) and salad for lunch.
- 3 At school, students sometimes go to the swimming pool (gimsinwm lopo) for their PE lessons.
- 4 The tour guide (ruto duige) we had on our holiday told us everything about the town.
- 5 Every Saturday, I hang out with my friends at the skaterpark. (kateskrap)
- 6 In Brazil, you can find very good fruit. For example, the pineapples (espinlappe) are delicious.
- 7 My favorite soccer team plays at the local stadium. (atisdum)
- 8 Do you want to go to the beach? (acheb) We can play volleyball there.
- 9 My mom always buys vegetables at the street market (rteste akremt)
- 10 When we went on holiday, there was a giant TV in our hotel room. (lothe moor)

12 Complete the sentences using the words below. There are two words you do not need.

add arrives cut decide fry laugh
remember rushing shouts sit tell
visit

- 1 I always beach when I watch comedy films.
- 2 Vicky is in the kitchen. She wants to cut the onions now.
- 3 Everything on the menu looks delicious. I can't decide what to have ...
- 4 Daniel is late for school. He's rushing out of the house at the moment.
- 5 Did the teacher tell us what our homework is?
- 6 The bus always arrives in the town center at 10:15 am.
- 7 The food isn't very nice. Let's tell a bit of salt.
- 8 Next, fry the vegetables in oil for five minutes.
- 9 I can't remember what we had for dinner yesterday. Did we eat fish?
- 10 When we watch our favorite soccer team, my dad always shouts at the players.

LESSON 2

(FROM QUESTION 13)

READING

13 Read the story.

Leyla's story

One day, Sevil called me and said, 'Why don't we watch a film on Saturday? Let's meet outside the supermarket. We can buy some orange juice first, then go to the cinema.'

'Good idea,' I said. 'How about meeting at 4 o'clock? The film starts at 4:45 pm.' 'OK.'

My mom took me to meet Sevil. We arrived at 4 o'clock, but Alice wasn't there. My mom went in the shop, and I stayed outside. I played a video game on my mobile phone for 10 minutes, but Sevil didn't arrive.

I called her mobile phone. 'Hey,' she said, 'are you coming to meet me now? I'm at the supermarket.' I told her that I was there, too, but I couldn't see her.

'What can you see in front of you?' I asked.

She said, 'The skatepark.'

We both laughed. We knew what the problem was – we were outside different supermarkets!

Circle the correct options.

- 1 Who made the suggestion to watch a film?
a Leyla **b** Sevil
- 2 Where did the girls plan to go first?
a the cinema **b** the supermarket
- 3 What time did they plan to meet?
a 4 pm **b** 4:45 pm
- 4 What did Leyla do when her mom went inside the shop?
a played a video game **b** went shopping
- 5 What did Leyla do when Sevil was not there on time?
a called her mom **b** called Sevil
- 6 What could Sevil see when Leyla called her?
a the skatepark **b** the cinema

14 Circle the correct options.

- 1 Sevil is Leyla's mom / friend.
- 2 The girls decided to meet at the cinema / supermarket.
- 3 Leyla and her mom arrived late / on time.
- 4 Leyla's mom stayed with Laura / went shopping.
- 5 Leyla sent Sevil a message / phoned Sevil.
- 6 Sevil was in front of the skatepark / park.

15 Complete the sentences.

- 1 Sevil invited Laura to watch a film with her.
- 2 Sevil wanted to buy some orange juice before going to the cinema.
- 3 Leyla didn't go with her mom into the supermarket.
- 4 Leyla played on her mobile phone for 10/ten minutes.
- 5 From where she was standing, Sevil could see the skatepark.
- 6 Sevil was not outside the same shop as Leyla.

16 Circle T (true) or F (false).

- 1 The friends wanted to meet at the weekend. T / F
- 2 The girls planned to meet for lunch. T / F
- 3 Sevil wanted to buy some fruit. T / F
- 4 Leyla went into the supermarket with her mom. T / F
- 5 Leyla couldn't see the skatepark. T / F
- 6 Sevil met Leyla at 4:10 pm. T / F

WRITING

17 Read the email.

Hi Paul,

I'm so happy that you are planning to come and stay with us next month. I know you love food – there are many fantastic places to eat. We always go to the hotel restaurant near the cinema. It's very popular. Why don't we go there?

Also, my dad is a great cook. We can buy fresh fish here, and it is always delicious. See you soon!

Daniel

Complete the sentences.

Daniel is happy that Paul is planning to visit him 1 next month. He tells Paul that it is a good idea to go for dinner at the 2 hotel restaurant. Daniel's town is a good place to buy delicious 3 fresh fish.

18 Write a similar email.

- To: Helena
- From: Clare
- Helena wants to visit in April.
- Helena and Clare like to do sport.
- ☺ volleyball and soccer
- There are three parks in the town.
- Best park is next to the campsite.
- Can watch soccer team at the stadium.

Students' own answers

Warmer



Ask students what they think happened to air traffic during the coronavirus outbreak. Write the following on the board:

Beijing International Airport

January, February and March 2019: 24,919,145 passengers

January, February and March 2020: 9,327,109 passengers

Ask: *How about transport in general? How was it affected?*

Ask them which means of transport they believe were the most impacted due to the coronavirus.



THINK!



1 Ask students to look at the image and ask: *What do you see?* (aeroplane, window, sky, clouds, wing, sun, etc.). Then ask: *How does the photo make you feel?* (free/scared/happy, etc.). Help students with this vocabulary by writing the words on the board.

2 Ask: *Were there aeroplanes in 1921? (Yes.) How was travelling different 100 years ago?* As a class, discuss the main differences of travelling 100 years ago: cost, length of journey, facilities, means of transport, etc.



Travel Like An Egyptian!

Summary

The video is about the River Nile in Egypt and how people travel along it.

In the Lesson



Tell students they're going to watch a video about the River Nile in Egypt. Write the word *Egypt* on the board as the main circle of a mind map and have students do the same in their notebooks. Put students into pairs to write down everything they can think of related to Egypt.

Exercise 1



Have students watch the video and discuss the last question as a class: *Do you think boats are a good way to travel? Why?*

Ask students to answer the questions:

1 *How did Ancient Egyptians travel on the River Nile?*
Check the answer with the class.

by boat

2 *What famous things did they build?* Check the answer with the class.

the Pyramids, the Sphinx

Exercise 2



Play the video again and write the following true or false sentences on the board for students to answer.

1 All the boats were made out of wood.
False. 'They made their boats out of this plant, papyrus, and they also used wood.'

2 Today the River Nile is filled with tourists who enjoy sightseeing.
True. 'Tourists still love travelling on the Nile by boat.'

Resources

Workbook Unit 5, Teacher's worksheets Unit 5

5

INCREDIBLE JOURNEYS



UNIT GOALS

- Talk about means of transport.
- Read about an amazing traveller.
- Listen to a radio program.
- Learn about transport in Hong Kong.
- Interview someone about how they travelled to school in the past.
- Focus on the Key Competencies.



THINK!

- 1 Look at the photo. What can you see?
- 2 How was travelling different 100 years ago?



VIDEO

- 1 How did Ancient Egyptians travel on the River Nile?
- 2 What famous things did they build?

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Print and Share



Go to Appendix S



Reflect and introduce homework

Together with students reflect on what has been taught today and introduce homework.

At Home

Tell students they are going to sail down the River Nile as the Egyptians did 5,000 years ago. Have them plan the trip and present it in the following lesson.

Unit Aims



Cambridge Life Competencies Framework

I can ...

- use simple techniques to start, maintain and close conversations of various lengths to talk about means of transport. (**Communication**)
- identify evidence in texts about different ways people travel. (**Critical Thinking**)
- understand essential grammatical terms and concepts: using the past simple to talk about trips. (**Learning to Learn**)
- distinguish between fact and opinion. (**Critical Thinking**)
- use strategies and techniques for improving my English (e.g. mind maps to organise my thoughts). (**Learning to Learn**)

Presentation of Homework

Ask students to present their homework to the class.

5.01- 5.02 Audioscript pT129

Introduction of target vocabulary

aeroplane	/ˈeə.rə.pleɪn/
boat	/bəʊt/
car	/kɑː/
ferry	/ˈfer.i/
motorbike	/ˈmɒt.ə.baɪk/
scooter	/ˈskuː.tə/
taxi	/ˈtæk.si/
underground	/ˌʌn.dəˈgraʊnd/
van	/væn/

1  **5.01** Invite students to look at the images and find their favorite means of transport. Have them justify their answers. Have them list all the ones they have already been on. Students complete the sentences individually. Play the audio for them to check their work.

2 aeroplane 3 scooter 4 car 5 van
6 boat 7 taxi 8 motorbike 9 ferry

2  **5.02** Read through the words with the students. Ask them to imagine what sort of conversation/sound they might hear for each means of transport. Play the audio and tell students to complete the exercise, then check answers with the class.

VOCABULARY IN CONTEXT

TRANSPORT

1  **5.01** Read the facts about everyday journeys and write the means of transport in your notebook. Then listen, check and repeat.

• aeroplane • boat • car • ferry • motorbike • scooter • taxi • van • underground

/// EVERYDAY JOURNEYS ///



Metro, the ³underground system in São Paulo, takes 5.2 million passengers every day.



The electric ⁴... is popular for short journeys in cities.



In the UK and many other countries, millions of children use a ⁵... to get to school.



You can take a ⁷... anytime on the streets of New York. There are 13,587 yellow cars.



Can you get from Europe to Asia in 20 minutes? Yes! Take a ⁹... across the Bosphorus Strait in Istanbul, Türkiye.

The Airbus A380 is very large ²...
It can take 850 passengers!



Many families travel by ⁸... in Thailand. There are around 20 million in the country.

2  **5.02** Listen and match situations 1-5 with the means of transport a-e.

- | | | |
|----------------------|------------------------|-----------------|
| a aeroplane 2 | c ferry 5 | e taxi 3 |
| b bike 1 | d underground 4 | |

Unit 5
Incredible Journeys

Vocabulary in Context
Lesson Aim: I can talk about means of transport.

UNIT 5

- 3** Go through all the images and have students tell you where these people are and what they are about to do. After they finish writing the means of transport in their notebooks for images 1–6, check answers with the class.
- 4** Divide the class into three groups. Give each group a category related to means of transport (land, air and water). Have them brainstorm all means of transport within that category. Write the columns on the board and have a member of each team go to the board to write their list. After all means of transport are on the board, have students discuss which ones they use, which ones they like/dislike, and why. Have students copy and complete the table in their notebooks, using the vocabulary on the board. Invite students to begin a page in their vocabulary books entitled ‘Means of transport’ and have them add words to it throughout this unit.

- USE IT!** **MEDIATION**
- 5** Go through points 1–6 with students. As they complete the My Answers column, monitor to help as necessary. Invite some students to report their answers.
- 6** Have two volunteers read the dialogue and draw students’ attention to the expression: *What about you?* Have students share their information individually, using the example to help them. Once students have finished, ask them to report back to the class, comparing and contrasting their answers with their partner’s.

2 min **Reflect and introduce homework**

Together with students reflect on what has been taught today and introduce homework.

Workbook
page 27, Exercises 1 and 2

3 Match the means of transport below with the people in the pictures.

• bike • boat • bus • car • motorbike • train



1

bus



2

... motorbike



3

... boat



4

... car



5

... train



6

... bike

4 Complete the table with the means of transport from Exercises 1-3. Then write two more words in each column. Use a dictionary to help you.

 Land	 Air	 Water
car bike, bus, car, motorbike, scooter, taxi, train, underground, van. Other possible answers: tram, motorbike taxi	? aeroplane, Other possible answers: helicopter, hot air balloon	? boat, ferry. Other possible answers: kayak, ship

USE IT! **MEDIATION**

5 Complete the table with your own answers.

Students’ own answers

	My Answers	My Classmate’s Answers
1 means of transport you use every week		
2 how you get to school		
3 how you get to the supermarket		
4 favorite car color		
5 means of transport you like to use		
6 means of transport you never use		

6 Work in pairs. Take turns to share your information from Exercise 5. Write your classmate’s answers in the table.
Students’ own answers

The means of transport I use every week is a bike. What about you?

I use the bus.

WORKBOOK p.27

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Warmer



Tell students they are going to read a text about a famous person who travelled around the world. Ask: *What would you ask this person? Would you like to travel around the world? Why / Why not?*

5.03 Audioscript pT129

1 Focus students' attention on the text's title, subheadings, images and design. Ask: *Is it recent news?* Have them justify their answers. (No, there is an old photograph on the fact sheet.) Read through sentences 1–4 and ask them just to skim the fact sheet without reading in detail to complete the exercise. Check answers with the class.

2 **5.03** Read through the words and the sentences 1–6 to check understanding. Have them now read the text in detail to find the answers. Ask them to pay attention to the questions on the fact sheet and how they are formed. Ask: *What is the question word? What tense is it? Can we answer this kind of question 'Yes/No'?* Have them complete the sentences individually. Play the audio for them to check their answers. When you check answers, you can pause the audio after each point is mentioned.

3 Ask a volunteer to read out the numbers and dates in a–f in their correct context from the fact sheet. Have students take it in turns to read the facts 1–6 and see if they can match the items from memory. Have them check their answers on the fact sheet.



THINK!



Divide students into smaller groups. Ask students to brainstorm and make a list of all the things a person might want to take on an around-the-world journey. Then they must narrow it down to what they can fit in one small suitcase. Tell them to think about what things are essential and what are luxuries. Have students share their ideas.

Students' own answers

Fast Finishers



Puzzles & Games
page 113, Exercise 1



READING



AMAZING TRAVELLERS

Fact sheet #22 – Nellie Bly (1864–1922)

Who was Nellie Bly?
She was an American journalist. She travelled around the world in 72 days from 1889 to 1890.

What was the motivation for her journey?
Jules Verne's book *Around the World in Eighty Days*.

Where did she grow up?
She grew up in Pennsylvania. Her family was poor. Her father died when she was six.

How did she become a journalist?
When Bly was 18, she wrote a letter to a newspaper. The editor liked her letter and offered her a job. In 1887, she started to work for a famous newspaper, the *New York World*.

When did she start her journey?
On 14 November 1889, at 9:40 am.
Bly left New Jersey on a ship to England – the first of many ships on her journey.

When did she arrive back?
On 25 January 1890. Her journey took 72 days, 6 hours, 11 minutes and 14 seconds. It was a world record!

Did you know?

- The *New York World* made a board game about her journey.
- She took only one suitcase!



1 Look at the fact sheet. Write *T* (true) or *F* (false) in your notebook.

The fact sheet ...

- 1 is biographical. **T** 3 is organized into questions and answers. **T**
2 is organised into long paragraphs. **F** 4 has images. **T**

2 **5.03** Read the fact sheet and listen. Then complete the sentences in your notebook with the words below. There are six extra words.

- board game • book • England • father • mother • film
• newspaper • ship • train • the United States • 1864 • 1887

- 1 Nellie Bly was a journalist from **the United States**.
2 The motivation for her journey was a ... **book**
3 Her ... died when she was a child. **father**
4 She started to work for the *New York World* in ... **1887**
5 To start her journey, Bly travelled by ... to England. **ship**
6 In the 19th century, there was a ... about her journey. **board game**

3 Read the fact sheet again. Match a–f with 1–6 in your notebook.

- a 1864 **4** 1 number of days of an around-the-world journey in Jules Verne's book
b 72 **5** 2 number of suitcases Nellie Bly took on her journey
c 80 **1** 3 date Nellie Bly finished her journey
d 14 November 1889 **6** 4 year Nellie Bly was born
e 25 January 1890 **3** 5 number of days of Nellie Bly's around-the-world journey
f 12 **2** 6 date Nellie Bly started her journey



THINK!



Imagine you are Nellie Bly. You can take only one small suitcase on your around-the-world journey. What do you pack?

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WORKBOOK p.29

Extension



Put students into small groups. Encourage them to make a weekly planner, showing all the different types of transport they use in a week. Review the vocabulary with them and ask them to use full sentences when completing their planners, e.g. *I walk / I go by foot to soccer practice. I take the bus to my piano lesson.*, etc.

Have students analyse their planners and those of their classmates, and reflect on whether they could change any of the means of transport they use to more sustainable ones.



Reflect and introduce homework

Together with students reflect on what has been taught today and introduce homework.

Workbook

page 29

1  Ask students to look back at the fact sheet and observe if any of the questions were answered with 'Yes' or 'No' (No.). Have them read through the first five questions in the table and compare them to the questions in the fact sheet. Ask: *What is different about these questions?* (They are Yes/No questions.) Students complete the last three questions in the table using the fact sheet to help them. Have them notice and compare the differences between the Yes/No questions and Wh- questions.

LOOK!  Draw attention to the Look! box. A common mistake is to use the main verb in the past in the question form, e.g. *Did you went to school by bus?* *Why did Nellie Bly travelled around the world?* Explain that we always use the infinitive form in this construction for past simple tense questions. Ask students to confirm this by looking at the questions in the table.

2  Remind students that we always use the infinitive form of the verbs. To check answers, ask students to read out their completed questions. Have students come up with more examples of Yes/No questions.

3  Go through the example with students. Have students look out for any Wh- question words – this will help them begin their sentences. Point out that there is a mixture of Wh- and Yes/No questions. Have students write questions from the prompts, then check answers with the class.

2 How many hats did she have in her suitcase? 3 Did she put slippers in her suitcase? 4 What did she use to carry water? 5 How did she write during her journey?

4  Ask the example question in Exercise 3 and draw students' attention to the images. Encourage students to answer with Yes, she did. or No, she didn't. Students write their answers individually, then check in pairs. To check answers, ask pairs of students to read the questions from Exercise 3 and reply with their answers from Exercise 4.

2 She had two hats in her suitcase. 3 Yes, she did. 4 She used a flask. 5 She wrote with paper, pen and ink during her journey.

LANGUAGE IN CONTEXT

1  Look at the examples below. Complete the table with the sentences from the fact sheet.

Past Simple of Regular and Irregular Verbs: Questions and Answers	
Yes/No Questions (?)	Short Answers
Did I write about Nellie Bly?	Yes, I did. / No, I didn't.
Did you know she was a journalist?	Yes, you did. / No, you didn't.
Did she travel by train?	Yes, she did. / No, she didn't.
Did we read the newspaper?	Yes, we did. / No, we didn't.
Did they like Bly's story?	Yes, they did. / No, they didn't.
Wh- Questions (?)	Answers
Where ¹ ... she ... up?	In Pennsylvania.
How ² ... she ... a journalist?	She wrote a letter to a newspaper.
When ³ ... she ... her journey?	On 14 November 1889.

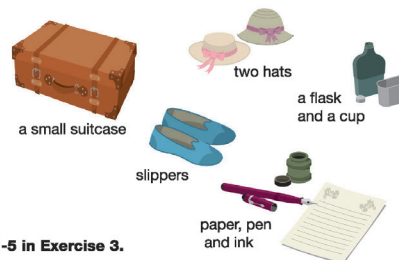
2 Write Yes/No questions in your notebook.

- Did you go to the cinema last night? (go)
- ... Sanan ... the film with you? (watch)
- ... the students ... Nellie Bly's biography? (read)
- ... Nellie Bly ... to Brazil? (travel)

Did, watch
Did, read
Did, travel

3 Look at the list of the things Nellie Bly took on her journey and make questions.

- Nellie Bly / take / a big suitcase / ?
Did Nellie Bly take a big suitcase?
- How many / hats / have / in her suitcase / ?
- she / put / slippers / in her suitcase / ?
- What / she / use / to carry water / ?
- How / she / write / during her journey / ?



4 Look at the example. Answer the questions 1-5 in Exercise 3.

- No, she didn't. She took a small suitcase.

USE IT!

MEDIATION

5 Work in pairs. Ask and answer the questions about a real or imaginary journey. *Students' own answers*

- Where / you / go / ?
- How / you / get / there / ?
- What / you / see / ?
- What / you / take / ?

Where did you go?

WORKBOOK p.26, p.28 and p.30

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USE IT!

MEDIATION

5  Draw attention to the example and the question *Where did you go?* in the speech bubble. Encourage students to write more questions if there is time. They can also think of the real or imaginary answers they will give to the questions 1-4. Put students into pairs and tell them to ask and answer their questions. When they finish, ask students to report back to the class about what their partner told them.

Grammar Game

10 min

In pairs, students play the True/False game. Each student writes three sentences about a recent trip in their notebooks. Two sentences must be true and one must be false. Student A reads Student B's sentences and asks Yes/No questions to decide which one is false.

Reflect and introduce homework

Together with students reflect on what has been taught today and introduce homework.

Workbook

page 26; page 28, Exercises 1 and 2; page 30

Warmer



Divide students into five teams. Write some cards with means of transport on them (aeroplane, boat, car, train and bike) and hand one out to each team. Ask students to be creative and funny and write down all the actions that could be done on this means of transport. Give them examples to get them started, e.g. aeroplane/train: *have lunch, brush my teeth, walk up and down the aisle, read a book, sleep, talk to a friend, revise for my exams, take photographs*; boat: *water ski, take photographs, observe fish, fish, look out for whales*; bike: *do acrobatics, give a friend a ride, wear a helmet*; etc. Remind them that they must think of verbs (actions). Encourage them to use a dictionary, if necessary.

5.04–5.05 Audioscripts pT129



Introduction of target vocabulary

board	/bɔ:d/
drive	/draɪv/
get off	/'get ɒf/
get on	/'get ɒn/
miss	/mɪs/
ride	/raɪd/
take	/teɪk/
wait for	/weɪt fɔ:'/

1 **5.04** Have students look at the images and call out the means of transport they see. After they finish, play the audio for them to check and repeat. Encourage them to make up sentences that are true for them using the phrases. Tell them to record the verb + means of transport (collocation) in their vocabulary notebook.

2 Ask students if they have ever been on a long flight. Ask: *How far can you fly by aeroplane? How long does it take?* (The longest flight in the world is currently Singapore to New York – travel time on that route can be up to 18 hours and 45 minutes with a distance of 15,349 km.) Students discuss their ideas in pairs and choose their answers. Do not confirm at this stage.

3 **5.05** Ask students if they like radio programmes and if they



LISTENING AND VOCABULARY

1 **5.04** Complete actions 1–7 with the verbs below. Then listen, check and repeat.

• board • drive • get (x 2) • miss • ride • take • wait



board an aeroplane



g... on / t... the train
get, take



g... off the train *get*



m... the bus *miss*



w... for the bus *wait*



d... a car *drive*



r... a bike *ride*

2 Look at the two cities on the map. Can you guess how long the journey between them took in the 1920s?

- 11–14 hours
- ✓ • 8–10 days
- 2–3 months



3 **5.05** Listen to the radio program. Was your guess in Exercise 2 correct? Write the five means of transport the presenters mention.

- | | | |
|-------------|-------------|-----------|
| 1 aeroplane | 3 ... train | 5 ... bus |
| 2 ... car | 4 ... ship | |

4 **5.05** Listen again. Write T (true) or F (false).

In the 1920s, ...

- | | |
|------------------------------------|--|
| 1 it was difficult to travel. T | 4 people often travelled by aeroplane. F |
| 2 cars were very popular. F | 5 a journey across the Atlantic took several days. T |
| 3 people planned their journeys. T | 6 people took buses from Southampton to London. F |

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WORKBOOK p.26 and p.27

listen to them at all. Ask: *Which is your favorite radio programme/podcast?* After students listen, tell them to raise their hands if their guess in Exercise 2 was correct. Have them tell you the itinerary of this trip from memory. Ask: *How many means of transport were used?* Ask them to list the five means of transport mentioned. Play the audio again for them to check their answers.

4 **5.05** Read through sentences 1–6 with students and ask them to answer True or False from memory. Have them check their work by listening to the audio. Encourage them to compare travelling in the 1920s with travelling nowadays by writing sentences in their notebooks, using the past simple and present tenses.

Print and Share

Go to Appendix T

Reflect and introduce homework

Together with students reflect on what has been taught today and introduce homework.

Workbook

page 26; page 27,
Exercises 3 and 4

1  Play Track 5.05 again to help students complete the table. Draw their attention to the positive, negative, Yes/No question form and short answers. After checking answers, ask personalised questions, e.g. *Ana, could you read when you were two? Could you take a bus to school alone when you were nine years old?*

2  Read the example with the class. Draw students' attention to the negative (-) and affirmative (+) symbols next to each sentence. Then have them do the exercise individually. To check answers, invite volunteers to write each sentence on the board.
2 could 3 could 4 could 5 couldn't 6 couldn't

3  Have students analyse the images in the table. Draw their attention to the words *Now* and *Five years ago*. Elicit which tenses they should use for the present (present simple) and for the past (past simple). Have them write their questions in their notebooks using the images and prompts to help them. If possible, encourage them to make up more questions for *Now* and *Five years ago*.
2 Can you take a bus alone now? 3 Can you swim now? 4 Could you play volleyball five years ago? 5 Could you ride a bike five years ago? 6 Could you read long books five years ago?

USE IT!  **MEDIATION**
4 Put students into pairs to ask and answer their questions. Ask them to write down their partner's answers. They should also ask their additional questions if they wrote some in Exercise 3.

5  Have students change partners and share their first partner's answers using the model in the speech bubbles as a reference. Ask volunteers to report back to the class about what their partner said.

LANGUAGE IN CONTEXT

1  Complete the table with sentences from the radio program. Use *could* or *couldn't*.

Could for Ability in the Past					
Affirmative (+)			Negative (-)		
I / You / He / She / It / We / They	¹ ... <i>could</i>	take around ten days.	I / You / He / She / It / We / They	² ... <i>couldn't</i>	travel quickly.
Yes/No Questions (?)			Short Answers		
Could	I / you / he / she / it / we / they	travel by aeroplane?	Yes, / No,	I / you / he / she / it / we / they	<i>could / couldn't</i> .

2 Complete the sentences with *could* or *couldn't*.

- I *couldn't* dance well when I was five. (-)
- My cousins ... drive a car when they were 19. (+)
- My teacher ... speak English in secondary school. (+)
- Leyla ... take the bus to school last year. (+)
- The students ... read fast. (-)
- We ... do our homework. It was difficult. (-)

3 Write questions for an interview. Use *can* or *could* and the ideas in 1-6.

Now	1 go to the cinema alone 	2 take a bus alone 	3 swim 
	4 play volleyball 	5 ride a bike 	6 read long books 

1 Can you go to the cinema alone now?

USE IT!

MEDIATION

- Work in pairs. Take turns to ask and answer the questions in Exercise 3. Write your partner's answers in your notebook. *Students' own answers*
- Work with a different partner. Take turns to share your classmate's answers from Exercise 4. *Students' own answers*

Sabina can go to the cinema alone.

Mark couldn't ride a bike five years ago.

WORKBOOK p.26, p.28 and p.31

Grammar Game

 7 min

Ask the class a series of questions using the structure *Could you ...?* *Can you ...?*, e.g. *Could you read when you were five years old?* The whole class responds out loud with *Yes, I could.* or *No, I couldn't.*, according to what is true for them. If their answer is positive, they stand up; if their answer is negative, they sit down. If they are sitting down and their answer to the next question is still no, they remain sitting down and only get up when the answer is positive.

Extension

 10 min

Invite students to write a short paragraph stating the things they could and couldn't do five years ago but can do this year. To help them organise their work, give them three different topics they could talk about (e.g. school, technology and sport). Take your students' profiles and interests into consideration when choosing the topics.

 2 min

Reflect and introduce homework

Together with students reflect on what has been taught today and introduce homework.

Workbook

page 26; page 28, Exercises 3 and 4; page 31



Beating The Traffic

The video on page 67 and accompanying exercises below can be used as a lead-in to the topic of the *Around the World* text, or after the reading activities to complete the unit.

Summary

The video is about using alternative means of transport in different countries.

In the Lesson



Tell students they're going to watch a video about how some countries in Asia use alternative means of transport. Write the word *rickshaw* on the board and ask students if they know what a rickshaw is. In smaller groups, ask them to imagine what this means of transport looks like. Have them draw it and share their ideas. Ask: *What are the advantages and disadvantages of travelling by rickshaw?*

Exercise 1



Ask students to watch the video to answer the questions:

- 1 Why is traffic a problem? Check the answer with the class.



There are many cars in the streets; it's impossible to move around a city quickly.

- 2 Which countries are in the video? Check the answer with the class.



India, Bangladesh, China, Thailand

Invite students to answer the last question on the video: *Do people use rickshaws in your country? What do you think of them?*



Exercise 2



Play the video again, write the following questions on the board and ask students to answer them. Then, have them make up two more questions about the video to ask their partners.

- 1 Which of the following does not pull a rickshaw?
() people
() bike
(x) horses
- 2 How many Indians use electric rickshaws every day?
60 million
- 3 Write T (True) or F (False).
(F) All rickshaws have got motors.

AROUND THE WORLD

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21 June

GETTING AROUND ... HONG KONG WITH TOM!

Hong Kong Island is a fantastic place, with almost eight million¹ inhabitants². But it's easy for tourists to use public transport! I could visit all the places in the city during my week there.

Getting around score: ★★★★★

Transport in Hong Kong

- 1 The Mass Transit Railway (MTR) is a very popular transport system. It combines the underground, trains and trams.
- 2 A tram takes people to Victoria Peak, a famous mountain. The tram started to work in 1888.
- 3 Cars drive on the left, like in the United Kingdom. I couldn't drive there, but that was OK.
- 4 Escalators and moving walkways connect one part of the city to another, high on the mountain.
- 5 You can't eat or drink on the MTR trains or in the stations.
- 6 Taxis from different areas of the island have different colors – red, green and blue.
- 7 You can get from Hong Kong to China by train, plane or car, but many people prefer to take the ferry. I took the ferry across the harbor to Shenzhen and had a great time.

A tram going to Victoria Peak.

People using a moving walkway.

Red taxis ↓ Comments 25

¹This number shows the population of Hong Kong around 2019-2020

²People or animals that live in a special place

³Floors

[Buy tickets for the ferry to Shenzhen!](#)

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- (T) Rickshaws can go where cars can't.
- (T) Some children go to school by rickshaw.
- (F) Tuktuks do not cause pollution.



Fast Finishers



Puzzles & Games

page 113, Exercise 2

Extension



As an additional task for this unit, if time allows, ask students to create a presentation of all the means of transport, their characteristics and the countries they are mostly used in.



Reflect and introduce homework

Together with students reflect on what has been taught today and introduce homework.

At Home

Ask students to find out about some more unusual means of transport around the world. Give them some ideas, e.g. What country is it in? What is unusual about it? Have them create a poster or a presentation with an image and bring it to the next class.

Presentation of Homework

Ask students to present their homework to the class.

Background Information

Hong Kong was a British colony until 1997. Its official languages are Cantonese and English. It has got the most skyscrapers of any city in the world, and it is amongst the most densely populated areas of the world.

5.06 Audioscript pT130

- Put students into small groups. Ask them to look at the design and title of the text. Ask: *What sort of text is it?* Invite them to look at the images and tell each other what they imagine they are going to read about Hong Kong. Ask: *What do the photos tell you about the city?* Have them share any information they know about the city. Ask students to complete the exercise without reading the text, just by looking at the images and title.
- Read the alternatives with students. Point out that they can choose more than one item. After checking answers, ask: *Do you read reviews? What sort of reviews? Are they normally accurate?*
- 5.06** Read through questions a–g to check understanding. Students work individually to read the blog and match items 1–7 with questions a–g accordingly. Play the audio for them to check their work.
- Invite students to read the questions out loud and answer them according to the text. Put students into pairs to write two more question two questions about the review. Have them swap their questions with another pair and answer the questions they receive.

Words in Context

- Ask students to find the words in the text. This should help them work out their meaning. After checking answers, you can ask personalised questions, e.g. *What sort of places have escalators? Is there a harbor in your city? Can you go on a railway journey from your hometown? Where to? What famous mountains can you name? Are there any in your country?*

1 Look at the review of Hong Kong. Choose the correct options.

- The review presents interesting information about public transport activities in Hong Kong.
- Tom wrote the review for Hong Kongers / visitors.

2 What elements show the text is a review?

- ✓ star rating • comments ✓ link to buy tickets

3 5.06 Read the blog and listen. Match items 1–7 in the review with questions a–g.

Which item ...

- is about food and drink on public transport? **5**
- mentions similarities¹ between Hong Kong and the United Kingdom? **3**
- is about two unusual means of transport? **4**
- mentions colors as a way to organize public transport? **6**
- mentions a means of transport from the 19th century? **2**
- mentions how people can travel from Hong Kong to another territory? **7**
- is about a combination of means of transport? **1**

4 Read the blog again. Answer the questions.

- How many people live in Hong Kong?
Almost eight million people.
- What is the score for public transport in Hong Kong? *Five stars.*
- What means of transport can you use to visit Victoria Peak? *The tram.*
- What can't you do on the MTR trains? *You can't eat or drink.*
- What is a popular means of transport between Hong Kong and China? *The ferry.*

¹The fact that people or things look or are the same



THINK!

Imagine you are a tourist in Hong Kong. What other information about transport do you need?

WORDS IN CONTEXT

5 Match 1–4 with A–D in your notebook.

- escalator **C**
- harbor **D**
- mountain **B**
- railway **A**



VIDEO

- Why is traffic a problem?
- Which countries are in the video?

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THINK!



Discuss with students the need for good public transport for tourists in a country. Have them talk about the public transport in their city and if it is easy for a tourist to get around. Ask: *How could you help a tourist in your city?* Then ask them to discuss the question in pairs. Take feedback from the whole class.

Students' own answers



Reflect and introduce homework

Together with students reflect on what has been taught today and introduce homework.

At Home

Ask students to find out what junks are, how they were used in the past, and if they are still used today. Have them describe the junks and what they are used for. Ask them to find out about a junk trip for tourists in Hong Kong nowadays and to describe the trip. Have students bring their findings to the next class.

7 min Presentation of Homework

Ask students to present their homework to the class.

5.07-5.09 Audioscripts pT130

- 1 **5.07** Point to the image and ask: *What do you think is happening? Who are they?* Ask students to read and listen to the dialogue. Then ask: *What was it about?* Have students list the two means of transport that are mentioned.

Living English

- 2 Read through questions 1–3 with students. Ask them to find the questions/statements in the dialogue in Exercise 1 and see how the speakers use them. Do not check answers yet.

1 *Can I ask you some questions?* 2 *Sure!*
3 *Interesting*

- 3 **5.08** Play the audio for students to check their answers. Have students repeat the expressions, focusing on their intonation.

Pronunciation

- 4 **5.09** Have students listen carefully to the sentences 1–3 and ask whether they can hear any difference in the pronunciation of the letters in bold. Point out that the endings are pronounced differently: *worked* and *liked* have a /t/ sound, *started* and *boarded* have an /ɪd/ sound, and *travelled* and *arrived* have a /d/ sound at the end. Play the audio again so students can hear the difference. Write down more examples of verbs ending in /t/, /ɪd/ and /d/ on the board.

- 5 **5.09** Have the class say the sentences along with the audio. Then play the audio again, pausing after each sentence for students to repeat. Finally, have students read the sentences on their own, with the audio.

Living English

- 6 **5.07** Have the class read the dialogue silently. Then play the audio again, pausing after each speaker for the class to repeat

SPEAKING

- 1 **5.07** Read and listen to Louisa asking her uncle some questions. What two means of transport do they talk about? *school bus, bike*

Louisa Uncle Jake, can I ask you some questions?
Uncle Jake Sure!
Louisa How did you get to school when you were ten years old?
Uncle Jake I **took the school bus**.
Louisa Interesting ... Was the journey long?
Uncle Jake **No, it wasn't**.
Louisa Did you ever **ride a bike** to school?
Uncle Jake **No, I didn't. I couldn't ride a bike**.
Louisa OK. Thank you.

LIVING ENGLISH

- 2 Read the dialogue in Exercise 1 again. Write the correct expressions in your notebook.
- What do you say when you want to ...
- check if you can ask questions?
 - agree with something?
 - show interest in a conversation?
- 3 **5.08** Listen, check and repeat the expressions.

PRONUNCIATION

- 4 **5.09** Listen to the sentences about Louisa's uncle. Pay attention to the pronunciation of **-ed** in the past simple.
- He **worked** for a newspaper. He **liked** his job.
 - He **started** his journey in March. He **boarded** a ship.
 - He **travelled** to China. He **arrived** in May.
- 5 **5.09** Listen again and repeat.

ASKING QUESTIONS ABOUT THE PAST



- 6 **5.07** Listen to the dialogue again. Then practice with a partner.

- 7 **Role play a new dialogue. Follow the steps.**

- Interview your partner about how they travelled to school when they were ten years old.
- Change the words in **blue** in Exercise 1 to write a new dialogue in your notebook.
- Practice your dialogue with a partner.
- Present your dialogue to the class.

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what they hear. Finally, have students practice the dialogue in pairs.

- 7 **8 min** Read through the steps with students and check understanding. Tell them to use the vocabulary learned regarding means of transport, and verb tenses from the unit. Try to find time in the lesson for pairs to present their dialogues. If this is not possible, monitor pairs as they practice and provide feedback on intonation and linking sounds.

Extension

Encourage students to create a mind map related to what they have learned throughout this unit. Remind them to do this at the end of the subsequent units.

Warmer 

Divide students into groups of three and give them 30 seconds to write down the names of all the heroes they can think of. Be strict with the timing. When finished, elicit from them the names of the heroes they have listed. Have them justify their answers. Then ask: *What is a hero?*

 **THINK!** 

1  Ask students to look at the image and describe what they see. Ask them the question and have them justify their answers. Have them identify other jobs where people are heroes.

2  Ask students: *Is a hero always strong? Can a hero be kind?* Ask them to think about people who they consider heroes and analyse what kind of people they are. Have students think what makes a person a hero. Take feedback from the whole class.

  **Can You Be A Hero?**

Summary
The video is about how we define heroes.

In the Lesson 

Tell students they're going to watch a video about how people define heroes. Ask students if they know someone who works for an organisation that helps other people. Ask them to name some organisations in their city. Have them answer the last question from the video: *Do you know a local hero? Do you want to be one?*

Exercise 1 

Ask students to watch the video to answer the questions:

1 Say two famous heroes in the video. Check the answer with the class.
Amelia Earhart, Nelson Mandela, Hercules, Superman, Spider-Man, Batman

2 Where is Yash Gupta from? Check the answer with the class.
the USA

Exercise 2 

Play the video again and write the following sentences on the board for students to complete or check.

