

GRADE 6

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

Please, send your inquiries, comments and suggestions to us at the following email address: derslik@edu.gov.az
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with Audio and Video Files Grade 6

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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.

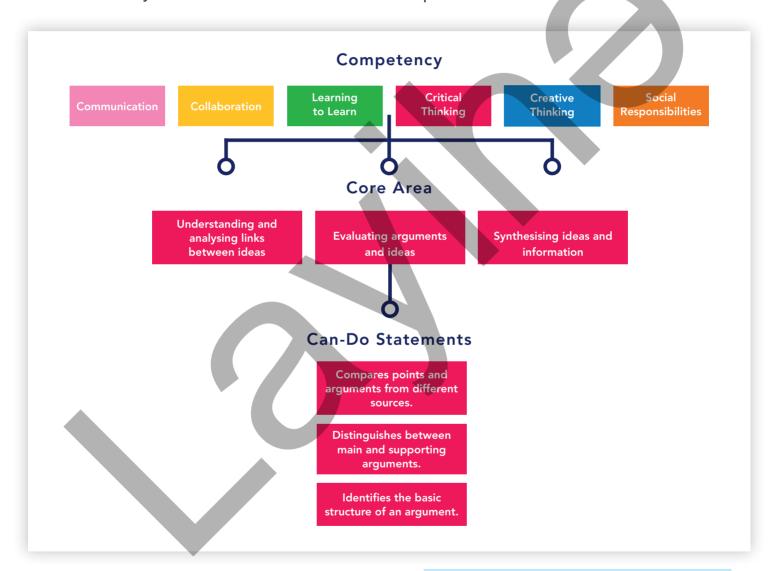
International English program requirements Game Changer Develop intercultural competence: reflect on Global topics, documentary videos with a the role of English in our globalized world. culture focus, and dedicated Around the World pages. A broad range of accents in our audio, Living Present English as a lingua franca, exposing students to different varieties of English English functional language feature on each from around the world. Speaking page. A focus on the development of effective oral Staged communicative tasks in Use it activities and dedicated Speaking pages communication. with scaffolded productive activities and a functional approach to communication. Encourage students to develop critical Think! critical thinking questions, thinking skills to reflect on different ways of documentary videos and real-world global seeing and analyzing the world around them. Develop a broad range of reading skills and Diverse real-life genres in reading, listening, exposure to different genres of text. and writing texts and activities to develop reading skills including genre recognition strategies. Encourage students to discover grammar Grammar presented in context and shown rules and patterns. clearly in accessible grammar charts. Develop a process approach to writing skills. Dedicated Writing pages with Plan, Check, and Edit stages



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.

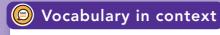
Think! questions

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

U 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.



👺 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.



Think!

Real-life genres

Texts in a range of different

genres present the language in a

realistic context. Up-to-date and

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.

UNIT 3



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.

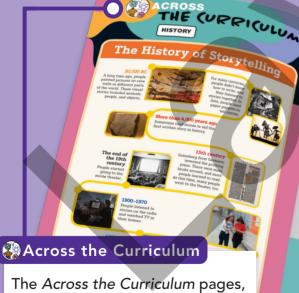
Words in Context

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



₩ebQuest

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



which appear in Units 2, 4, 6 and 8, reinforce the language learned in the previous unit and extend students' learning in other areas

students' learning in other areas across the broader curriculum.

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.

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.





Review

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

Projects

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.

Extra Reading

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.





Workbook

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.