1 Heroes are always famous people.
() True (X) False

2 Yash Gupta's organisation is called Sight Learning.

3 According to the video, Yash Gupta's organisation does not work in
() India. (X) Africa.
() Mexico.

4 Match the heroes to their accomplishments.
1 Amelia Earhart

Resources
Workbook Unit 6, Teacher's worksheets Unit 6

6
HEROES MAKE A DIFFERENCE

UNIT GOALS

- Talk about personality and feelings.
- Read about an everyday hero.
- Listen to an interview.
- Learn about the Olympic Games.
- Write a social media post.
- Focus on the Key Competencies.

THINK! 

1 Do you think firefighters are heroes? Why?
2 What kind of person can be a hero?

VIDEO 

1 Name two famous heroes in the video.
2 Where is Yash Gupta from?

a (3) collected thousands of pairs of glasses to give to poor children

2 Nelson Mandela **b** (2) changed his country

3 Yash Gupta **c** (1) flew across the Atlantic

 **Print and Share**
 Go to Appendix U

 **Reflect and introduce homework**
Together with students reflect on what has been taught today and introduce homework.

At Home
Ask students to find out more about a hero they admire. Have them research interesting information about their hero to bring to the next lesson.

Unit Aims
Cambridge Life Competencies Framework

- I can ...**
- start, maintain and close conversations to describe people. (Communication)
 - use the past continuous to talk about what someone was doing. (Learning to Learn)
 - state opposing opinions in a respectful way when discussing my ideas. (Emotional Development)
 - use strategies and techniques for improving my English. (Learning to Learn)
 - create questions about a video and discuss its content. (Creative Thinking)
 - explain reasons for my own suggestions in a simple way. (Collaboration)
 - write a short paragraph describing my hero. (Creative Thinking)
 - give my opinion on other students' contributions respectfully. (Collaboration)

7 min Presentation of Homework

Ask students to present homework to the class.

6.01 Audioscript pT130

2 min Introduction of target vocabulary

amazing	/ə'meɪ.zɪŋ/
boring	/'bɔɪ.rɪŋ/
brave	/breɪv/
clever	/'klev.ə/
friendly	/'frend.li/
funny	/'fʌn.i/
kind	/kaɪnd/
lazy	/'leɪ.zi/
strong	/strɒŋ/

1 6.01 Have students look at the images and encourage students to identify the sport each athlete practices and which they like best. Ask a student to read the texts for each athlete. If students have any additional information to add about each athlete, encourage them to do so. Play the audio for students to check their work. Invite them to repeat the adjectives after the audio and draw attention to the pronunciation of each word.

VOCABULARY IN CONTEXT

PERSONALITY ADJECTIVES

1 6.01 Complete the title of the fact file and describe the athletes with the words below. Then listen, check and repeat.

• amazing • boring • brave • clever • friendly • funny • kind • lazy • strong

1. A M A Z I N G PEOPLE



Serena Williams
can speak English, Spanish, French and some Italian.

2... **clever**

Wow! Gold medal in the 2012 Olympics.



Sérgio Santos (Serginho)
loves to talk to his fans.

3... **friendly**

Wow! Volleyball Olympic Champion in 2004 and 2016.



Usain Bolt
did a special pose when he won a race.

4... **funny**
NOT 5... **boring**

Wow! Olympic gold in 100 m and 200 m in three Olympic Games.



Carissa Moore
is a surfer. She surfs on most days and she wins a lot of competitions.

6... **strong**
NOT 7... **lazy**

Wow! First athlete to win a Triple Crown Event at age 16.



Henry Wanyoike
helps other people with eye problems in Kenya.

8... **kind**

Wow! First African to win a Paralympic gold medal (5,000 m in Sydney 2000).



Yusra Mardini's boat had an accident and she helped save the other people.

9... **brave**

Wow! Yusra left Syria by boat in 2015 because of the war. She was in the first Refugee Olympic team in Rio 2016.

2

5 min

Ask volunteers to read the sentences to check understanding. Draw their attention to the adjectives in bold. Have them complete the exercise individually, then check in pairs. Ask: *Who do you know who is funny/lazy/clever/kind?*

3

5 min

Ask students to reflect upon how they think people see them. Have students copy the table in their notebooks. Ask them to look through the words from Exercise 1 and tell them to write each of them in one of the three columns. Have them share their tables with a partner to see if they agree. If time allows, ask students to add more adjectives to their tables to describe themselves. Help with vocabulary where necessary.

USE IT!

MEDIATION

4

8 min

Ask students to describe themselves and four other people using the words from Exercise 1 and the adverbs of frequency (*always, sometimes or never*). Encourage them to give a reason for their choice of adjective. Draw their attention to the position of the adverbs in the sentence.

5

8 min

Read the example sentence and the responses with the class. Put students into pairs to share their sentences and react to their partner's sentences. Ask pairs to share their sentences with the class.

2 min

Reflect and introduce homework

Together with students reflect on what has been taught today and introduce homework.

Workbook

page 33, Exercises 1 and 2

2

Match 1–9 with a–i.

1

2

3

4

5

6

7

8

9

a

b

c

d

e

f

g

h

i

3

Complete the table with the words in bold in Exercise 2.

How often do these words describe you?		
Always	Sometimes	Never
?	?	?

USE IT!

MEDIATION

4

Write sentences about you and four other people. Use the words in bold in Exercise 2 and *always, sometimes or never*.

1

2

3

4

5

5

Work in pairs. Read your sentences in Exercise 4 to your partner. Make comments about your classmate's sentences.

I know!

I agree.

No way!

Really!?

Yeah.

I'm funny. I always make my friends laugh.

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WORKBOOK p.33



Warmer



Write the following words on the board: *biography* and *article*. Elicit the difference between the two (a biography is the life history of an individual; an article is a piece of writing about a specific topic, usually in a magazine or newspaper).

6.02 Audioscript pT130

1 Have students look at the design and title of the text. Write the title on the board: *Can we see with our ears?* Have students predict what they will read about. Ask them to read the sentence in Exercise 1 and choose the correct options without reading the text, just by using the images as input. Have them check their answers in pairs.

2 Ask: *How do dolphins find their way? How do bats find their way?* Elicit any knowledge students have about echolocation. Have students read only the sentences colored in blue and match them to the images. Check answers with the class.

3 Have a volunteer read sentences a–d. Then, ask students to read the text silently and order the sentences 1–4. Check answers with the class, and have students read out the part of the text that supports their answers. Then play the audio and have them clap their hands when the relevant parts of the text begin playing.

4 Do this activity orally, as a whole-class activity. Have volunteers read each sentence and elicit *True* or *False* from students. Have them correct the false statements orally. Give them five minutes to complete the activity in writing.

2 T 3 F Daniel travels around the world talking about echolocation. He believes anyone can learn the technique! 4 F Daniel helps other blind people to learn so they can enjoy activities such as cycling, camping and cooking.



THINK!



Divide students into smaller groups to discuss the question. Encourage each group to come up with small actions one can do to become an everyday hero. Take feedback from the whole class.

Students' own answers

READING

HOME
FILMS
GAMES
PEOPLE
PLACES
SPORT
APPS

CAN WE SEE WITH OUR EARS?

A Daniel Kish can't see: he went blind when he was a baby, but he learned to use sound to become more independent.¹

B When he was a teenager, Daniel wanted to ride a bike like his friends. He decided to learn by riding next to a wall. Soon, he was riding his bike to school.

One day, a clever friend was watching Daniel. He felt something amazing: Daniel wasn't using his eyes to see; he was making clicking sounds and using his ears to 'see' objects around him.

C Dolphins make similar sounds to locate fish: the sound travels through the water until it hits a fish. The sound bounces off the fish and returns to the dolphin. **This technique is called echolocation, and bats also use it.** Using echolocation, Daniel knows the size and position of an object so he can 'see' it in his head.

Now, Daniel travels around the world talking about echolocation. He believes anyone can use the technique! Daniel helps other blind people to learn so they can enjoy activities such as cycling, camping and cooking, just like he does. He is an everyday hero!

1 Look at the text. Then choose the correct options.

The text is a *biography* / *an article* about a *clever and kind person* / *an amazing athlete*.

2 Match the blue sentences in the text with images A–C.

3 6.02 Read the text and listen. Number these details in order 1–4.

- a what echolocation is and how it works ... 3
- b what Daniel's friend saw when he rode his bike ... 2
- c how Daniel learned to use echolocation ... 1
- d what Daniel does now and what he thinks ... 4

4 Read the text again. Write *T* (true) or *F* (false) in your notebook. Then correct the false sentences.

- 1 When Daniel Kish was born he couldn't see. **F**
He went blind when he was a baby.
- 2 Daniel makes clicking sounds when he wants to 'see' something.
- 3 Daniel doesn't like to teach other people how to use echolocation.
- 4 Blind people can use echolocation to talk to animals.

¹ Free



THINK!



Why is Daniel an everyday hero? Do you agree with this description? Why / Why not? What can you do to be an everyday hero?

WORKBOOK p.35

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Fast Finishers



Puzzles & Games

page 113, Exercise 3

Extension



As a further practice exercise, have students create a presentation with their favorite superheroes on it. Have them describe each superhero using the vocabulary learned from this lesson.



Reflect and introduce homework

Together with students reflect on what has been taught today and introduce homework.

Workbook

page 35

1  Read through the table with the students. Play Track 6.02 again and have students complete the missing words in their tables. Elicit whether the sentences relate to the past or present. Draw their attention to the affirmative and the negative statements, and elicit how we form the past continuous (past simple of *be* + verb *-ing*).

LOOK!  Draw attention to the positive box of the table in Exercise 1. Ask students to look for any contractions in this box. Have them conclude that we don't use contractions in the affirmative form of the past continuous. Point out that if we say *He's wearing jeans* (contraction), this is the present continuous. In order to form the past continuous, there is no contraction: *He was wearing jeans*. Have students read the sentence in the *Look!* box and elicit other examples from them. Write the examples on the board. Ask students to write the same examples in the negative form with contractions.

2  Tell students to look at the image. Before looking at the verbs, tell students to give you their ideas about what the people were doing. Remind them to use the past continuous. Then read through the verbs with students and ask them to complete the sentences, using the table as a reference. Students check their work in pairs. Then ask: *What were you doing last Saturday?*

3  Elicit from students how we form negative sentences in the past continuous. Read the incomplete sentences with the class and draw students' attention to the words in brackets. Have them refer to the table and complete the sentences. Check answers with the class.

USE IT!   **4** Read the sentences with the class and encourage them to write negative or affirmative sentences which are true for them. Have them share their sentences with a partner.

LANGUAGE IN CONTEXT

1  Look at the example sentences below. Then complete the table with the correct form of the verbs.

Past Continuous	
Affirmative (+)	Negative (-)
I was using clicking sounds.	I ... at the objects.
You ... your ears to see.	You weren't talking about bats.
He / She / It was becoming famous.	He / She / It ... famous.
We were travelling to a new country. <i>were</i>	We ... to a new country. <i>weren't using</i>
You were riding our bikes to school. <i>riding</i>	You ... the bus to school.
They were learning about echolocation.	They ... a science lesson.

2 Look at the image. What were the people doing last Saturday? Make sentences using past continuous form of the verbs below.

eat • get • listen • read • ride • use



- 1 Andrew *was listening to music*.
2 Beth and James ... *were riding (their) bikes*.
3 Phillip ... *was getting on the bus*.
4 Laura ... *was using her/the phone*.
5 Ryan ... *was reading a/his book*.
6 Nicole ... *was eating in a restaurant / a/her hamburger*.

3 Complete the sentences with the past continuous negative form of the verbs.

- 1 You *weren't wearing* (wear) blue trousers yesterday.
2 The teachers ... (talk) to the students. *weren't talking*
3 The dolphin ... (sing). *wasn't singing*
4 Abigail ... (read) about bats. *wasn't reading*

USE IT!

- 4** Complete the sentences with the past continuous so they are true for you. Then tell your partner.
Students' own answers
1 I ... at 6 am yesterday. 2 I ... at 4 pm last Saturday. 3 This time a week ago, I ...

Grammar Game

Put students into pairs. Have them try to find times when they were doing the same thing at the same time, e.g. *'I was having a shower at 6:30 am. What about you?'* *'So was I!'* or *'I wasn't.'* They should not use the same action more than once.

Print and Share
 Go to Appendix V

Reflect and introduce homework

Together with students reflect on what has been taught today and introduce homework.

Workbook

page 32; page 34, Exercises 1 and 2; page 36

Unit 6 Heroes Make a Difference

Lesson 5

Listening and Vocabulary

Lesson Aim: I can understand an interview about an extraordinary event.
I can understand words to describe feelings.

Warmer

Ask students which emoji they mostly use when texting. Have them show their favorite ones from their mobile phones. If they are not allowed to use their phones in the lesson, ask them to draw or describe the emoji. Elicit words that express feelings from students and write them on the board.

6.03–6.04 Audioscripts pT130

Introduction of target vocabulary

bored	/bɔ:d/
cross	/krɒs/
excited	/ɪk'saɪ.tɪd/
happy	/'hæp.i/
sad	/sæd/
surprised	/sə'praɪzd/
tired	/taɪəd/
worried	/'wʌr.ɪd/

1  **6.03** Read through the words with the students and ask them to mime the words. Have them label images 1–8 in their notebooks with the words. Play the audio and ask students to repeat, drawing their attention to pronunciation.

2  **6.04** Read through the answer options with students. Encourage them to predict the answer before listening. Play the audio for students to check their answers.

3  **6.04** Read through the words with students to check pronunciation. Have them try to write the correct words from memory. Play the audio again for students to check their work.

4  **6.04** Ask volunteers to read the sentences, and say whether the verbs are in the past simple or the past continuous. Have them order the sentences from memory, then play the audio to check.

5  Have students complete the sentences individually, then check in pairs. If time allows, ask students to tell their partner something that happened to them the previous day and how they felt.

LISTENING AND VOCABULARY

1  **6.03** Match emojis 1–8 with the words below. Then listen, check and repeat. How is the superhero avatar feeling?

- | | | | |
|----------------------|-------------|-----------|-----------|
| • cross ¹ | • bored | • excited | • happy |
| • sad | • surprised | • tired | • worried |





Create Your Superhero Avatar

Feelings

1	happy	5	tired
2	sad	6	worried
3	cross	7	surprised
4	excited	8	bored

The superhero avatar is feeling happy/excited.

2  **6.04** Listen to the interview with Ben and choose the correct option.

In the interview, Ben tells a story about a day when ...

- he met a superhero.
- ✓ • he did something amazing.
- he travelled in an ambulance.

3  **6.04** Which three words did you hear in the interview? Listen and write in your notebook.

- | | | | | | |
|-------|-----------|---------|-------------|-------------|-----------|
| • sad | ✓ • tired | • bored | • surprised | ✓ • worried | ✓ • cross |
|-------|-----------|---------|-------------|-------------|-----------|

4  **6.04** Listen again and number the events in order from 2–7.

- | | |
|---------------------------------------|--|
| a Ben was walking to school. 1 | e He was late. 7 |
| b He rang for an ambulance. 4 | f He saw a man in the middle of the road. 2 |
| c He got to school. 6 | g A woman helped. 5 |
| d He shouted for help. 3 | |

5  **6.04** Complete the sentences with the words below.

- amazing • erees • boring • happy • tired • worried

- | | |
|---|----------------|
| 1 Ben's teacher was cross because Ben was late for school. | |
| 2 Ben was ... because it was a Monday morning. | tired |
| 3 Ben was ... because the man wasn't moving. | worried |
| 4 The interviewer was ... to know that the man was OK. | happy |
| 5 The teenager's actions were ... because he saved a man's life. | amazing |
| 6 At the end of the day, Ben thought, 'It wasn't a ... Monday.' | boring |

¹ Angry

 **WORKBOOK** p.32 and p.33

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Print and Share

 Go to Appendix W

Reflect and introduce homework

Together with students reflect on what has been taught today and introduce homework.

Workbook

page 32; page 33, Exercises 3 and 4

Unit 6

Heroes Make a Difference

Lesson 6

Language in Context

Lesson Aim: I can ask *Wh-* questions and Yes/No questions, and give short answers using the past continuous.

1  Play Track 6.04 again to help students complete the table. After checking answers, have pairs of volunteers read out a question and answer each. Draw attention to how *Wh-* and Yes/No questions are formed in the past continuous, highlighting the inversion of the subject and verb.

2  Read through the sentences with students and draw their attention to the subject. Ask: *Is the subject singular or plural?* Have them complete the questions and answers with *was/were*, noticing whether the answers are positive or negative. Point out that this exercise practices Yes/No questions.

3  Students can use the grammar table in Exercise 1 to help them complete this exercise. Draw their attention to the answers. Ask: *Are they Wh- questions or Yes/No questions? (Wh- questions).* After they finish, check answers with the class.

2 Where were they going?, a 3 What was the man saying?, c 4 Who was helping the children?, b

USE IT! MEDIATION

4  Draw students' attention to the examples. Write them on the board. Ask the examples to one or two volunteers, and encourage them to respond. Ask two or three students to model other questions and answers, changing the words in blue each time. Put students into pairs to practice.

Grammar Game

Put students into pairs and give them a list of strange actions (e.g. *painting your windows, dyeing your dog, climbing a tree, crossing your fingers, doing star jumps in the canteen*). Have them interview their partners about why they were doing these actions, e.g. *Why were you _____?* Ask their partners to come up with innocent reasons why they were doing those things, e.g.

A You were painting your windows. Why were you doing that?

B I was painting my windows because there was too much light in my house.



LANGUAGE IN CONTEXT

1  Complete the questions and answers from the interview in the table.

Past Continuous: Questions and Answers		
Yes/No Questions (?)	Short Answers	
Was I saving a man's life?	Yes, I was .	No, I wasn't .
² ... you walking to school? Were	Yes, you were .	No, you weren't .
Was he/she lying down in the road?	Yes, he/she was .	No, he/she wasn't .
... it raining at 8 am yesterday?	Yes, it was .	No, it wasn't .
Were we listening to the right program?	Yes, we were .	No, we weren't .
... they talking to a 13-year-old?	Yes, they were .	No, they weren't .
Wh- Questions (?)	Answers	
What ³ ... he doing? was	He wasn't moving.	
How was Bruno feeling?	He was so worried.	
Where ... Bruno and the woman helping the man?	In the middle of the road.	

2 Complete the mini dialogues. Use the correct affirmative or negative form of *was/were*.

- 1 A ... you talking to your teachers yesterday afternoon? **Were** B Yes, I ... **was**
 2 A ... the man moving? **Was** B No, he ... **wasn't**
 3 A ... you and Huseyn helping Sevil last night? **Were** B Yes, we ... **were**
 4 A ... Kamran and the woman laughing? **Were** B No, they ... **weren't**

3 Put the words in the correct order to make questions. Then match questions 1–4 with answers a–d.

- 1 was / interview / in / the / Why / the / laughing / athlete / ? **d** a to the stadium
 Why was the athlete laughing in the interview? b their teachers
 2 going / were / they / Where / ? c That he was very worried.
 3 man / What / saying / the / was / ? d Because the reporter was very funny.
 4 was / Who / the / helping / children / ?



USE IT! MEDIATION

4 Work in pairs. Think about what you were doing at these times yesterday: 8 am, 1 pm, 9 pm. Take turns to do actions and ask and answer. Change the words in blue.

At 9 pm, were you doing your homework?

Students' own answers

No, I wasn't.

Were you playing the piano?

Yes, I was!

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 WORKBOOK p.32, p.34 and p.37

Extension

Ask students to watch a small extract of a video they enjoy and describe what was happening at a certain moment, using the past continuous. Have them describe the following:

- the weather
- the scene
- the clothing people were wearing
- the action
- people's feelings

Fast Finishers

Puzzles & Games
page 113, Exercise 4



Reflect and introduce homework

Together with students reflect on what has been taught today and introduce homework.

Workbook

page 32; page 34, Exercises 3 and 4; page 37



The First Superheroes

The video on page 78 and accompanying exercises below can be used as a lead-in to the topic of the *Across the Curriculum* text, or after the reading activities to complete the unit.

Summary

The video is about heroes from the past.

In the Lesson

Tell students they're going to watch a video about some real superheroes from the past. Ask students if they know any names of Greek gods or goddesses. Make a list on the board.

Exercise 1

Ask students to watch the video to answer the questions:

1 Say two things superheroes can do. Check the answers with the class.

They can fly. They're super strong.

2 What famous poet is in the video? Check the answer with the class.

Homer

Invite students to answer the last question on the video: What do you think? Can people be like superheroes? How?

Exercise 2

Write the following questions on the board and have students answer them. Then, ask students to make up two more questions about the video to ask their partners. Play the video again for students to check their answers.

1 What is Homer's famous book about?

a war (between Greece and Troy)

2 Hector was from

() Greece.

(x) Troy.

() Achilles.

3 The video compares

Superman to the

Greek god Hercules and

Wonder Woman to the Greek goddess Atalanta.

4 What characteristics did Atalanta have? You can choose more than one answer.

(x) a wonderful hunter

(x) a fast runner

() a strong fighter



AROUND THE WORLD

PHYSICAL EDUCATION



UNIT 6

THE OLYMPIC GAMES: A SHORT HISTORY

Origins

The Olympic Games started in **Olympia, Greece** about 3,000 years ago. There were games every four years in the summer until the Roman Emperor, Theodosius, stopped them in the 4th century CE. The Olympic athletes were great heroes to the Greek people.

Modern games

The first modern Olympic Games were in Athens in 1896, but women couldn't participate until Paris 1900. There are Summer and Winter Olympic Games every four years. The first **Paralympic Games** were in Rome, Italy, in 1960. Olympic athletes work a lot and motivate other people.

Some Sports

Events in Ancient Greece

- Discus and javelin: similar to sporting events with the same name in modern times.
- Long jump: athletes had weights called halteres when they jumped.
- Equestrian sports: horse races and chariot races.

Fun Facts

- Winners didn't get medals. The prize was a crown of leaves.
- People didn't take note of times or distance results.
- Athletes didn't wear clothes during competitions.

A



... Paralympic Games

B



... Olympia, Greece

C



... Discus and javelin

D



... a crown of leaves



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Extension

As an additional task for this unit, if time allows, ask students Write a paragraph about their superhero from past. Have them write 30–70 words, answering the following questions:

Who is your hero?

What does your hero do?

Why do you like them?

What opinion / description can you give?



Reflect and introduce homework

Together with students reflect on what has been taught today and introduce homework.

At Home

Ask students to choose one of the heroes of Greek mythology to research. Have them bring their research to the lesson with answers to the following questions:

Why was he/she a hero/heroine?

What were his/her main characteristics?

What happened to him/her?

Presentation of Homework

Ask students to present homework to the class.

Background Information

The ancient Olympic Games were very different from the modern ones. The ancient Olympic Games were a tribute to the gods, while the modern version celebrates the athletic talents of each nation. The original Olympic Games also included cultural events such as music, theatre and oratory. Today, the cultural aspects are no longer included.

6.05 Audioscript pT130

1 Ask students what they know about the Olympic Games. Draw a table on the board consisting of three columns with the headings: 1) What I Know, 2) What I Want to Know and 3) What I Learned. Ask students to copy it into their notebooks and complete the first two columns. Have them look at the images in their books and read the words in blue. Once they finish, check answers with the class.

2  **6.05** Have volunteers read sentences 1–5 out loud. Ask them to read the fact file and write the sentences that are true for them. Have them complete the third column of the table from Exercise 1 with information they learned from the fact file and any other information that came up in the lesson. Play the audio again and have students pay attention to key words.

Words in Context

3 Ask students to find the words and phrases a–d in the text. Then have them read the sentences 1–4 to match the words to their meanings. Check answers with the class.

4  Discuss with students the main differences between the ancient Olympic Games and the modern Olympic Games. Read through the words in the exercise with them. Have students complete the Venn diagram with the words, placing the ones that belong to both versions (modern and ancient) in the intersection. Have them add more words to the diagram based on any research they did.

5  Ask students which sports there are in the modern Olympic Games,

1 Look at the fact file. Match images A–D with the phrases in blue.

2  **6.05** Read the fact file and listen. Write the sentences that are true for you. *Students' own answers*

- | | |
|--|---------------------------------|
| 1 The images helped me understand the text. | 3 I learned something new. |
| 2 There is some information I knew before reading. | 4 There was something funny. |
| | 5 I was surprised by something. |

WORDS IN CONTEXT

3 Match the phrases in bold (1–4) with the words and phrases (a–d).

- | | | |
|---|---|--|
| 1 The athletes trained from the beginning to the end of the night. | c | a prize |
| 2 In the ancient Olympics, people used a vehicle with two horses . | b | b chariot |
| 3 Women couldn't compete in the games at first. | d | c during |
| 4 The winners get a valuable thing . | a | d participate in a race or competition |

4 Complete the diagram with the phrases below.

- crown of leaves
- discus throwing
- female athletes
- medals for winners
- summer games



5 Match images 1–5 with actions a–e. What sport from the fact file do the images show?



- | | |
|---|--|
| a Jump: with arms up. 3 | d In the air: move arms to the front. 4 |
| b Finish jump: throw halteres down. 5 | e Start: hold halteres down. 1 |
| c Prepare for jump: move arms. 2 | |



THINK!

Olympic athletes were great heroes to the Greek people. Do you think modern athletes are great heroes? Why / Why not?

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VIDEO

- Say two things superheroes can do.
- What famous poet is in the video?

and which are their favorites. Invite students to look at the five images and ask them which sport they depict. Have them describe each movement before reading the sentences. Then have them match the images to the descriptions.

Long jump



THINK!

Encourage students to use the thinking routine *think – pair – share* for this activity. This involves posing a question to students, asking them to take a few minutes to think about it, and then turn to a nearby student to share their thoughts. Then put students into groups to discuss the statement and answer the questions. Have them share their ideas with the



Reflect and introduce homework

Together with students reflect on what has been taught today and introduce homework.

At Home

Have students research young athletes in Azerbaijan and find out interesting facts about them. Ask them to bring their findings to the next lesson.

7 min Presentation of Homework

Ask students to present homework to the class.

6.06 Audioscript pT131

1 Have students skim the post and tell you what they think it is about. Ask students whether they read/write posts like these. Read through questions 1–3 with them. Have them read the post silently and write the correct answers. Check answers with the class. Ask students for their reaction to the story.

2 6.06 Talk to students about how a piece of writing should be organised to make sense (beginning, middle and end). Read through alternatives a–e with students and ask them to suggest what order they might include these items in a piece of writing. Have them match the columns in their notebooks, then listen to the audio to check their answers. Ask if the items a–e appeared in the order they expected.

3 Have students think of a person who is a hero to them – they can work in pairs or small groups to brainstorm ideas. Then encourage them to follow the steps and use the post in Exercise 1 as a model. Remind them to plan their writing using the main sections described in Exercise 2. Give students time to make notes and organise their ideas.

LOOK! 3 min

Draw attention to the *Look!* box. Remind students that to make our writing interesting, it is a good idea not to repeat words too often. To add variety, we can use different words to refer to people (object pronouns). Point out the correct use of object pronouns. Some students misuse pronouns, e.g. using *they* instead of *them*, *we/me* instead of *us*, *he/she* instead of *him/her*. *I have to help him.* NOT *I have to help he.* *I want her to go with me.* NOT *I want she to go with me.*

4 When they peer-correct, ensure students focus on the items in the checklist. Monitor

WRITING

UNIT 6

Everyday heroes

Matt Smith
1 day ago

My soccer manager is a hero to me. I can tell a lot of stories about her, but what she did at our match last weekend was very special. We were winning the game 1–0. The other team wasn't playing badly, but we were playing really well. At the end of the match, we won 3–0, and I could see that one of their players was really sad. We were celebrating our victory, but Laura, our manager, walked towards that player. She said to him, 'Don't be sad, you played very well, there's always the next match.' He looked at her and smiled. Isn't she a hero? #everydayheroes

1 Look at the post. Choose the correct answers.

- Who wrote the post?
 - Laura
 - ✓ • Matt Smith
- Where can we read the post?
 - ✓ • on a social media group
 - on the author's blog
- How can we respond to the post? (There is more than one possible answer.)
 - ✓ • recording an audio
 - ✓ • sharing the post
 - ✓ • writing a comment

2 6.06 Read the post and listen. Match 1–5 with a–e.

- The first sentence **c**
- The second sentence **a**
- 'We were winning the match 1–0.' **e**
- The question 'Isn't she a hero?' **d**
- The hashtag (#) 'everydayheroes' **b**

a introduces a specific event.
b helps readers to find other posts about everyday heroes.
c introduces the person the author is writing about.
d invites the reader to respond to the post.
e gives details about a specific event.

3 Write a social media post about a personal hero in your notebook. Students' own answers

- Choose a person to write about.
- Find information about the person.
- Find or draw an image of the person to illustrate your post.
- Write the first version of your post. Use vocabulary from the unit.

4 Exchange your post with a partner and check their work. Use the checklist below.

Students' own answers

- details about the person
- clear sequence of ideas
- verbs in the past continuous

LOOK!

We use different words to refer to people.

My soccer manager is a hero to me. I can tell a lot of stories about her.

and help as necessary. Make sure students' feedback is respectful and clear. Have students write their final version.

Print and Share
Go to Appendix X

Extension 4 min

Encourage students to create a mind map related to what they have learned throughout the unit. Remind them to do this at the end of the subsequent years.

T84 Heroes Make a Difference | Unit 6

The review tests in the Student's Book are just samples. Teachers are free to prepare similar tests for the purposes of conducting formative or summative assessment.
SB81-SB82=45 minutes

Tell students that the exercises on these pages review the vocabulary and language they have learned in Units 5 and 6. Point out that they can also check their progress and reflect on what they can do.

Vocabulary

- 1 Draw students' attention to the images and elicit the means of transport they can see. Then have them label the images and rank them according to the frequency they use them. Check their work and brainstorm other means of transport with the class.
- 2 Read the incomplete sentences with students. Encourage them to look at the gap in each sentence and use the context to decide which verb completes each sentence. Check answers with the class.
- 3 Review the vocabulary for describing personalities and elicit adjectives from the class. Write their suggestions on the board. Then have them write the correct options in their notebooks and check answers with the class. Encourage them to describe their favorite actors and actresses, using suitable adjectives.
- 4 Read through the sentences with the class to check comprehension. Read through the words a–d and have them complete the exercise individually. After checking answers, encourage students to tell you how they are feeling, and why.

Language in Context

- 5 Review Wh- and Yes/No questions in the past simple with the class. Write examples of each one on the board. Then draw students' attention to the scrambled sentences and have them decide whether they are Wh- questions or Yes/No questions. Have them write the words in the correct order in their notebooks. Check answers with

VOCABULARY

1 Match the images with the correct means of transport.



s... scooter



m... motorbike



u... underground



a... aeroplane

2 Complete the sentences. Use the verbs below.

- board • drive • miss • take

- 1 Did you ... the school bus again, Marco? You're always late for lessons! miss
- 2 My dad didn't ... the underground to work yesterday. take
- 3 The passengers are waiting to ... the aeroplane. board
- 4 My sister can ... , but she never takes me to school. drive

3 Choose the correct options.

- 1 We always laugh at Isabella's stories. She's very clever / funny
- 2 My cousin often helps me with my homework. She's kind / lazy.
- 3 Rafael talks about video games all the time. He's boring / brave.
- 4 Safiyya speaks Azerbaijani, English and Spanish. She's clever / strong.

4 Match the people in bold with the way they are feeling (a–d).

- 1 Nick went to bed at 1 am and got up at 6 am. d
 - 2 The students in **Mr Brown's** class are always late. a
 - 3 **Jessica** is waiting for the bus. She doesn't have a cell phone or a book. b
 - 4 **Haruto's** mom made a chocolate cake for him, but it's not his birthday. c
- a cross
 - b bored
 - c surprised
 - d tired

LANGUAGE IN CONTEXT

5 Put the words in the correct order to write questions.

- 1 travel / Mariko / Did / aeroplane / by / last year / ?
Did Mariko travel by aeroplane last year?
- 2 the students / the bus / yesterday / What time / did / take / ?
- 3 Mary and Jane / for an hour / the bus / Did / wait for / before school / ?
- 4 miss / did / Jake / Why / the train / this morning / ?

the class. Put students into pairs and ask them to make up questions regarding their day yesterday. Encourage students to refer to the table on page 63 if they have any doubts.

- 2 What time did the students take the bus yesterday?
- 3 Did Mary and Jane wait for the bus for an hour before school?
- 4 Why did Jake miss the train this morning?

6 Ask students how we talk about ability in the past. Have students refer back to the table on page T59 if they have any doubts. Elicit from students what they could and could not do last year but can do this year, e.g. *I couldn't speak English like this*. Draw students' attention to the table about what Liam and Camilla could and could not do. Have students write questions and answers. Brainstorm other activities as a class (*swim, use a mobile phone, write, etc.*) and write them on the board. Then put students into pairs and have them interview each other about things they could and could not do when they were six years old.

7 Ask students how we form the past continuous and when we use it. Have them check the table on page 74 if they still have doubts. Elicit examples of positive and negative sentences and write them on the board, highlighting the structure. Write five different times on the board and ask them questions regarding what they were doing at those times the previous day, for example: *What were you doing yesterday at 8:00 a.m.?* Draw students' attention to the text. Have them complete it individually. To check answers, ask students to take it in turns to read the completed sentences.

2 weren't doing 3 wasn't correcting
4 was teaching 5 wasn't arriving
6 was leaving

8 Elicit what the people are doing in each of the images. Have students look at the positive statements you wrote on the board in Exercise 7 and ask them to write them in the interrogative form as Yes/No questions and Wh- questions. Have students read the example and complete the rest of the exercise. Check answers with the class.

6 Look at the table about what two teenagers could and couldn't do when they were six years old. Write questions and answers in your notebook.

	ride a bike	read books
Liam	✓	✗
Camilla	✗	✓

Liam

- 1 *Could Liam ride a bike?*
Yes, he could.
- 2 *..Could Liam read books?*
..No, he couldn't.

Camilla

- 3 *..Could Camilla ride a bike?*
..No, she couldn't.
- 4 *..Could Camilla read books?*
..Yes, she could.

7 Complete the text with the affirmative or negative forms of the past continuous.

This morning at 9 am, the Year 8 students ¹ *were taking* (take) a science test, but they ² ... (not do) the test in their classroom. They were in the science lab. Mr White ³ ... (not correct) homework. He ⁴ ... (teach) an English lesson. The school bus driver ⁵ ... (not arrive) at school. She ⁶ ... (leave) school.

8 Look at the images of the park yesterday. Complete the questions with the past continuous form of the verbs. Then answer the questions.



1 *Were Jen, Bob and Tom using (use) their cell phones?*
Yes, they were.

What ... the Garcias ... (do)? *were, doing*
... *They were riding (their) bikes.*



3 *What ... Marissa ... (do)? was, doing*
... *She was listening to music.*

... the teenagers ... (have) a picnic? *Were, having*
... *Yes, they were.*



Check your progress



I CAN...

- talk about means of transport
- use Past Simple questions and *could/couldn't*
- talk about personality and feelings
- use the Past Continuous.



Learn to learn



Drawing

Draw simple images in your notebook to help you remember vocabulary.



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Check Your Progress



This section gives students an opportunity to reflect on what they have learned. Read each statement with the class. Elicit examples and/or information students remember. Alternatively, students could go through the statements in pairs or groups. If necessary, have them go back to the relevant unit and section to review each topic. Students then do the task in the *Check your progress* box individually. When they finish, ask: *What can you practice more? What is easy/difficult/interesting?* Invite students to give feedback.

Learn to Learn



Throughout the course, students do a variety of *Learn to learn* activities, which offer them techniques for retaining vocabulary. Point to the picture and ask what it is (an aeroplane). Elicit words associated with it and write them on the board. Explain to students that visual memory is an excellent way of learning. Encourage them to make pictures and icons in order to remember words and expressions. Encourage students to keep their own picture dictionary.

Warmer 

Write the word *inventions* on the board. Put students into pairs and ask them to list five inventions they believe changed the world. Give them two minutes to write the list. Have them share their list with the whole class. Write them on the board and have the class rank the ideas from most to least important.

 **THINK!** 

1 Invite students to look at the image and come up with different ideas of what they believe these students are doing. Ask them if they have ever invented anything. 

2 Encourage students to think about what it takes to be an inventor. Ask: *Why is it good to work in a team?* (People are good at different things, you can share different ideas, you can divide the work.) 

  **The History Of Television**

Summary
The video is about the invention of television.

In the Lesson 

Tell students they're going to watch a video about the invention of television. Ask: *Who invented the TV? When?* Ask them to imagine life without TV. Would it be better or worse? Divide them into smaller groups and have them list the pros and cons of TV. Ask them to share their ideas with the other groups.

Exercise 1 

Ask students to watch the video to answer the questions:

1 What were films like in 1926? Check the answer with the class. 
They were in black and white, and they had no sound.

2 What did John Logie Baird do? Check the answer with the class. 
He built/invented the first television (called a 'televisor').

Ask students the last question from the video: *How do you watch your favorite programmes?* Discuss the answer as a class.

 **Print and Share**

 Go to Appendix Y

 **Reflect and introduce homework**

Together with students reflect on what has been taught today and introduce homework.

At Home

Encourage students to research other fun and interesting facts about TV. Ask them to find five facts and bring them to the next lesson for discussion.

Resources

Workbook Unit 7, Teacher's worksheets Unit 7

7 GREAT IDEAS

UNIT GOALS

- Talk about famous firsts and technology.
- Read about teen inventors.
- Listen to a game show.
- Learn about technology in Estonia.
- Tell an anecdote.
- Focus on the Key Competencies.

THINK! 

1 Look at the photo. What are they doing?
2 How can we help each other to have great ideas?

VIDEO 

1 What were films like in 1926?
2 What did John Logie Baird do?

83

Exercise 2 

Play the video again, write the statement/table on the board and have students complete them.

1 Complete the table with ideas from the video. Then add your own.

Television in 1926	Modern televisions
<i>expensive</i>	<i>cheap</i>
<i>heavy</i>	<i>(light)</i>
<i>small screens</i>	<i>(big screens)</i>
<i>(terrible image resolution)</i>	<i>(high-tech image resolution)</i>
<i>(black and white)</i>	<i>(colored)</i>
	<i>(connected to the internet)</i>

2 Before TV, people watched films in cinemas.

Unit Aims

 Cambridge Life Competencies Framework

- I can ...
- use simple techniques to start, maintain and close conversations of various lengths to talk about inventions and creative ideas. **(Communication)**
 - understand essential grammatical terms and concepts: using the past continuous to talk about what someone was doing while something else happened. **(Learning to Learn)**
 - understand essential grammatical terms and concepts: possessive pronouns. **(Learning to Learn)**
 - state opposing opinions in a respectful way when discussing my ideas. **(Emotional Development)**
 - use strategies and techniques for improving my English (e.g. mind maps to organise my thoughts). **(Learning to Learn)**
 - create questions about a video and discuss its content. **(Creative Thinking)**

Presentation of Homework

Ask students to present homework to the class.