			·
2.4	Lesson 4. Language in Context - TCan 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 Currriculum: 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	6-2.4.1; 6-2.4.2.	1
	Simple of Regular Verbs (Negative) .		
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
	BSQ1		2
	Subtotal		16
	Total per semeter		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-	1	
		2.4.1.		
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	
5.5	Lesson 5. Listening and Vocabulary. A Radio Program About Travel in the Past. Transport Verbs.	6-1.1.1; 6-1.2.1; 6-1.3.1; 6- 2.4.1;6-3.1.1.	1	
5.6	Lesson 6. Language in Context. Could for Ability in the Past.	6-1.1.1; 6-1.1.2; 6- 2.3.1	1	
2'5	Lesson 7. Beating the Traffic!	6-1.2.2; 6-1.3.2; -3.1.2;	1	
5.8	Lesson 8. Around the World. Getting Around Hong Kong with Tom.	6-1.3.1;6-1.5.1;6-2.4.1;6-3.1.1; 6-4.3.1	1	
5.9	Lesson 9. Speaking. Asking Questions About the Past	6 -1.3.1;6-1.1.3; 6 - 2.4.1;2.1.1;4.3.1;	1	
Practice extra!	Reading- Our Great Train Adventure	6-1.3.1;6-2.4.1.6- 3.1.1;3.3.2;4.3.1	1	
	Subtotal		10	
	Unit 6. Heroes Make Difference			
6.1	Lesson 1. Heroes Make a Difference. You Can Be A Hero.	6-1.1.2; 6 -1.3.2; 6-1.4.1; 6- 2.4.2.	1	
6.2	Lesson 2. Vocabulary in context. Personality Adjectives.	6-1.3.1; 6- 1.1.3; 6- 3.1.1; 6- 4.3.1; 6-2.4.1	1	
6.3	Lesson 3. Reading. An Online Article: Can We See With Our Ears?	6-1.3.1; 6-3.1.1; 6-3.3.2. 6- 4.3.1	1	
6.4	Lesson 4. Language in Context. Past Continuous (Affirmative and Negative)	6-1.3.1; 6- 2.3.1; 6- 3.1.1; 6- 2.4.1;6- 4.3.1.	1	
6.5	Lesson 5. Listening and Vocabulary. An Interview About an Anecdote. Feelings.	6-1.3.1; 62.4.1; 6-3.1.1; 6- 3.3.2	1	
9.9	Lesson 6. Language in Context. Past Continuous (Questions and Answers)	6-3.1.1;6-4.1.16-2.4.1;6- 1.3.1;6-4.3.1,	1	

6.7	Lesson 7. The First Superheroes.	6-1.1.1;6-4.1.1;6-1.3.1;6- 2.4.1;6-4.2.2.	1
6.8	Lesson 8. Around the World. Physical Education: The Olympic Games.	6-3.1.1;6-4.1.1;6-1.3.1;6- 2.4.1;6-4.2.2.	1
6.9	Lesson 9. Writing. Everyday Heroes.	6-4.2.5;6-4.3.1;6-2.3.1;6- 4.2.2 ;6-1.3.2.	1
Practice Extra!	Reading. Spectacular Sports (You Didn't Know About!)	6-3.1.2 ;6-3.2.2 ;6-3.1.1 ;6- 4.3.1 ;6-2.4.3	1
	Units 5 and 6 Review - Sub-summative I		2
	Subtotal		12
	Unit 7 , Great Ideas.		
7.1	Lesson 1. Great Ideas. The History of Television.	6-1.3.1 ;6-1.4.2 6-2.4.3 ;6-3.1.1 ;6-4.3.1	1
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
7.3	Lesson 3. Reading. An Online Magazine Article. Teen Inventors.	6-1.1.1; 6-1.3.1; 6-3.1.2; 6- 3.2.2;6-4.1.1	1
7.4	Lesson 4. Language in Context. Past Continuous and Past Simple.	6-1.1.1 ;6-1.3.1;6-3.1.1 ;6- 4.1.1 ;6-4.3.1	1
7.5	Lesson 5. Listening and Vocabulary. A Game Show About Technology From the Past. Technology.	6-1.1.1;6-1.2.1;6-3.1.1;6- 4.1.1;6-4.3.1	1
7.6	Lesson 6. Language in Context. Possessive Pronouns.	6-1.1.1; 6-3.1.1; 6-3.1.2 ;6- 4.1.1; 6-4.2.2	1
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
Practice extra!	Writing. Excellent to play video games and listen to music.	6-3.1.1; 6-3.1.2;6-4.1.1;6- 4.2.5;6-4.3.1	1
	Subtotal		10