7.01 Audioscript pT131



Introduction of target vocabulary

become	/bɪ'kʌm/
build	/bɪld/
create	/kri'eɪt/
discover	/dɪ'skʌv.ə/
fly	/flaɪ/
invent	/ɪn'vent/
start	/stɑ:t/
take	/teɪk/
use	/ju:z/

1 **7.01** Have students look at the images and guess what each one relates to. Read the verbs above the images together with the students. Have volunteers read the questions and complete them with the corresponding verbs. Play the audio for students to check their work and repeat the verbs. Discuss the firsts with students and have them try to guess in which years they happened.



VOCABULARY IN CONTEXT

INNOVATION VERBS

1 **7.01** Read the quiz about famous firsts. Complete the questions with the words below. Then listen, check and repeat.

• become • build • create • discover • fly • invent • start • take • use

F
A
M
O
U
S

F
I
R
S
T
S

When did ...

- 

Ada Lovelace **create** the first computer algorithm with Charles Babbage?
- 

Alexander Fleming ... penicillin, the first antibiotic? **discover**
- 

Maria Telkes and Eleanor Raymond ... the first house heated with solar energy? **build**
- 

Hattie McDaniel ... the first African American to get an Oscar? **become**
- 

Joseph Nicéphore Niépce ... the first photograph with a camera? **take**
- 

people ... to send text messages via WhatsApp? **start**
- 

Josephine Cochrane ... the first dishwasher? **invent**
- 

Amelia Earhart ... across the Atlantic Ocean for the first time? **fly**
- 

Pixar first ... computers to make an animated film? **use**

7.02 Audioscript pT131

2 Review how regular past simple verbs are formed. Remind them of the pronunciation of the endings, with /t/, /ɪd/ and /d/ sounds. Invite students to complete the column for the regular verbs, then have students use the list of irregular past simple verbs on page 119 for reference to complete the second column. Check answers with the class.

3 Invite students to read each sentence individually and use the verbs listed in Exercise 2 to complete each sentence. Students check their work in pairs. Ask them which invention they believe revolutionised our world.

4 **7.02** Have students work individually to complete the exercise. Play the audio for students to check their answers. Ask if any of the dates surprised them.

5 Put students into pairs to complete the exercise. To check answers, have volunteers read out their completed questions. Draw their attention to the falling intonation at the end of the *Wh* - questions.

USE IT! **MEDIATION**

6 Model the exercise with a student, using the examples in the speech bubbles. Put students into new pairs to ask and answer the questions.

2 min **Reflect and introduce homework**

Together with students reflect on what has been taught today and introduce homework.

Workbook
page 39, Exercises 1 and 2

2 Complete the table with the past simple forms of the verbs in Exercise 1. Use the irregular verb list on page 119 to help you.

Regular Verbs	Irregular Verbs
<i>created</i> <i>discovered, invented,</i> <i>started, used</i>	<i>...</i> <i>became, built,</i> <i>flew, took</i>

3 Complete the sentences with the correct past simple verbs in Exercise 2.

- Ada Lovelace *created* the first computer algorithm with Charles Babbage in the *19th century / 20th century*.
- Alexander Fleming ... penicillin, the first antibiotic, in 1807 / *1928* *discovered*
- Maria Telkes and Eleanor Raymond ... the first house heated with solar energy in *1948* / 1998. *built*
- Hattie McDaniel ... the first African American to get an Oscar in 1909 / *1940* *became*
- Joseph Nicéphore Niépce ... the first photograph with a camera in the *1820s* / 1920s. *took*
- People ... to send text messages via WhatsApp in 1999 / *2009* *started*
- Josephine Cochrane ... the first dishwasher in *1886* / 1986. *invented*
- Amelia Earhart ... across the Atlantic Ocean for the first time in 1902 / *1932* *flew*
- Pixar first ... computers to make an animated film in *1985* / 1995. *used*

4 **7.02** Write the correct dates in Exercise 3 in your notebook to complete the answers to the quiz. Then listen and check.

5 Work in pairs. Match 1–6 with a–f to make questions.

- | | |
|------------------------------------|---|
| 1 When did Lionel Messi <i>b</i> | a discover Tutankhamun's tomb in Egypt? |
| 2 When did Beyoncé <i>e</i> | b start to play soccer for Argentina? |
| 3 When did scientists <i>a</i> | c build the Colosseum? |
| 4 When did Vespaian <i>c</i> | d win his first Formula One? |
| 5 When did Lewis Hamilton <i>d</i> | e create her first perfume? |



USE IT!



MEDIATION

6 Work in pairs. Take turns to ask the questions in Exercise 5 and guess the dates.

- between 70 and 72 CE • in 1922 • in 2007 • in 2009 • in 2005

When did Lionel Messi start to play soccer for Argentina?

- 1 in 2005
2 in 2009
3 in 1922
4 between 70 and 72 CE
5 in 2007

I think he started to play for Argentina in 2004.



WORKBOOK p.39



Warmer



As a whole-class activity, invite students to look back at all the inventions they have seen in the book up to this moment. Ask: *Are all inventions good and useful? Which inventions do we still need?*

7.03 Audioscript pT131

- 1** Draw students' attention to the text and its title. Have them complete the exercise just by reading the title. Ask: *What would you like to invent?*
- 2** **7.03** Ask a volunteer to read through the questions before reading through the text. This will give students a clear objective while reading. After they finish, play the audio for students to check their answers. Ask them to tell you why these inventions might be important.
- 3** Have students do the exercise individually. Ask them to point to the correct answers in the text. Check answers with the class. If time allows, ask students to write two more sentences about the inventors in the text. They give the sentences to a partner for them to identify whether the sentences match Ann Makosinski or Shubham Banerjee.

2 She invented a torch that uses body heat to create light. **3** She studied electronics when she was a young teenager. **4** Shubham Banerjee participated in science fairs at primary school. **5** He used a robotic kit in his invention. **6** His Braille printer costs £270.



THINK!



Put students into pairs to discuss the question. Draw two columns on the board – one for each inventor – and take class feedback to see which invention students prefer. Have students justify their answers. Alternatively, you could use a digital survey creator to do this. Have students discuss how useful each invention is for humanity.

Students' own answers

Fast Finishers



Puzzles & Games

page 114, Exercise 1



READING



TEEN INVENTORS

By Clara Silva, 20 August



Ann Makosinski

- Born in 1997
- Student and inventor
- Lives in Victoria, Canada
- Invention: a torch¹ that uses body heat to create light

Ann Makosinski always liked building things. As a young teenager, she was studying electronics while her friends were playing video games. Ann was visiting her mother's family in the Philippines when she had the idea for the torch. Her motivation? A friend that was having problems at school because she didn't have light to study at night. In 2013, her invention won the Google Science Fair for 15–16-year-olds.



Shubham Banerjee

- Born in 2001
- Student and inventor
- Lives in Santa Clara, the United States
- Invention: a cheap Braille printer

Shubham Banerjee was a curious child. He loved science and attended science fairs at his primary school. He built the printer in 2013 while he was studying at secondary school. He used a robotic kit in his invention. There are other Braille printers on the market, but Banerjee's invention costs just £270, and the other Braille printers cost around £1,500! He started his company, Braigo Labs, in 2014.

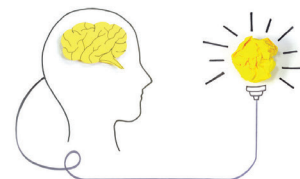
1 Look at the article. What is it about?

- countries
- inventions from the 20th century
- ✓ • people

2 7.03 Read the article and listen. Then read the questions and write AM (Ann Makosinski) or SB (Shubham Banerjee).

Who ...

- 1 took part in events at school? **SB**
- 2 liked electronics as a child? **AM**
- 3 had the idea for an invention during a trip? **AM**
- 4 invented something at 12 years old? **SB**
- 5 was a winner at a science fair in 2013? **AM**
- 6 has a company? **SB**



3 Correct the sentences about the inventors in Exercise 1.

- 1 Ann Makosinski was born in the 21st century.
Ann Makosinski was born in the 20th century.
- 2 She invented a torch that uses batteries to create light.
- 3 She studied video games when she was a young teenager.
- 4 Shubham Banerjee attended science fairs in secondary school.
- 5 He used parts from an old printer in his invention.
- 6 His Braille printer costs £1,500.

¹ A small light that people carry



THINK!

Think of Ann Makosinski's and Shubham Banerjee's inventions. Which one do you prefer? Why?

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WORKBOOK p.41

Extension



Encourage students to look back at the lesson and create an infographic with five of the famous firsts. Have them describe them and say when they were invented and by whom. Have them share their infographics and justify their choices.



Reflect and introduce homework

Together with students reflect on what has been taught today and introduce homework.



Workbook

page 41

1  Have students read the sentences in the table. Ask them to refer to the article on page 86 to complete the table. Draw their attention to the two words *when* and *while*. Explain that *when* is used to talk about a specific age or shorter period of time, for example: *She was studying in the lab when she had the idea.* *While* is used to talk about two actions in the past that were happening at the same time during a longer period of time, for example: *He invented the iPhone while he was in college.* Have them check their answers in pairs.

2  Ask students to tell you how we form the past continuous (was/were + verb -ing). Have students do the activity individually. Draw their attention to the period of time when each action happened. Students check their answers in pairs.
2 were staying, were building 3 was writing, was listening 4 were using, was doing 5 were reading, was watching

LOOK!  Draw attention to the Look! box. Remind students that we always use the past simple of the verb *be* in the past continuous. Elicit how we form the negative form (*wasn't/weren't* + verb -ing). Draw attention to agreement errors (*was/were*). Students sometimes omit the verb *be* or use the past simple, e.g. *I was looking for my mobile phone.* NOT *I looking for my mobile phone.* *It was raining yesterday.* NOT *It was rained yesterday.* Ask students to look at the article on page 78 and write the verbs in the past continuous.

3  Have a volunteer read the titles in the text: *Play-Doh*, *Guide dogs for blind people* and *Chocolate chip cookies*. Write the titles on the board and check understanding. Have them read the sentences and write the correct options. Have them check and compare their answers in pairs.

4  Have students do the exercise individually, then check answers with the class, explaining that in 1, a is correct because *when* introduces a shorter action (*fell*) and in 2, b is correct because *while* introduces two longer actions happening at the same time.

LANGUAGE IN CONTEXT

1  Look at the examples below. Complete the table with the sentences from the magazine article.

Past Continuous and Past Simple	
when	Ann ¹ ... the Philippines when she had the idea for the torch. was visiting
while	Shubham ² ... the printer while he ³ ... in secondary school. built, was studying She was studying electronics while her friends were playing video games.

2 Complete the sentences using the past continuous form of the verbs.

- Dr Taylor **was working** (work) in a hospital while she **was living** (live) in Germany.
- The Spencers ... (stay) in a hotel while the builders ... (build) their new house.
- I ... (write) an article about solar energy while my sister ... (listen) to music.
- Damla and Kamran ... (use) my tablet while I ... (do) homework.
- You ... (read) a book about Ada Lovelace while I ... (watch) a film.

3 Read the text and choose the correct options.

Accidental Inventions and Discoveries that Changed the World!

Play-Doh (1950s): People ¹used / **were using** it to clean walls when a teacher ²started / **was starting** to use it to make models in lessons.

Guide dogs for blind people (1918): A doctor's dog ³disappeared / **was found** in a hospital. When he ⁴found / **was finding** it, the dog ⁵guided / **was guiding** a blind patient around the hospital.

Chocolate chip cookies (1930): Ruth Wakefield ⁶made / **was making** chocolate cookies when she ⁷added / **was adding** the wrong type of chocolate.

4 Choose the correct answers.

- I was taking a photo ...
✓ when my cell phone fell in the pool.
• while my cell phone was falling in the pool.
- The students were playing with Play-Doh ...
• when the teacher talked.
✓ while the teacher was talking.

USE IT! MEDIATION

5 Work in pairs. Ask and answer questions about what you were doing at these times.

- last Sunday afternoon
- last night at 10 pm
- while your English teacher was explaining the last activity

What were you doing last Sunday afternoon?

I was building a model.

¹To suddenly go somewhere and become impossible to find

WORKBOOK p.38, p.40 and p.42

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USE IT! MEDIATION

5  Draw students' attention to the speech bubbles. Invite two students to model the activity. Then put students into pairs to ask and answer questions. Ask some volunteers to repeat their discussions in front of the class.

Reflect and introduce homework

Together with students reflect on what has been taught today and introduce homework.

Workbook

page 38; page 40, Exercises 1 and 2; page 42

Grammar Game

Before the lesson, prepare a card for each student, with a simple action verb written on it. Divide students into four teams and invite Student A from the first team to leave the classroom. Give each of the remaining students from this team a card and tell them to begin miming their action. Student A comes back into the room and watches their teammates for ten seconds, then makes past continuous sentences about the actions their teammates were doing. Each correct sentence scores a point for the team. Repeat the procedure for the rest of the teams. The team with the most points at the end is the winner.

Warmer

Put students into groups of three. Tell students to look around the classroom and think about different technological and electronic gadgets in the school. On *Go!*, have students make a list of all the gadgets they can think of that are on the school premises. The group that names the most gadgets wins.

7.04–7.05 Audioscripts pT131



Introduction of target vocabulary

battery	/ˈbæt.ər.i/
headphones	/ˈhed.fəʊnz/
keyboard	/ˈkiː.bɔːd/
printer	/ˈprɪn.tə/
screen	/skriːn/
tablet	/ˈtæb.lət/

1 **7.04** Invite students to look at the images and name them without looking at the words above the images. They should know most of them as they are part of their daily life. Have them label the images and ask volunteers to make sentences containing the words.

2 Put students into pairs. Have them think about gadgets from the past that used to be trendy but are no longer used. Ask them if they know how we listened to music before the internet was invented. Have them look at the images and see if they recognise any of the objects. Ask: *What is its name? What does it do? Do you ever use it?* Take feedback from the whole class.

3 **7.05** Read through the words with students and have them match the words to the images in the previous activity. Play the audio and have them write the correct objects.

4 **7.05** Invite students to read the sentences individually. Have them write the correct options from memory. Have them check in pairs, before checking with the audio.

Print and Share

Go to Appendix Z

LISTENING AND VOCABULARY

1 **7.04** Match the images with the words below. Then listen, check and repeat.

• battery • headphones • keyboard • printer • screen • tablet



2 Work in pairs. Look at objects 1–3 and tell your partner what you know about them.

Guess the technology!



3 **7.05** Listen to a game show about technology from the past. Which two objects from Exercise 2 did Sarah and Mark guess?

• DVD player • typewriter • Walkman®

4 **7.05** Listen again. Choose the correct options.

- Sarah is excited / worried about the game show.
- Sarah and Mark can listen to / look at the products and they can touch them.
- Sarah can see the product has a keyboard / printer, but it doesn't have headphones / a screen or batteries.
- Sarah's grandad / mom had a similar product, but his was electric.
- Mark mentions the product's batteries / headphones.
- Mark's answer is correct / incorrect.

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WORKBOOK p.38 and p.39



Reflect and introduce homework

Together with students reflect on what has been taught today and introduce homework.

Workbook

page 38; page 39, Exercises 3 and 4

1  Draw students' attention to the use of the possessive pronouns and the word *whose*. Tell them we use possessive pronouns in place of a noun and the pronoun *whose* is used to ask about which person owns or is responsible for something. Use their school objects to give more examples (pick up a pencil and ask: *Whose pencil is this?*). If necessary, play Track 7.05 again to help students complete the table. Check by having students read their sentences.

2  Go through the example with the class and point out the underlined words. Students can use the grammar table in Exercise 1 for help. Have them work individually. Ask pairs to read out the questions and answers to check answers.

3  Have students read the sentences. Point out that possessive pronouns are not followed by nouns. Write the following on the board: *It's my phone. It's mine phone.* However, we can use the verb *be* after a possessive pronoun, e.g. *It's not my book. Mine is blue.* Have them write the correct options. Check answers with the class.

USE IT! MEDIATION

4  Encourage students to choose three objects that are in the classroom and that belong to other students. Have them work individually and write their descriptions in their notebooks.

5  Model the conversation in the speech bubbles with a student. Put students into pairs to do the exercise. Encourage them to use questions with *Whose* and *Yes/No* questions to find out who the object belongs to.

Grammar Game

Students write down sentences describing their homes, for example: *My family lives in a big house. Our house has got four bedrooms.* Put students into groups of four. Student A reads a sentence to the group. Student B describes what Student A said, and adds a sentence about their own house. Student C does the same, remembering one detail from each student.

LANGUAGE IN CONTEXT

1  Complete the table with possessive pronouns below.

• hers • his • mine • ours • whose

Possessive Pronouns	
Whose turn is it? <i>Whose</i>	It's ¹ ... <i>mine</i> It's <i>yours</i> . It's <i>his</i> . / It's <i>hers</i> . It's <i>ours</i> . It's <i>theirs</i> .
Singular	Plural
A <i>Whose</i> ¹ printer is this? B It's my printer. It's <i>mine</i> .	A <i>Whose</i> headphones are <i>these</i> ? B They're my brother's. They're <i>his</i> .
My grandad had a typewriter, but ² ... was different. <i>his</i> We have a printer, but ³ ... isn't similar to this. <i>ours</i>	They are similar to my sister's, only ⁴ ... are blue. <i>hers</i> They're our books. They're <i>ours</i> .

2 Complete the mini dialogues with *whose* and the correct possessive pronouns. Look at the underlined words.

1 A *Whose* pen is that?
B That's *my* pen. It's *mine*.

2 A ... torch is this? *Whose*
B It's *Elkhan's* torch. It's ... *his*

3 A ... car is this? *Whose*
B It's *my* parents' car. It's ... *theirs*

4 A ... book is that? *Whose*
B That's *your* book. It's ... *yours*

3 Choose the correct options.

1 That isn't *my* / *mine* bike. I think it's Sevil's.

2 Hey, that is my tablet. *Your* / *Yours* is on the table!

3 This is my sister's notebook. *Her* / *Hers* name is on the cover.

4 *Our* / *Ours* classmates became famous!

5 *They* know our phone numbers, but we don't know *their* / *theirs*.

6 Excuse me, *that's* not your cell phone. It's *my* / *mine*.

USE IT!

MEDIATION

4 Choose three objects that three different classmates have. Write a description of each item in your notebook. *Students' own answers*

• backpack • pencil case • trainers

5 Work in pairs. Take turns to describe the objects in Exercise 4 and guess whose they are. *Students' own answers*

It's red and it's small.

Is it Lisa's pencil case?

No, it isn't. Hers is orange.

¹ "Whose" is not a possessive pronoun like mine, his, or ours. It is a possessive question word used to ask who something belongs to.

WORKBOOK p.38, p.40 and p.43

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Student 1 (Pedro): *My house has got two bedrooms.*

Student 2 (João): *Pedro's house has two got bedrooms, but mine hasn't. My house has got four bedrooms.*

Student 3 (Maria): *Pedro's house has got two bedrooms, João's house has got four bedrooms and my house has got one bedroom. Theirs are big. Mine is small.*

Extension

Put students into pairs. Hand out an image of an object to each student and to each pair, an image to share. Invite students to walk around the classroom telling each other the object they have, and the object they share with their partner. Then, in pairs, students use the information to make sentences with possessive pronouns, for example: *The dictionary is his. The book is theirs.*

2 min Reflect and introduce homework

Together with students reflect on what has been taught today and introduce homework.

Workbook

page 38; page 40, Exercises 3 and 4; page 43



Changing Technology

The video on page 83 and accompanying exercises below can be used as a lead-in to the topic of the *Around the World* text, or after the reading activities to complete the unit.

Summary

The video is about the development of the computer, from the abacus to the internet and modern computers.

In the Lesson



Tell students they're going to watch a video about the first adding machines and computers. Ask: *Who invented the first computer? When?* Have them watch the video and answer the last question in the video: *We're connected all the time. What do you think? Is this a good thing or a bad thing?* You could have a class vote on whether being constantly connected is a good thing or a bad thing.

Exercise 1



Ask students to watch the video to answer the questions:

- 1 What was the first 'computer' called? Check the answer with the class.

the abacus

- 2 What did Blaise Pascal do? Check the answer with the class.

He made the first calculator or adding machine.

Ask: *We're connected all the time. What do you think? Is this a good thing or a bad thing?* You could have a class vote on whether being constantly connected is a good thing or a bad thing.



Exercise 2



Write the sentences/questions on the board. Play the video again and have students answer/complete them. Then, ask them to watch the video again and make up two more questions about the video to ask their partners.

- 1 People used the abacus to count.

- 2 When was one of the first calculators invented?

- (X) 1600s
() 1837
() 1970s

AROUND THE WORLD

www.tourismestonia.com/tallinn/technology

Why Estonia | What to do | Where to go | What's special

Tallinn, the capital > Technology

Old Town in Tallinn

ESTONIA

Why is Estonia Called E-stonia Now?

By Marina Campos

Estonia is a small country in the north of Europe. About 1.3 million people live there. Its capital, Tallinn, is a popular tourist destination, with a historic center – Old Town – that receives millions of visitors every year.

The country also attracts people and companies that work with technology and innovation. Estonia is becoming the most digital country in the world! Let's look at some facts about the 'Silicon Valley' of the Baltic Sea.

In 1997, the government created a plan to increase internet access in Estonia. In 1999, all the schools in the country had an internet connection.

Children start to learn how to program a computer when they are seven years old.

Estonians created Skype in 2003. Microsoft bought it for 5.2 billion pounds in 2011.

It's easy to find free wi-fi, and people can go online even in rural areas.

Companies can test autonomous cars and robots in Estonia.

Public transport is free in Tallinn for city residents, and there's free wi-fi on the buses, trams, trains and ferries of course.

¹ Driver-free

- 3 Order the sentences according to the date they were invented.

- (4) We could play games on computers at home.
- (2) People could use the calculator to add.
- (1) The abacus was invented.
- (5) We are connected by the internet.
- (3) Charles Babbage, a British scientist, came up with the analytical engine.

- 4 When could people finally buy a computer for work and play?

the 1970s

Extension

EAs an additional task for this unit, if time allows, ask students to discuss the following question in pairs and share their answers with the class at the end: "Do you think using technology in the classroom is helpful? Why or why not? Explain your answer."



Reflect and introduce homework

Together with students reflect on what has been taught today and introduce homework.



Fast Finishers



Puzzles & Games

page 114, Exercise 3

Presentation of Homework

Ask students to present homework to the class.

7.06 Audioscript pT131

1 Ask a volunteer to read the three alternatives before reading the text. Then have them look at the article on page 90. Draw their attention to the title and the images to help them write the correct answer. Have them justify their choices.

2  **7.06** Again, ask a volunteer to read sentences 1–6 before reading the text. Then invite them to read the text and write information related to the true or false statements. Check answers with the class.

1 F – Estonia is a small country ... about 1.3 million people live there. 2 T 3 F – In 1997, the government created a plan to increase internet access in Estonia. / Internet expansion started in the 20th century. 4 F – Teachers start to teach computer programming in primary school / when children are seven years old. 5 F – It's easy to find free wi-fi, and people can go online even in rural areas.

3 Have students take it in turns to read out the numbers in options a–f. Have them try to match the numbers with the facts from memory. Ask them to check their work in pairs by reading the text again.

Words in Context

Ask students to find the words in the article. This should help them complete the sentences. If necessary, students can check the meaning of any words online. Check answers with the class. Encourage them to use the words in other sentences.

THINK!

Encourage students to make a Venn diagram comparing the use of technology in two countries. They can also add information about population, size, climate and any other information they might find interesting.

Students' own answers

1 Read the article about Estonia. What is it about?

- the geographic location of Estonia
- tourist attractions in Tallinn
- ✓ • technology and innovation in Estonia

2

In Estonia, ...

- 1 there is a large population. F
- 2 there is a city with old buildings. T
- 3 internet expansion¹ started in the 21st century. F
- 4 teachers start to teach computer programming in secondary school. F
- 5 you can only access the internet in big cities. F
- 6 you can see an autonomous car on the street. T

3 Read the article again. Match numbers a–f with facts 1–6.

- | | |
|-----------|--|
| a 1990s 3 | 1 age students start to learn computer programming |
| b 1997 5 | 2 amount of pounds (in billions) that Microsoft paid for Skype |
| c 7 1 | 3 decade of digital expansion in Estonia |
| d 2003 6 | 4 number of people (in millions) that live in Estonia |
| e 5.2 2 | 5 the year of the plan to expand internet access |
| f 1.3 4 | 6 the year Skype started to operate |

WORDS IN CONTEXT

4 Complete the sentences with the words below.

- go online • program • receive • test

- 1 Can you ... a microwave to cook food when you're not at home? **program**
- 2 E-commerce companies want to ... delivery drones. **test**
- 3 London and Paris ... millions of visitors every year. **receive**
- 4 I can't use my cell phone to ... in lessons. **go online**

¹ The act of becoming large in size, number, or amount.

THINK!

Compare the use of technology in your country to Estonia's. What are the similarities? What are the differences?

VIDEO

- 1 What was the first 'computer' called?
- 2 What did Blaise Pascal do?

Extension

Write a review of an app you like. Write 30–70 words.

What is the name of app?

What is the app for?

Why is it good?

Don't forget to use an opinion phrase, for example, 'In my opinion', 'I think'...

At Home

Ask students to find 3 more facts about Silicon Valley. Have them bring their research to the next lesson and share their findings.

7 min Presentation of Homework

Ask students to present homework to the class.

7.07-7.09 Audioscripts pT131-T132

- 1** **7.07** Have students look at the images. Ask: *What can you see? What do you think happened?* Students read and listen to the dialogue to decide which image shows Isabella's problem.

Image A

Living English

- 2** Check understanding of the three expressions. Ask students to find them in the dialogue in Exercise 1 and see how the speakers use them. Play Track 7.07 again if necessary, so that students can focus on pronunciation and intonation. When students have completed the mini dialogues, invite pairs to read them aloud. Then say: *We use these expressions to talk about problems, and respond to other people's problems.* Have students think of similar expressions in their own language.
- 3** **7.08** Play the audio, pausing after each expression for the class to repeat. Then ask individual students to say the expressions. Encourage them to exaggerate the intonation.

Pronunciation

- 4** **7.09** Play the audio. Encourage students to listen carefully to the linking sounds. Point out that when a word ending in a consonant is followed by a word beginning with a vowel, the words run together as if they are one word. Play the audio several times.
- 5** **7.09** Have students listen and repeat the sentences quickly and naturally, focusing on the linking sounds without looking at their books. Ask them to look for other sentences in their books and practice linking the sounds.

SPEAKING

- 1** **7.07** Read and listen to Isabella and Stephen talking about a problem with a mobile phone. Which image shows Isabella's problem?

Stephen Hi, Isabella! Are you OK?
Isabella No, I'm not. Something bad happened to me yesterday.
Stephen Oh no! What happened?
Isabella My **mobile phone fell in the swimming pool**.
Stephen You're kidding! How did that happen?
Isabella Well, **it fell out of my hand while I was texting**. I got really **cross**. My **mobile phone was new**!
Stephen I'm sorry to hear that.

LIVING ENGLISH

- 2** Complete the mini dialogues in your notebook with the expressions below.

• I'm sorry to hear that. • Well, • You're kidding!

- 1** **A** My sister didn't win a prize at the science fair.
B ... She's so good at science. **You're kidding!**
2 **A** What happened to your tablet?
B ... while I was riding my bike, it fell out of my bag. **Well,**
3 **A** While I was doing the dishes, my new headphones fell in the sink.
B ... **I'm sorry to hear that.**

- 3** **7.08** Listen, check and repeat the expressions.

PRONUNCIATION

- 4** **7.09** Listen to how the final consonant sound of a word connects to the initial vowel sound of the next word in sentences.

- 1** My mobile phone fell in the swimming pool.
2 It fell out of my hand while I was texting.

- 5** **7.09** Listen again and repeat the sentences.

- 6** **7.07** Listen to the dialogue again. Then practice with a partner.

- 7** Role play a new dialogue. Follow the steps.

- 1** Change the words in **blue** in Exercise 1 to write a new dialogue in your notebooks.
2 Practice your dialogue with a partner.
3 Present your dialogue to the class.

TELLING AN ANECDOTE



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Living English

- 6** **7.07** Have the class read the dialogue along with the audio. Then play the audio again, pausing after each speaker for the class to repeat what they say. Finally, have students practice the dialogue in pairs.
- 7** Read through the steps with students and check understanding. Tell them to use the vocabulary and expressions they have learned from this and previous units. Try to find time in the lesson for pairs to present their dialogues. If this is not possible, monitor pairs as they practice and provide feedback on intonation for talking about and responding to problems.

Extension 4 min

Encourage students to create a mind map related to what they have learned throughout this unit. Remind them to do this at the end of each of the subsequent units.

Warmer



Write two headings on the board: *Natural World* and *City*. Ask students to think of places they like to go on holiday. Write the places they listed under the two headings.



THINK!



- Ask students to look at the image and describe what they can see. Ask: *Do you enjoy gardening? Do you have plants at home? Who in your family takes care of the plants? What do plants need? (sun and water)*
- Have students read the question and list all the different ways they believe nature helps us, and how we can help nature. Then ask students to share their ideas.



Our Amazing World

Summary

The video is about amazing natural places we can visit.

In the Lesson



Tell students they're going to watch a video about some of the beautiful natural wonders of the world. Have them watch the video and answer the last question in the video: *What natural wonders do you see every day?* Have students discuss and make a list in small groups.

Exercise 1



Ask students to watch the video to answer the questions:

- Which four countries are in the video? Check the answer with the class.
Brazil, Mexico, The United States, Australia
- What is special about Guanabara Bay? Check the answer with the class.
It has islands, mountains and jungle all in one place. / It took thousands of years to form.

Exercise 2



Write the following sentences/questions on the board. Play the video again and have students answer/complete them.

- The main difference between Guanabara Bay and the Parícutin volcano is that
 - () one is a jungle and the other is a mountain.
 - (X) one took many years to form and the other formed in 24 hours.
 - () one is a volcano and the other is an island.



Print and Share



Go to Appendix AA



Reflect and introduce homework

Together with students reflect on what has been taught today and introduce homework.

Resources

Workbook Unit 8, Teacher's worksheets Unit 8

8

OUR NATURAL WORLD



UNIT GOALS

- Talk about the natural world and the weather.
- Read about changes in the environment.
- Listen to a weather forecast.
- Learn about deforestation.
- Write a poster for a clean-up event.
- Focus on the Key Competencies.



THINK!



- Look at the photo. What is he/she doing?
- What small things can we do to help nature?

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VIDEO

- Which four countries are in the video?
- What is special about Guanabara Bay?

- Why does the video say the Grand Canyon can make its own weather?
Because it can be very hot or very cold, all on the same day.
- The Great Barrier Reef is 2,600 kilometres long.
- The following place is not mentioned in the video.

() Parícutin	() Rio de Janeiro
() the USA	(X) New Zealand

At Home

Have students research and describe four natural wonders of their country. Tell them to find answers to these questions: *Where is it? What can you do there?* Encourage them to bring photographs of the places to the next lesson.

Unit Aims



Cambridge Life Competencies Framework

I can ...

- start, maintain and close conversations to talk about the natural world and the environment. **(Communication)**
- use the past continuous to talk about what someone was doing. **(Learning to Learn)**
- state opposing opinions in a respectful way when discussing my ideas. **(Emotional Development)**
- analyse causes and effects of problems. **(Critical Thinking)**
- understand how personal habits and behaviour have the capacity to affect others and the environment. **(Social Responsibility)**
- make informed choices in relation to environmentally friendly actions. **(Social Responsibility)**
- distinguish between fact and opinion. **(Critical Thinking)**
- identify evidence and its reliability. **(Critical Thinking)**

7 min Presentation of Homework

Ask students to present homework to the class.

8.01 Audioscript pT132



Introduction of target vocabulary

bird	/bɜːd/
coast	/kəʊst/
field	/fiːld/
flower	/flaʊə/
grass	/grɑːs/
hill	/hɪl/
lake	/leɪk/
ocean	/ˈəʊ.ʃn/
tree	/triː/
village	/ˈvɪl.ɪdʒ/

1 **8.01** Have students look at the leaflets and elicit the activities mentioned in the text and in the image. Read through the leaflets with the class to check understanding. Have them look at the images below the leaflets and ask them to choose their favorite. Then have students label the images in their notebooks with the words in bold from the leaflets. Have them listen to the words and repeat. Finally, have them choose their favorite outing from the three leaflets.



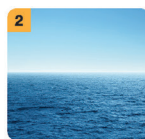
VOCABULARY IN CONTEXT

NATURE

1 **8.01** Read the leaflets and match the images (1–10) with the words in bold. Then listen, check and repeat.



grass



ocean



birds



hill



coast



trees



flowers



fields



lake



village

Unit 8
Our Natural World

Vocabulary in Context
Lesson Aim: I can talk about my country, town and neighbourhood, and what you can do there.

- 2

5 min
- Analyse the diagram with the students. Read through the words and have students complete the diagram accordingly. Encourage students to add more words to the diagram. Help with vocabulary as necessary.
- 3

7 min
- Tell students to close their books. Write the actions in the mind maps on the board (*swim, run, look at, climb*). Put students into groups and ask them to brainstorm places where you can swim, run and climb, and things you can look at. When they finish, tell them to open their books and compare their ideas with the words in the book. Invite them to complete the mind maps. Ask them to add the words from their brainstorm, too.

USE IT!

MEDIATION

4

8 min

In this exercise, students make questions using action verbs. Encourage them to make additional questions of their own.

5

6 min

Draw students' attention to the speech bubbles. Model the exchange with a student, then put students into pairs to ask and answer the questions. If they wrote additional questions in Exercise 4, they should ask and answer those, too. Ask volunteers to ask and answer their questions in front of the class.

2 min

Reflect and introduce homework

Together with students reflect on what has been taught today and introduce homework.

Workbook

page 45, Exercises 1 and 2

2

Students' own answers

Think about your country, town and neighborhood. Copy the diagram and complete with the words below.

• birds • coast • fields • flowers • grass • hill • lake • trees • ocean • village

3

Complete the mind maps using the word/phrases below.

• along the coast • birds • flowers • hills • in the fields

• in the lake • in the ocean • in the village • on the grass • trees

USE IT!

MEDIATION

4

Make questions using the ideas in Exercise 3 with the correct form of the verbs.

Students' own answers

1

Do you like to ...?

2

Do you ... when you are on holiday?

3

Did you ... last weekend?

4

Were you ... at 6 pm yesterday?

5

How often do you ...?

5

Work in pairs. Ask and answer your questions in Exercise 4. Students' own answers

Do you like to swim in the lake?

No, I don't. I like to swim in the ocean.

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WORKBOOK p.45



Warmer



Bring in two photographs of the same town: one taken 50 years ago, and one taken recently. These can easily be found on the internet. Have students observe these photographs and notice the changes. Ask: *How are humans impacting the natural world?*

8.02 Audioscript pT132

1 Have students look at the text.
4 min Draw their attention to the images. Ask them to read the paragraph and the words, and infer what the text could be about. Ask them to read the first sentence of every paragraph in the text, and then complete the information. Check answers with the class.

2 **8.02** Have volunteers read the sentences with both possible answers. Play the audio and have them write the correct options. Have them check their work by reading the text.

3 Write *Past*, *Present* and *Future* on the board. Put students into small groups. Ask them to make notes about the text under the three headings, from memory only. Then have them look at the bulleted points to compare. They add any bulleted points they did not remember to their tables. If time allows, have students make another table in their notebooks and complete three lists for their own village/town/city.



THINK!



Ask students to imagine what their village/town/city might have looked like 80 years ago. Put them into pairs and encourage them to write sentences about how it was different, using the previous exercises to help them. Then ask them to discuss the questions in pairs. Take feedback from the whole class.

Students' own answers

Fast Finishers



Puzzles & Games

page 114, Exercise 3



READING



Dear Prime Minister,
I'm writing to tell you about the changes my family and I can see in our village. When my grandparents were teenagers, they loved to run and listen to the birds in the fields. Now, there are no birds, and there is rubbish everywhere.
When my parents were children, the lake near our village was clean and they could swim in it. They could see a lot of fish in the water, and they liked to play a game called 'Count the Fish'. They remember the day when they counted a hundred! Today, I'm lucky when I see one fish, but I see a lot of plastic in the water.
My friends and I wanted to do something about this. We talked to our teachers, and now we recycle a lot of things we use at school. Our teachers say our school wants to stop using plastic, but we need some funding to do that.
And I want to do more. I want to organize a group to clean up the lake. Can you give us some money for the bags and gloves we need to buy? The bags need to be recyclable, of course.
Thank you,
Ben Miller



1 Read the text quickly. Then complete the information about the text with the words below.

- a problem
- Ben
- ideas
- help
- the prime minister

The text is a letter to ¹the prime minister. The author of the text is ²... The goals of the text are to describe Ben ³... , give some ⁴... and ask for ⁵... a problem, ideas, help

2 **8.02** Read the text and listen. Choose the correct options.

- In the past, there were birds / sheep in the fields.
- Ben's grandparents think the fields are the same / different now.
- Ben's parents liked to play in the ocean / in the lake when they were children.
- There are a lot of / not many fish near Ben's village now.
- Ben and his friends recycle / don't recycle materials at school.
- Ben has / doesn't have bags and gloves to clean up the lake.

3 Complete the table using the words below.

- birds in the fields
- fish in the lake
- lake clean-up
- plastic in the water
- recycling at school
- rubbish in the fields

Past	Present	Future
birds in the fields fish in the lake	? plastic in the water recycling at school rubbish in the fields	? lake clean-up

¹ Able to be used again



THINK!



Is it important to know what your home town or village looked like in the past? Why / Why not?



WORKBOOK p.47

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Extension



Have students choose one of the places mentioned during the lesson, i.e. *the coast, fields, the lake, the ocean, the village*. Have them imagine they are at this place. Ask them to write down sentences to describe what they can do in this place, e.g. *I can swim in the lake. I can look at the birds. I can run in the fields.*



Reflect and introduce homework

Ask students reflect on what has been taught today and introduce homework.



Workbook

page 47

Warmer



Put students into pairs. Ask Student As to think of one of the following places. Student Bs should try to guess which one they are thinking of by asking Yes/No questions. (Possible questions: Is it in the USA? Is it a desert? Does it have water? Is it a mountain?, etc.) Model the conversation with a student before they begin. Have students change roles and repeat.

- * The Great Barrier Reef
- * The Grand Canyon
- * Guanabara Bay
- * Sugar Loaf Mountain
- * Iguazu Falls

1



Encourage students to look at the letter on page 88 to help them complete the table. When they finish, have volunteers read the sentences aloud.