	Most Control Wood		
	OIIIL O - OUI MALWIAI WOIIU.		
8.1.	Lesson 1. Our Natural World. Our Amazing World.	6-1.1.1;6-3.1.1 ;6-3.2.1; 6- 4.3.1;6-1.5.1	1
8.2	Lesson 2. Vocabulary in Context. Nature.	6-1.1.1, 6-1.2.2, 6-3.1.1, 6- 4.1.1	1
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
8.4	Lesson 4. Language in Context. Verbs to Express Likes, Wants and Needs.	6-1.1.2, 6-3.1.2, 6-2.2.1, 6- 4.2.2	1
8.5	Lesson 5. Listening and Vocabulary. A Weather Forecast. The Weather.	6-1.1.3, 6-2.1.1, 6-2.2.2, 6- 4.1.1	1
8.6	Lesson 6. Language in Context. Connectors.	6-1.2.1, 6-3.1.2, 6-4.2.1, 6- 2.1.2	1
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
8.9	Lesson 9. Writing. A Poster.	6-3.1.1, 6-4.2.2, 6-4.3.1, 6- 2.4.1, 6-2.4.2	1
Practice extra!	Writing. How Our Planets Work - Science Made Easy.	6-3.1.1, 6-3.1.2, 6-3.2.1, 6- 3.2.2, 6-3.3.2	1
	Units 7 and 8 Review - Sub-summative II		2
	Project 2		2
	Summative Assessment 2		2
	Subtotal		16
	II semester		51

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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UNIT	VOCABULARY	GRAMMAR	READING	LISTENING	SPEAKING AND PRONUNCIATION	WRITING	CRITICAL THINKING
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About Town p.11 Changing Cities	Places in Town p.12 Prepositions of Place p.16 MEDIATION	There is/are (Affirmative, Negative, Yes/No Questions and Short Answers) p.15 Adverbs of Frequency p.17 MEDIATION	A Blog Post: Unusual Towns p.14 Around the World: Beautiful Olinda p.18 Children's Day	A Dialogue Asking for and Giving Directions p.16	Giving Directions Pronunciation: Question Intonation p.20	2	Is it important to have places in town where teenagers can hang out? Do you feel safe during Carnival?
Delicious Diversity p.22 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 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 clean? Do you think that it is a good idea thave a meat-free day every week?
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KEY COMPETENCIES



C1 Competence in linguistic communication

C2 Multilingual



C3 Mathematics, science and technology (STEM) competence

C4 Digital competence



C5 Personal, social and learning to learn competence



C7 Entrepreneurship competence



C6 Citizenship competence



C8 Competence in cultural awareness and expression

compe	tence	C4 Digital	Competence	compete	nce	express	sion
UNIT	VOCABULARY	GRAMMAR	READING	LISTENING	SPEAKING AND PRONUNCIATION	WRITING	CRITICAL THINKING
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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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 $\textbf{Reading: Across the Curriculum}\ p.108; \ \textbf{Puzzles and Games}\ p.111; \ \textbf{Projects}\ p.114; \ \textbf{Irregular Verb List}\ p.118; \ \textbf{Grammar Reference}\ p.119$

◆ [→]0.01 Audioscript pT126

- 1 **•** 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.
- 2 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.

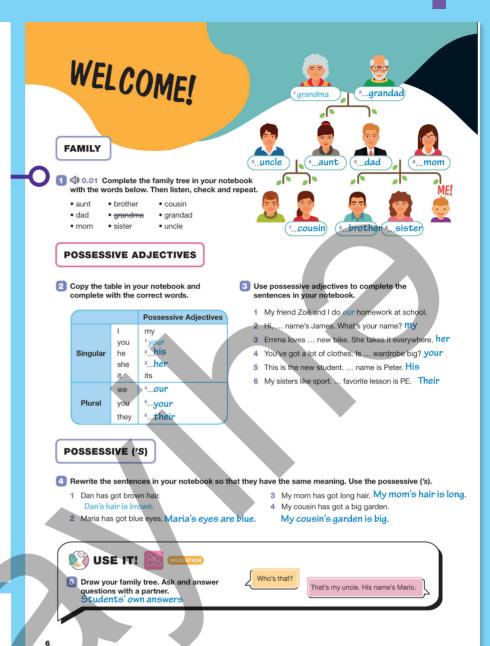




Bring in your family tree illustrated with photographs or drawings. If this is not possible, draw it on the board. Encourage students to ask you questions about each person or photograph using the speech bubbles in their books as a reference. Have them draw their own family trees. Put students into pairs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



● 0.02-0.03 Audioscripts pT126

- 1 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



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.

3 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.







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

- 1 �0.04 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.
- 2 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.
- 3 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.
- 4 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.





5 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

- ¶ 0.04 Complete the sentences in your notebook. Use the correct form of can and the verbs in brackets. Then listen and check.

 ¶ 1 □ 0.04 Complete the sentences in your notebook. Use the correct form of can and the verbs in brackets.

 ¶ 1 □ 0.04 Complete the sentences in your notebook.

 ¶ 2 □ 0.04 Complete the sentences in your notebook.

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 ¶ 6 □ 0.04 Complete the sentences in your notebook.

 ¶ 7 □ 0.04 Complete the sentences in your notebook.

 ¶ 7 □ 0.04 Complete the you
 - 1 Sarah can ice-skate (ice-skate) very well. (+)
- 4 I... (dance) the samba. (-) can't dance
- 2 My grandparents ... (play) video games. (-) can't play
- 5 ... your parents ... (run) 10 km? (?) Can, run
- 3 ... you ... (ski)? (?) Can, ski
- 6 My friends and I ... (speak) English. (+) can speak

IN, ON, AT

Copy the table in your notebook and complete. Use in, on and at.

We use	with
1?at	time (7 o'clock, 7 pm)
2 ? in	months (March), years (2030)
3 ? on	days of the week (Monday)

- 3 Complete the sentences in your notebook with in, on or at. Write the sentences that are true for you. Then tell a partner.
 - 1 I go to the science lab on Wednesdays.
 - 2 My birthday isn't ... May. in
 - 3 I go to bed ... 10:15 ... Saturdays. at, on
 - 4 I eat dinner ... 7 o'clock every day. at

PRESENT SIMPLE

4 Read Mia's plans for the week. Write T (true) or F (false) in your notebook. Then correct the false sentences

₽€	Monday	Tuesday	Wednesday	Thursday	Friday
Veekly lanner		Buy blue vase for Mom after school.		Film night at Pat's house. My house next week!	

- 1 Mia has a party on Thursday.
 - She doesn't have a party on Thursday. She has a party on Wednesday.
- 2 She practices music on Fridays.T
- 3 She watches films on Thursdays.T
- 4 Her mom hates blue. F Her mom doesn't hate blue. She likes blue.
- $\,\,^5\,$ She walks to school. F She doesn't walk to school. She takes the bus to school.



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 **4**90.05 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.

WELCOME

Complete the questions with Do or Does in your notebook. 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 4 0.05 Complete the clothes words in your notebook. Then listen, check and repeat.



t... trainers ... skirt

PRESENT CONTINUOUS

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



- Beatrice is wearing a skirt.
- Beatrice and Thomas ... trainers. aren't wearing
- Laura ... glasses. is wearing
- 4 Leonard ... shorts. isn't wearing
- 5 Isaac and Thomas ... trousers. are wearing



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





USE IT!