LOOK!



Draw attention to the Look! box. Write *I like to walk in the hills.* on the board. Circle to walk. Ask: *What form of the verb is this? (to + infinitive).* Point out that *want, need* and *like* are followed by *to + infinitive*. Some students leave out the *to*: *I like to visit my family.* NOT *I like visit my family.* *I want to eat Japanese food.* NOT *I want eat Japanese food.* Have students give you examples that are true for them using the verbs in Exercise 1.

2



Students can use the grammar table in Exercise 1 to help them. Invite them to look at the images and read the prompts. Ask students to identify the verbs that express likes, wants and needs (*want, hate, love, want*). Point out that they first need to match the phrases to the correct image, then expand them into sentences. Remind them to use *to + infinitive* after the verbs to express likes, wants and needs. To check answers, invite individual students to read out a sentence each.

3

Encourage students to use the verbs in a situation which is true for them.



Ask students to work individually to read the sentences and look at the verbs they should use. Have them choose four places and write four sentences about those places, expressing likes, wants and needs. Ask them not to show their sentences to anyone else.



LANGUAGE IN CONTEXT

1



Look at the examples below. Complete the table with the sentences from the letter.

Verbs to Express Likes, Wants and Needs	
Present Simple	Past Simple
I want ¹ to <i>organize</i> a group.	I needed to <i>buy</i> bags and gloves.
You love to <i>listen</i> to the birds.	You hated to <i>see</i> rubbish in the lake.
Our school wants ² ... using plastic. <i>to stop</i>	My grandad loved to <i>run</i> in the fields.
We like to <i>talk</i> about recycling.	My friends and I wanted ⁴ ... something about this. <i>to do</i>
The bags need ³ ... recyclable. <i>to be</i>	They liked ⁵ ... a game called 'Count the Fish'. <i>to play</i>

2

Make sentences about images 1-4. Use the phrases below.

- Martina / want / look at birds / lake
- My dad and I / hate / see rubbish / the fields
- Mahir / love / run on the beach / dog
- Victor / want / go outside



Martina wants to look at birds near the lake.



... Victor wants to go outside.



... Lucas loves to run on the beach with his dog.



... My dad and I hate to see rubbish in the fields.

3

Complete the sentences about four different places from the options below. Use *to + the infinitive* and your own ideas. *Students' own answers*

- I want ... there.
- I need ... there.
- I love ... there.
- I hate ... there.

- beach
- coast
- fields
- hills
- lake
- ocean



USE IT!



MEDIATION

I want to have a picnic there.

Do you want to go to the coast?

4

Work in pairs. Take turns to say your sentences from Exercise 3. Guess your partner's four places. *Students' own answers*

No, I don't.

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WORKBOOK p.44, p.46 and p.48



USE IT!



MEDIATION

4

Read the sentences and questions in the speech bubbles with a student to model the activity. Put students into pairs. Student A reads their first sentence. Student B asks a question to try to guess which place. Student A should say Yes or No. Student B continues guessing until they get the right answer. Students then swap roles and repeat.

Grammar Game



Play hot potato with your students. Bring two soft balls to the lesson. If you have a large class, divide it into two teams and have them sit in circles. (If this is not possible, have them pass the ball backwards or forwards in their seats.)

Play a song and have students pass the ball around the circle as fast as possible. When you stop the song, the person holding the ball must come up with a sentence that is true for them, using a verb to express likes, wants and needs, and *to + infinitive*.

2 min

Reflect and introduce homework

Ask students to reflect on what has been taught today and introduce homework.

Workbook

page 44; page 46, Exercises 1 and 2; page 48

Warmer



Have students check their mobile phones for the weather forecast in different countries for the next few days. If this is not possible, check your phone and draw the weather icons for the weather forecast for the next few days in different countries on the board. Ask your students what their favorite kind of weather is. Help with vocabulary as necessary.

8.03–8.04 Audioscripts pT132



Introduction of target vocabulary

cloudy	/ˈklaʊ.di/
foggy	/ˈfɒɡ.i/
rainy	/ˈreɪ.ni/
snowy	/ˈsnəʊ.i/
stormy	/ˈstɔː.mi/
sunny	/ˈsʌn.i/
windy	/ˈwɪn.di/

1 **8.03** Have students look at the images and elicit the words for weather. Invite students to complete the words with the missing letters. Play the audio and have students repeat the words, drawing attention to pronunciation and intonation. Ask: *What is the weather like today?*

2 **8.04** Have students read the alternatives. Play the audio and have them write the correct answers. Ask them to look outside the window and write a sentence by using some of the expressions written in the alternatives to describe the weather. Encourage students to look at the weather icons you drew on the board, or have them check their mobile phones.

3 **8.04** Have volunteers read the sentences. Ask them to try to complete the exercise from memory. Play the audio to check their answers. Ask: *What clothes do you hate? When do you wear these? When are you worried about the weather? When are you angry about the weather?* Discuss as a class.

LISTENING AND VOCABULARY

1 **8.03** Look at the images and complete words 1–7 in your notebook with the missing letters. Then listen and repeat.



ra i n y **1** a



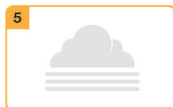
s ... n y **2** u **3** n n y sunny



cl ... d y **4** o **5** o cloudy



st ... m y **6** o **7** o stormy



f ... g y **8** o **9** g foggy



wi ... y **10** d **11** n windy



s ... w y **12** o **13** o snowy

2 **8.04** Listen to a weather forecast and write the correct details about the weather in your notebook. Then compare your answers with a partner.

Yesterday	Now	Later today	Tomorrow
• sunny	• cloudy	• cloudy with some rain ✓	• windy and rainy
• rainy	• foggy	• stormy with some snow	• foggy and windy ✓
• windy	• sunny ✓	• windy with some fog	• hot and cloudy

3 **8.04** Read comments 1–3 and then listen again. When did the person make each comment? Write Y (yesterday), TD (today) or TM (tomorrow) in your notebook.

- 'I'm tired of wearing heavy clothes. I hate boots and coats! I want to wear sandals and T-shirts!' **TM**
- 'I'm worried about the weather. There's so much water about! Is it safe to drive home?' **Y**
- 'I'm cross. We started with a very nice day and I decided to have a picnic. But then the rain arrived and now we have to go home!' **TD**

4 Complete the sentences in your notebook with the weather words in Exercise 1.

- I'm not riding my bike today. It's **foggy** and I can't see a thing.
- I go to the beach every day in the summer. It's always ... here! **sunny**
- Last week, it was very ..., and people couldn't leave their houses. **stormy**
- It's ... today and there's water everywhere, so I'm wearing my new boots. **rainy**
- We can't see the sun. It's really ... ! It's a grey day! **cloudy**
- It's really ... ! Can you see the trees moving? **windy**
- I love ... weather. I can play in the snow with my friends. **snowy**



WORKBOOK p.44 and p.45

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4 Ask volunteers to read the sentences to check understanding. Complete the sentences orally with the class, then have students complete the sentences individually, using Exercise 1 as a reference for spelling.



Print and Share



Go to Appendix AB



Reflect and introduce homework

Ask students reflect on what has been taught today and introduce homework.



Workbook

page 44; page 45, Exercises 3 and 4

1  Write down the words *addition, opposition, consequence* and *time* on the board in four columns. Elicit their meaning from students. Have them give you examples, in their native language if necessary. Ask volunteers to read the sentences in the table. Play Track 8.04 again and have them complete the sentences with the missing words. Write the missing words in the correct columns on the board. Have them check their work by listening again. Encourage students to add any more words from the list on the board into their notebooks.

2  Students can use the grammar table in Exercise 1 for help. Read sentences 1–5 with students to check understanding. Ensure students use the context to help them write the correct options. Check answers with the class.

3  Ask: *Where is this conversation from?* (a phone chat). Ask them to look at the board to read the connecting words again. Put students into pairs. Ask them to complete the conversation, paying attention to the context. To check their work, ask pairs to model the conversation.

USE IT!

4  Ask students to work individually and read through the sentences silently. They should choose the options that best relate to them. Ask them to complete the sentences and share them with their partner. Encourage students to report back to the class about what they found out about their partner.

Grammar Game

Play Noughts and Crosses as a class. Draw a 3x3-square grid on the board. Write the connectors in the grid at random (one connector in each square). Some connectors will have to be repeated in order to complete the whole grid. Divide the class into two teams (A and B). Model the game with a student from Team A first. The student chooses a square and makes a sentence using the connector from that square. If they make a correct sentence, they can draw a 'O' (nought) or 'X' (cross)

LANGUAGE IN CONTEXT

1  Complete the table with the sentences from the weather forecast using the words below.

• after • and • before • but • however • so

Connectors	
Addition	There's some cloudy weather moving in, ¹ and there's light rain in the afternoon.
Opposition	A I want to go for a walk by the river later! B Oh, ² ... don't get too excited! <i>but</i> We have the perfect weather for a walk! ³ ... that all changes in the afternoon. <i>However</i>
Consequence	There's a possibility of snowy showers, ⁴ ... don't forget to get your winter coat. <i>so</i>
Time	Don't forget to get your winter coat ⁵ ... you go out tomorrow evening! <i>before</i> ⁶ ... all that rainy weather yesterday, I know everyone is a bit worried. <i>After</i>

2 Choose the correct option.

- I was worried about the weather yesterday, *but* / *so* in the end it was OK; I got home before the snow.
- The weather was horrible last weekend, *however* / *so* I stayed at home and played board games.
- I check the weather on my cell phone *so* / *before* I leave for school every morning.
- We are getting some rain this week *after* / *before* months and months with no rain.
- It's a bit cloudy now. *So* / *However* the app says it's sunny!

3 Complete the conversation with connectors.

Hi! I arrived in Berlin today! It's awful here!
It's snowy ¹... windy! *and*

Yeah ... I'm staying at the hotel this evening,
²... the weather looks good tomorrow *but*
³... I can explore¹ the city then. *so*

Great! But don't forget to check the weather ⁴... you leave the hotel! *before*

USE IT!

4 Choose one of the options and complete the sentences so they are true for you. Then tell your partner. *Students' own answers*

- I (*hate* / *don't hate*) rainy days, but
- I (*want* / *don't want*) to spend my holiday in the countryside, so
- I (*need* / *don't need*) to wear boots to walk in the hills. However,
- I (*love* / *don't love*) to walk along the coast on windy days and

¹ Discover

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 WORKBOOK p.44, p.46 and p.49

in that square. The first team to get three noughts or crosses in a line horizontally, vertically or diagonally, wins.

Extension

Ask students to write a weather forecast for the week ahead, as if they were a TV forecaster. Ask them to use connectors and to include ideas for activities for people in view of the weather. Have them listen to the weather forecast audio again in Track 8.04 for ideas.

Reflect and introduce homework

Ask students to reflect on what has been taught today and introduce homework.

Workbook

page 44; page 46, Exercises 3 and 4; page 49



You're Destroying My Habitat

The video on page 102 and accompanying exercises below can be used as a lead-in to the topic of the *Across the Curriculum* text, or after the reading activities to complete the unit.

Summary

The video is about human impact on the natural habitat.

In the Lesson



Tell students they're going to watch a video about how some animals are losing their homes because of human activities. Ask: *Which animals are losing their homes? What problems do humans cause for animals?*

Exercise 1



Ask students to watch the video to answer the questions:

- 1 How are animals' habitats similar to our homes? Check the answer with the class.

They need to be somewhere safe, with everything they need.

- 2 Which two sea animals are in the video? Check the answer with the class.

turtles and polar bears



Ask: *We're connected all the time. What do you think? Is this a good thing or a bad thing? You could have a class vote on whether being constantly connected is a good thing or a bad thing.*

Exercise 2



Play the video again, write the questions on the board, and have students answer them. Then, ask them to watch the video again and make up two more questions about the video to ask their partners.

- 1 What is another word for 'habitat'?
() house
(x) home
() forest

- 2 How are humans polluting animal habitats?

with chemicals, and with rubbish and plastic

- 3 Turtles spend most of their lives in the ocean. Their food comes from the ocean habitat.

- 4 *It is hard for them to find food because the ice is disappearing.*

AROUND THE WORLD

GEOGRAPHY

UNIT 8

www.forumforindigenousteens.com

Home >> Forums >> Environment >> Deforestation in Mexico – Argh!

WorriedTeen

Posted 2 days ago

I'm just thinking about forests and about why people are cutting down trees to create fields. I learned in school that there is deforestation in Mexico because people want to make fields for meat production. I'm very cross about it! How do you feel about deforestation¹ in your country?

LIKE REPLY

Sonia

Posted 1 day ago

I'm from the Amazon. Deforestation is a big problem here today. I'm cross, too. And I'm worried about the water in the atmosphere. When we cut down trees, we get less rain. The Amazon needs the rain!

LIKE REPLY

Noor

Posted 4 hours ago

When we cut down the trees, animals die. I'm from Borneo and we lost over 100,000 Bornean orangutans between 1999 and 2015. We don't want to lose more. Orangutans are so interesting! However, they need the forests to live – where can they go without the forests?

LIKE REPLY

KatofromUganda

Posted 2 hours ago

I live in Uganda and we are losing a lot of our forests. Look!

Forest area

Year	Forest area (in millions hectares)
1990	6
2015	2

It's really bad: from 1990 to 2015 we lost about 63%! We need the forest for our food, and our home is here. And we use plants for medicines. My family and I need the forest to live, so I'm really worried.

LIKE REPLY

¹ The cutting down of trees in a large area

101

This sentence is referring to

- () turtles.
(x) polar bears.
() other animals.



Fast Finishers



Puzzles & Games

page 114, Exercise 4

Extension



As an additional task for this unit, if time allows, ask students to discuss the following question in pairs and share their answers with the class at the end:

"What are some ways schools and students can help protect animals? Explain your answer."



Reflect and introduce homework

Ask students reflect on what has been taught today and introduce homework.

At Home

Ask students to research a specific animal which is suffering because of human activity. Write the following questions on the board: *Which animal is it? Where does it live? What is destroying its habitat? How can we help?* Ask them to write a short paragraph about what is happening, and how we can stop it. Students can illustrate their work with a photograph or a picture. Have students share their work in the next lesson. Display their work on the classroom walls.

7 min Presentation of Homework

Ask students to present homework to the class.

1 min Background Information

One of the main results of human activity on nature across the world is deforestation. Animals and indigenous people lose their homes as a result.

8.05 Audioscript pT132

1 Have students look at the images on page 101. Ask: *What can you see? What's the text about? Where can you find this sort of text?* Have students read through the questions and write the correct answers before reading the text.

2 **8.05** Have students read the text silently and match the teenagers to their worries. Ask students which they believe is the most worrying. Ask: *What worries you most about how we are treating our planet?* Have them listen to the audio and read again as they listen to check their answers. Draw students' attention to the different accents.

Words in Context

3 Write some adjectives on the board, e.g. *big, happy, loud*, and ask students to tell you their opposites (*small, sad, quiet*). Go through items 1–4 and ask students to find the words in the text. Students complete the activity in pairs. Check answers with the class and encourage students to make a sentence with each word. Point out that recording pairs of opposites can be a useful way to remember vocabulary.

4 Have volunteers read out the sentences. Complete the activity orally, as a class, justifying answers in the text as you go along. Then give students time to write their answers.

2 F Sonia: I'm from the Amazon. Noor: I'm from Borneo. 3 F When we cut down trees, we have less rain. 4 T When we cut down the trees, animals die. We lost over 100,000 Bornean orangutans between 1999 and 2015. 5 T We use plants for medicines.

5 Draw two columns on the board with the titles *Opinions* and *Facts*, and have students copy it into their notebooks. Elicit from students the difference between the two. Have them give examples and write them in the columns. Have students read through

1 Look at the online forum and choose the correct answers.

- How many threads (or topics) are there in the text?
✓ • one • three • four
- How many answers does the main post have?
• one ✓ • three • four
- Who wrote the main post?
• KatofromUganda • Noor ✓ • WorriedTeen
- What is the topic of the conversation?
• recycling ✓ • cutting down trees • the weather

2 **8.05** Read the online forum and listen. Then match the teenagers (1–3) with what they are worried about (a–c).

- Sonia **c** a the animals
- Noor **a** b the people
- KatofromUganda **b** c the water cycle

WORDS IN CONTEXT

3 Match the words in bold (1–4) with their opposites (a–d).

- cut down trees ... **d** a live
- less rain ... **b** b more
- animals die ... **a** c find
- we don't want to lose more ... **c** d plant

4 Write **T** (true) or **F** (false) and explain your choices. Then compare with a partner.

- WorriedTeen writes about why people cut down trees in Mexico. **T**
There is deforestation in Mexico because people want to make fields for meat production.
- Sonia and Noor are from the same continent.
- There is more water in the soil after deforestation.
- Orangutans lose their homes when the forest is destroyed.
- Some medicines are from plants.

5 Answer the questions.

- Write the correct options.
a Opinions are ... b Facts are ...
✓ • what a person thinks. • what a person thinks.
• what you can prove¹. ✓ • what you can prove.
- Write the fact and opinion in the sentences below in your notebook.
Orangutans are so interesting! However, they need the forests to live.
- Read the online forum again and write two other facts in your notebook. *Students' own answers*

¹To show that something is true

²The natural environment in which an animal or plant usually lives



THINK!

Write an answer to the post about deforestation in your country. Include your opinion and a fact in your answer.

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VIDEO

- How are animals' habitats² similar to our homes?
- Which two sea animals are in the video?

and complete the exercise individually. Then have them read the text and find sentences to write in each column.

2 Opinion: Orangutans are so interesting!
Fact: However, they need the forests to live.



THINK!

Read the original post on page 92 with students again. Ask: *Do you agree it's a problem? Why? What can we do?* Encourage students to write an answer to WorriedTeen. Remind them of the difference between fact and opinion. Elicit from students various facts they know regarding deforestation in their country. Have them research, if necessary, and have them also express their opinions about it. Write these on the board to scaffold their writing.

Have them include their facts and opinions in their answer. Finally, have them peer-correct their work.

Students' own answers

2 min Reflect and introduce homework

Ask students reflect on what has been taught today and introduce homework.

At Home

Write down the words *chimpanzees*, *orangutans* and *gorillas* on the board. Ask students if they believe they are the same animals. If not, ask them to specify the differences. Ask them where they live. Ask them to check on the internet and bring back some answers. Remind students to check two or three websites to confirm their ideas. Have them create an infographic showing the differences between the three apes and present it in the next lesson.

7 min Presentation of Homework

Ask students to present homework to the class.

8.06 Audioscript pT132

1 Draw students' attention to the poster. Have them skim-read it and ask: *What words stand out for you in the poster?* Elicit the words and write them on the board. Invite them to read the title and explore the images to answer the questions. Tell them not to read the whole poster yet. Students check their answers in pairs.

2 **8.06** Ask a volunteer to read the sentence halves 1–5 and a–e. Explain that for a poster to be effective, the objectives need to be clear. Have them read the poster in detail and match the sentence halves. Have them read again as they listen to the audio to check. As a class, discuss whether they think the poster is effective.

LOOK!

3 Draw attention to the *Look!* box and read the information aloud. Have them find a question with *you*, and notice and write the verbs in the imperative in the poster in their notebooks. Ask them for other examples of when we use the imperative (recipes, instructions, etc.). Elicit examples of imperative sentences for the examples they mention.

4 Put students into pairs. Encourage students to follow the steps and use the poster in Exercise 1 as a model. Remind them to use verbs in the imperative. Give students time to make notes, plan what problem they would like to address, and discuss their ideas. Have them write the first version of their poster.

5 When they peer-correct, ensure students focus on the items in the checklist. Monitor and help as necessary. Make sure they are respectful and clear when giving their feedback. Have them write the final version of their poster after they receive their classmate's feedback.

Students' own answers

WRITING



1 Look at the poster. Choose the correct answers.

- Clean New Creston is a ...
 - city.
 - school.
 - ✓ • volunteer group.
- The authors of the poster are people from ...
 - ✓ • New Creston.
 - Grey Forest.
 - a recycling company.
- The goal of the poster is to ...
 - give information about New Creston.
 - ✓ • invite people to help New Creston.

2 **8.06** Read the poster and listen. What is the goal of each part of the poster? Match 1–5 with a–e.

- | | |
|--------------------------|--|
| 1 The title b | a explains what people can do to help. |
| 2 A question c | b shows who wrote the poster. |
| 3 A large image d | c invites people to read the rest of the poster. |
| 4 A list a | d presents a problem. |
| 5 A final line e | e tells people how to learn more. |

3 Study the *Look!* box. Write one more example of a question with *you* and four more examples of the imperative from the poster in your notebook. *Students own answers*

4 Make a poster for a clean-up event in your notebook.

- Choose a problem to write about.
- Collect information about the problem.
- Write the first version of your poster.

5 Exchange your poster with a partner and check their work. Use the checklist below.

- title, a question, a list, an image, contact details
- verbs to express likes, wants and needs
- connectors

LOOK!
Ways of Talking to the Reader
The imperative:
Join us in our clean-up events.

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Extension

Encourage students to create a mind map related to what they have learned throughout this unit. Remind them to do this at the end of each of the subsequent units.

The review tests in the Student's Book are just samples. Teachers are free to prepare similar tests for the purposes of conducting formative or summative assessment.
SB105-SB106=45 minutes

Tell students that the exercises on these pages review the vocabulary and language they have learned in Units 7 and 8. Point out that they can also check their progress and reflect on what they can do.

Vocabulary

- 1 Have students look back at Unit 7 and look for the main verbs related to innovation. Have them look at the verbs and try to identify them using the number of gaps and the letters of the alphabet written above them. Have students work in pairs. Check answers with the class.
2 discover 3 fly 4 invent
- 2 Invite students to read the sentences to check comprehension and context. Have them use the verbs from Exercise 1 in the past simple form to complete the sentences. Have students check in pairs.
- 3 Draw students' attention to the images and ask them what they can see. Elicit vocabulary to describe the natural world. Have students complete the sentences individually. Then have volunteers read the sentences aloud to check.
- 4 Ask: What is the weather like today? Write students' suggestions on the board. Elicit other words related to weather and write them on the board. Have them label the images in their notebooks to complete the table.

Language in Context

- 5 Remind students of the past continuous form and the words while and when. Invite them to refer back to the table on page 87 for reference. Draw two columns on the board and write when in the first column and while in the other. Have students draw these columns in their notebooks. Invite students to write sentences using the past continuous, e.g. (while column) I was talking on

REVIEW

UNITS 7 AND 8

VOCABULARY

1 Make four verbs related to innovation. Use the letters below.

b c d e f g h i j k l m n o p q r s t u v w x y z

1 build 2 ... o ... 3 ... y 4 ... e ...

2 Use the past simple form of the verbs in Exercise 1 to complete the sentences.

Great Achievements Across History

- An aeroplane ¹... to the South Pole for the first time in 1956. flew
- Friedrich Miescher ²... DNA in the 19th century. discovered
- Mogul Emperor Shah Jahan ³... the Taj Mahal from 1632 to 1643. built
- Ralph Baer ⁴... the video game in 1971. invented

3 Look at the images and complete the sentences.

1 Look at the dog! He's sleeping on the grass, under the ... trees

2 They are beautiful red and yellow... in the ... flowers, fields

3 The ... are swimming in the ... birds, lake

4 Label the images to complete the weather table.

Paris, France	1... rainy	Chicago, United States	3... windy
Sydney, Australia	2... sunny	Mumbai, India	4... cloudy

LANGUAGE IN CONTEXT

5 Write the correct options in your notebook.

What 'did you do / were you doing' when the teacher arrived / was arriving?

I 'sent / was sending' a text message. But I put my phone in my backpack straight away.

How 'did Mike fall off / was Mike falling off' his bike?

Well, he 'rode / was riding' his bike to school when he 'started / was starting' to feel ill.

the phone (when column) my sister came in. Have them share their sentences. Draw students' attention to the exercise and have them write the correct options. Check answers with the class.

Units 7 and 8 | Review T107

- 6 Hold up a ruler, or other item that belongs to one of the students, and ask: *Whose ruler is this?* Encourage students to answer and write their answer on the board (correct it if it is wrong). Have students notice the 's and circle it on the board. Encourage another student to do the same with an object belonging to himself/herself, to elicit *It's mine/yours*. Draw students' attention to the table and read through it to check comprehension. Go through the example with the class, then have students complete the exercise individually. To check, have pairs of students ask and answer the questions.
- 7 Remind students of the use of verb + to infinitive for likes and needs. Ask them to look back at the table on page 89 and make up sentences using some of the verbs (*like, hate, want, need*). Go through the example with the class, then tell students to use the prompts to make questions. Have students volunteer to read the questions out loud to check. Then elicit answers to the questions.
- 2 What time do you need to go to bed on weekdays? 3 What does your best friend like to do on Sundays? 4 What food do you hate to eat?
- 8 Tell students to look at the bulleted words. Ask: *What are they?* (connectors). After students have completed the sentences, ask them to make up more sentences using each of the connectors.

- 6 Look at the table. Make questions and answers about objects 1-4 using whose and possessive pronouns.

Objects	Owners	Objects	Owners
1 scooter	Pedro	3 T-shirts	Javier
2 video game	Haru and Akari	4 books	Becky

- 1 Mom: *Whose scooter is this? Is it Pedro's?*
Becky: *Yes, it's his.*
- 2 Mom: ... *Whose video game is this? Is it Haru and Akari's?*
Becky: ... *Yes, it's theirs.*
- 3 Mom: ... *Whose T-shirts are these? Are they Javier's?*
Becky: ... *Yes, they're his.*
- 4 Mom: ... *Whose books are these? Are they yours?*
Becky: ... *Yes, they're mine.*

- 7 Make questions and then answer them.

- 1 you / want / go to the cinema / this weekend / ?
Do you want to go to the cinema this weekend?
- 2 what time / you / need / go to bed / on weekdays / ?
- 3 what / your best friend / like / do / on Sundays / ?
- 4 what food / you / hate / eat / ?

- 8 Complete the sentences. Use the words below.

- after • before • however • so
- 1 Melissa goes to school in the mornings. ... she gets home, she has lunch with her sister. *After*
- 2 Do you always have breakfast ... you go to school? *before*
- 3 Jackie needs to study for the maths test tomorrow, ... she is in her bedroom at the moment. *so*
- 4 The students usually go to the patio after lunch. ... , some of them prefer to read in the library. *However*

Check your progress



I CAN...

- talk about famous firsts and technology 😊 😞
- use the past continuous and past simple with *when/while* and possessive pronouns 😊 😞
- talk about the natural world and the weather 😊 😞
- use verbs to express likes, wants and needs and use connectors. 😊 😞

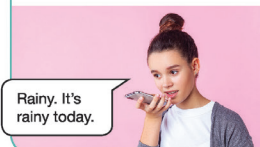
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Learn to learn



Record your vocabulary

Record yourself saying words you have learned. Then record yourself saying them in sentences. Listen to your words and sentences every time you want to review vocabulary.



Check Your Progress



This section gives students an opportunity to reflect on what they have learned. Read each statement with the class. Elicit examples and/or information students remember. Alternatively, students could go through the statements in pairs or groups. If necessary, have them go back to the relevant unit to review each topic. Students then do the task in the *Check your progress* box individually. When they finish, ask: *What can you practice more? What is easy/difficult/interesting?* Invite students to give feedback.

Learn to Learn



Throughout the course, students do a variety of *Learn to learn* activities, which offer them techniques for retaining vocabulary. Point out the image to the students. Ask them: *What is the girl doing?* Ask students if they have ever used their mobile phone recording app as a learning tool. Encourage students to record themselves saying words and sentences and then listening to the recording. Tell them this is a great tool for improving their pronunciation, intonation and word stress in sentences.



R.01 Audioscript pT132

- 1 Have students look at the images and ask: *What can you see? What is the boy doing? Do you like it?* Have them read the questions and answer them without reading the text in detail. Check answers with the class.
- 2 Draw two columns on the board, the first one titled *Street Art* and the second titled *Graffiti*. Ask students to do the same in their notebooks. Invite students to read the text and have them take notes on the differences between the two, according to the text.
- 3 Draw students' attention to the four words highlighted in different colors in the text. Have them look at the images and label them accordingly in their notebooks. Ask them to give you examples of the different techniques.
- 4 Read through the questions with students to check comprehension. Ask them to point to the answers in the text. Have them answer the questions and check their answers with a partner.
 2 It is usually the artist's name or a sign.
 3 Graffiti is usually words or letters.
 Street art uses different techniques and materials. 4 Some street artists want to make beautiful murals, but other artists want to communicate what's happening in the world. 5 Possible answer: They don't want anyone to see them.



THINK!

Encourage students to think about street art and graffiti where they live. If they cannot think of an example, have them think about a bigger town/city nearby. Ask them if they know of an important street artist. Take feedback from individual students so they can share their answers with the class. Ask: *Is it street art or graffiti?*

Students' own answers

- 5 Encourage students to think of an image of graffiti or street art they like. Encourage them to look for an image on the internet or take a photograph of it next time they pass by to share with the class.



READING 1

ACROSS THE CURRICULUM / ART



STREET ART

- 1 Look at the title and the images. Answer the questions.

1 Where is this street art?
Melbourne

2 What can you see in the images? people, animals, and graffiti writing

Melbourne STREET ART CAPITAL

Melbourne, in Australia, is famous for its colorful street art on many buildings in the city center. You can visit Croft Alley in Chinatown – the Chinese neighborhood of Melbourne, or go to Hosier Lane to see some amazing street art.

There are images of people next to animals and graffiti writing, but they don't stay the same. Street art often changes, and there are new images from one day to the next.

Street art in Hosier Lane

Are street art and graffiti different?

Yes, **graffiti** is usually words or letters. Graffiti artists use their tag (usually their name or a sign) to communicate with each other. **Street art** uses different techniques and materials, for example, **stencils**, **sculpture**, **stickers** and **posters**. Some street artists only want to make beautiful murals¹, but other artists want to communicate what's happening in the world. Some street and graffiti artists work at night. The artist prepares a stencil or poster in a studio, and then uses it in the streets because it's fast.

Graffiti artists use tags

- 2 R.01 Read the article and listen. Check your answers to Exercise 1.

- 3 Match images A–D with the street art techniques from the text.



...stickers

...stencils

...sculpture

...posters

- 4 Read the article again and answer the questions.

- 1 Where can you see street art in Melbourne?
in Croft Alley in Chinatown and Hosier Lane
- 2 What is a tag?
- 3 What is the difference between street art and graffiti?
- 4 Why do street artists make street art?
- 5 Why do you think some street and graffiti artists work at night?

- 5 Find an image of graffiti or street art that you like. Describe it to a partner. Think about: Students' own answers

- the colors
- the shapes
- what it communicates
- why you like it.

¹ Large paintings on the wall

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Extension

If there is time, ask students to research and list famous street artists or graffiti artists. Have them describe one or two of their works and share some of their art with the class. Have them bring in photographs.



- 1 Have students describe the images in the article. Ask: *Where do you think this festival takes place? How do you know?* Then read the title and ask: *What do you think Tanabata means? Why is this called The Star Festival?* After pairs discuss the questions, write their predictions for question 2 on the board.
- 2 Have students read along. Have students look at the ideas on the board and check them against the text. Ask how many ideas they got correct.
- 3 Read the questions with students and check understanding. When students do the exercise, encourage them to write full sentences, e.g., *2 Orihime's father organized a meeting.* Check answers with the class. Have students say where the relevant information is in the article.
- 4 You can assign this task for homework, so that students can research the information online. Give students time to make notes about their legend. You can suggest they do this as a story map, with sections for *title, origin, time and place, and characters and events.* Then put students into pairs to share ideas. Ensure they say what the origin of the legend is and if it is connected to a festival.

**THINK!**

Have students continue to work in the same pairs from Exercise 4. Ask them to think about the legends they described in that exercise. If these aren't similar to Tanabata, have them think of others. Join pairs into groups compare ideas, then share them with the class.

Open answers

Extension

Students can use their story maps or notes from Exercise 4 to write their legend. Tell them to include the information from the four questions. They can decorate their legend with images. Invite students to read their legends to the class, or display them in the classroom.

**READING 2****ACROSS THE CURRICULUM / LANGUAGE AND ARTS****A JAPANESE FESTIVAL**

2 They write wishes on small strips of colored paper and hang them on bamboo branches. They decorate the streets, have parades, and enjoy food from food stalls and fireworks.

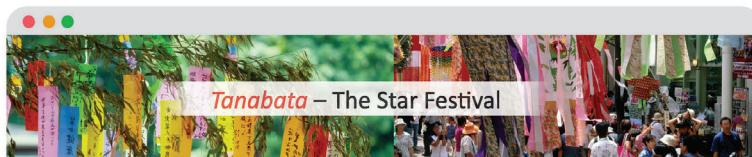
- 1 Look at the title and the images. Discuss the questions with a partner.

1 What can you see in the images?

2 What things do you think people do at Tanabata?

1 strips of colored paper with writing hanging from a bamboo branch and decorations in the street

- 2 Read the article. Were your ideas in Exercise 1 correct?



Tanabata – The Star Festival

Do you know any beautiful love stories? Well, the story I want to tell you is a really beautiful Japanese love story called *Tanabata*. Originally a Chinese legend, *Tanabata* tells the love story of two stars. Orihime (the star Vega) made beautiful clothes for her father, the Sky King, but she was sad because she didn't have time to meet anyone. So her father organized a meeting with Hikoboshi (the star Altair), the boy who worked with cows. They fell in love immediately and got married. They were so in love that later Orihime stopped making clothes and Hikoboshi stopped looking after his cows. Orihime's father was angry. He said they couldn't live together and he ordered them to live on different sides of the river (the Milky Way). Orihime was very sad, but her father loved her very much. When Orihime started working again, he let them meet once a year, on the seventh day of the seventh month. The first

time they tried to meet, they couldn't cross the river, so some birds came and made a bridge for Orihime. The legend says that when the sky isn't clear, the birds cannot come and the two stars cannot meet. So Japanese people always wish for amazing weather on that day!

To remember the great love of Orihime and Hikoboshi, people in Japan celebrate Tanabata ("the evening of the seventh") every year on 7 July. They write wishes on small strips of colored paper called *tanzaku* and hang them on bamboo branches. The decorated streets and lively parades, food stalls and fireworks make Tanabata an exciting festival all over Japan.

- 3 Read the article again and answer the questions.

1 Why is *Tanabata* called the Star Festival?

Because it celebrates the love story of two stars.

2 How did Orihime and Hikoboshi first meet?

3 What happened after Orihime and Hikoboshi first met?

4 Why was Orihime's father angry?

5 Why do Japanese people want good weather for Tanabata?

6 Why does Tanabata happen on 7 July?

Orihime's father organized a meeting.

They fell in love immediately and got married.

Because Orihime and Hikoboshi stopped working.

Because when the sky isn't clear, the birds cannot come and the two stars cannot meet.

Because Tanabata means the evening of the seventh.

- 4 Describe a legend that you like to a partner. Think about these questions: *Open answers*

- What is its origin?
- Is it connected to a local festival?
- When and where does the legend take place?
- Who are the main characters and what happens to each person?

**THINK!**

Is the legend of Tanabata similar to any legends in your country?



- 1 Put students into pairs. After they discuss the questions, write their ideas on the board. Then ask: *Can you watch what you like, when you like? Why / Why not?*
- 2 Have students read along. Have students check their ideas from the board against the text. Ask how many ideas they got correct. Then ask: *Do you use streaming services? Which ones do you use? What do you watch?*
- 3 Read the questions with students and check understanding. When students do the exercise, encourage them to write full sentences where relevant, e.g., *3 It is watching a series episode after episode, season after season.* Check answers with the class. Then ask: *Do you binge watch? What was the last thing you binge watched? How can you avoid spoilers?*
- 4 Have students focus on the words in bold in the article. Tell them to read the sentences where the words are to work out their meaning. Students can compare answers in pairs before checking with the class.



THINK!

Divide the class into groups to discuss the question. Have students make two lists: one of the advantages or regular TV and the other one of the advantages of streaming. Then have groups share lists and come to a consensus about which service is better.

Open answers

Extension

On the board, write: *Streaming is better than regular TV.* Divide the class into two groups – one that agrees with the statement and the other one that disagrees with it. Give the groups time to think of their arguments and reasons to support them. Then hold a debate. When the debate finishes, you can ask students who agree with the statement to raise their hands.



READING 3

AROUND THE WORLD



STREAMING SERVICES

1 Possible answer: *Searching for a show to watch.*
2 *Series.*

- 1 Look at the title and the image. Discuss the questions with a partner.

- 1 What do you think this person is doing? 2 What type of programme is he looking at?

- 2 Read the article. Were your ideas in Exercise 1 correct?

Watch What You Like, When You Like!

Netflix, HBO and other streaming services let you watch what you like, when you like over the internet! But what's the difference between these services and regular TV?



Fan community

Streaming services use friends' recommendations and reviews to build a fan base on social media, and FOMO (Fear of missing out) drives many teens to watch programmes.

Which subscription?

That depends on where you are! Subscribe to a US streaming library and you get 100% content, but subscribe to the same streaming service from, say, Peru and you'll see 67% of the films because of exclusivity and rights. Find out what you can see where you are!

Binge watching

Many TV viewers watch a series in binges – episode after episode, season after season, and they don't move from the sofa for hours! In fact, 60% of all TV viewers said they watch two or more episodes of a program one after another during the week, and 29% said they finish a new season 24 hours after it comes out!

Spoilers

People aren't watching the same program at the same time, so it's difficult to avoid spoilers. A spoiler nowadays can be about the whole series, so be careful! There are apps to block content on social media, or you can just ask your friends not to tell you!

- 3 Read the text again and answer the questions.

- 1 What are streaming services?
They let you watch what you like, when you like over the internet.
- 2 Why can a subscription to the same streaming service be different in different countries?
Because of exclusivity and rights, the same streaming service can only show some movies in different countries.
- 3 What is binge watching?
- 4 How can you avoid spoilers?
When someone watches two or more episodes of a show one after another or finishes a whole series in a day.

When someone watches two or more episodes of a show one after another or finishes a whole series in a day.

There are apps to block content on social media, or you can just ask your friends not to tell you.

- 4 Complete the sentences. Use the words in bold in the article.

- 1 This is the second **season**. I watched the first last year. *It was amazing!*
- 2 Each ... is 55 minutes, so I can easily watch three this evening. *episode*
- 3 Millions of ... watched the film online in its first week. *viewers*
- 4 Jade's brother posted a ... on his blog. His friends were cross! *spoiler*



THINK!



Which is better, regular TV or streaming?