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!



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 In your notebook, 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 Evelvn / sit / on the sofa / ?

Are Sophia and Evelyn talking?

PRESENT CONTINUOUS AND PRESENT SIMPLE

- 2 < 0.06 Write the correct options in your notebook. Then listen and check.</p>
 - 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 (s your teacher writing)/ Does your teacher write on the board now?
- 3 Complete the sentences in your notebook so they are true for you. Students' own answers
 - 1 I like (like) pizza.
 - 2 I ... (look) at my mobile phone now.

Make questions from the sentence

- (have got) a lot of cousins.
- 4 I ... (wear) jeans now
- 5 1 ... (do) my homework on Saturday evenings.



USE IT!



Exercise 3. Ask and answer with a partner

Do vou like pizza?

Yes, I do.

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.

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

Warmer (5)



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! 🥮 🧥





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

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

In the Lesson (2)



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 (10)

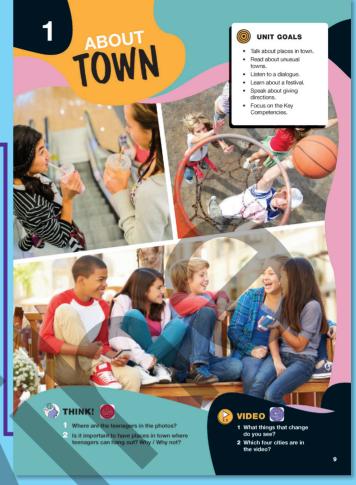


What things that change do you see? Check the answer with the class.

seasons, technology, people, animals and cities

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

Beijing, New York, Seoul and Dubai



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.

- What happened in Seoul in 1988? It was home to the Summer Olympic Games.
- 'A desert with no tourists.' What city does this describe?
- 3 List three reasons why cities change. people, sporting events and tourists



Print and Share



Go to Appendix A

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

Unit Aims

Cambridge Life Competencies Framework

- 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
- start and manage conversations about my city with confidence. (Communication)
- understand essential grammatical terms and concepts: use of There is/are and adverbs of
- 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 /'bəʊ.lɪŋ ˌæl.i/
cinema /'sɪn.ə.mɑ:/
clothes shop /kləʊðz ʃɒp/
park /pɑ:k/
shopping center /'ʃɒp.ɪŋ ˌsen.tə'/
skatepark /'skeɪt.pɑ:k/
stadium /'steɪ.di.əm/

supermarket

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

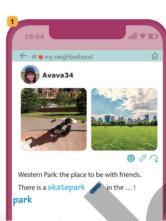
check their answers.

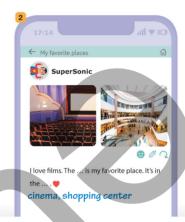
/ˈsuː.pəˌmaː.kɪt/



PLACES IN TOWN

- 1 🗐 1.01 Complete the posts in your notebook with the words below. Then listen and check.
 - bowling alleycinema
- clothes shop
- supermarket
- shopping center
- stadium









12

Lesson Aim: I can name places and describe what I do in different places in my town.

● 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!







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 (6)

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.

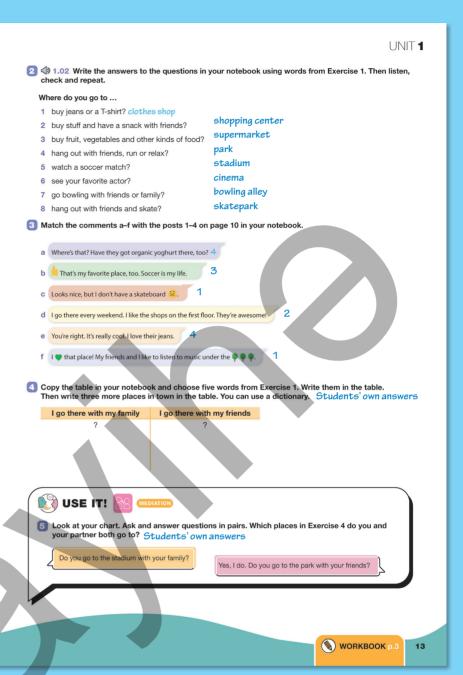


Reflect and introduce homework

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

☆ Workbook

page 3, Exercises 1 and 2







Lesson Aim: I can understand texts about different towns and compare towns.