P.01 Audioscript pT131

- Write the following questions on the board and elicit answers: *What is art? Do you know any famous painters? What are they famous for?* If possible, bring in a larger version of the Monet painting so students can analyse it as a whole class. If this is not possible, use the painting on page 101. Ask students how often they visit museums and what kind of museums they enjoy. In pairs, have students read questions 1 and 2, skim the text and answer them. Have them then check the correct answers together.
- Have students analyse the painting and read through the questions. Draw their attention to the *Wh-* questions and have them answer them individually. Point out that there are not necessarily correct answers for all the questions (especially question 4). Then have them share their thoughts in small groups.
- P.01** Read through the questions with students. Have them work individually and read the audio guide in detail in order to answer the questions. Ask them to write the answers in the audio guide in their notebooks. Check by playing the audio and having students tell you to stop when one of the answers comes up.



THINK!



Put students into groups to discuss the questions. Have them share their thoughts about the painting, and how they believe Monet saw his paintings. Ask: *How do painters choose what to paint?*

Students' own answers

PROJECT 1
THE STORY OF A PAINTING

MAKE AN AUDIO GUIDE FOR A FAMOUS PAINTING



1 Look at the painting and the text of the audio guide quickly. Choose the correct answers.

- Where do you think you can listen to the audio guide?
 - on a tourist bus
 - ✓ • in a museum
- What is the audio guide for?
 - to give information about the artist's life
 - ✓ • to give information about the artist's life and the painting

2 Work in pairs. Look at the painting and answer the questions.

- What can you see in the painting? *A garden, flowers, people and buildings.*
- How many people are there? *Three.*
- What is happening? *Students' own answers*
- How does the painting make you feel? *Students' own answers*
- Where do you think the painting is? Why? *A woman and a child are coming into the garden. Another child is playing in the garden.*

3 **P.01** Read the audio guide and listen. Answer the questions and complete the sentences. Use the words in brackets to help you.

- Monet was from *France*. (Which country?)
- Monet moved to the house in the painting in ... (Which year?) *1878*
- Monet painted it in ... (Which village?) *Vétheuil*
- The boy next to the toy in the painting is ... (Who?) *Monet's son, Michel*
- Monet often painted ... (What?) *his garden*
- Monet planted ... in the garden at Vétheuil. (What?) *tall flowers*
- Monet had ... children. (How many?) *two*



PROJECT TASK



1 PLAN

- Choose a famous painting.
- Find out about the painting. Look for images.
- Write your audio guide. Remember to include information about the painter, what you can see in the painting and why the things/people in the painting were important to the painter.
- Check grammar, spelling, punctuation and practice your pronunciation of difficult words.
- Record your audio guide.

2 REFLECT

Which is your favorite audio guide? Why?



THINK!



Do you like the painting? Why / Why not? What do you know is important to Monet?



Project Task

1 Plan

Go through the steps below with the class and monitor their work by giving general correction and feedback.

- 1 Tell students to take a virtual museum tour to find a famous painting they like. These can be found easily on the internet.
- 2 Have them find out more about their chosen painting. Ask: *Who painted it? What did he/she paint? Where was he/she from? Why did he/she paint it?* Encourage students to look at the audio guide on page 116 to see what other information they need to look for. Remind them to print an image of the painting to bring to the next lesson to share with other students.
- 3 Tell students to use the audio guide on page 116 as a model. Elicit which part of the audio guide has information about the painter and his family, which part has information about the painting and when it was painted, and which part has a description of the painting, etc. Encourage students to organise their information in a similar way to write their audio guide. When students have their text and printed images ready, have them decide how they will design their audio guide (how they will arrange their images and texts). Alternatively, students may want to make a digital audio guide, still paying attention to design.
- 4 Students can edit and correct their texts on their own at home. If they are working in the lesson, you can put them into pairs for peer correction. Encourage them to check grammar, spelling and punctuation. Monitor and help as necessary. Have students copy their edited texts onto A4 paper or create them digitally, and include the images of their favorite painting. Students could work in pairs to practice reading their audio guides before they record them.
- 5 Students record their audio guides based on the final version they wrote. Remind them to speak slowly and clearly, and to pay attention to the pronunciation of difficult words.



Claude Monet (1840–1926),
The Artist's Garden at Vétheuil: 1881
Oil on canvas, 151.5 x 121 cm

The painting, *The Artist's Garden at Vétheuil*, 1881, is by the French Impressionist painter, Oscar-Claude Monet. He was born in 1840 and died in 1926. The house in the painting was in the small village of Vétheuil in France. In 1878, Monet went to live there with his wife, Camille, his son, Jean and his son, Michel. Soon after they arrived in Vétheuil, Monet's wife died, but Monet stayed in Vétheuil with his two boys.

Monet painted a lot of his paintings outside, and he often painted his garden in different light and at different times of the day. Monet loved to plant flowers where he lived. In the garden in Vétheuil, he planted tall flowers, and the blue and white flowerpots in the painting were Monet's. He took them with him every time he moved house, and they are in many of his paintings. Look closely at the flowerpots. What different colors can you see? The boy in the painting next to a toy is Monet's son, Michel. We don't know who the woman was in the painting. The painting has many bright colors, but it was a sad time in Monet's life.

116

116

2 Your Digital Portfolio

You could have a display in the classroom with students' work on the walls. If possible, allow time during the lesson for every student to present their guide.

3 Reflect

Put students into groups to discuss the audio guides. Encourage them to give feedback and say something they like about each person's work. Then have each group vote on their favorite painting. Groups share their results with the class and give their reasons. Write the groups' chosen paintings on the board. Finally, have students vote for one of the short-listed options to choose the favorite painting in the class.



Cambridge Life Competencies Framework

I can ...

- create an audio guide giving facts and opinions about a work of art. (Creative Thinking)
- develop a clear description with a logical sequence of points. (Communication)



- 1 Begin the lesson by saying: *Forty percent of all animals are in danger. What do you think about this?* Encourage students to discuss what makes an animal endangered. Having discussed this, have students look briefly at the leaflet on page 105. Ask: *What can you see? What is this leaflet saying? Who is the leaflet for?* Elicit answers and have the class write the correct answers to questions 1 and 2.
- 2 Read through the words in the fact file with students. Have them read the leaflet in detail and write sentences in their notebooks showing where they can find this information. Have them complete the fact file. Invite students to read each fact aloud to check answers.
- 3 Ask a volunteer to read questions 1–4 to check comprehension. Have students read the leaflet again in order to answer the questions. Check answers with the class. In smaller groups, have students discuss other consequences of deforestation. Ask: *What other animals are in danger?*
- 1 Every year more Scarlet Macaws disappear. They are losing their habitat.
2 Deforestation, and some people also catch and sell them as pets.
3 Plant new forests and organise groups in local communities to take care of them.
4 Students' own answers



THINK!



Have students read through the questions and think about them individually, then have them share their thoughts in pairs. Finally, open up the discussion to the class. Ask them if they know any specific places that protect endangered animals in their town/city. Encourage them to make a list of all the endangered animals they can think of.

Students' own answers



PROJECT 2
DESCRIBING AN ANIMAL

MAKE A LEAFLET ABOUT AN ANIMAL IN DANGER



MEDIATION

1 Look at the images and the text of the leaflet quickly. Choose the correct answers.

- 1 What is the goal of the leaflet?
- ✓ to teach people about the problem with Scarlet Macaws
 - to teach people about birds in South America
- 2 What type of information does it have?
- opinion
 - ✓ factual

2 Read the leaflet and complete the fact file.

Fact File	
Description	big, red, yellow and blue parrot
Size	85–96 cm from head to tail, can weigh about 1 kg
Habitat	forests of tropical South America; nests in trees
Diet	big seeds, fruit, some leaves, sometimes insects
Babies	one or two baby birds every two years

3 Read the leaflet again and answer the questions. Students' own answers

- 1 What problem does the leaflet describe?
2 What is the reason for the problem?
3 What does the volunteer group do to help the Scarlet Macaws?
4 Do you think the leaflet is attractive? Why? / Why not?



PROJECT TASK



1 PLAN

- 1 Choose an endangered¹ animal in your local area.
2 Find out about the animal. Look for images.
3 Write your text. Remember to include a description of the animal, its habitat and diet, the main problems and possible solutions.
4 Design your leaflet.
5 Check grammar, spelling and punctuation.

2 YOUR DIGITAL PORTFOLIO

Present your leaflet to the class.

3 REFLECT

Which is your favorite leaflet? Why?

¹ Animals or plants that can disappear soon because there are very few living



THINK!



Why are many animals in danger? Do you do anything to protect animals in danger?



Project Task

1 Plan

Go through the steps with the class and check understanding. Students could do Steps 1, 2 and 4 in the lesson, and 3 and 5 for homework. You can use class time for general correction and feedback.

- 1 Tell students to research an animal from their region which is in danger. Have them use the library, or research on the internet.
- 2 Tell students to use the fact file in Exercise 2 and the leaflet on page 105 to help them decide what kind of information to look for. They can also collect attractive images during the research stage.
- 3 Have students write their text, using the leaflet on page 118 to guide them. Draw students' attention to the title of the leaflet and the use of the imperative. Have them think of measures they can take in their community to help their chosen animal.
- 4 Encourage students to look at other leaflets for design ideas. Have them decide which information is important and needs to stand out. If possible, hand out poster paper, pens and other necessary materials for students to make their leaflets colorful and appealing. Alternatively, students may want to make a digital leaflet. They can plan and design their work in a similar way, deciding where they want to place their images and texts.
- 5 Students can edit and correct their information on their own at home. If they are working in the lesson, you can put them into pairs for peer correction. Encourage them to check grammar, spelling and punctuation. Monitor and help them as necessary. Finally, have students create a clean version of their leaflet using their corrected texts and final images.

If students are making a digital leaflet, they can upload their texts and images to the positions they want them. Encourage them to check their texts carefully before uploading a final version.



2 Your Digital Portfolio

You could have a display in the classroom with students' leaflets on the walls. If possible, allow time during the lesson for every student to present their work.

3 Reflect

Put students into groups to discuss the leaflets. Encourage them to give feedback and say something they like about each person's work. Then have each group vote on their favorite leaflet. Groups share their result with the class and give their reasons. Write the groups' chosen leaflets on the board. Finally, have students vote for one of the short-listed options to choose the favorite leaflet in the class.



Cambridge Life Competencies Framework

I can ...

- design a leaflet stating facts and reasons for a specific campaign. (Creative Thinking)
- present points clearly and persuasively. (Communication)

Unit 1

Vocabulary p3

Ex1

1 stadium 2 clothes shop 3 skatepark
4 bowling alley 5 park 6 supermarket

Ex2

1 supermarket 2 cinema
3 shopping center 4 park 5 stadium
6 clothes shop

Ex3

1 in front of 2 right, left 3 between
4 next to 5 in 6 behind

Grammar p4

Ex1

1 are 2 is/ isn't 3 Are, aren't 4 aren't
5 Are 6 Is, isn't

Ex2

1 there is 2 is there 3 there isn't
4 there is 5 are there 6 there are

Ex3

1 e 2 c 3 d 4 b 5 a

Ex4

- Sofia and I go to the cinema once a week.
- My brother plays video games every day.
- I sometimes go to restaurants with my friends.
- Juliana never does her homework after dinner.
- Carla often goes to the supermarket with her mom.
- Alex always goes to the skatepark at the weekend.

Reading p5

Ex1

- a hotel and another similar place
- to give information

Ex2

1 F 2 T 3 F 4 F 5 T 6 F 7 T 8 F

Ex3

- She has breakfast and dinner in the flat.
- There is one supermarket.
- It is behind the flat.
- He likes pizza.
- There are three cinemas.

LC1 p6

Ex1

1 There isn't 2 There are 3 There is
4 there isn't 5 there are 6 there is
7 There aren't 8 there is

Ex2

- Is there
- Is there
- Are there
- Is there
- Are there
- Are there
- Is there
- Are there

Ex3

- No, there isn't.
- Yes, there is.
- Yes, there are.
- No, there isn't.
- Yes, there are.
- No, there aren't.
- Yes, there is.
- No, there aren't.

LC2 p7

Ex1

1 b 2 d 3 e 4 a 5 c

Ex2

- She sometimes goes to the bowling alley.
- We always go to the cinema on Saturday.
- I hang out with my friends every weekend.
- He often goes to the supermarket.
- They go to a restaurant once a week.
- You never go to the skatepark.

Ex3

- How often does Joel go to the cinema?
- How often does Joel play basketball?
- How often does Joel do homework?
- How often does Joel go to the shopping center?
- How often does Joel go to the skatepark?
- How often does Joel go to a restaurant?

Ex4

- He goes to the cinema once a week.
- He plays basketball three times a week.
- He does homework every day.
- He goes to the shopping center twice a week.
- He goes to the skatepark three times a week.
- He goes to a restaurant once a week / every Saturday.

Unit 2

Vocabulary p9

Ex1

1 carrot 2 rice 3 beans 4 cheese
5 chicken 6 fish

Ex2

1 e 2 g 3 f 4 b 5 h 6 c 7 a 8 d

Ex3

1 fry, onion 2 mix 3 cut 4 add, salt
5 fork

Grammar p10

Ex1

1 can't eat 2 can go 3 can't use
4 Can, wear 5 Can, do 6 can listen

Ex2

1 c 2 a 3 e 4 b 5 d

Ex3

1 You 2 We 3 They 4 She 5 He
1 D 2 E 3 C 4 B 5 A

Ex4

1 it 2 me 3 him 4 her 5 them

Reading p11

Ex1

1 an article 2 dinner time in two families

Ex2

1 G 2 L 3 L 4 G 5 G 6 G

Ex3

- She has dinner with her mom, dad and two sisters.
- She doesn't always talk about school.
- She sometimes watches TV and eats dinner at the same time. / She sometimes has dinner in the living room.
- She has dinner with her dad and brother.
- He often reads a book.

LC1 p12

Ex1

- can't take
- can't eat
- can have
- can ask
- can't say
- can come

Ex2

1 e 2 c 3 b 4 a 5 f 6 d

Ex3

- Mom: Can you use a tablet ...; Maria: Yes, I can.
- Grandma: Can Maria wear any clothes ...; Mom: No, she can't.
- Maria: Grandad, can I take photos ...; Grandad: Yes, you can.
- Maria: Dad, can we go to the cinema ...; Dad: No, we can't.
- Grandad: Mom, can Maria use her phone ...; Mom: No, she can't.
- Grandma: Can your friends play video games; Maria: Yes, they can, ...

LC2 p13

Ex1

- cook
- make
- Sure
- cooking
- great idea
- boil
- Well
- making
- Don't worry
- do

Ex2

- have, Well
- learn, great
- buying, Sure
- grow, idea
- making, look

Ex3

- c
- b
- b
- a
- c
- a

Ex4

- them
- it, them
- her, me
- you
- it, him

Unit 3

Vocabulary p14

Ex1

- camping
- museum
- beach
- amusement park
- historic center
- street market

Ex2

- street market
- beach
- museum
- amusement park
- historic center
- camping

Ex3

People: receptionist, tour guide

Facilities: hotel room, swimming pool

Activities: fishing, horse riding, kayaking, safari

Ex4

- B
- E
- F
- C
- D
- A

Grammar p16

Ex1

- were
- wasn't
- weren't
- was
- was
- weren't

Ex2

What a holiday! The town were was amazing! There was were a lot of museums in the historic center and there were was a really nice street market. The food were was great, and there was were a lot of very good restaurants. There wasn't weren't amusement parks near the town, but there were was a very big swimming pool, and there was was a skatepark, too. My parents, my brother and I was were all really happy!

Ex3

- Were, was
- Was, wasn't
- Were, weren't
- Were, were

Ex4

- Was
- wasn't
- was
- Were
- were
- were
- were
- was

Reading p17

Ex1

- messages on social media
- Lucas's holiday

Ex2

- c
- b
- c
- c
- a

Ex3

- No, he wasn't. He was on holiday.
- Yes, it was. (It was brilliant!)
- Yes, he was. He was with his aunt and uncle.
- No, he wasn't. He was in a big house.
- No, they weren't. They were at a beach every day.

LC1 p18

Ex1

Sentences 2, 4, and 7 are correct.

- It (were) a fantastic holiday. was
- We (was) in a hotel by the sea. were
- I (were) at the beach every day. was
- My big brother (weren't) with us. wasn't
- My friends (wasn't) at the beach. weren't

Ex2

- were
- weren't
- was
- were
- wasn't
- was
- wasn't
- were
- weren't
- was

Ex3

- There were
- There was
- there was
- There were
- There were
- there were
- there was
- There were

Ex4

- was
- were
- weren't
- there
- were
- wasn't
- was
- were
- was
- there

LC2 p19

Ex1

- c
- d
- a
- f
- b
- g
- h
- e

Ex2

- Were the animals close? Yes, they were.
- Were you very hungry? No, I wasn't.
- Was the wi-fi good? No, it wasn't.
- Were the restaurants expensive? Yes, they were.
- Were you tired after horse riding? No, we weren't / I wasn't.
- Was the museum interesting? Yes, it was.

Ex3

- Was there a train to travel up there? (No,) there wasn't.
- Were there tour guides at the citadel? (Yes,) there were.
- Were there a lot of things to see? (Yes,) there were.
- Was there any horse riding? (No,) there wasn't.
- Were there any wild animals? (Yes,) there were.
- Was there a museum at the citadel? (No,) there wasn't.

Unit 4

Vocabulary p21

Ex1

1 arrives 2 decide 3 wants 4 rushes
5 laugh 6 shout

Ex2

1 d 2 a 3 e 4 b 5 c

Ex3

1 now 2 past 3 ago 4 Last
5 yesterday 6 day

Ex4

- Most young people have got a mobile phone now.
- People danced to this music in the past. / In the past, people danced to this music.
- We arrived in the United States three weeks ago. / Three weeks ago, we arrived in the United States.
- One day, he decided to take the bus into town.
- I played soccer in the park yesterday. / Yesterday, I played soccer in the park.
- We walked to the skatepark last Saturday. / Last Saturday, we walked to the skatepark.

Grammar p22

Ex1

1 decided 2 listened 3 cried 4 liked
5 laughed 6 planned 7 tried 8 wanted

Ex2

1 kicked 2 danced 3 loved 4 fried
5 tried 6 stopped

Ex3

1 read 2 saw 3 went 4 had 5 said
6 took

Ex4

- didn't have 2 didn't go 3 didn't laugh 4 didn't read 5 didn't shout 6 didn't do
- I had eggs.
- Victoria went to the cinema.
- We cried.
- I read that book on the bus.
- The teacher shouted at Lucia.
- You did your science homework.

Reading p23

Ex1

1 an article 2 ... we can learn from stories.

Ex2

1 F 2 T 3 T 4 F 5 T

Ex3

1 fantastical 2 cultures/situations 3 treat
4 feel 5 end

LC1 p24

Ex1

asked; liked; played; stopped; tried; visited

Ex2

1 visited 2 cried 3 stopped 4 played
5 planned 6 asked

Ex3

1 arrived 2 danced 3 decided
4 wanted 5 helped 6 walked
7 listened 8 planned 9 remembered
10 fried

Ex4

- decided
- asked
- answered
- visited
- planned
- helped
- arrived
- played
- talked
- laughed
- danced
- loved

LC2 p25

Ex1

1 c 2 e 3 h 4 g 5 a 6 i 7 b 8 d
9 f

Ex2

1 told 2 read 3 did 4 took 5 had
6 wrote 7 said 8 went 9 saw

Ex3

- didn't get
- didn't have
- didn't put
- didn't play
- didn't understand
- didn't eat

Ex4

- didn't go
- didn't plan
- took
- didn't have
- wanted
- told
- didn't arrive
- tried

Unit 5

Vocabulary p27

Ex1

S	A	E	R	O	P	L	A	N	E	V
C	J	I	S	Q	U	P	W	Q	S	X
O	D	H	U	B	Y	S	D	Z	F	F
O	M	O	T	O	R	B	I	K	E	E
T	R	H	A	A	Y	G	D	O	R	K
E	T	M	X	T	D	S	O	R	F	
R	X	V	U	F	G	U	G	J	Y	U
U	N	D	E	R	G	R	O	U	N	D
Y	B	S	D	I	Y	C	A	R	A	S

Ex2

1 scooter 2 underground 3 motorbike,
4 boat 5 aeroplane 6 van

Ex3

1 boarded 2 take 3 missed 4 drive
5 ride 6 waited 7 get off

Ex4

1 d 2 a 3 e 4 b 5 c

Grammar p28

Ex1

1 Did, didn't 2 Did, did 3 Did, did
4 Where did 5 When did

Ex2

- Did you eat healthy food?
- Did he walk to the bowling alley?
- How did she cook the fish?
- Where did they watch the film?
- How did you get to school?
- When did Takumi go to bed?

Ex3

1 Could 2 could 3 couldn't 4 couldn't
5 couldn't 6 couldn't

Ex4

1 couldn't drive 2 couldn't go 3 could wear
4 could speak 5 couldn't ride
6 could take

Reading p29

Ex1

1 information on an educational website
2 a long boat journey by a young girl

Ex2

1 F 2 T 3 F 4 T 5 F 6 F

Ex3

- It was summer.
- She was 16.
- It travelled more than 4,800 kilometres.
- It was about climate change.
- It didn't have a bathroom, (a toilet,) a kitchen or a bedroom.
- Hundreds of people came to meet her.

LC1 p30

Ex1

1 d 2 c 3 a 4 e 5 f 6 b

Ex2

- 1 Did (Amelia Earhart) fly ...; (Yes,) she did.
- 2 Did (she) start ...; (No,) she didn't.
- 3 Did (the journey) finish ...; (No,) it didn't.
- 4 Did (it) take ...; (Yes,) it did.
- 5 Did (she) have ...; (Yes,) she did.

Ex3

- 1 Did she walk to work? No, she didn't. She took the underground.
- 2 Did they miss the bus? No, they didn't. The bus was late!
- 3 Did you take a big suitcase? Yes, I did. I had a lot of clothes.
- 4 What time did the train arrive? It arrived at ten o'clock.
- 5 How did you get to the airport? We took a taxi.

LC2 p31

Ex1

- 1 could
- 2 could
- 3 couldn't
- 4 couldn't
- 5 could
- 6 couldn't

Ex2

- 1 couldn't see
- 2 couldn't have
- 3 could play
- 4 could sing
- 5 could write
- 6 could give
- 7 couldn't go
- 8 could use

Ex3

- 1 Could you swim when you were five? No, I couldn't.
- 2 Could people use computers fifty years ago? No, they couldn't.
- 3 Could Van Gogh paint well at school? No, he couldn't.
- 4 Grandma, could you ride your bike to school? Yes, I could.
- 5 Could Usain Bolt run fast when he was little? Yes, he could.
- 6 Could you play the piano last year? No, I couldn't.

Unit 6

Vocabulary p33

Ex1

1 amazing 2 clever 3 brave 4 strong
5 kind 6 friendly

Ex2

Across: 2 boring 3 friendly 5 lazy
Down: 1 kind 3 funny 4 amazing

Ex3

1 tired 2 surprised 3 worried 4 excited
5 bored 6 happy

Ex4

1 bored 2 tired 3 happy 4 sad
5 cross
a bored b cross c sad d tired
e happy

Grammar p34

Ex1

1 were 2 was 3 was 4 were 5 were
6 was

Ex2

1 was wearing 2 were watching
3 weren't listening 4 was driving
5 wasn't shouting 6 weren't eating

Ex3

- 1 Was your mom wearing a black jacket?
- 2 Were his parents travelling around the world?
- 3 Were you doing your homework?
- 4 Was your brother swimming with Liam?
- 5 Was I walking towards school?

Ex4

1 Were, was 2 Was, wasn't 3 What was
4 Where were 5 Why was

Reading p35

Ex1

1 a story about a cat 2 Luisa

Ex2

1 T 2 F 3 T 4 F 5 T 6 F

Ex3

- 1 She didn't eat her dinner for the first time on Saturday.
- 2 They were feeling really worried.
- 3 She was looking out into the street from her bedroom.
- 4 They put Lulu's favorite food under the tree.
- 5 She posted a message on Facebook and asked for help.
- 6 He works with trees.

LC1 p36

Ex1

- 1 was having
- 2 were laughing
- 3 weren't playing
- 4 was listening
- 5 wasn't watching
- 6 weren't wearing

Ex2

- 1 wasn't playing, was watching
- 2 was doing, wasn't having
- 3 were playing, weren't winning
- 4 was looking, wasn't buying
- 5 was coming, was walking
- 6 was getting, wasn't raining

Ex3

- 1 It wasn't raining in the afternoon.
- 2 We were having a picnic on the beach.
- 3 The runners were getting to the stadium.
- 4 You weren't looking across the street.
- 5 She was texting on her phone.
- 6 The car wasn't going very fast.
- 7 I was arriving when my friends were leaving.
- 8 Gemma and I weren't waiting for the bus.

LC2 p37

Ex1

1 e 2 c 3 f 4 a 5 d 6 b

Ex2

- 1 were you and Stefan going
- 2 Were you riding
- 3 was the car going
- 4 Were any people walking
- 5 Was Stefan wearing
- 6 was he feeling

Ex3

- 1 What were you doing?
- 2 Where were you sitting?
- 3 What were the men wearing?
- 4 Were they doing anything suspicious?
- 5 What were they doing?
- 6 Was the car travelling fast?
- 7 Who were they shouting at?
- 8 Who was driving the car?

Unit 7

Vocabulary p39

Ex1

1 flew 2 discovered 3 became 4 took
5 invented 6 started

Ex2

1 discovered 2 created 3 used 4 built
5 invented 6 became

Ex3

1 keyboard 2 battery 3 screen 4 tablet
5 headphones 6 printer

Ex4

1 tablet 2 screen 3 headphones
4 battery 5 keyboard 6 printer

Grammar p40

Ex1

1 was having 2 were riding 3 was frying
4 were playing 5 was working 6 was
getting on

Ex2

1 saw 2 was walking 3 was driving
4 took 5 heard 6 was rushing

Ex3

1 It's my. mine
2 The man stopped us and looked in ~~ours~~
bags. our
3 They know our address, but we don't
know ~~their~~. theirs
4 This is ~~mine~~ mobile phone. That one is
Yuto's. my
5 That's Victor's pizza! ~~Your~~ has got more
cheese on it. Yours
6 Those aren't Hannah's headphones. ~~Her~~
are black. Hers

Ex4

1 yours 2 hers 3 ours 4 his 5 mine
6 theirs

Reading p41

Ex1

1 a web page 2 a boy who invented
something

Ex2

1 F 2 F 3 T 4 T 5 F 6 T

Ex3

1 He lived in Maine, in the United States.
2 He liked ice skating best.
3 His ears started to hurt.
4 He connected them with a fine piece of
metal.
5 They wanted earmuffs for their cold
ears.
6 It made 50,000.

LC1 p42

Ex1

1 c 2 b 3 e 4 a 5 d

Ex2

1 was working, invented
2 had, was walking
3 was working, met
4 was waiting, remembered
5 found, was looking
6 wasn't looking, discovered

Ex3

1 was studying
2 was going
3 stopped
4 tried
5 got
6 took

Ex4

1 were you going
2 saw
3 were going
4 was
5 did he have
6 was planning

LC2 p43

Ex1

1 d 2 e 3 a 4 f 5 b 6 c

Ex2

1 ours
2 Their
3 Yours
4 mine
5 hers
6 his
7 his
8 mine
9 yours

10 hers

11 your

12 his

Ex3

1 yours
2 his, mine
3 Ours
4 theirs
5 hers
6 yours
7 mine
8 ours

Unit 8

Vocabulary p45

Ex1

1 hill 2 grass 3 lake, ocean 4 birds
5 village 6 flowers

Ex2

1 birds 2 flowers 3 trees 4 fields
5 coast

Ex3

1 d 2 e 3 a 4 b 5 c 6 f

Ex4

1 rainy 2 sunny 3 snowy 4 windy
5 foggy

Grammar p46

Ex1

1 You need to go to bed.
2 I like to take photos of fish in the ocean.
3 We hate to see all the plastic in the
water.
4 We want to go horse riding on the
beach.
5 Sakura loves to buy flowers at the street
market.

Ex2

1 My grandma loves to see flowers.
2 Luis likes to hang out with his friends.
3 We need to do our work/homework.
4 I want to plant some trees.
5 My cousin loves to run on the beach.
6 My dad hates to see rubbish in the park.

Ex3

1 and 2 but 3 so 4 However
5 before

Ex4

1 before 2 but 3 so 4 After 5 and

Reading p47

Ex1

1 a magazine 2 a new invention

Ex2

1 a lot of plastic 2 for cleaning 3 was 17
4 a very long arm 5 swim under

Ex3

1 He was swimming in the Mediterranean
Sea.
2 He was very worried.
3 He started to study plastic pollution.
4 It moves over the water and collects the
plastic that is on top of the water.
5 They come every six weeks.

LC1 p48

Ex1

- When I was little, I didn't (like have) a shower. like to have
- We (need buying) some flowers. need to buy
- Do you (want hanging out) at the beach? want to hang out
- Melanie (hates swim) in the lake. hates to swim
- My brother (needs eat) vegetables. needs to eat
- Me and my friends (love watch) films. love to watch

Ex2

- They love to go walking in the hills.
- We need to clean up the beach.
- He likes to swim in the ocean every morning.
- I hate to visit the coast in the rain!
- Dad wants to plant vegetables in the garden.

Ex3

- to visit
- to buy
- to have
- to leave
- to see
- to start
- to respect

Ex4

- did you want to do
- wanted to be
- liked to build
- needs to study
- hate to spend
- need to be
- do you want to do
- love to spend

LC2 p49

Ex1

- b
- d
- f
- e
- a
- c

Ex2

- but
- After
- and
- However
- so
- Before
- and
- However

Ex3

- but
- and
- However
- after
- and/so
- and
- before
- but

Puzzles and Games SB p111

Ex1

D	V	S	K	A	T	E	P	A	R	K	G	K
R	U	I	W	A	Q	E	H	Z	X	B	S	X
V	E	U	T	O	W	X	W	X	Y	O	U	R
X	T	S	S	P	O	T	L	J	I	W	P	R
G	I	D	T	T	O	W	V	M	X	L	E	U
F	U	G	G	A	A	Q	B	X	J	I	R	L
D	S	O	A	M	U	D	S	R	M	N	M	M
N	F	S	E	B	W	R	I	X	S	G	A	I
F	H	N	P	R	P	W	A	U	G	A	R	N
V	I	V	R	U	A	D	P	N	M	L	K	O
C	U	V	B	O	R	H	R	F	T	L	E	W
S	H	O	Z	B	K	I	W	X	O	E	T	X
V	I	F	T	C	T	M	V	G	Y	Y	R	H

Ex2

- supermarket
- clothes shop
- cinema
- stadium
- restaurant
- bowling alley
- shopping center

Ex3

		1	c	a	r	r	o	t	
	2	c	h	i	c	k	e	n	
3	r	i	c	e					
		4	b	e	a	n	s		
	5	f	i	s	h				
6	p	i	n	e	a	p	p	l	e

The secret word is cheese.

Ex4

- Get a fork
- Mix the eggs
- Add salt
- Cut an onion
- Fry the onion
- Add the eggs
- Fry the eggs and onion

The instructions are for fried eggs and onion (or omelette or tortilla).

Puzzles and Games SB p112

Ex1

- beach
- historic center
- museum
- amusement park
- camping

Ex2

- Was there a swimming pool at the hotel? Yes, there was.
- Were there two tour guides on the night safari? No, there weren't. There was one.
- Was there kayaking and fishing at the river? / Was there fishing and kayaking at the river? Yes, there was.
- Were there two restaurants at the hotel? No, there weren't. There was one.

Ex3

- orange, pineapple
 - hotel, cinema, museum
 - hat, jacket, trainers
 - beans, cheese, chicken
 - laugh, shout
- remember
 - Students' own answers

Ex4

- read
- were
- had
- took
- went
- saw
- said

Answer: The doctor was his mother.

Puzzles and Games SB p113

Ex1

- a, e, aeroplane
- f, y, ferry
- s, r, scooter
- b, t, boat
- u, d, underground
- m, e, motorbike

Ex2

- Did you go to a swimming pool last weekend? Yes, I did.
- Did you watch TV last night? Yes, I did. / No, I didn't.
- Did it rain last week? Yes, it did. / No, it didn't.
- Did you walk to school on Monday? Yes, I did. / No, I didn't.

Ex3

					s			
1	b	r	a	v	e			
2	c	l	e	v	e	r		
			3	k	i	n	d	
		4	s	t	r	o	n	g
			5	f	u	n	n	y
					s			

The secret word is serious.

Ex4

a Isabella b Maria c Gaby d Mark
e Victor f Sam

Puzzles and Games SB p114

Ex1

- 1 build, built
- 2 use, used
- 3 discover, discovered
- 4 become, became
- 5 start, started

Ex2

Raquel: Working; At the school

Camilla: Waiting for a bus; Outside the clothes shop

Helen: Eating a sandwich; In the shopping center

- 1 (It started to rain while Raquel) was working at the school.
- 2 (Camilla) was waiting for a bus outside the clothes shop (when) it started to rain.
- 3 (It) started to rain (while Helen) was eating a sandwich in the shopping center.

Ex3

V	B	I	R	D	S	F	Q	L	I
L	I	S	P	J	U	X	O	L	D
S	B	L	T	S	A	O	C	I	D
P	S	S	L	E	M	W	E	H	O
G	X	A	E	A	F	U	A	E	L
V	C	R	R	I	G	R	N	T	A
D	B	M	E	G	S	E	E	R	K
G	R	L	U	W	A	J	X	E	E
Y	D	T	Z	F	T	L	U	E	D
S	R	E	W	O	L	F	Z	S	Z

Ex4

Dan: beach

Noah: lake

Elena: garden

- 1 (Dan) went to the beach to run with his dog.
- 2 (Elena) went to the garden to read (and to look at birds and flowers).
- 3 (Noah) went to the lake to swim.

Speaking 1 p50

Ex1

They are writing a shopping list.

Ex2

- 1 Good idea!
- 2 Let me think ...
- 3 That sounds delicious!

Ex3-6

Students' own answers

Speaking 2 p51

Ex1

- 1 didn't have
- 2 had

Ex2

Really?, Oh my gosh., That's so cool!

Ex3-6

Students' own answers

Speaking 3 p52

Ex1

funny, kind, amazing

Ex2

- 1 She's just
- 2 She's very
- 3 She's an amazing, amazing person.

Ex3

Students' own answers

Ex4

- 1 amazing
- 2 famous
- 3 person
- 4 surprised

Ex5-6

Students' own answers

Speaking 4 p53

Ex1

give her opinion

Ex2

- 1 For me
- 2 I don't think
- 3 But yeah

Ex3

Students' own answers

Ex4

- 1 deforestation
- 2 information
- 3 comfortable
- 4 hamburger
- 5 receptionist
- 6 environment

Ex 5-6

Students' own answers

Writing 1 p54

Ex1

title, subtitle, map with route, photos

Ex2

- 1 a flyer, New York City
- 2 information

Ex3

a museum, a park, a market, a building

Ex4-5

Students' own answers.

Writing 2 p55

Ex1

Sophie's holiday activities

Ex2

body 3
closing 4
greeting 2
subject line 1

Ex3-4

Students' own answers

Writing 3 p56

Ex1

countries, a person

Ex2

- 1 number of countries Jessica Nabongo visited
- 2 number of her followers on Instagram
- 3 her passports' nationalities
- 4 one thing she saw in every country she visited
- 5 the last country she visited
- 6 the job she had in Japan

Ex3-4

Students' own answers

Writing 4 p61

Ex1

headphones

Ex2

- 1 Julie P
- 2 Excellent to play video games and listen to music
- 3 It's a positive review.
- 4 Possible answers: They are good and comfortable. / They are the best headphones on the market. / The sound quality is amazing. / They are water resistant.

Extra Reading 1 p57

Ex1

- 1
a teenager from Senegal
- 2
1 French
2 spicy
3 street
4 fingers
- 3
yassa
- 4
1 a spicy bean sandwich
2 yassa (and dibi)
3 yassa
4 dibi
5 yassa, dibi
6 dibi

Think!

Example of correct answers:

My favorite street food is (chicken yassa with rice).

I (love the ingredients and it looks delicious).

Street food from my country include (churros, patatas bravas and kebabs).

Extra Reading 2 p58

Ex1

- 1 Possible answers: a store front with street art of a face; murals; people.
- 2 In Mexico City in the streets

Ex3

- 1 The Aztecs covered their buildings in paintings.
- 2 20 De Noviembre Avenue
- 3 Roma and Condesa
- 4 a free street art exhibition that shows the work of about 20 street artists in a gallery.
- 5 They think street art only has a place outside in the streets.
- 6 They think galleries help to protect and promote artists' work.

Ex4

- 1 c
- 2 a
- 3 b

Think!

Examples of correct answers:

- I don't think White Fang dies in a fight because the review says he survives.
- It's possible that White Fang's owner is cruel to him because it says people are often cruel to their animals.
- It's possible that Kiche can't find food to give White Fang because it says food is difficult to find.

Three reasons to read this book are:

- It's an exciting adventure story.
- It's unusual to hear a story from the point of view of animals.
- It teaches you about history.

Extra Reading 3 p59

Ex1

- 1 There are over 7,000 languages in the world.
- 2 People speak Rapa Nui on the island of Rapa Nui in the Polynesia in the Pacific Ocean.

Ex3

- 1 About 43% of all languages are endangered.
- 2 Rapa Nui is a special territory of Chile.
- 3 It is famous for its huge statues called Moai
- 4 The island had contact with the outside world and the language changes with words from Spanish, English, French, and Tahitian.
- 5 There now between 800 -1,000 speakers.
- 6 Some children now learn Rapa Nui in elementary school, and there textbooks in Rapa Nui.

Ex4

- 1 English
- 2 Open answers

Unit 1

Ex3

- 2 Because the color red is a symbol of energy and being happy.
- 3 Red envelopes with money.
- 4 They take their envelopes with both hands.
- 5 They get red envelopes online.

Ex4

- 2 envelopes
- 3 firework
- 4 celebration
- 5 polite

Unit 2

Ex1

- 1 cheese bread
- 2 chicken with rice and peanut(chicken xim xim)
- 3 chocolate balls

Ex2

- 1 b
- 2 c
- 3 d
- 4 a

Ex 3

- 1 and
- 2 but
- 3 or

Unit 3

Ex1

Recommendations for a trip

Ex2

- 1 In Argentina
- 2 Perito Moreno, El Chalten
- 3 From November to early March
- 4 Open answers

Unit 4

Ex1

A classic novel

Ex 2

Title: White Fang
 Author: Jack London
 Type of book: Adventure story
 Year: 1906
 Place: London
 Main characters: White Fang, Kiche Bill
 Opinion of review: An exciting book

Ex3

- 1 In the book, people went to the Yukon to find dogs gold
- 2 People travelled in the Yukon on sleds with horses dogs
- 3 White Fang is a wolf wolf dog
- 4 White Fang's father tells part of the story. mother
- 5 The Yukon was a friendly place to live. violent
- 6 White Fang survives because his friend protects him. mother

Unit 5

Ex1

- 1 Russia, Mongolia, China
- 2 Perm, Yekaterinburg, Irkutsk, Ulaanbaatar

Ex3

- 1 In Moscow
- 2 Lake Baikal
- 3 People on horseback
- 4 In the restaurants on the train

Ex4

- 1 Tuesday
- 2 3,375 km
- 3 1,356 km

4 5 days

5 7,621 km

Unit 6

Ex1

Unusual school sports

Ex2

- 1 B
- 2 C
- 3 A
- 4 E
- 5 D

Ex3

- 1 Players (in a team)
- 2 Century
- 3 Standard rules
- 4 World Cup
- 5 Points

Ex4

- 1 Malaysia
- 2 school
- 3 head
- 4 rules
- 5 15th
- 6 World Cup

Unit 7

Ex1

- 1 Julie P
- 2 Excellent to play video games and listen to music
- 3 It's a positive review
- 4 Possible answers: They are good and comfortable./They are the best headphones on the market/The sound quality is amazing./They are water resistant.

Unit 8

Ex1

1 an encyclopedia

Ex2

B 1 condensation

C 4 transpiration

D 2 evaporation

Ex3

2 T

3 F

4 T

Ex4

2 It moves them in different directions across the world.

3 It comes from plants.

4 rain and snow

5 71%

6 It collects in streams and rivers.

WELCOME UNIT

Track 0.01

- 1 grandma
- 2 grandad
- 3 uncle
- 4 aunt
- 5 dad
- 6 mom
- 7 cousin
- 8 brother
- 9 sister

Track 0.02

- 1 Brazil. Brazilian. B-R-A-Z-I-L-I-A-N.
- 2 The United States. American. A-M-E-R-I-C-A-N.
- 3 Japan. Japanese. J-A-P-A-N-E-S-E.

Track 0.03

Hi! I'm Joana Silva. I'm 12 years old and I'm in Year 8. I'm not from Australia. I'm from Brazil, but I'm in Sydney with my family now. My parents are from Brazil, too. I've got a sister and we do a lot of things together. Our Favorite hobby is surfing. I love languages and my Favorite school subjects are English and Spanish.

Track 0.04

- 1 Sarah can ice-skate very well.
- 2 My grandparents can't play video games.
- 3 Can you ski?
- 4 I can't dance the samba.
- 5 Can your parents run 10 km?
- 6 My friends and I can speak English.

Track 0.05

- 1 Sweater
- 2 Jeans
- 3 Dress
- 4 Trainers
- 5 Shorts
- 6 Skirt

Track 0.06

- 1 Sarah is wearing red shoes today.
- 2 Mark likes sport.
- 3 My friends and I don't sit down all day at weekends.
- 4 Do you go to restaurants on Saturdays?
- 5 My friend and I are talking on the phone now.
- 6 Is your teacher writing on the board now?

UNIT 1

Track 1.01

- 1
Western Park: the place to be with friends. There is a skatepark in the park!
- 2
I love films. The cinema is my Favorite place. It's in the shopping center.
- 3
I love my new neighbourhood. There is a bowling alley. We've got a great sports stadium, too!
- 4
I go to the supermarket a lot with my dad to buy food. There is a lot of organic stuff there. And there's a nice clothes shop next to it!

Track 1.02

- 1 clothes shop
- 2 shopping center
- 3 supermarket
- 4 park
- 5 stadium
- 6 cinema
- 7 bowling alley
- 8 skatepark

Track 1.03

Whittier, Alaska, USA
Whittier is an unusual town because all its residents (around 200 people) live in the same building. There isn't a shopping center in Whittier, but there is a small supermarket there. In the building, you can also find a hotel, a restaurant and a school. You get to the school through a tunnel under the ground. Why? Because it's very cold in Alaska!

Thames Town, China
The River Thames is in England, so Thames Town is an English town, right? No, that's wrong. It is in China, near Shanghai, but the streets and shops look English. The street names are also in English: Oxford Street, Chelsea Street. There are red telephone boxes on the streets and you can see a statue of Harry Potter there!

Track 1.04

- 1 in front of
- 2 behind
- 3 in
- 4 between
- 5 next to
- 6 left
- 7 right

Track 1.05

Maria: I think I'm lost. I don't know where the cinema is.
Rose: You always get lost, Maria.
Maria: That's not true, Rose. I never go to the cinema; that's why I don't know the way ... I sometimes go to the stadium. I can take you there!
Rose: Let me have a look at the map. Erm, we're here ... the cinema is on Park Street ... OK ... Look! Can you see that sign over there? It says 'Parkland Cinema'. But how do we get there?
Dylan: Um ... excuse me, do you need any help?
Maria: Yes, please. We're looking for the cinema, but we don't know how to get there.
Dylan: OK. We're here, on Jefferson Street. You go straight on and turn left on Park Street. The cinema is on your right.
Rose: Mmm ... Let me see. Straight on, then left. Is that right?
Dylan: Yes!
Rose: Thanks for your help!
Dylan: That's OK. I often go to the cinema. I go every Saturday, so I know the way!

Track 1.06

Beautiful Olinda (in Portuguese, Olinda Linda)
I'm from Olinda, a town in Pernambuco State in Brazil. I love my town, and in this post I'm writing about Olinda again!
It's Carnival time
At this time of the year, it's Carnival time! There are street parties for 11 days and nights in Olinda. People listen to music and watch the parades. Frevo is a traditional dance in Pernambuco. I love it!
A place for teens
My mom is a cook. She sometimes works at Carnival. I always go to the Safe Zone for teens when she's working. I meet my friends and have snacks there. I often play video games there, too.
Art is everywhere
Do you like colors? Then Olinda is the place for you. There are great art museums, but you can see art in the streets, too. Olinda is fun!
Our Olinda
Olinda is a UNESCO World Heritage Site. This means that the town is not only my Olinda: it's your Olinda, too!

¹ The audio files of the textbook are available at trims.edu.az.

Track 1.07

Olivia: Hey, Benjamin. Are you OK?
Benjamin: Yeah ... But I can't find the bowling alley.
Olivia: Where are you?
Benjamin: Let me see. I'm on Liverpool Street, in front of the park.
Olivia: OK. Go straight, then turn right on Main Street.
Benjamin: OK ...
Olivia: The bowling alley is next to the shopping center.
Benjamin: Oh, I see. Thanks! I'm on my way.

Track 1.08

Are you OK?
I'm on my way.
Let me see.

Track 1.09

Where are you?
Are you OK?

UNIT 2

Track 2.01

1 beans
2 chicken
3 rice
4 carrot
5 fish
6 orange juice
7 pineapple
8 cheese

Track 2.02

1
A: Do you like rice and beans, Matt?
B: Yes, I love them. I eat rice and beans every day.
A: Me too. They're my Favorite food.
2
A: What are you drinking, Julia? Is that orange juice?
B: No, it's pineapple juice. Delicious!
A: I like pineapple juice ...
3
A: Can I have the beans with cheese, please?
B: Beans with chicken?
A: No, beans with cheese, please.
B: Sure!
4
A: And this is saba zushi!
B: Saba zushi? Is that chicken?
A: No! This is fish and this is rice. It's delicious! Try it!
B: Oh, OK ... Yum!

Track 2.03

School Life
What's for lunch today?
Students have lunch at school every day. Read and find out what they eat in two countries!
'Hei from Finland! School lunches are free but delicious! Today I'm having fish, potatoes and carrot salad. I love lunchtime because I can hang out with my friends!'
Wow! facts:
Students can't take food to school.
Students can have a free lunch in the park during the holidays.
'Hi there! Here in South Korea we have lunch with our teachers! Today I'm having fish soup, rice, and kimchi, a traditional dish with vegetables. I love it!'
Wow! facts:
Students clean the tables after lunch.
In many schools, there aren't drinks during lunch.
Do you have lunch at school? What is it like? Tell us at t.roberts@teeninfomag.net.

Track 2.04

1 salt
2 onion
3 fork
4 knife
5 Add salt.
6 Cut the fish.
7 Fry the fish.
8 Mix the eggs.

Track 2.05

James: Hmm ... we've got fish and rice ... what can we make?
Sofia: How about making a Korean dish?
James: Korean?
Sofia: OK, ... let's make saeng sun jun! It's fried fish – it is simple and delicious!
James: Good idea! And we can serve it with rice!
Sofia: Let's get started. We've only got 45 minutes. Why don't I cut the fish?
James: Sure!

Track 2.06

Sofia: Uh-oh ... Chef Jessica is coming ... don't look at her!
Chef Jessica: OK, James and Olivia. What's your dish?
Sofia: Err ... we're making saeng sun jun, chef.
Chef Jessica: A Korean dish! Nice! And how do you make it?
James: Well, first we cut the fish with this special knife and put it in the flour ...
Sofia: Then we mix the eggs.
James: Yeah, please pass me the eggs.
Sofia: Sure!
Chef Jessica: Right ... Use a fork to mix them, OK?
James: OK, chef!

Chef Jessica: Oh, and don't forget to add salt to the eggs ...
Sofia: Yes, chef. Then we fry the fish.
Chef Jessica: It sounds delicious! Good luck!
James and Sofia: Thank you, chef!

Track 2.07

Tips for a Healthy Diet
1 Eat natural food
Natural food is all around us: fruits, vegetables, eggs ... they've got a lot of nutrients and keep us healthy!
2 Be careful with oil, salt and sugar
They help make food delicious, but remember to use them in small amounts!
3 Be careful with processed food! And avoid ultra-processed food!
Processed food has got ingredients that are not good for us. Look at some examples:
Natural food: fresh orange juice, chicken
Processed food: orange juice in a carton, frozen chicken
Ultra-processed food: soft drink with orange flavour, chicken nuggets
4 Eat at regular times with company
It is important to eat slowly in a quiet place – and don't check your mobile phone! Also, it is always more fun to have meals with family, friends or classmates.
5 Eat a variety of food
Add color to your plate. Make sure that you always eat some carbohydrates, protein, fruit and vegetables every day. Variety is good for you!
6 Have a meat-free day
How often do you eat meat? It's not healthy or necessary to eat meat for every meal. How about being vegetarian for one day a week?

Track 2.08

One-pot Chicken and Rice Special
Preparation time: 30 minutes
Ingredients
2 carrots
2 tablespoons of oil
Salt
2 cups of rice
Half an onion
8 cups of water
chicken
Utensils
knife
tablespoon
pot
Instructions
1 Cut the carrots, onion and chicken. Add salt to the chicken.
2 Put the oil in a pot and fry the carrots for 5 to 6 minutes.
3 Then add the rice and onion. Fry them for one minute.
4 Next, add the chicken and the water. Cook for 10 to 15 minutes.
Enjoy your meal!

UNIT 3

Track 3.01

- 1 beach
- 2 amusement park
- 3 country
- 4 historic center
- 5 museum
- 6 sightseeing
- 7 camping
- 8 street market

Track 3.02

- A: Your Favorite Holiday Destination
B: My family and I are planning a holiday and we need some ideas. Can you tell me about your favorite holiday destinations?
C: Barcelona, Spain
I was there last spring. We weren't at the beaches. There were so many things to see and do – walk down La Rambla, visit Sagrada Familia, go to museums, parks and street markets ... I'm a big football fan, so I was at FC Barcelona's stadium. There wasn't a match, but it was awesome! An interesting fact: there weren't any beaches in Barcelona before 1992 and the sand was from Egypt – it wasn't from Spain!
D: Alter do Chão, Brazil
It's a small town by the Tapajos River in the Amazon forest – I was at my aunt's house there last December. There was a beautiful island across from the town in the middle of the Amazon – wow! We were at the beach every day! One day my cousins and I were in the forest, and there were some cute monkeys. They were by the river. That was really fun!

Track 3.03

- 1 hotel room
- 2 swimming pool
- 3 tour guide
- 4 receptionist
- 5 safari
- 6 horse riding
- 7 kayaking
- 8 fishing

Track 3.04

Come and stay at the Amazing Safari Hotel! We offer adventure, comfort and fun all in one place!
Stay in a big and comfortable hotel room in the heart of a nature reserve. Relax by the swimming pool.
Our experienced tour guide takes guests to see elephants, lions and other animals on safari.
But that's not all! At the Amazing Safari Hotel you can also go kayaking and go fishing at the river.
Just talk to a receptionist to make a reservation.

Track 3.05

Lucas: Hi! I'm Lucas Williams and this is Teens on the Go, your podcast about travelling for teenagers! Today I'm talking to Camilla Abbott. Hello, Camilla.
Camilla: Hi, Lucas.
Lucas: So, you were in an interesting hotel last July. Where was the hotel?
Camilla: It was in a nature reserve in Kenya. I was there with my family – staying at a safari hotel.
Lucas: Wow! A safari hotel! What was the best thing about it?
Camilla: Well, there were so many activities at the hotel ... but the safari was definitely the best thing!
Lucas: That sounds fun! Was there a tour guide on the safari?
Camilla: Yes, there was.
Lucas: Was the tour guide good?
Camilla: Yes, he was. He was very good. His name was James.
Lucas: And were there wild animals on the reserve?
Camilla: Yes, there were – giraffes, hippos, elephants ... and lions!
Lucas: Great! Were the other animals afraid of the lions?
Camilla: Of course!
Lucas: Were you afraid of the lions?
Camilla: No, I wasn't! I love animals and lions are my favorites ...

Track 3.06

A family road trip through France in our old camper!
Mom, Dad, Elise and I are travelling around France.
Day 7
This is our last day at the campsite near Avignon, in Provence. We were in the city this morning – Dad was on Saint Bénédet bridge – can you see him?
Day 8
The road trip through Provence was spectacular! The lavender is beautiful – look at all the colors! Even old Melinda was beautiful in the countryside.
Day 10
Bonjour! Here we are at a campsite at Sérignan beach. My sister Elise and I were at the beach all morning, sunbathing and swimming. There is a great bakery at the campsite. Every morning we buy pastries for breakfast, and today we bought baguettes for a picnic!
Day 12
Say hello to the Loire Valley! There are bike paths everywhere – you can rent electric bikes and ride all day! This is my mom by the Loire River after our bike ride. The Loire Valley was my favorite place on our holiday.

Track 3.07

A: Hey, Mike, how was your holiday?
B: It was great! I was at a campsite on the beach. You can go swimming there. What about you?
A: I was at my grandparents' house in the countryside.
B: How was it?
A: It was great! There was a big party in the town.
B: Wow! That sounds fun!

Track 3.08

Great!
Hey
What about you?

Track 3.09

- 1 bike path
- 2 campsite
- 3 road trip
- 4 skatepark
- 5 street market
- 6 swimming pool

UNIT 4

Track 4.01

- 1 remember
- 2 tell
- 3 walk
- 4 laugh
- 5 arrive
- 6 shout
- 7 rush
- 8 decide
- 9 want

Track 4.02

Peter and the Wolf
A long time ago, a man, a woman and their son, Peter, lived on a farm near a village.
Peter was 13 years old and he often helped his father on the farm.
One day, Peter decided to have some fun. He shouted, 'Wolf, wolf! Help!' The villagers rushed to help. When they arrived, they asked, 'Peter, are you OK? Are the sheep OK? Where is the wolf?' Peter laughed and laughed.
He answered, 'There is no wolf. I'm just playing a trick.' The villagers were furious: 'Don't shout wolf when there's no wolf!' And they walked back to the village.
The next day, Peter decided to play a trick again. 'Wolf! Wolf! A wolf is attacking the sheep!' he shouted. The villagers arrived quickly. And they were furious again: 'Don't tell lies!' A week later, there was a real wolf. Peter shouted very loudly, 'WOLF! WOLF!' But this time nobody rushed to help and the wolf attacked the sheep.

Track 4.03

John: Good evening. This is John Green from Radio Teen. Today we're talking to Anna Beckett about urban myths. What are urban myths, Anna?

Anna: Hi, John. Well, they're stories, and in the past people talked about them at school, in the park ... But now people often write these stories online. And then millions of people read or listen to them.

John: But these stories aren't always true, right?

Track 4.04

John: Good evening. This is John Green from Radio Teen. Today we're talking to Anna Beckett about urban myths. What are urban myths, Anna?

Anna: Hi, John. Well, they're stories, and in the past people talked about them at school, in the park ... But now people often write these stories online. And then millions of people read or listen to them.

John: But these stories aren't always true, right?

Anna: No, they're not! For example, last week I read a story online about a 'Mystery Man'. He appears in photos, wears a black jacket and black trousers and he's got red eyes!

John: I saw that story yesterday! Some people posted some photos online.

Anna: You didn't think the story was true, right?

John: No, I didn't believe the story. The photos didn't look real!

Anna: (laughs) You were right! The story wasn't true and the photos were fake. There are many false stories on the internet.

John: So, have you got any recommendations? Is it possible to identify false stories online?

Anna: Yes! First of all, think: do I know the author? Second: can I be sure this story is true? Third, don't rush to tell the story to other people.

John: Great! Thank you for the tips.

Track 4.05

- 1 True. One day
- 2 False. in the past
- 3 True. Years ago
- 4 True. now
- 5 False. yesterday
- 6 True. last week

Track 4.06

- 1 read – read
- 2 see – saw
- 3 I didn't believe the story.
- 4 You didn't think the story was true.

Track 4.07

The History of Storytelling
30,000 BCE

A long time ago people painted pictures on cave walls in different parts of the world. These visual stories included animals, people and objects. For many centuries, people didn't know how to write and they listened to stories together. In Asia, people used paper puppets to tell stories. More than 4,000 years ago Sumerians used stones to tell the first written story in history.

15th century
Johannes Gutenberg from Germany invented the printing press. There were more books around and more people learned to read. At this time, many people went to the theatre, too.

The end of the 19th century
People started going to the cinema.

1900 to 1970
People listened to stories on the radio and watched TV at home.

1970 to the 1990s
A lot of new technologies arrived: video games, videotapes, DVDs and others!

1980 to today!
The internet changed how we tell stories. Now we can watch film and television online, and we can read other people's stories on social media. People tweet, blog, post and share stories every day.

Track 4.08

The Hobbit is a fantasy story by Tolkien. The main character is a hobbit named Bilbo. At the beginning, he lived a quiet life in Hobbiton.

One day, a wizard named Gandalf visited Bilbo. He asked Bilbo to go with him on an adventure with some dwarves. The dwarves wanted Bilbo to help them find their treasure.

At first, Bilbo didn't like the idea, but the adventure changed him. He went to a lot of magical places and talked to unusual creatures.

At the end of the story, there was a big battle. After that, Bilbo went back to his home and lived a quiet life again.

UNIT 5

Track 5.01

- 1 underground
- 2 aeroplane
- 3 scooter
- 4 car
- 5 van
- 6 boat
- 7 taxi
- 8 motorbike
- 9 ferry

Track 5.02

1 [sound of a person riding a bike on the street]
2
A: Dear passengers, welcome aboard FlyTo Airlines flight 213 bound for Rio de Janeiro, with continued service to Recife and Fortaleza ...
3
A: Good afternoon. Where to?
B: Hi! Err ... 25, Willow Street.
C: OK ... 25, Willow Street ... Here we go.
4
A: Next station Central Park North
B: Please stand clear of the closing doors.
5 [sound of a ferry moving]

Track 5.03

AMAZING TRAVELLERS – Fact sheet #22 – Nellie Bly (1864–1922)
Who was Nellie Bly? She was an American journalist. She travelled around the world in 72 days from 1889 to 1890.
What was the inspiration for her journey? Jules Verne's book Around the World in Eighty Days.
Where did she grow up? She grew up in Pennsylvania. Her family was poor. Her father died when she was six.
How did she become a journalist?
When Bly was 18, she wrote a letter to a newspaper. The editor liked her letter and offered her a job. In 1887, she started to work for a famous newspaper, the New York World.
When did she start her journey? On 14 November 14 1889, at 9:40 am. Bly left New Jersey on a ship to England – the first of many ships on her journey.
When did she arrive back? On 25 January 1890. Her journey took 72 days, 6 hours, 11 minutes, and 14 seconds. It was a world record!
Did you know?

- The New York World made a board game about her journey.
- She took only one suitcase!

Track 5.04

- 1 board an aeroplane
- 2 get on the train
- take the train
- 3 get off the train
- 4 miss the bus
- 5 wait for the bus
- 6 drive a car
- 7 ride a bike

Track 5.05

Mark: Today is World Tourism Day! Travelling is easy now – you can get from São Paulo to New York by aeroplane in ten hours – but what was it like one hundred years ago, Carly?

Carly: Well, Mark ... it was very difficult! Most people didn't have a car and you couldn't travel quickly from one city to another. People planned journeys carefully.

Mark: I bet! I read that a trip from San Francisco to London in the 1920s was really long – it could take about ten days!

Carly: Certainly! Think about it: they couldn't travel by aeroplane at that time – there wasn't a commercial airline in San Francisco. So, to get to London, first you took a train to New York – this journey took between four and five days. Then you boarded a ship to Southampton, a port in England. This journey across the Atlantic Ocean also took between four and five days.

Mark: And then from Southampton, there wasn't a bus to London; you took another train! Wow ...

Track 5.06

Getting around ... HONG KONG with Tom!

Hong Kong Island is a fantastic place, with almost eight million inhabitants. But it's easy for tourists to use public transport! I could visit all the places in the city during my week there.

Transport in Hong Kong

1 The Mass Transit Railway (MTR) is a very popular transport system. It combines the underground, trains, and trams.

2 A tram takes people to Victoria Peak, a famous mountain. The tram started to operate in 1888.

3 Cars drive on the left, like in the United Kingdom. I couldn't drive there, but that was OK.

4 Escalators and moving walkways connect one part of the city to another, high on the mountain.

5 You can't eat or drink on the MTR trains or in the stations.

6 Taxis from different areas of the island have got different colors – red, green, and blue.

7 You can get from Hong Kong to China by train, plane or car, but many people prefer to take the ferry. I took the ferry across the harbor to Shenzhen and had a great time.

Track 5.07

Louisa: Uncle Jake, can I ask you some questions?

Uncle Jake: Sure!

Louisa: How did you get to school when you were ten years old?

Uncle Jake: I took the school bus.

Louisa: Interesting ... Was the journey long?

Uncle Jake: No, it wasn't.

Louisa: Did you ever ride a bike to school?

Uncle Jake: No, I didn't. I couldn't ride a bike.

Louisa: OK. Thank you.

Track 5.08

1 Can I ask you some questions?

2 Sure!

3 Interesting ...

Track 5.09

1 He worked for a newspaper. He liked his job.

2 He started his journey in March. He boarded a ship.

3 He travelled to China. He arrived in May.

UNIT 6

Track 6.01

1 amazing

2 clever

3 friendly

4 funny

5 boring

6 strong

7 lazy

8 kind

9 brave

Track 6.02

Can we see with our ears?

Daniel Kish can't see: he went blind when he was a baby, but he learned to use sound to become more independent.

When he was a teenager, Daniel wanted to ride a bike like his friends. He decided to learn by riding next to a wall. Soon he was riding his bike to school.

One day, a clever friend was watching Daniel. He noticed something amazing: Daniel wasn't using his eyes to see; he was making clicking sounds and using his ears to 'see' objects around him. Dolphins make similar sounds to locate fish: the sound travels through the water until it hits a fish. The sound bounces off the fish and returns to the dolphin. This technique is called echolocation and bats also use it. Using echolocation, Daniel knows the size and position of an object so he can 'see' it in his head.

Now, Daniel travels around the world talking about echolocation. He believes anyone can use the technique! Daniel helps other blind people to learn so they can enjoy activities such as cycling, camping, and cooking, just like he does. He is an everyday hero!

Track 6.03

1 happy

2 sad

3 cross

4 excited

5 tired

6 worried

7 surprised

8 bored

Track 6.04

Interviewer: Hi. Welcome to the Everyday Heroes show. Today, we're talking to Ben Carter. Hi, Ben. Can you tell us about the day when you were a hero? It was a Monday morning, right? Were you walking to school?

Ben: Yes, I was. I was on my way to school and I was a bit tired ... Then I saw a man in the middle of the road. He was lying down.

Interviewer: What was he doing?

Ben: He wasn't moving.

Interviewer: How awful! And what did you do?

Ben: I was worried! I shouted, 'Is there a doctor around?' and rang for an ambulance.

Interviewer: And then?

Ben: A woman came to help; she was a nurse. The ambulance arrived quickly. He's OK now.

Interviewer: Oh great!

Ben: But when I got to school, my teacher was cross. She was like, 'What were you doing? You're late!'

Interviewer: And what did you say?

Ben: Well, I said err, I was saving a man's life.

Track 6.05

The Olympic Games: A Short History
Origins

The Olympic Games started in Olympia, Greece about 3,000 years ago. There were games every four years in the summer until the Roman Emperor, Theodosius, prohibited them in the 4th century CE. The Olympic athletes were great heroes to the Greek people.

Modern games

The first modern Olympic Games were in Athens in 1896, but women couldn't participate until Paris 1900. There are Summer and Winter Olympic Games every four years. The first Paralympic Games were in Rome, Italy, in 1960. Olympic athletes work a lot and inspire other people.

Some sports events in ancient Greece

- Discus and javelin: similar to sporting events with the same name in modern times.
- Long jump: athletes had weights called halteres when they jumped.
- Equestrian sports: horse races and chariot races.

Fun facts

- Winners didn't get medals. The prize was a crown of leaves.
- People didn't take note of times or distance results.
- Athletes didn't wear clothes during competitions.
- Women couldn't compete, and only unmarried women could watch a sports event.

Track 6.06

My football manager is a hero to me. I can tell a lot of stories about her, but what she did at our match last weekend was very special. We were winning the game one nil. The other team wasn't playing badly but we were playing really well. At the end of the match, we won three nil, and I could see that one of their players was really sad. We were celebrating our victory but Laura, our manager, walked towards that player. She said to him, 'Don't be sad, you played very well, there's always the next match'. He looked at her and smiled. Isn't she a hero?

UNIT 7

Track 7.01

- 1 create
- 2 discover
- 3 build
- 4 become
- 5 take
- 6 start
- 7 invent
- 8 fly
- 9 use

Track 7.02

- 1 Ada Lovelace created the first computer algorithm with Charles Babbage in the 19th century.
- 2 Alexander Fleming discovered penicillin, the first antibiotic, in 1928.
- 3 Maria Telkes and Eleanor Raymond built the first house heated with solar energy in 1948.
- 4 Hattie McDaniel became the first African American to get an Oscar in 1940.
- 5 Joseph Nicéphore Niépce took the first photograph with a camera in the 1820s.
- 6 People started to send text messages via WhatsApp in 2009.
- 7 Josephine Cochrane invented the first dishwasher in 1886.

- 8 Amelia Earhart flew across the Atlantic Ocean for the first time in 1932.
- 9 Pixar first used computers to make an animated film in 1995.

Track 7.03

TEEN INVENTORS

Ann Makosinski

- Born in 1997
- Student and inventor
- Lives in Victoria, Canada
- Invention: a torch that uses body heat to create light

Ann Makosinski always liked building things. As a young teenager, she was studying electronics while her friends were playing video games.

Ann was visiting her mother's family in the Philippines when she had the idea for the torch. Her inspiration? A friend that was having problems at school because she didn't have light to study at night.

In 2013, her invention won the Google Science Fair for 15 to 16-year-olds.

Shubham Banerjee

- Born in 2001
- Student and inventor
- Lives in Santa Clara, in the United States
- Invention: a cheap Braille printer

Shubham Banerjee was a curious child. He loved science and took part in science fairs at his primary school.

He built the printer in 2013 while he was studying at secondary school. He used a robotic kit in his invention. There are other Braille printers on the market, but Banerjee's invention costs just £270 and the other Braille printers cost around £1,500! He started his company, Braigo Labs, in 2014.

Track 7.04

- 1 battery
- 2 keyboard
- 3 screen
- 4 headphones
- 5 tablet
- 6 printer

Track 7.05

Game show host: Now, whose turn is it?

Girl: It's mine!

Game show host: I can see you're excited, Sarah! Let's start, then! So, Sarah ... Can you guess what an old tech product does? How people used it? You can look at the product for a minute and you can touch it. Ready?

Girl: Yes!

Game show host: So here's the product ...

Girl: Hmm ... all these letters on keys ... this looks like a computer keyboard, but ... I don't see a screen and there are no batteries, so it's not electronic ... Maybe you use paper to write with it, but it's not a printer

... We've got a printer at home, but ours isn't like this ... Mm, I think you might use this to write on paper.

Game show host: Yes, that's correct! It's a typewriter! You use the keyboard to write and print on paper!

Girl: My grandad had a typewriter, but his was different ... it was an electric typewriter, I think.

Game show host: And whose turn is it now? Yes, it's Mark's! OK, Mark, same rules – one minute to look at the old product ...

Boy: Oh, this one's easy. Those headphones are similar to my sister's, only hers are blue. I think this is for listening to music, right?

Game show host: That's right! It's a Walkman®.

Track 7.06

Why is Estonia called E-stonia now? By Marina Campos

Estonia is a small country in the north of Europe. About 1.3 million people live there. Its capital, Tallinn, is a popular tourist destination, with a historic center – Old Town – that receives millions of visitors every year.

The country also attracts people and companies that work with technology and innovation. Estonia is becoming the most digital country in the world!

Let's look at some facts about the 'Silicon Valley' of the Baltic Sea:

- In 1997, the government created a plan to increase internet access in Estonia. In 1999, all the schools in the country had an internet connection.
- Children start to learn how to program a computer when they are seven years old.
- Estonians created Skype in 2003. Microsoft bought it for 5.2 billion pounds in 2011.
- It's easy to find free wi-fi and people can go online even in rural areas.
- Public transport is free in Tallinn for city residents. And there's free wi-fi on the buses, trams, trains and ferries of course.
- Companies can test autonomous cars and robots in Estonia.

Track 7.07

Stephen: Hi, Isabella! Are you OK?

Isabella: No, I'm not. Something bad happened to me yesterday.

Stephen: Oh no! What happened?

Isabella: My mobile phone fell in the swimming pool.

Stephen: You're kidding! How did that happen?

Isabella: Well, it fell out of my hand while I was texting. I got really cross. My mobile phone was new!

Stephen: I'm sorry to hear that.

Track 7.08

- 1 You're kidding!
- 2 Well,
- 3 I'm sorry to hear that.

Track 7.09

- 1 My mobile phone fell in the swimming pool.
- 2 It fell out of my hand while I was texting.

UNIT 8

Track 8.01

- 1 grass
- 2 ocean
- 3 birds
- 4 hill
- 5 coast
- 6 trees
- 7 flowers
- 8 fields
- 9 lake
- 10 village

Track 8.02

Dear Prime Minister,
I'm writing to tell you about the changes my family and I can see in our village. When my grandparents were teenagers, they loved to run and listen to the birds in the fields. Now there are no birds and there is rubbish everywhere.
When my parents were children the lake near our village was clean, and they could swim in it. They could see a lot of fish in the water and they liked to play a game called 'Count the Fish'. They remember the day when they counted a hundred! Today, I'm lucky when I see one fish, but I see a lot of plastic in the water.
My friends and I wanted to do something about this. We talked to our teachers, and now we recycle a lot of things we use at school. Our teachers say our school wants to stop using plastic, but we need some funding to do that.
And I want to do more. I want to organise a group to clean up the lake. Can you give us some money for the bags and gloves we need to buy? The bags need to be recyclable, of course.
Thank you,
Ben Miller

Track 8.03

- 1 rainy
- 2 sunny
- 3 cloudy
- 4 stormy
- 5 foggy
- 6 windy
- 7 snowy

Track 8.04

Presenter: Now over to Kirsty with the weather. How's it looking Kirsty? After all that rainy weather yesterday, I know everyone is a bit worried.
Weather person: Well, we don't expect to see heavy rain today, Victor. In fact, look out of your window – it's a beautiful sunny day! This morning we've got the perfect weather for a walk! However, that all changes in the afternoon ...
Presenter: A sunny day! Great, I want to go for a walk by the river later!
Weather person: Oh, but don't get too excited! Around lunchtime there's some cloudy weather moving in, and there's light rain in the afternoon.
Presenter: Really? Perhaps tomorrow is looking better then?
Weather person: Well, not really. There's stormy weather on the way. We start with a foggy day. Then it really gets cold and windy. And by the end of the day, there's the possibility of snowy showers, so don't forget to get your winter coat before you go out tomorrow evening!

Track 8.05

A: Deforestation in Mexico – Aargh! I'm just thinking about forests and about why people are cutting down trees to create fields. I learned in school that there is deforestation in Mexico because people want to make fields for meat production. I'm very cross about it! How do you feel about deforestation in your country?
B: I'm from the Amazon. Deforestation is a big problem here today. I'm cross too. And I'm worried about the water in the atmosphere. When we cut down trees, we get less rain. The Amazon needs the rain!
C: When we cut down the trees, animals die. I'm from Borneo and we lost over 100,000 Bornean orangutans between 1999 and 2015. We don't want to lose more. Orangutans are so interesting! However, they need the forests to live – where can they go without the forests?
D: I live in Uganda and we are losing a lot of our forests. Look! It's really bad: from 1990 to 2005 we lost about 63%! We need the forest for our food and our home is here. And we use plants for medicines. My family and I need the forest to live, so I'm really worried.

Track 8.06

CLEAN NEW CRESTON
Volunteer Group
Do you want to make a difference to your community?
What can you do? Here are three ideas:
1
Join us on our clean-up events.
NEXT CLEAN-UP EVENT
Central Park
29 November
9 am to 2 pm
2
Donate! We need gloves and plastic bags but remember: we only use recyclable plastic!
3
Post photos of this poster on social media.
Our last clean-up event in Gray Forest was a success! 26 volunteers collected 120 bags of rubbish. 52 percent of the rubbish collected went to be recycled so we were all very happy!
Everyone needs to help keep our community clean!

Track R.01

Melbourne street art capital
Melbourne, in Australia, is famous for its colorful street art on many buildings in the city center. You can visit Croft Alley in Chinatown – the Chinese neighbourhood of Melbourne. Or go to Hosier Lane to see some amazing street art.
There are images of people next to animals and graffiti writing, but they don't stay the same. Street art often changes and there are new images from one day to the next.
Are street art and graffiti different?
Yes, graffiti is usually words or letters. Graffiti artists use their tag (usually their name or a sign) to communicate with each other. Street art uses different techniques and materials, for example, stencils, sculpture, stickers and posters. Some street artists only want to make beautiful murals, but other artists want to communicate what's happening in the world. Some street and graffiti artists work at night. The artist prepares a stencil or poster in a studio and then uses it in the streets because it's fast.

Track R.02

My Favorite festival
My Favorite festival is Spring Festival. Some people also call it Chinese New Year. It's a big family celebration here in China. The date of the festival depends on the cycles of the moon. Some years it is in January and others in February. Before the festival, we clean and decorate our houses. Every neighbourhood, street and building has got red decorations. We love the color red as it is a symbol of energy and being happy.

The Spring Festival dinner is very important. Many Chinese people travel to be with their families. We eat special food together. Parents and grandparents often give children red envelopes with money. You take the envelope with both hands. It isn't polite to use one hand or to open the envelope in front of the person. Today, a lot of people also send red envelopes to friends and family online. Many cities and towns in China celebrate Spring Festival with fireworks, dragon and lion dances, and fairs at parks. My Favorite thing about Spring Festival is seeing the bright colors of the fireworks at night. They're beautiful!

Track R.03

The Trans-Mongolian Express
We decided to take the Trans-Mongolian Express train to see the small towns and villages of Siberia. We were very excited!
Tuesday, 21 March
Our trip started in Moscow. It was Tuesday night when we got on the train. There were a lot of people at the station. At 23:45, the train left Moscow.
Wednesday, 22 March
The train stopped at different stations. It was night again when we stopped at Perm. It's famous for its ballet and literature.
Thursday, 23 March and Friday, 24 March
After 25 hours, we arrived at Yekaterinburg, on the border between Europe and Asia. Then we travelled across Siberia.
Saturday, 25 March and Sunday, 26 March
We stopped at Irkutsk and saw the amazing Lake Baikal.
We crossed the Russian-Mongolian border and arrived at Ulaanbaatar, the capital of Mongolia. When we travelled through the Gobi desert, we saw people on horseback.
Monday, 27 March
The train crossed the mountains and we saw the Great Wall of China. Six nights and seven days later, we arrived in Beijing. It was a fantastic experience! There were often people selling food and drink at the stations, but we ate on the train. There was a Russian restaurant while the train was in Russia and a Mongolian restaurant in Mongolia. Then it changed to a Chinese restaurant in China. We tried a lot of different foods!

Track R.04

My name's Felix Nagy. This is my blog about life on our eco-farm.
My mom, dad, sister and I live on a farm in Canada. Before we moved to the farm, we lived in the city of Quebec. It was very different. My mom and dad both had jobs and they were always busy, so they weren't at home very much.
One summer, they decided to buy a farm. We went to live in a beautiful place in the countryside, outside Quebec.
My mom and dad built parts of the house. We've got solar panels for electricity and big tanks for the rainwater. They also created a big garden.
My sister and I started at the secondary school. It's really far so we go by bus every day. At first it was difficult because we didn't know anyone, but now there are always teenagers at our house!
When we're not at school, we help on the farm. We get all of our food from the garden. We've got chickens for eggs and a lot of fruit and vegetables. I haven't got a phone and we all share one computer. But it's never boring.
One day, I was taking photos in the garden when I saw a huge snake in the grass. Luckily, it wasn't dangerous!

Track P.01

The painting, *The Artist's Garden* at Vétheuil, 1881, is by the French Impressionist painter, Oscar-Claude Monet. He was born in 1840 and died in 1926. The house in the painting was in the small village of Vétheuil in France. In 1878, Monet went to live there with his wife Camille, his son, Jean and his son, Michel. Soon after they arrived in Vétheuil, Monet's wife died, but Monet stayed in Vétheuil with his two boys. Monet painted a lot of his paintings outside, and he often painted his garden in different light and at different times of the day. Monet loved to plant flowers where he lived. In the garden in Vétheuil, he planted tall flowers, and the blue and white flowerpots in the painting were Monet's. He took them with him every time he moved house and they are in many of his paintings. Look closely at the flowerpots. What different colors can you see? The boy in the painting next to a toy is Monet's son, Michel. We don't know who the woman was in the painting. The painting has got many bright colors, but it was a sad time in Monet's life.