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

1 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

- 2 (*)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.
- 4 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.

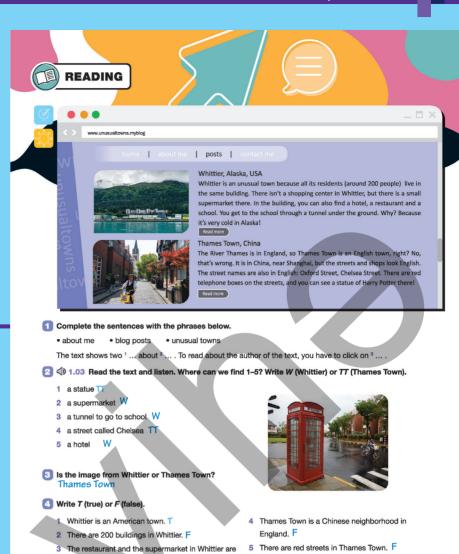






Invite students to make a list of the pros and cons of each town. Have them compare their lists and see which town has the most pros.

Students' own answers





in the same building. T

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

14



6 The streets in Thames Town have English names.



been taught today and introduce homework.

Lesson 4

Language in Context

Lesson Aim: I can ask and answer questions using There is/are.

Warmer (in)

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.



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

There is/are							
Affirmative (+) Negative (-) Yes/No Short Answers Questions (?)							
There is a small supermarket in Whittier.	1 a shopping center in Whittier. There isn't	Is there a school in Whittier?	Yes, there is.	No, there's not. / No, there isn't.			
² red telephone boxes. There are	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

 - Is there a school in Whittier? Yes, there is.
 Are there stadiums in Whittier? No, there aren't.
- 3 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
- 4 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

center. / There are two shopping

ters in my

ahborhood

plural nouns.

UNIT 1

Grammar Game (10)

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.

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

Lesson 5

Listening and Vocabulary

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

Warmer (5)

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'harnd/
between /br'twi:n/
in front of /rn,frʌnt.əv/
in /rn/
left /left/
next to /nekst tu/
right /rart/

- **N.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.



Print and Share
Go to Appendix C

Extension (7)

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.

Lesson 6 Language in Context

Lesson Aim: I can say how often I do an activity.

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!



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.



Complete the sentences from the dialogue in the table using the

always get • never go

	Adverbs of Frequency					
4000		How often do you go to the shopping center?				
Sevil: You 1 lost. always get		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. never go	I never go to the shopping center.				

Put the words in the correct order.

- 1 friends / I / my / to / with / always / bowling / go / the / alley I always go to the bowling alley with my friends
- 2 with / sometimes / shopping center / out / her / at / Leyli / the / hangs / friends
- 3 often / TV / sister / evening / My / the / watches / in
- 4 to / My / never / Wednesdays / the / on / friends / go / skatepark
- 5 My / I / volleyball / school / brother / and / play / always / at
- 3 Make the questions with How often using the words/phrases in brackets
 - 1 How often do you go to a restaurant? (go / restaurant)
 - 2 ...? (hang out / skatepark) How often do you hang out at a/the skatepark?
 - 3 ...? (watch / films) How often do you watch films?
 - 4 ...? (play / basketball) How often do you play basketball?
 - 5 ...? (drink / orange juice) How often do you drink orange juice?
 - How often do you go to a/the supermarket? 6 ...? (go / supermarket)



📢 USE IT!



Work in pairs. Ask and answer the questions from Exercise 3. Use adverbs of frequency in your answ 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

UNIT 1

Grammar Game 🕮



Make cards as follows:

always

often

sometimes

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

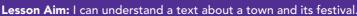


Go to Appendix D

Reflect and introduce homework

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

page 2; page 4, Exercises 3 and 4;









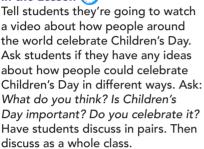
Children's Day

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



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.
- 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.



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

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 Whquestions (What? - Who? - What for?) in the table. Read through sentences 1-4 with students the to check understanding. Ask them to read through the text quickly with the questions in mind in order to write the correct answers.

◆)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.

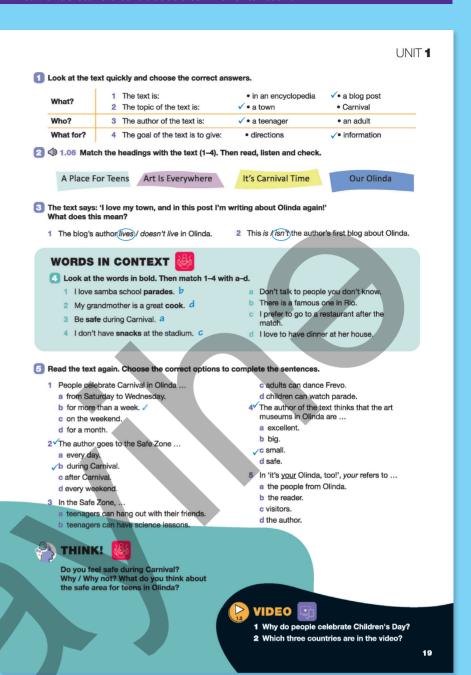
Ask students if they like the town they live in, and why. Highlight 'my town' and 'again' in the rubric, and read through statements 1-2 with students. Ask them to justify their answers.

Words in Context



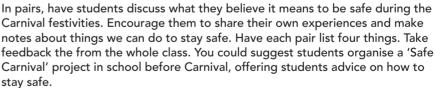
4 Ask students to find the words in bold in the text. Encourage them to guess the meaning of the words before checking in a dictionary. They should be able to work out the meaning of some of the words from the context. They can use an online dictionary, if necessary.

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.









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.

Lesson 9 Speaking

Lesson Aim: I can understand and give directions.

Presentation of Homework

Ask students to their homework to the class.

◆୬1.07–1.09 Audioscripts pT127

pT127

10.107 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

Read the expressions with students and ask them in which situtation 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.

**N.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.

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.



Extension (iii)

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!





1 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 (10)



Tell students to watch the video to answer the questions:

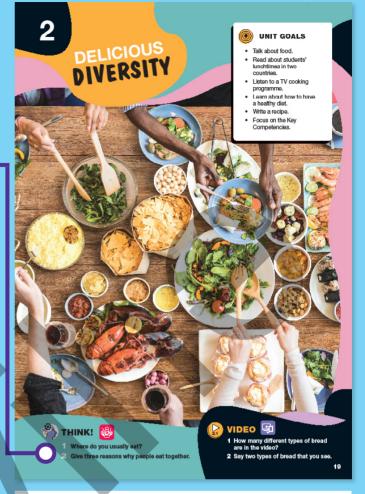
How many different types of bread are in the video? Check the answer with the class.

2 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.



- Flat bread is popular in most countries because
- All the places below are mentioned except:

() China) Central America () Greece) Türkiye

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

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

Unit Aims

Cambridge Life Competencies Framework

- create a menu. (Creative Thinking)
- make informed choices in relation to diet.
- understand essential grammatical terms 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)

Presentation of Homework

Ask students to present their homework to the class.