READING

Read the online article.

My Town (Sandra, 12)

I'm from Salvador, a town in Bahia in Brazil.

Salvador is like many towns in Brazil. Sure, you can find cinemas and clothes shops, and there are loads of skateparks, too. My favorite is the Riverfront Skating – I go there every Saturday. There are also some cool bowling alleys, like Let It Roll Bowling (next to Bela Vista shopping center).

But are these the best things about living here? No, they aren't. Is there something I love much more? Yes, there is – the food!

My favorite place to eat is at the markets. I go to a food market every day. They have a lot of fresh fruit and vegetables (the pineapples here are excellent), and there are many places where you can buy snacks and traditional meals, like chicken with rice and beans.

1 Write the name of ...

- 1 the author of the article.

- 2 the town where the author lives.

- 3 the skatepark.

- 4 the shopping center.

- 5 the bowling alley.

2 Write *T* (true) or *F* (false) next to the statements.

- 1 Sandra lives in Bahia. ____
- 2 Salvador is very different from other Brazilian towns. ____
- 3 Sandra goes to Riverfront Skating once a week. ____
- 4 There aren't any markets in Salvador. ____
- 5 Sandra always goes to a food market. ____

3 Complete the sentences. Use one word.

Sandra likes the activities in Salvador, but she likes the ¹_____ more. At the food markets, you can buy ²_____ and also fresh ³_____ (for example, pineapples). Many people buy and eat rice and ⁴_____ with some meat, like ⁵_____.

READING

Read the blog.

My town (Mia, 12)

In my town, there are beautiful parks, and people come from many other towns to see them. In the old part of town, there are many hotels. People like to visit the parks and the hotels, and walk about and look at the buildings. For me ... well, there is a bowling alley inside the shopping center, but it never opens. In front of the shopping center, there is a cinema, but I don't go there because they never have interesting films for people my age. OK, the parks are beautiful, but they don't have skateparks in them. I sometimes go to the clothes shop behind the supermarket with my mom, but we never find any cool clothes for me. I don't enjoy living here.

1 Write T (true) or F (false) next to the statements.

- 1 There are a lot of hotels in Mia's town. ____
- 2 People come to see the parks, but not the buildings. ____
- 3 Mia never watches films at the cinema. ____
- 4 In Mia's town, there is a park and a skatepark. ____
- 5 Mia likes living in her hometown. ____

2 Circle the correct options.

- 1 How often does the bowling alley open?
sometimes / never / always
- 2 Where are the hotels in Mia's town?
in the ... old / new / beautiful part of town
- 3 Where is the supermarket?
on the left of / in front of / next to the clothes shop
- 4 Where is the bowling alley?
inside the shopping center / behind the park / between the shopping center and the clothes shop
- 5 Is there a stadium in Mia's town?
yes / no / we don't know

Appendix C

UNIT 1

1 Look at the photos. Complete the sentences. Use the words below.

behind between in front of
in left next to right



1 My grandad is

_____ the table.



_____ the window.



3 The boy is

_____ his dad.



4 The woman is

_____ her daughter and her son.



5 The dog is on the

_____ of my aunt.

6 My aunt is on the

_____ of the dog.



7 My uncle is

_____ the car.

2 Circle the correct options.

- 1 There are many trees *in front to* / *in front of* my flat.
- 2 Fry the *orange juice* / *onion* in a bit of oil.
- 3 The knife is *next to* / *next of* the fork on the table.
- 4 There is a beautiful park *the left* / *on the left* of the road.
- 5 In my bedroom, my table is *behind* / *between* the wardrobe and the door.
- 6 The salt is *on a right* / *on the right* of the plate.
- 7 There is a skatepark *behind* / *behind to* the cinema.
- 8 My favorite fruit is *carrots* / *pineapple*.
- 9 My school uniform is *in of* / *in* my wardrobe.
- 10 My mom doesn't like meat. She never eats *fish* / *chicken*.

1 Complete the sentences. Use *there is / are* in the correct affirmative (+), negative (–), question (?) forms, or use an adverb of frequency.

- 1 A: _____ skateparks in your town?
B: Yes, there are.
- 2 A: _____ do you go to the skatepark?
B: I go once a week.
- 3 A: _____ a restaurant near here?
B: Yes, there is a very nice Greek restaurant.
- 4 A: Are there cinemas in your town?
B: Yes, _____.
- 5 A: How many times a week do you go to the supermarket?
B: I go _____, on Thursdays and Saturdays.
- 6 A: I like to eat healthy food.
B: Great! _____ a lot of vegetables in this dish.
- 7 A: Are there people in your class who you don't like?
B: No, _____.
- 8 A: How often do you go to the shopping center?
B: I _____ go to the shopping center – I hate shopping!
- 9 A: _____ four people in your family?
B: No, five – my mom and dad, me and my two brothers.
- 10 A: Is there a park near here?
B: Yes, _____ two parks, one near my flat and another next to the shopping center.

2 Circle the correct options.

- 1 We do exercise *two a week / twice a week*.
- 2 My grandparents *never go / go never* to the skatepark.
- 3 Brian plays football *every weekend / every weekends*.
- 4 Charlie *often wears / wears often* shorts.
- 5 We *always go / go always* to the shopping center on Saturdays.
- 6 Sara goes to the cinema *once of a week / once a week*.
- 7 My cousin *plays never / always plays* video games.
- 8 I go to *school every morning / every morning school*.
- 9 I *sometimes / some of the times* do my homework at school.
10. My dad buys my mom *once a week flowers / flowers once a w*



EXTRA READING 1

AROUND THE WORLD



Everyday Life in Africa

www.lifeandstylewithmoussa.com

About | Life | Food | My style | Contact

Greetings from Senegal

Today, why don't I tell you about our food here in Senegal? Senegalese cooking is part African, part French, and it's delicious! The food is always spicy, and we love street food – you can eat it with your fingers!

I often buy a sandwich for breakfast on my way to school. My favorite is spicy bean. For lunch or dinner, there's yassa or *dibi*. I love them! You can buy chicken or fish yassa. They cook it with onions, spices, lemon juice and French mustard. I usually eat my yassa with rice.



spices



french mustard

Dibi is a lot of people's favorite street food. It's lamb with onions and a spicy mustard sauce. Everywhere in Senegal there are special shops called *dibiteries* where you can buy a *dibi*. There's a good one near my house; I go there every week with my friends.

I'm hungry now – it's time to eat! See you!

Moussa



1 Look at Moussa's blog post. Who is Moussa? Tick (✓) the correct answer.

☐ a teenager from Senegal

☐ a tourist in Senegal

2 Read the first part of the text and complete the sentences.

1 Food in Senegal food mixes African and French cooking.

2 All Senegalese food is

3 People in Senegal really like food.

4 You eat street food with your

3 Read the rest of the text. What is the name of the food in the big picture?

☐ spicy bean sandwich

☐ yassa

4 Write the name of the food(s) each sentence 1–6 refers to.

1 Moussa sometimes eat this for breakfast.
a spicy bean sandwich

2 This has got onions with it.
.....

3 You often eat this with rice.
.....

4 You eat this food with a sauce.
.....

5 This has got mustard, meat or fish in it.
.....

6 This street food is very popular.
.....

THINK!

Which food from Senegal is your favorite? Why? What would you include in a blog post about street food in your country?

GAME CHANGER Grade 6

PHOTOCOPIABLE © Cambridge University Press 2024

READING

Read the article.

Breakfast in Cuba

Cubans enjoy breakfast every morning in the traditional way. There are three parts to breakfast – coffee, bread and fruit. To make the coffee, we always add warm milk to the cup first, then the black coffee, and then sugar. In Cuba, we eat fruit like pineapple, and we cut our bread into long, thin pieces. We often put the fruit on the bread and eat them together at the same time. Sometimes, we put the bread in the coffee then eat it. Try it – it's delicious! You can also have eggs or a bit of meat next to your plate of fruit.

1 Complete the sentences.

- 1 In Cuba, people often eat fruit for breakfast, for example, _____.
- 2 Cubans add _____ and _____ after they put warm _____ into the cup.
- 3 Cubans eat _____, _____ pieces of bread.
- 4 Putting bread in coffee is _____ to eat.
- 5 Cubans put fruit on a _____ when they eat.

2 Circle *T* (true) or *F* (false).

- 1 There are four parts to a Cuban breakfast. T / F
- 2 Cubans always drink tea when they have breakfast. T / F
- 3 For breakfast, Cubans eat fruit from other countries. T / F
- 4 Cubans often put fruit on their bread. T / F
- 5 Cubans sometimes eat eggs for breakfast. T / F

WRITING

Read the recipe.

Easy Feijoada

Ingredients

meat
chorizo
tomatoes
2 tbsp. of oil
salt
3 tsp. of paprika
1 ½ onions
3 cups of water
200 g beans

Instructions

- 1 Fry the onions in the oil.
- 2 Add the meat to the pot.
- 3 Cook the onions and meat for 5 minutes.
- 4 Add the chorizo and paprika. Cook for 1 minute.
- 5 Add the tomatoes, beans, salt and water. Mix everything together for 30 seconds.
- 6 Cook for 45 minutes.

1 Write *T* (true) or *F* (false) next to the statements.

- 1 You don't need chicken for this recipe. ____
- 2 You add the onions after you add the chorizo. ____
- 3 You need 200 g of beans for this recipe. ____

Time for a Snack



Leakena is from Cambodia. She doesn't have a banana for a snack today, she has a spider. She usually buys one tarantula from a food stall on the way home from school. "You cook them in oil and then add some salt and some sugar. They're like chicken or fish. The legs are my favorite!"



Kgosi is from Botswana in southern Africa. He doesn't have any apples today, but he has some Mopane worms. "I like sharing them with friends at school. They're great with some peanut butter or some rice, and they have more protein than meat. I don't have any rice today, just 50 worms!"



Jorge is from Oaxaca, Mexico. He has some chocolate today, but he also has a grasshopper taco. "My mom cooks grasshoppers in some oil, and she always adds some garlic. They're my favorite snack, and I sometimes buy them at the market."

Bugs such as grasshoppers, spiders, and worms are good for you and the planet. They give us protein and they aren't expensive to feed. Which bug do you want to try?

READING An Article

- 1 Look at the photos of food in the article. Where do you think people eat this food? Do they enjoy it?
- 2 Read the article and check your answers to Exercise 1.
- 3 Check the meaning of the words in **bold** in the article.

4 **EXAM** Circle the correct answers.

- Which person ...
- 1 enjoys sharing snacks with friends?
 - 2 usually buys a snack after school?
 - 3 enjoys the snack with garlic and oil?
 - 4 likes eating the snack with rice?
 - 5 has two types of snack today?
 - 6 likes eating a bug's legs?

Leakena	Kgosi	Jorge
A	B	C
A	B	C
A	B	C
A	B	C
A	B	C
A	B	C

Voice It!

- 5 Discuss the questions.
 - 1 Do people in your country eat bugs?
 - 2 Which of these bugs do you want to try?
 - 3 How is eating bugs good for the planet?

GRAMMAR

1 Complete the sentences. Use *can* and the verbs in brackets in the affirmative (+), negative (–) and question (?) forms.

- 1 We _____ (drink) soft drinks at home. (–)
- 2 _____ (you/eat) fast food sometimes? (?)
- 3 We _____ (do) our homework in lessons sometimes. (+)
- 4 I _____ (hang out) with my friends after school today. (+)
- 5 _____ (you/come) to the shopping center with me? (?)
- 6 My mom says I _____ (eat) meat every day. (–)
- 7 My grandma _____ (cook) chicken and rice very well. (+)
- 8 I _____ (watch) films every day. (–)
- 9 She says Fred _____ (go) to the restaurant. (–)
- 10 _____ (I/play) video games before I eat dinner? (?)

WRITING

2 Read the flyer about where you can go in town.

For sport and exercise

Why not visit the park? You can't skate, but you can play soccer or go running.

To hang out

How about visiting the shopping center? You can go with friends or family. Or both!

To eat food

Why not try a traditional barbecue at the Rodizio restaurant.

Answer the questions.

Where can you eat barbecue food?

What can you do at the park?

Where can you go to hang out with your friends and family?

VOCABULARY

1. Look at the photos and complete the sentences.



1 She is _____
an _____.



2 He is _____
the _____
to the salad.



3 He is _____
the _____.



4 She is holding
a _____.



5 She is _____
the _____.

WRITING

2. Write a recipe for a dish you know. Write 30–70 words.



PLAN

- 6 Work in groups. Choose the theme for your food truck. Then complete the steps below.
- Choose a name for your food truck.
 - Decide on the design and illustrations for it.
 - Decide and agree on the food you want to sell.
 - Decide and agree on the prices.
 - Plan and design the menu.
 - Draw and illustrate your food truck.

PRESENT

- 7 Display your food truck design on your classroom wall. Remember to include an interesting menu with well-organized information, an attractive design, and the tips in How to Evaluate a Design.

CHECK

- 8 Look at your classmates' designs and complete the notes. Then discuss in your group.
- What is the theme of each food truck? _____
- Which food truck has the best design? _____
- Which food truck would you like to eat from? Why? _____

READING

Read the online forum.

Q Where did you go on holiday last year?
A Elkhan – Baku, Azerbaijan
There were so many places to go sightseeing. We were in a hotel very close to the historic center, and it was easy to walk to the famous Sirvanshah’s Palace and take pictures. It was only ten minutes from our hotel! Also, there were so many really good Azerbaijani restaurants! The museums were open every day, and my mom and dad were happy about that.
A Sasha – George Town, Asia
We were in George Town in Penang. There wasn’t a beach, which was good because I don’t like them. I was in a nice hotel with my parents, and the receptionist gave us a map to find the street markets. We all love shopping, and there were good shopping centers in George Town. On most nights, we were in great restaurants, too. Were we happy to be in Malaysia? Yes, we were!

- 1 **Circle the correct options.**
- 1 Who was in Azerbaijan? Elkhan / Sasha / both
 - 2 Who was in Malaysia? Elkhan/ Sasha / both
 - 3 Who was near the historic center? Elkhan / Sasha / both
 - 4 Who was in a hotel? Elkhan/ Sasha / both
 - 5 Who was often in a restaurant? Elkhan/ Sasha / both

- 2 **Write T (true) or F (false) next to the statements.**
- 1 Elkhan was in a hotel in the center of Baku. —
 - 2 In Azerbaijan, there weren’t many good restaurants. —
 - 3 Elkhan was happy that the museums were always open. —
 - 4 There was a beach in George Town. —
 - 5 Sasha and her parents went shopping in George Town. —

WRITING

Read the email.

From: thea@maralo.com
To: markymar@topmail.com
Subject: Hello from Marbella!

Hi Mark
I’m in Marbella with my family. Today, we were at the beach all day. It was very hot. I was swimming for three hours! We are in the hotel now. At the moment, my sister is watching TV, I’m writing this email and my parents are sleeping.
I hope you’re enjoying your summer.
Thea

- 1 **Circle the correct options.**
- 1 What is the email about? *Mark’s / Thea’s* holiday in Marbella.
 - 2 What activities does Thea write about? *swimming and writing / swimming and walking*
 - 3 What are her parents doing? *watching TV / sleeping*

READING
A Pamphlet

- 1 Look at the photos. What do you think the leaflet is about? What do you want to know about it?
- 2 Read the leaflet. Match the questions (a–d) with the right sections of the leaflet (1–4).
- a What will you eat?
 - b Who will take care of you?
 - c Where will you sleep?
 - d What will you do during the weekend?
- 3 Guess the meaning of the underlined words in the leaflet.

4 **EXAM** Circle the correct answers.

Which person ...

- 1 will practice their wood skills?
- 2 will learn new things?
- 3 will organize a cooking competition?
- 4 will build a shelter?
- 5 knows about wild food?
- 6 knows how to track animals?

You	Adem	Havva
(A)	B	C
A	B	C
A	B	C
A	B	C
A	B	C
A	B	C

Voice It!

- 5 Discuss the questions.
- 1 What do you think is the most interesting part of WILD Weekend?
 - 2 Why it is important to be careful when lighting a fire?
 - 3 Why do we need to identify plants before eating them?



WILD WEEKEND

Do you want a new adventure this summer? Join us at one of our **WILD** centers in Turkey. Every weekend from Friday to Sunday.



1 ☐ In a bed? In a tent? No, you'll sleep in a shelter. You'll build it yourself with leaves and branches.

2 ☐ You won't be near any stores or a supermarket, so you'll find your own food. You'll learn to catch fish, collect fruit, and identify plants to eat.

3 ☐ **DAYTIME**
Why not try some of our amazing adventure activities?

- Go kayaking or diving in the ocean.
- Go for a bike ride or go horseback riding in the mountains.
- Learn to track animals or practice your wood skills.

EVENING

- Get to know your new friends and compare your **WILD** days.
- Sing, listen to ancient Turkish legends, toast marshmallows over the campfire, drink hot milk with cinnamon, and relax.

Join us for a **WILD WEEKEND**! You'll learn new skills, make new friends for life, and have fun! Will you want to do it again? Of course you will! For more information and booking details, visit our website now!

4 ☐ **MEET YOUR INSTRUCTORS!**



Hi! I'm Adem. I'm an expert in extreme survival. I'll teach you survival skills for life. You'll also learn how to track animals and how to work with wood. You'll learn new things about yourself and you'll begin to love outdoor life.



Hi! I'm Havva and I'll help you find, prepare, and cook your own food. You won't want to eat food from a supermarket ever again! Look out for my campfire cooking challenge! Will you be a winner?

GRAMMAR

1 Complete the sentences. Use the past simple form of *be*.

- 1 I wasn't at school yesterday. I _____ at home.
- 2 A: Were you at the beach?
B: Yes, I _____.
- 3 The students weren't in a maths lesson. They _____ in a science lesson.
- 4 A: Was your mom in the park?
B: No, she _____.
- 5 We were at the nature reserve on Saturday. We _____ at the street market.
- 6 Ren was in Mallorca last summer. He _____ in Málaga.
- 7 Julia wasn't with Paul. She _____ with Alex.
- 8 The weather was cold this morning. It _____ warm.
- 9 A: Were Lewis and Theo in the museum?
B: No, they _____.
- 10 A: _____ you and Robert in the amusement park?
B: Yes, we were.

WRITING

2 Read the email.

From: isla101@mailto.com.br
To: gabigabi@mailto.com.br
Subject: Holiday in Florida

Hi Gabi,

My mom told me your family is thinking about a holiday in Florida. We spent time in Florida two years ago. Do you want to know what we did there?

There were lots of cool shopping centers. My mom wanted to stop me from spending all my money! Also, one day, my sister and I went horse riding on the beach. Oh, and the amusement parks were fantastic.

I hope you go there!

Isla

Write *T* (true) or *F* (false) next to the statements.

- 1 Isla is in Florida now. ____
- 2 Isla went horse riding with Gabi. ____
- 3 Isla's mom told her not to spend all her money in shopping centers. ____

VOCABULARY

1. Look at the photos. Put the letters in the correct order to make holiday and activity words.



1 Gnicmpa _____



2 menusmeat rapk _____



3 afrais _____



4 nifsigh _____



5 msmigwin lopo _____



6 rotu udige _____



7 uemmsu _____



8 ehabc _____



9 aknigyka _____



10 seroh indrig _____

2. Imagine you are on holiday. Write an email to a friend to tell them about it. Write 30–70 words.



AROUND
THE WORLD

READING

A Webpage

- 1 Circle the answer you think is correct.
- 1 More than 9 / 11 million American children and teenagers are going to a summer camp this year.
- 2 The first American summer camp opened more than 50 / 150 years ago.
- 2 Read the webpage and check your answers to Exercise 1. Write two more things you would like to know about American summer camps.
- 3 Read the webpage again. Match the sentences with the camps 1–4.
- a You will work with professional coaches. 3
- b It lasts for three weeks. ____
- c You will spend a month at this camp. ____
- d This camp lasts for two weeks. ____
- e You won't hear any English while you are at this camp. ____
- f You can only do this course if you are not a beginner. ____
- 4 Write the adjectives for nouns 1–6.
- 1 beauty beautiful
- 2 music _____
- 3 nature _____
- 4 profession _____
- 5 success _____
- 6 wonder _____
- Voice It!**
- 5 Discuss the questions.
- 1 Do you think summer camps make you a more independent person?
- 2 Do you think it is important to be independent? Why?
- 3 What other skills do you need to be independent?

Your Guide to American Summer Camps

Find a camp

What are you going to do over summer vacation? Here in the U.S.A., more than 11 million children and teenagers are going to summer camp. The first summer camp opened more than 150 years ago, and there are now more than 1,200 summer camps to choose from.

Here are our four favorite camps this week.

1 Tech Camp

Cambridge, Massachusetts

You'll be at one of the best universities in the country, in the heart of technology! In just three weeks, you'll learn to build robots with college students. They'll help you develop useful skills like game and web design. You'll stay in a dormitory on campus and experience a bit of college life.



2 Languages for Life

Atlanta, Georgia

Learn a new language at this summer camp! Choose from Arabic, Chinese, and lots more! You'll live and sleep in the language and culture. You won't speak English for a month! In your free time, why not visit the world's largest aquarium or one of Georgia's wonderful museums?



READING

Read the story.

The man and the bird

A long time ago, there was a man who sold cakes in a market. One day, a bird wanted to eat the man’s last cake. So, it came down from the tree and said to the man, ‘Look over there!’ When the man looked away, the bird took the cake from the table. Then, it rushed back to the tree with the man’s cake. When the bird arrived back in the tree, it laughed at the man.

A minute later, the man found the bird in the tree with the cake in its mouth. Then he said, ‘Oh! My dear bird. How beautiful you are! Look at all the beautiful colors on your body. And how clever you are to take my last cake. And so fast! I didn’t even see you take it. Tell me about your song. It is also beautiful? Please, can you sing a song for me?’ ...

1 Complete the last paragraph of the story. Use the words below.

fell laughed opened started went back

The bird ¹ _____ its mouth.
It ² _____ to sing. The cake
³ _____ into the man’s hand. He
⁴ _____ at the bird and ⁵ _____
to the market.

2 Underline the correct options.

- 1 This is a story about a man and *a market* / *a bird*.
- 2 The cake was *in the man’s hand* / *on the table* when the bird took it.
- 3 The bird laughed *after it returned to the tree* / *when it was flying to the tree*.
- 4 The man was looking for the bird for a *long* / *short* time.
- 5 The moral of the story is *take things without asking* / *don’t take things without asking*.

WRITING

UNIT 4

Read the story summary.

The magical world of Narnia

Narnia is a magical world in a fantasy story by C S Lewis. One day, a girl called Lucy walked through a wardrobe that took her to Narnia.
Later, she returned with her brothers and her sister. They became friends with a lion called Aslan. All of the animals in Narnia wanted the White Witch to leave their country.
At the end, there was a battle. Aslan and the children won, and the witch left.

1 Answer the questions.

- 1 What did Lucy walk through before she arrived in Narnia?

- 2 Who did Lucy and her brothers and sister make friends with?

- 3 What happened after the battle?

VOCABULARY

1. Circle the correct options.

- 1 I always *walk* / *laugh* when I see Brooke. I love being her friend.
- 2 I *remember* / *tell* you – you're Nick's brother, Ethan!
- 3 I *rush* / *arrive* at school every day at 7:25.
- 4 Eddie is *walking* / *rushing* because he is late.
- 5 You don't need to *shout* / *laugh*. I'm standing in front of you.
- 6 My grandma is always *telling* / *deciding* us interesting stories.
- 7 We can *walk* / *arrive* to the village because it's really close.
- 8 It's a nice day, so I *remember* / *want* to go to the park.
- 9 We can't *decide* / *want* what to watch – a drama or an adventure film.

2. Put the letters in the correct order to write time expressions.

- 1 I'm wearing my favorite jeans _____. (won)
- 2 We arrived in Mexico on Thursday _____ (stal kwee).
- 3 _____, my grandparents worked on a farm. (sraey oga)
- 4 In history lessons, we learn about what people did ____ (ni eht stap)
- 5 I'm so happy! My mom bought me a new mobile phone _____ (dertayeys).
- 6 _____, my family decided to move to Leeds. (noe yad)

HISTORY

- 1 Look at the picture. How old are the paintings?
- 2 Read the article and check your answer to in Exercise 1.
- 3 Find the synonyms in **bold** in the text.
 - 1 amazing _____
 - 2 hole _____
 - 3 profound _____
 - 4 something you find _____
- 4 Match questions a–f with paragraphs 1–6.
 - a What did they find?
 - b Did the boys keep their promise?
 - c Where did the boys make the discovery?
 - d How did the boys feel?
 - e When did the discovery take place?
 - f How did they make the discovery?
- 5 Read the article again and put the events in order.
 - a ☐ The boys saw a hole in the ground.
 - b ☐ Archaeologists came to see the paintings.
 - c ☐ The boys saw pictures of animals in a cave.
 - d ☐ The boys threw stones down a hole.

Explore It!

Guess the correct answer.

Cave artists used ... as paint.

a plants b charcoal c food

Find another interesting fact about the Lascaux cave paintings. Then write a question for your partner to answer.



The Lascaux Cave Paintings

1 ☐

On September 12, 1940, four teenage boys made an amazing discovery. What do you think they discovered? Read on to find out ...

2 ☐

The boys were in the woods near the village of Montignac, France. One of them, Marcel Ravidat, saw a hole in the ground a few days earlier. They believed it was the entrance to a secret tunnel that people in the village talked about.

3 ☐

First, they looked inside the hole. Then they threw stones through the **opening** to see how **deep** it was. They decided to go in and carefully climbed down 15 meters. At the bottom, there was a cave. They were amazed by what they saw.

4 ☐

There were **incredible** paintings all over the walls, including hundreds of pictures of red, black, brown, and yellow animals. The animals looked like they were moving in the dark.

5 ☐

The boys were excited, but also worried about getting out. They left the cave and promised to keep their **discovery** a secret.

6 ☐

No, the whole village soon found out, and archaeologists came to visit. The cave paintings were about 17,000 years old. Can you imagine that? They are still some of the best examples of prehistoric art ever discovered.

READING

Read the fact sheet.

Charlotte's trip to San Francisco

When did you go to San Francisco?

I went last summer.

Why did you decide to go there?

My mom and I wanted to go on holiday to the United States. My dad couldn't come.

How did you travel around?

Most people think everyone drives cars in San Francisco. That isn't true – a lot of people walk. My mom had a bad foot, so she couldn't walk very well, which was OK because we could ride bikes to most places. There were also loads of buses, and it was easy to go from place to place.

Did you have any problems?

Yes, one day we got on the wrong bus and didn't know where we were. Then we couldn't find a taxi to take us to our hotel.

How did you feel at the end of the holiday?

I didn't want to say goodbye to San Francisco!

1 Answer the questions.

1 How many people went to San Francisco with Charlotte?

2 Does everyone drive cars in San Francisco?

3 Why couldn't Charlotte's mom walk very well?

4 What did Charlotte and her mom often ride?

5 Why didn't Charlotte and her mom know where they were?

Circle **T** (true) or **F** (false).

2

1 Charlotte and her mom walked a lot in San Francisco. T / F

2 There are a lot of buses in San Francisco. T / F

3 Charlotte went on holiday with both her parents. T / F

4 One day, Charlotte and her mom wanted to find a taxi. T / F

5 Charlotte wasn't happy to go home. T / F

WRITING

Read the fact sheet.

Amazing Travellers – Fact Sheet #51

Laura Bingham (1993), British traveller and adventurer.

- She lived in Mexico, teaching English.
- She went home to the United Kingdom on a small boat – over the Atlantic Ocean!
- She rode her bike across South America (7,000 km).
- She went kayaking from the start of the Essquibo river to the Atlantic Ocean.

1 Complete the gaps with words from the text.

- 1 Laura speaks _____.
- 2 She travelled to the United Kingdom on a _____.
- 3 She rode _____ km across South America on a _____.

1 Circle the correct options.

- 1 My dad ... a very fast car.
a rides b drives c boards
- 2 I ... the bus for 40 minutes this morning!
a got off b got on c waited for
- 3 My uncle is a hero to me. He works with animals and is so ... to them.
a happy b funny c kind
- 4 Can we ... the bus at the next stop?
a ride b get off c miss
- 5 What time can we ... the aeroplane?
a board b ride c take
- 6 You can see some amazing places when you ... the Rhine Valley train.
a take b have c go
- 7 The journey was so I went to sleep three times.
a bored b boring c amazing
- 8 How old were you when you learned to ... a bike?
a ride b drive c take
- 9 My sister is late home because she ... the bus from school.
a got on b boarded c missed
- 10 People are often ... that there aren't many public railways in the USA.
a surprised b worried c tired

2 Circle the correct options.

- 1 We ... the aeroplane at 8:15 pm.
a boarded b missed
- 2 My brother ... a very old car.
a rides b drives
- 3 Everyone needs to ... the train here. It's the last stop.
a get off b board
- 4 Four people are ... for the bus at the stop.
a waiting b taking
- 5 I'm sorry I'm late, I ... the bus.
a missed b got off
- 6 You can't walk to the shopping center. It isn't near here. You can ... a train.
a drive b take
- 7 My brother is three and he can ... a bike.
a ride b board

READING

Read Lucy's text.

Rachel – my friend and my hero

There are many people who are clever and always do very well in every subject. Some of them also want to help their friends in lessons – like my friend Rachel.

When we were at school, I always played volleyball at lunchtime, and Rachel liked to read books. I was never interested in boring stuff like books, and she couldn't do sport very well. But, did we like to be together? Of course!

Years later, we were at secondary school, and I was trying to do my maths homework but couldn't understand it. Rachel noticed that I was trying but couldn't do it, so she told me what my problem was.

'When something is difficult for you, you get angry and stop trying. Everything is more difficult when you're angry because it's hard to think clearly.'

That was eight years ago when we were 13. I will always remember that day – the day Rachel became my hero.

1. Answer the questions.

1. What was Lucy's favorite sport at school?

2. When did Lucy play her favorite sport?

3. What does Lucy say about books?

4. What happened to Lucy when she couldn't do her math homework?

5. How old are Lucy and Rachel today?

2. Circle the correct options.

- | | | | |
|---|--|------|--------|
| 1 | Who often enjoyed reading books? | Lucy | Rachel |
| 2 | Who helped other people in their lessons? | Lucy | Rachel |
| 3 | Who was having problems with her homework? | Lucy | Rachel |
| 4 | Who always did well in every subject? | Lucy | Rachel |
| 5 | Who was good at sport? | Lucy | Rachel |

WRITING

3. Read the social media post.

Felix, 12: 38 minutes ago

Who is my hero? Lewis Hamilton. Every year, I get very excited when he visits my city, Monza, for the Italian Grand Prix. One year, for my birthday, my dad took me to watch him. I really enjoyed it. It was amazing to be in the stadium. He's so brave for driving so fast. Also, he always says such nice things to the other drivers after he wins.

Write *T* (true) or *F* (false) next to the statements.

- 1 Lewis Hamilton doesn't live in Monza. ____
- 2 Felix goes to the stadium to watch Lewis Hamilton every year. ____
- 3 Felix's dad drives very fast. ____

1 Complete the sentences with the words below. Use the past continuous in the affirmative (+) or negative (–) forms.

eat look move play read
ride rush sit swim wear

- 1 I _____ in the sea. (–)
- 2 You _____ soccer. (–)
- 3 They _____ their bikes. (+)
- 4 The bus _____ very fast. (–)
- 5 I _____ to my next lesson. (+)
- 6 She _____ on the chair. (–)
- 7 They _____ chicken and rice. (+)
- 8 You _____ your favorite jeans. (+)
- 9 We _____ for our mom. (–)
- 10 He _____ a book about the Olympics. (+)

2 Put the words in the correct order.

1 bus? / the / were / waiting / you / for

2 athletes? / the / were / watching / we

3 you/ to? / who / talking / were

4 games? / playing / Ian / video / was

5 running / was / away? / he / why

VOCABULARY

1 Complete the sentences. Put the personality adjectives in the correct order.

- 1 Theo is _____ (aylz). He never does his homework.
- 2 My mom is very _____ (dyinerfl). She talks to everyone.
- 3 Sabina goes to university because she is _____ (relcev).
- 4 Ali is very _____ (grotns) because he does athletics.
- 5 My dad is an _____ (gamiazn) person. He's my hero!
- 5 Brenda is really _____ (nuyfn). I always laugh when I am with her.
- 6 My grandad loves his cats, and he is _____ (dink) to all animals.
- 7 I think my cousin is _____ (varbe) – he works with lions at the zoo.
- 8 Ryan doesn't tell interesting stories. He is a bit _____ (groinb).

2 Circle the correct options.

- 1 My dad ... a very fast car.
a rides b drives c boards
- 2 I ... the bus for 40 minutes this morning!
a got off b got on c waited for
- 3 My uncle is a hero to me. He works with animals and is so ... to them.
a happy b funny c kind
- 4 Can we ... the bus at the next stop?
a ride b get off c miss
- 5 What time can we ... the aeroplane?
a board b ride c take
- 6 You can see some amazing places when you ... the Rhine Valley train.
a take b have c go
- 7 The journey was so I went to sleep three times.
a bored b boring c amazing
- 8 How old were you when you learned to ... a bike?
a ride b drive c take
- 9 My sister is late home because she ... the bus from school.
a got on b boarded c missed
- 10 People are often ... that there aren't many public railways in the USA.
a surprised b worried c tired

1 Write a social media post about your hero. Write **30–70 words**.

- Who is my hero?
- What does my hero do?
- Why do I like them?
- What opinion / description can I give?

READING

1 Read the magazine article.

Inventors from the past

When do you think someone invented the battery? Is it a new invention or a really old one?

Long ago, in 1799, Alessandro Volta built something he called the voltaic pile. One year later, he took his invention to the Royal Society in London to explain to the scientists there how it worked. He showed them how the invention made electricity. While he was talking, the scientists became very excited. They realised this invention was extremely important.

How can people drive in bad weather?

All drivers today can say 'thank you' to Mary Anderson. In New York, in 1902, she was travelling on a tram in very bad weather. She saw that the driver couldn't see what was on the road. When she went home, Mary created windscreen wipers: mechanical arms to clean the rain off the front window of trams, buses and cars so drivers can see.

Complete the text.

Alessandro Volta's ¹ _____ was called the Voltaic Pile. He showed it to the ² _____ at the Royal Society, and they saw how it could create ³ _____. Mary Anderson invented ⁴ _____ after she was on a ⁵ _____ in New York.

2 Write T (true) or F (false) next to the statements.

- 1 Volta went to the Royal Society in 1799.

2 The scientists didn't realize how important the voltaic pile was.

3 Mary Anderson was in the United States in 1902.

4 Mary Anderson built her invention on a tram.

5 Windscreen wipers help drivers to be safe.

6 Windscreen wipers help drivers to be safe
- _____

WRITING

3 Read the review.

Streamsound is an app for my favorite thing – music!

There are thousands of songs you can listen to, and you can choose anything you like. Do you enjoy rock? Or do you prefer hip-hop? There are all types of music on Streamsound. You can always find what you want. In my opinion, it is easy to use, and the best thing is that it is free to download!

Circle T (true) or F (false).

- 1 You can watch films on Streamsound. T / F
- 2 You can listen to pop music on Streamsound. T / F
- 3 You can listen to songs on Streamsound for free. T / F

VOCABULARY

1 Circle the correct options.

- 1 In 1973, Martin Cooper *used* / *flew* a mobile phone for the first time.
- 2 In 1969, Neil Armstrong *invented* / *became* the first person to walk on the moon.
- 3 In 2017, Elon Musk *built* / *started* a 100-megawatt battery.
- 4 In 1843, Nancy Johnson *took* / *invented* the first ice cream machine.
- 5 In 1976, Steve Jobs and Steve Wozniak *started* / *built* Apple Computers.
- 6 In 1927, Charles Lindbergh was the first person who *took* / *flew* across the Atlantic Ocean.
- 7 In 1846, John Couch Adams *discovered* / *created* the planet Neptune.
- 8 In 1826, Joseph Nicéphore Niépce *took* / *used* the first photograph.
- 9 In 1886, Josephine Cochrane *started* / *created* the first dishwasher.
- 10 In 1930, Ruth Wakefield *made* / *used* chocolate chip cookies when she added chocolate to a cookie mix.

2 Complete the technology words.

- 1 something you wear to listen to music h ____
- 2 something you use to type an email k ____
- 3 something that makes electricity for your mobile phone
b _____
- 4 something you hold to play games t _____
- 5 something you connect to a computer to print your homework
p _____
- 6 something you look at when you are reading a blog
s _____

READING

1 Read the letter.

Dear Mr and Mrs Taylor,

Thank you for being kind to my brother and me when we visited last week. We really liked staying at your farm. Before we arrived, we were worried about being bored because we come from a big town. However, you live in a beautiful village, and we were very excited to hang out in a place that is different to where we live. We never see fields or hills at home. When we were swimming in the lake or walking in the forest, we felt very happy.

We also saw how important it is to be kind to nature. It was very interesting to learn that your farm shop never uses plastic bags and that people could take old plastic bags to your shop for recycling. We want to help people in our town to do the same thing. Can you send us some of the posters we saw in your shop?

Thanks
Patrick

WRITING

3 Read the poster.

Think about how you can make a difference to nature and the world.

Here are four ideas for things you can do at home:

- Turn off the lights when you leave the room.
- Ask your parents to buy an electric car.
- Recycle things you don't need.
- Put a post on social media about what you are doing so your friends can do the same as you. #helpnature

Write three of the five imperative verbs in the poster.

- 1 _____
- 2 _____
- 3 _____

Circle the correct options.

- Patrick went to the farm with *Mr Taylor / his brother*.
- When he was at the farm, Patrick felt *bored / excited*.
- Patrick was happy when he was *doing exercise / walking in the forest*.
- Mr Taylor *recycles / buys* plastic bags at the farm shop.
- Patrick wants people in his town to *visit the farm / recycle plastic bags*.

2 Write T (true) or F (false) next to the statements.

- 1 Patrick and his brother live in a village. ____
- 2 There are hills near Mr Taylor's farm. ____
- 3 Mr Taylor wants other people to do the same as him. ____
- 4 There aren't any plastic bags in the farm shop. ____
- 5 Patrick made posters for Mr Taylor. ____

VOCABULARY

1 Complete the words to make sentences.

- 1 On a sunny day, I love to listen to the b ____ singing.
- 2 We live in a big city, so we often go on holiday to the c ____.
- 3 Do you want to go for a walk in the f ____ with me?
- 4 I am going to the shop to buy my mom some f ____.
- 5 The g _____ is very long here – we can't play soccer.
- 6 There is a farmhouse at the top of this h ____.
- 7 In the countryside, you can often swim in a l _____.
- 8 The Pacific is the name of a very big o ____.
- 9 There are many beautiful, tall t _____ in the park.
- 10 My grandparents live in a small v ____.

2 Put the letters in order to complete the sentences.

- 1 I don't want to go out today because it's _____ (aniry).
- 2 We're all feeling cold because of the ____ (noysw) weather.
- 3 It's amazing to look down at the ____ (naceo) from an aeroplane.
- 4 There is a beautiful old ____ (lilaveg) 30 km from my town.
- 5 The _____ (sargs) is getting very long in the garden. We need to cut it soon.
- 6 There are hundreds of _____ (steer) in the forest.
- 7 You can't see any blue sky today because it's too (dolucy).
- 8 It was so _____ (romsty) last night. I couldn't ~~get to sleep~~ ____.
- 9 Everyone feels happy when the weather is _ (yunns).
- 10 My aunt always buys colorful _____ (rowslef) from a shop in the shopping center.

Appendices Answer Key

Appendix A

UNIT 1

1 Write the name of ...

- 1 the author of the article.

The name of the author is Sandra.

- 2 the town where the author lives.

The name of the town is Salvador.

- 3 the skatepark.

The name of the skatepark is Riverfront Skating.

- 4 the shopping center.

The name of the shopping center is Bela Vista.

- 5 the bowling alley.

The name of the bowling alley is Let It Roll Bowling.

2 Write *T* (true) or *F* (false) next to the statements.

- 1 Sandra lives in Bahia. **T**
- 2 Salvador is very different from other Brazilian towns. **F**
- 3 Sandra goes to Riverfront Skating once a week. **T**
- 4 There aren't any markets in Salvador. **F**
- 5 Sandra always goes to a food market. **T**

3 Complete the sentences. Use one word.

Sandra likes the activities in Salvador, but she likes the ¹ **food** more. At the food markets, you can buy ² **vegetables** and also fresh ³ **fruit** (for example, pineapples). Many people buy and eat rice and ⁴ **beans** with some meat, like ⁵ **chicken**.

Appendices Answer Key

Appendix B

UNIT 1

1 Write *T* (true) or *F* (false) next to the statements.

- 1 There are a lot of hotels in Mia's town. *T*
- 2 People come to see the parks, but not the buildings. *F*
- 3 Mia never watches films at the cinema. *T*
- 4 In Mia's town, there is a park and a skatepark. *F*
- 5 Mia likes living in her hometown. *F*

2 Circle the correct options.

- 1 How often does the bowling alley open?
sometimes / *never* / *always*
- 2 Where are the hotels in Mia's town?
in the ... *old* / *new* / *beautiful* part of town
- 3 Where is the supermarket?
on the left of / *in front of* / *next to* the clothes shop
- 4 Where is the bowling alley?
inside the shopping center / *behind the park* / *between the shopping center and the clothes shop*.
- 5 Is there a stadium in Mia's town?
yes / *no* / *we don't know*

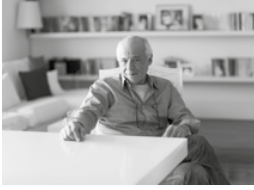
Appendices Answer Key

Appendix C

UNIT 1

1 Look at the photos. Complete the sentences. Use the words below.

behind between in front of
in left next to right



1 My grandad is behind the table.



2 The girl is in front of the window.



3 The boy is next to his dad.



4 The woman is between her daughter and her son.



5 The dog is on the right of my aunt.



7 My uncle is in the car.

6 My aunt is on the left of the dog.

2 Circle the correct options.

- 1 There are many trees *in front to* / *in front of* my flat.
- 2 Fry the *orange juice* / *onion* in a bit of oil.
- 3 The knife is *next to* / *next of* the fork on the table.
- 4 There is a beautiful park *the left* / *on the left* of the road.
- 5 In my bedroom, my table is *behind* / *between* the wardrobe and the door.
- 6 The salt is *on a right* / *on the right* of the plate.
- 7 There is a skatepark *behind* / *behind to* the cinema.
- 8 My favorite fruit is *carrots* / *pineapple*
- 9 My school uniform is *in of* / *in* my wardrobe.
- 10 My mom doesn't like meat. She never eats fish / *chicken*.

Appendices Answer Key

Appendix D

UNIT 1

1 Complete the sentences. Use *there is / are* in the correct affirmative (+), negative (-), question (?) forms, or use an adverb of frequency.

- 1 A: Are there skateparks in your town?
B: Yes, there are.
- 2 A: How often do you go to the skatepark?
B: I go once a week.
- 3 A: Is there a restaurant near here?
B: Yes, there is a very nice Greek restaurant.
- 4 A: Are there cinemas in your town?
B: Yes, there are.
- 5 A: How many times a week do you go to the supermarket?
B: I go twice a week, on Thursdays and Saturdays.
- 6 A: I like to eat healthy food.
B: Great! There are a lot of vegetables in this dish.
- 7 A: Are there people in your class who you don't like?
B: No, there aren't.
- 8 A: How often do you go to the shopping center?
B: I never go to the shopping center – I hate shopping!
- 9 A: Are there four people in your family?
B: No, five – my mom and dad, me and my two brothers.
- 10 A: Is there a park near here?
B: Yes, there are two parks, one near my flat and another next to the shopping center.

2 Circle the correct options.

- 1 We do exercise two a week / twice a week.
- 2 My grandparents never go / go never to the skatepark.
- 3 Brian plays soccer every weekend / every weekends.
- 4 Charlie often wears / wears often shorts.
- 5 We always go / go always to the shopping center on Saturdays.
- 6 Sara goes to the cinema once of a week / once a week.
- 7 My cousin plays never / always plays video games.
- 8 I go to school every morning / every morning school.
- 9 I sometimes / some of the times do my homework at school.
- 10 My dad buys my mom once a week flowers / flowers once a week.

Extra Reading 1

Ex1

1

a teenager from Senegal

2

1 French

2 spicy

3 street

4 fingers

3

yassa

4

1 a spicy bean sandwich

2 yassa (and dibi)

3 yassa

4 dibi

5 yassa, dibi

6 dibi

Think!

Example of correct answers:

My favorite street food is (chicken yassa with rice).

I (love the ingredients and it looks delicious).

Street food from my country include (churros, patatas bravas and kebabs).

Appendices Answer Key

Appendix F

UNIT 2

READING

Read the article.

Breakfast in Cuba

Cubans enjoy breakfast every morning in the traditional way. There are three parts to breakfast – coffee, bread and fruit. To make the coffee, we always add warm milk to the cup first, then the black coffee, and then sugar. In Cuba, we eat fruit like pineapple, and we cut our bread into long, thin pieces. We often put the fruit on the bread and eat them together at the same time. Sometimes, we put the bread in the coffee then eat it. Try it – it's delicious! You can also have eggs or a bit of meat next to your plate of fruit.

1 Complete the sentences.

- 1 In Cuba, people often eat fruit for breakfast, for example, pineapple.
- 2 Cubans add coffee and sugar after they put warm milk into the cup.
- 3 Cubans eat long, thin pieces of bread.
- 4 Putting bread in coffee is delicious to eat.
- 5 Cubans put fruit on a plate when they eat.

2 Circle T (true) or F (false).

- 1 There are four parts to a Cuban breakfast. T / F
- 2 Cubans always drink tea when they have breakfast. T / F
- 3 For breakfast, Cubans eat fruit from other countries. T / F
- 4 Cubans often put fruit on their bread. T / F
- 5 Cubans sometimes eat eggs for breakfast. T / F

WRITING

Read the recipe.

Easy Feijoada

Ingredients

meat
chorizo
tomatoes
2 tbsp. of oil
salt
3 tsp. of paprika
1 ½ onions

3 cups of water

200 g beans

Instructions

- 1 Fry the onions in the oil.
- 2 Add the meat to the pot.
- 3 Cook the onions and meat for 5 minutes.
- 4 Add the chorizo and paprika. Cook for 1 minute.
- 5 Add the tomatoes, beans, salt and water. Mix everything together for 30 seconds.
- 6 Cook for 45 minutes.

1 Write T (true) or F (false) next to the statements.

- 1 You don't need chicken for this recipe. T
- 2 You add the onions after you add the chorizo. F
- 3 You need 200 g of beans for this recipe. T

Time for a Snack



Leakena is from Cambodia. She doesn't have a banana for a snack today, she has a spider. She usually buys one tarantula from a food stall on the way home from school. "You cook them in oil and then add some salt and some sugar. They're like chicken or fish. The legs are my favorite!"



Kgosi is from Botswana in southern Africa. He doesn't have any apples today, but he has some Mopane worms. "I like sharing them with friends at school. They're great with some peanut butter or some rice, and they have more protein than meat. I don't have any rice today, just 50 worms!"



Jorge is from Oaxaca, Mexico. He has some chocolate today, but he also has a grasshopper taco. "My mom cooks grasshoppers in some oil, and she always adds some garlic. They're my favorite snack, and I sometimes buy them at the market."

Bugs such as grasshoppers, spiders, and worms are good for you and the planet. They give us protein and they aren't expensive to feed. Which bug do you want to try?

READING
An Article

- 1 Look at the photos of food in the article. Where do you think people eat this food? Do they enjoy it?
- 2 Read the article and check your answers to Exercise 1.
- 3 Check the meaning of the words in **bold** in the article.

4 EXAM Circle the correct answers.

- Which person ...
- 1 enjoys sharing snacks with friends?
 - 2 usually buys a snack after school?
 - 3 enjoys the snack with garlic and oil?
 - 4 likes eating the snack with rice?
 - 5 has two types of snack today?
 - 6 likes eating a bug's legs?

Leakena	Kgosi	Jorge
A	(B)	C
(A)	B	C
A	B	(C)
A	(B)	C
A	B	(C)
(A)	B	C

Voice It!

- 5 Discuss the questions.
 - 1 Do people in your country eat bugs?
 - 2 Which of these bugs do you want to try?
 - 3 How is eating bugs good for the planet?

GRAMMAR

- 1 Complete the sentences. Use *can* and the verbs in brackets in the affirmative (+), negative (–) and question (?) forms.
- 1 We can't drink (drink) soft drinks at home. (–)
 - 2 Can you eat (you/eat) fast food sometimes? (?)
 - 3 We can do (do) our homework in lessons sometimes. (+)
 - 4 I can hang out (hang out) with my friends after school today. (+)
 - 5 Can you come (you/come) to the shopping center with me? (?)
 - 6 My mom says I can't eat (eat) meat every day. (–)
 - 7 My grandma can cook (cook) chicken and rice very well. (+)
 - 8 I can't watch (watch) films every day. (–)
 - 9 She says Fred can't go (go) to the restaurant. (–)
 - 10 Can I play (I/play) video games before I eat dinner? (?)

WRITING

Read the flyer about where you can go in town.

For sport and exercise
Why not visit the park? You can't skate, but you can play soccer or go running.

To hang out
How about visiting the shopping center? You can go with friends or family. Or both!

To eat food
Why not try a traditional barbecue at the Rodizio restaurant.

- 2 Answer the questions.
- 1 Where can you eat barbecue food?
You can eat barbecue food at the Rodizio restaurant.
 - 2 What can you do at the park?
You can play soccer and go running at the park.
 - 3 Where can you go to hang out with your friends and family?
You can hang out with your friends and family at the shopping center.

VOCABULARY

1 Look at the photos and complete the sentences.



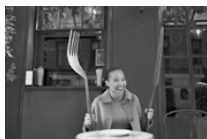
1 She is cutting
an onion.



2 He is adding
the salt
to the salad.



3 He is frying
the chicken.



4 She is holding
a knife
and fork.



5 She is mixing
the eggs.

WRITING

2 Write a recipe for a dish you know.
Write 30–70 words.

Students' own answers

READING

Read the online forum.

Q Where did you go on holiday last year?

A Elkhan – Baku, Azerbaijan

There were so many places to go sightseeing. We were in a hotel very close to the historic center, and it was easy to walk to the famous Sirvanshah's Palace and take pictures. It was only ten minutes from our hotel! Also, there were so many really good Azerbaijani restaurants! The museums were open every day, and my mom and dad were happy about that.

A Sasha – George Town, Asia

We were in George Town in Penang. There wasn't a beach, which was good because I don't like them. I was in a nice hotel with my parents, and the receptionist gave us a map to find the street markets. We all love shopping, and there were good shopping centers in George Town. On most nights, we were in great restaurants, too. Were we happy to be in Malaysia? Yes, we were!

1 Circle the correct options.

- 1 Who was in Azerbaijan? Elkhan / Sasha / both
- 2 Who was in Malaysia? Elkhan / Sasha / both
- 3 Who was near the historic center? Elkhan / Sasha / both
- 4 Who was in a hotel? Elkhan / Sasha / both
- 5 Who was often in a restaurant? Elkhan / Sasha / both

2 Write T (true) or F (false) next to the statements.

- 1 Elkhan was in a hotel in the center of Baku. T
- 2 In Baku, there weren't many good restaurants. F
- 3 Elkhan was happy that the museums were always open. F
- 4 There was a beach in George Town. F
- 5 Sasha and her parents went shopping in George Town. T

WRITING

Read the email.

From: thea@maralo.com

To: markymar@topmail.com

Subject: Hello from Marbella!

Hi Mark

I'm in Marbella with my family. Today, we were at the beach all day. It was very hot. I was swimming for three hours! We are in the hotel now. At the moment, my sister is watching TV, I'm writing this email and my parents are sleeping.

I hope you're enjoying your summer.

Thea

1 Circle the correct options.

- 1 What is the email about? Mark's / Thea's holiday in Marbella.
- 2 What activities does Thea write about? swimming and writing / swimming and walking
- 3 What are her parents doing? watching TV / sleeping

READING
A Leaflet

- 1 Look at the photos. What do you think the leaflet is about? What do you want to know about it?
- 2 Read the pamphlet. Match the questions (a–d) with the right sections of the leaflet (1–4).
 - a What will you eat?
 - b Who will take care of you?
 - c Where will you sleep?
 - d What will you do during the weekend?
- 3 Guess the meaning of the underlined words in the leaflet.

4 EXAM Circle the correct answers.

- Which person ...
- 1 will practice their wood skills?
 - 2 will learn new things?
 - 3 will organize a cooking competition?
 - 4 will build a shelter?
 - 5 knows about wild food?
 - 6 knows how to track animals?

You	Adem	Havva
A	B	C
A	B	C
A	B	C
A	B	C
A	B	C
A	B	C

VOICE It!

- 5 Discuss the questions.
 - 1 What do you think is the most interesting part of WILD Weekend?
 - 2 Why it is important to be careful when lighting a fire?
 - 3 Why do we need to identify plants before eating them?



WILD Weekend

Do you want a new adventure this summer? Join us at one of our WILD centers in Turkey. Every weekend from Friday to Sunday.



1 c
In a bed? In a tent? No, you'll sleep in a shelter. You'll build it yourself with leaves and branches.

2 a
You won't be near any stores or a supermarket, so you'll find your own food. You'll learn to catch fish, collect fruit, and identify plants to eat.

3 d
Daytime
Why not try some of our amazing adventure activities?

- Go kayaking or diving in the ocean.
- Go for a bike ride or go horseback riding in the mountains.
- Learn to track animals or practice your wood skills.

Evening

- Get to know your new friends and compare your WILD days.
- Sing, listen to ancient Turkish legends, toast marshmallows over the campfire, drink hot milk with cinnamon, and relax.

4 b
Meet your instructors!



Hi! I'm Adem. I'm an expert in extreme survival. I'll teach you survival skills for life. You'll also learn how to track animals and how to work with wood. You'll learn new things about yourself and you'll begin to love outdoor life.



Hi! I'm Havva and I'll help you find, prepare, and cook your own food. You won't want to eat food from a supermarket ever again! Look out for my campfire cooking challenge! Will you be a winner?

Join us for a WILD Weekend! You'll learn new skills, make new friends for life, and have fun! Will you want to do it again? Of course you will! For more information and booking details,

GRAMMAR

1 Complete the sentences. Use the past simple of *be*.

- 1 A: Was your breakfast good at the hotel?
B: Yes, it was delicious.
- 2 A: Was the museum tour interesting?
B: No, it wasn't!
- 3 We weren't at home last week. We were camping in the countryside.
- 4 There was an amazing street market in the town center.
- 5 A: Was Leanne at the park?
B: Yes, she was.
- 6 Mr Smith was my science teacher last year. He was cool.
- 7 There were 25 people at the party last night. It was brilliant.
- 8 A: Was there a restaurant in the hotel?
B: Yes, in fact there were two.
- 9 A: Were your sisters here on Monday?
B: No, they weren't.
- 10 A: Were you and your family on holiday last week?
B: No, we weren't.

WRITING

2 Read the email.

From: isla101@mailto.com.br
To: gabigabi@mailto.com.br
Subject: Holiday in Florida

Hi Gabi,

My mom told me your family is thinking about a holiday in Florida. We spent time in Florida two years ago. Do you want to know what we did there?

There were lots of really cool shopping centers. My mom wanted to stop me from spending all my money! Also, one day, my sister and I went horse riding on the beach. Oh, and the amusement parks were fantastic.

I hope you go there!

Isla

Write *T* (true) or *F* (false) next to the statements.

- 1 Isla is in Florida now. F
- 2 Isla went horse riding with Gabi. F
- 3 Isla's mom told her not to spend all her money in shopping centers. T

VOCABULARY

1. Look at the photos. Put the letters in the correct order to make holiday and activity words.



1 Gnicmpa

camping



2 menusmeat rapk

amusemenet park



3 afrais safari



4 nifsigh fishing



5 msmigwin lopo
swimming pool



6 rotu udige
tour guide



7 uemmsu museum



8 ehabc beach



9 aknigyka

kayaking



10 seroh indrig horse riding

2. Imagine you are on holiday. Write an email to a friend to tell them about it. Write 30–70 words.

Students' own answers



AROUND
THE WORLD

READING

A Webpage

- 1 Circle the answer you think is correct.
- 1 More than 9 / 11 million American children and teenagers are going to a summer camp this year.
- 2 The first American summer camp opened more than 50 / 150 years ago.
- 2 Read the webpage and check your answers to Exercise 1. Write two more things you would like to know about American summer camps.
- 3 Read the webpage again. Match the sentences with the camps 1–4.
- a You will work with professional coaches. 3
- b It lasts for three weeks. 1
- c You will spend a month at this camp. 2
- d This camp lasts for two weeks. 4
- e You won't hear any English while you are at this camp. 2
- f You can only do this course if you are not a beginner. 3
- 4 Write the adjectives for nouns 1–6.
- 1 beauty beautiful
- 2 music musical
- 3 nature natural
- 4 profession professional
- 5 success successful
- 6 wonder wonderful
- Voice It!
- 5 Discuss the questions.
- 1 Do you think summer camps make you a more independent person?
- 2 Do you think it is important to be independent? Why?
- 3 What other skills do you need to be independent?

Your Guide to American Summer Camps

Find a camp

What are you going to do over summer vacation? Here in the U.S.A., more than 11 million children and teenagers are going to summer camp. The first summer camp opened more than 150 years ago, and there are now more than 1,200 summer camps to choose from.

Here are our four favorite camps this week.

1 Tech Camp

Cambridge, Massachusetts

You'll be at one of the best universities in the country, in the heart of technology! In just three weeks, you'll learn to build robots with college students. They'll help you develop useful skills like game and web design. You'll stay in a dormitory on campus and experience a bit of college life.



2 Languages for Life

Atlanta, Georgia

Learn a new language at this summer camp! Choose from Arabic, Chinese, and lots more! You'll live and sleep in the language and culture. You won't speak English for a month! In your free time, why not visit the world's largest aquarium or one of Georgia's wonderful museums?



READING

1 Read the story.

The man and the bird

A long time ago, there was a man who sold cakes in a market. One day, a bird wanted to eat the man's last cake. So, it came down from the tree and said to the man, 'Look over there!' When the man looked away, the bird took the cake from the table. Then, it rushed back to the tree with the man's cake. When the bird arrived back in the tree, it laughed at the man.

A minute later, the man found the bird in the tree with the cake in its mouth. Then he said, 'Oh! My dear bird. How beautiful you are! Look at all the beautiful colors on your body. And how clever you are to take my last cake. And so fast! I didn't even see you take it. Tell me about your song. It is also beautiful? Please, can you sing a song for me?' ...

Complete the last paragraph of the story.
Use the words below.

fell laughed opened started went back

The bird ¹ opened its mouth.
It ² started to sing. The cake
³ fell into the man's hand. He
⁴ laughed at the bird and ⁵ went back
to the market.

WRITING

2 Read the story summary.

The magical world of Narnia

Narnia is a magical world in a fantasy story by C S Lewis. One day, a girl called Lucy walked through a wardrobe that took her to Narnia.

Later, she returned with her brothers and her sister. They became friends with a lion called Aslan. All of the animals in Narnia wanted the White Witch to leave their country.

At the end, there was a battle. Aslan and the children won, and the witch left.

Answer the questions.

- 1 What did Lucy walk through before she arrived in Narnia?

Lucy walked through a wardrobe.

- 2 Who did Lucy and her brothers and sister make friends with?

They made friends with a lion called Aslan.

- 3 What happened after the battle?

The witch left Narnia.

VOCABULARY

1 Circle the correct options.

- 1 I always *walk* / ~~*laugh*~~ when I see Brooke. I love being her friend.
- 2 ~~*I remember*~~ / *tell* you – you're Nick's brother, Ethan!
- 3 I *rush* / ~~*arrive*~~ at school every day at 7:25.
- 4 Eddie is *walking* / ~~*rushing*~~ because he is late.
- 5 You don't need to ~~*shout*~~ / *laugh*. I'm standing in front of you.
- 6 My grandma is always ~~*telling*~~ / *deciding* us interesting stories.
- 7 We can ~~*walk*~~ / *arrive* to the village because it's really close.
- 8 It's a nice day, so I remember / ~~*want*~~ to go to the park.
- 9 We can't ~~*decide*~~ / *want* what to watch – a drama or an adventure film.

2 Put the letters in the correct order to write time expressions.

- 1 I'm wearing my favorite jeans now. (won)
- 2 We arrived in Mexico on Thursday last week. (stal kwee)
- 3 Years ago, my grandparents worked on a farm. (sraey oga)
- 4 In history lessons, we learn about what people did in the past. (ni eht stap)
- 5 I'm so happy! My mom bought me a new mobile phone yesterday. (dertayeys)
- 6 One day, my family decided to move to Leeds. (noe yad)

HISTORY

- Look at the picture. How old are the paintings?
- Read the article and check your answer to in Exercise 1.
about 17,000 years old
- Find the synonyms in **bold** in the text.
 - amazing incredible
 - hole opening
 - profound deep
 - something you find discovery
- Match questions a–f with paragraphs 1–6.
 - What did they find?
 - Did the boys keep their promise?
 - Where did the boys make the discovery?
 - How did the boys feel?
 - When did the discovery take place?
 - How did they make the discovery?
- Read the article again and put the events in order.
 - 1 The boys saw a hole in the ground.
 - 4 Archaeologists came to see the paintings.
 - 3 The boys saw pictures of animals in a cave.
 - 2 The boys threw stones down a hole.

Explore It!

Guess the correct answer.

Cave artists used ... as

a plants b charcoal c food

Find another interesting fact about the Lascaux cave paintings. Then write a question for your partner to answer.



The Lascaux Cave Paintings

- e** On September 12, 1940, four teenage boys made an amazing discovery. What do you think they discovered? Read on to find out ...
- c** The boys were in the woods near the village of Montignac, France. One of them, Marcel Ravidat, saw a hole in the ground a few days earlier. They believed it was the entrance to a secret tunnel that people in the village talked about.
- f** First, they looked inside the hole. Then they threw stones through the **opening** to see how **deep** it was. They decided to go in and carefully climbed down 15 meters. At the bottom, there was a cave. They were amazed by what they saw.
- a** There were **incredible** paintings all over the walls, including hundreds of pictures of red, black, brown, and yellow animals. The animals looked like they were moving in the dark.
- d** The boys were excited, but also worried about getting out. They left the cave and promised to keep their **discovery** a secret.
- b** No, the whole village soon found out, and archaeologists came to visit. The cave paintings were about 17,000 years old. Can you imagine that? They are still some of the best examples of prehistoric art ever discovered.

READING

Read the fact sheet.

Charlotte’s trip to San Francisco

When did you go to San Francisco?
I went last summer.

Why did you decide to go there?
My mom and I wanted to go on holiday to the United States. My dad couldn’t come.

How did you travel around?
Most people think everyone drives cars in San Francisco. That isn’t true – a lot of people walk. My mom had a bad foot, so she couldn’t walk very well, which was OK because we could ride bikes to most places. There were also loads of buses, and it was easy to go from place to place.

Did you have any problems?
Yes, one day we got on the wrong bus and didn’t know where we were. Then we couldn’t find a taxi to take us to our hotel.

How did you feel at the end of the holiday?
I didn’t want to say goodbye to San Francisco!

- 1
Answer the questions.
- 1
How many people went to San Francisco with Charlotte?
One person went to San Francisco with her.
- 2
Does everyone drive cars in San Francisco?
No, they don’t.
- 3
Why couldn’t Charlotte’s mom walk very well?
She had a bad foot.
- 4
What did Charlotte and her mom often ride?
Charlotte and her mom often rode bikes.
- 5
Why didn’t Charlotte and her mom know where they were?
They got on the wrong bus.

- 2
Circle T (true) or F (false).
- 1
Charlotte and her mom walked a lot in San Francisco.
T / F
- 2
There are a lot of buses in San Francisco.
T / F
- 3
Charlotte went on holiday with both her parents.
T / F
- 4
One day, Charlotte and her mom wanted to find a taxi.
T / F
- 5
Charlotte wasn’t happy to go home.
T / F

WRITING

Read the fact sheet.

Amazing Travellers – Fact Sheet #51

Laura Bingham (1993), British traveller and adventurer.

- She lived in Mexico, teaching English.
- She went home to the United Kingdom on a small boat – over the Atlantic Ocean!
- She rode her bike across South America (7,000 km).
- She went kayaking from the start of the Essquibo river to the Atlantic Ocean.

1 Complete the gaps with words from the text.

- 1 Laura speaks **English**.
- 2 She travelled to the United Kingdom on a **small boat**.
- 3 She rode **7,000** km across South America on a **bike**.

1 Circle the correct options.

- 1 My dad ... a very fast car.
a rides **b drives** c boards
- 2 I ... the bus for 40 minutes this morning!
a got off b got on **c waited** for
- 3 My uncle is a hero to me. He works with animals and is so ... to them.
a happy b funny **c kind**
- 4 Can we ... the bus at the next stop?
a ride **b get off** c miss
- 5 What time can we ... the aeroplane?
a board b ride c take
- 6 You can see some amazing places when you ... the Rhine Valley train.
a take b have c go
- 7 The journey was so I went to sleep three times.
a bored **b boring** c amazing
- 8 How old were you when you learned to ... a bike?
a ride b drive c take
- 9 My sister is late home because she ... the bus from school.
a got on b boarded **c missed**
- 10 People are often ... that there aren't many public railways in the USA.
a surprised b worried c tired

2 Circle the correct options.

- 1 We ... the aeroplane at 8:15 pm.
a boarded b missed
- 2 My brother ... a very old car.
a rides **b drives**
- 3 Everyone needs to ... the train here. It's the last stop.
a get off b board
- 4 Four people are ... for the bus at the stop.
a waiting b taking
- 5 I'm sorry I'm late, I ... the bus.
a missed b got off
- 6 You can't walk to the shopping center. It isn't near here. You can ... a train.
a drive **b take**
- 7 My brother is three and he can ... a bike.
a ride b board

READING

1. Read Lucy's text.

Rachel – my friend and my hero

There are many people who are clever and always do very well in every subject. Some of them also want to help their friends in lessons – like my friend Rachel.

When we were at school, I always played volleyball at lunchtime, and Rachel liked to read books. I was never interested in boring stuff like books, and she couldn't do sport very well. But, did we like to be together? Of course!

Years later, we were at secondary school, and I was trying to do my maths homework but couldn't understand it. Rachel noticed that I was trying but couldn't do it, so she told me what my problem was.

'When something is difficult for you, you get angry and stop trying. Everything is more difficult when you're angry because it's hard to think clearly.'

That was eight years ago when we were 13. I will always remember that day – the day Rachel became my hero.

Answer the questions.

- What was Lucy's favorite sport at school?
Lucy's favorite sport was volleyball-
- When did Lucy play her favorite sport?
Lucy played volleyball at lunchtime.
- What does Lucy say about books?
Lucy says she isn't interested in them and thinks they are boring.
- What happened to Lucy when she couldn't do her math homework?
Lucy got angry and stopped trying.
- How old are Lucy and Rachel today?
Lucy and Rachel are 21 years old.

1. Circle the correct options.

- | | | |
|---|-------------|---------------|
| a. Who often enjoyed reading books? | Lucy | <u>Rachel</u> |
| b. Who helped other people in their lessons? | Lucy | <u>Rachel</u> |
| c. Who was having problems with her homework? | <u>Lucy</u> | Rachel |
| d. Who always did well in every subject? | Lucy | <u>Rachel</u> |
| e. Who was good at sport? | <u>Lucy</u> | Rachel |

WRITING

2. Read the social media post.

Felix, 12: 38 minutes ago

Who is my hero? Lewis Hamilton. Every year, I get very excited when he visits my city, Monza, for the Italian Grand Prix. One year, for my birthday, my dad took me to watch him. I really enjoyed it. It was amazing to be in the stadium. He's so brave for driving so fast. Also, he always says such nice things to the other drivers after he wins.

Write **T** (true) or **F** (false) next to the statements.

- a. Lewis Hamilton doesn't live in Monza. **T**
- b. Felix goes to the stadium to watch Lewis Hamilton every year. **F**
- c. Felix's dad drives very fast. **F**

- 1 Complete the sentences with the words below. Use the past continuous in the affirmative (+) or negative (–) forms.

eat look move play read
ride rush sit swim wear

- 1 I was **not swimming** ___ in the sea. (–) 2
You **were not playing** ___ soccer. (–)
3 They **were riding** ___ their bikes. (+)
4 The bus **was not moving** ___ very fast. (–)
5 I **was rushing** ___ to my next lesson. (+)
6 She **was not sitting** ___ on the chair. (–)
7 They **were eating** ___ chicken and rice. (+)
8 You **were wearing** ___ your favorite jeans. (+)
9 We **were not looking** ___ for our mom. (–)
10 He **was reading** ___ a book about the Olympics. (+)

- 2 Put the words in the correct order.

1 bus? / the / were / waiting / you / for

___ **Were you waiting for the bus?**

2 athletes? / the / were / watching / we

___ **Were we watching the athletes?**

3 you/ to? / who / talking / were

___ **Who were you talking to?**

4 games? / playing / Ian / video / was

___ **Was Ian playing video?**

5 running / was / away? / he / why

___ **Why was he running away?**

VOCABULARY

1 Complete the sentences. Put the personality adjectives in the correct order.

- 1 Theo is **lazy**. He never does his homework.
- 2 My mom is very **friendly**. She talks to everyone.
- 3 Sabina goes to university because she is **clever**.
- 4 Ali is very **strong** because he does athletics.
- 5 My dad is an **amazing** person. He's, my hero!
- 5 Brenda is really **funny**. I always laugh when I am with her.
- 6 My grandad loves his cats, and he is kind to all animals.
- 7 I think my cousin is **brave**— he works with lions at the zoo.
- 8 Ryan doesn't tell interesting stories. He is a bit **boring**.

2 Circle the correct options.

- 1 My dad ... a very fast car.
☒ a rides b drives c boards
- 2 I ... the bus for 40 minutes this morning!
a got off b got on ☒ c waited for
- 3 My uncle is a hero to me. He works with animals and is so ... to them.
a happy b funny ☒ c kind
- 4 Can we ... the bus at the next stop?
a ride ☒ b get off c miss
- 5 What time can we ... the aeroplane?
☒ a board b ride c take
- 6 You can see some amazing places when you ... the Rhine Valley train.
☒ a take b have c go
- 7 The journey was so I went to sleep three times.
a bored ☒ b boring c amazing
- 8 How old were you when you learned to ... a bike?
☒ a ride b drive c take
- 9 My sister is late home because she ... the bus from school.
a got on b boarded ☒ c missed
- 10 People are often ... that there aren't many public railways in the USA.
☒ a surprised b worried c tired

1 READING

Read the magazine article.

Inventors from the past

When do you think someone invented the battery? Is it a new invention or a really old one?

Long ago, in 1799, Alessandro Volta built something he called the voltaic pile. One year later, he took his invention to the Royal Society in London to explain to the scientists there how it worked. He showed them how the invention made electricity. While he was talking, the scientists became very excited. They realised this invention was extremely important.

How can people drive in bad weather?

All drivers today can say 'thank you' to Mary Anderson. In New York, in 1902, she was travelling on a tram in very bad weather. She saw that the driver couldn't see what was on the road. When she went home, Mary created windscreen wipers: mechanical arms to clean the rain off the front window of trams, buses and cars so drivers can see.

Complete the text.

Alessandro Volta's ¹ invention was called the voltaic pile. He showed it to the ² scientists at the Royal Society, and they saw how it could create ³ electricity. Mary Anderson invented ⁴ windscreen wipers after she was on a ⁵ tram in New York.

2 Write T (true) or F (false) next to the statements.

- 1 Volta went to the Royal Society in 1799. F
- 2 The scientists didn't realize how important the voltaic pile was. F
- 3 Mary Anderson was in the United States in 1902. T
- 4 Windscreen wipers help drivers to be safe. T
- 5 Mary Anderson built her invention on a tram. F

WRITING

3 Read the review.

Streamsound is an app for my favorite thing – music!

There are thousands of songs you can listen to, and you can choose anything you like. Do you enjoy rock? Or do you prefer hip-hop? There are all types of music on Streamsound. You can always find what you want. In my opinion, it is easy to use, and the best thing is that it is free to download!

Circle T (true) or F (false).

- 1 You can watch films on Streamsound. T / ☒ F
- 2 You can listen to pop music on Streamsound. ☒ T / F
- 3 You can listen to songs on Streamsound for free. ☒ T / F

VOCABULARY

1 Circle the correct options.

- 1 In 1973, Martin Cooper used / ~~flew~~ a mobile phone for the first time.
- 2 In 1969, Neil Armstrong ~~invented~~ / became the first person to walk on the moon.
- 3 In 2017, Elon Musk built / ~~started~~ a 100-megawatt battery.
- 4 In 1843, Nancy Johnson ~~took~~ / invented the first ice cream machine.
- 5 In 1976, Steve Jobs and Steve Wozniak built / ~~started~~ Apple Computers.
- 6 In 1927, Charles Lindbergh was the first person who ~~took~~ / flew across the Atlantic Ocean.
- 7 In 1846, John Couch Adams discovered / ~~created~~ the planet Neptune.
- 8 In 1826, Joseph Nicéphore Niépce took / ~~used~~ the first photograph.
- 9 In 1886, Josephine Cochrane ~~started~~ / created the first dishwasher.
- 10 In 1930, Ruth Wakefield made / ~~used~~ chocolate chip cookies when she added chocolate to a cookie mix.

2 Complete the technology words.

- 1 something you wear to listen to music - **headphones**
- 2 something you use to type an email - **keyboard**
- 3 something that makes electricity for your mobile phone - **battery**
- 4 something you hold to play games - **tablet**
- 5 something you connect to a computer to print your homework - **printer**
- 6 something you look at when you are reading a blog - **screen**

READING

1 Read the letter.

Dear Mr and Mrs Taylor,
Thank you for being kind to my brother and me when we visited last week. We really liked staying at your farm. Before we arrived, we were worried about being bored because we come from a big town. However, you live in a beautiful village, and we were very excited to hang out in a place that is different to where we live. We never see fields or hills at home. When we were swimming in the lake or walking in the forest, we felt very happy.

We also saw how important it is to be kind to nature. It was very interesting to learn that your farm shop never uses plastic bags and that people could take old plastic bags to your shop for recycling. We want to help people in our town to do the same thing. Can you send us some of the posters we saw in your shop?

Thanks
Patrick

WRITING

3 Read the poster.

Think about how you can make a difference to nature and the world.

Here are four ideas for things you can do at home:

- Turn off the lights when you leave the room.
- Ask your parents to buy an electric car.
- Recycle things you don't need.
- Put a post on social media about what you are doing so your friends can do the same as you. #helpnature

Write three of the five imperative verbs in the poster.

1. **think, turn off, ask, recycle, put**
2. _____
3. _____

1 Circle the correct options.

- 1 Patrick went to the farm with Mr Taylor ~~(his brother.)~~
- 2 When he was at the farm, Patrick felt ~~bored~~ excited.
- 3 Patrick ~~was~~ happy when he was ~~doing exercise~~ walking in the forest.
- 4 Mr Taylor recycles / buys plastic bags at the farm shop.
- 5 Patrick wants people in his town to ~~visit the farm~~ recycle plastic bags.

2 Write T (true) or F (false) next to the statements.

- 1 Patrick and his brother live in a village. F
- 2 There are hills near Mr Taylor's farm. T
- 3 Mr Taylor wants other people to do the same as him. T
- 4 There aren't any plastic bags in the farm shop. T
- 5 Patrick made posters for Mr Taylor. F

VOCABULARY

1 Complete the words to make sentences.

- 1 On a sunny day, I love to listen to the b i r d s singing.
- 2 We live in a big city, so we often go on holiday to the c o a s t.
- 3 Do you want to go for a walk in the f i e l d s with me?
- 4 I am going to the shop to buy my mom some f l o w e r s.
- 5 The g r a s s is very long here – we can't play football.
- 6 There is a farmhouse at the top of this h i l l.
- 7 In the countryside, you can often swim in a l a k e.
- 8 The Pacific is the name of a very big o c e a n.
- 9 There are many beautiful, tall t r e e s in the park.
- 10 My grandparents live in a small v i l l a g e.

2 Put the letters in order to complete the sentences.

- 1 I don't want to go out today because it's rainy (aniry).
- 2 We're all feeling cold because of the snowy (noysw) weather.
- 3 It's amazing to look down at the ocean (naceo) from an aeroplane.
- 4 There is a beautiful old village (lilaveg) 30 km from my town.
- 5 The grass (sargs) is getting very long in the garden. We need to cut it soon.
- 6 There are hundreds of trees (steer) in the forest.
- 7 You can't see any blue sky today because it's too cloudy (dolucy).
- 8 It was so stormy (romsty) last night. I couldn't get to sleep.
- 9 Everyone feels happy when the weather is sunny (yunns).
- 10 My aunt always buys colorful flowers (rowslef) from a shop in the shopping center.

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Key: R = Review, U = Unit, W = Welcome

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