2.01 Audioscript pT127 Introduction of target vocabulary

beans /bi:nz/
carrot /'kær.ət/
cheese /tʃi:z/
chicken /'tʃɪk.ɪn/

fish /fɪʃ/
orange juice /ˈɒr.ɪndʒ ˌdʒu:s/
pineapple /ˈpaɪn ˌæp.³l/

ice /raɪs/

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.



◆92.02 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!



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 🧥 **Puzzles & Games** page 111, Exercise 3

Extension (10)

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

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

☆ Workbook

page 9, Exercises 1 and 2



Unit 2 **Delicious Diversity**

Lesson 3

Reading

Lesson Aim: I can understand a text about lunch customs in other countries and compare them to my country.





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
- 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 4)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.
- 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?

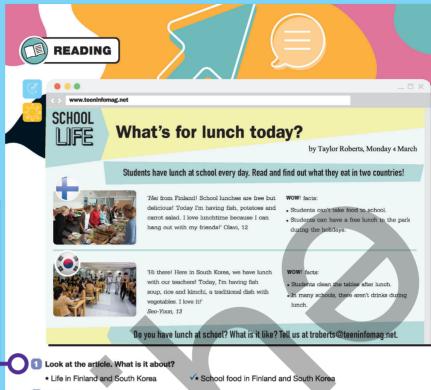






Ask students if they are responsible for cleaning their school. If not, ask them if they are responsible for helping keep it clean (yes). Have them reflect upon their daily actions and invite them to make a poster, encouraging students to help keep the school clean. Ask: What can we do to help keep the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

Students' own answers



- 2 Which elements do you see in the article?
 - a title 🗸 • a graph
- the journalist's name ✓ • images
- ve the date · comments from readers

4 There is free lunch for students at parks. F

6 Students clean the tables after lunch. SK

5 Students can't take lunch to school. F

- 3 4 2.03 Read the article and listen. Then read the sentences and write F (Finland), SK (South Korea) or
 - 1 Students don't pay for school lunches. F
 - 2 Students and teachers eat together. SK

 - Students eat vegetables at school. B
- A Read the article again. What Olavi and Seo-Yoon love?
 - Olavi ... He loves to hang out with his friends (at lunchtime).
- 2 Seo-Yoon ... She loves to eat kimchi.



tudents clean the tables after lunch. Think about cleans the school? How do you help to keep it clean?

WORKBOOK p.11

Reflect and introduce homework

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

슙 Workbook

page 11

Warmer (5)

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.

- 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!





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 (28)



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.
- 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.



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.			

- Complete the sentences. Use the correct form of can and the verbs in brackets
 - 1 At Gunay's school, students can't listen (listen) to music during lessons. (-)
 - 2 After school, I ... (play) video games before I do my homework. (+) can play
 - 3 Malahat ... (eat) in the classroom at her school. (-)
 - can't eat 4 My classmates and I ... (have) breakfast at school. (+) can have
 - 5 Students ... (have) dinner at school in South Korea. (+)
 - 6 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.
 - 1 (go to bed after 10 pm on weekdays?) Can you go to bed after 10 pm on
 - 2 (eat chocolate every day?)
 - 3 (have dinner in your bedroom?)
 - (play video games in the evenings?)
 - 5 (use your cell phone during meals?) 6 (do homework on your bed?)
- Can you eat chocolate every day? Can you have dinner in your bedroom?
- Can you play video games in the evenings? Can you use your mobile phone during meals?
- Can you do homework on your bed?



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 /knt/ fork /fɔ:k/ /frai/ fry knife /naɪf/ /miks/ mix onion /'nn.jən/ /splt/ salt

- 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 4)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

page 111, Exercise 4

Example 2 Fast Finishers Puzzles & Games



Reflect and introduce homework

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

page 8; page 9, Exercise 3

Lesson Aim: I can give suggestions in different ways. I can use subject and object pronouns.

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?



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

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!



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 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

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

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 ideal

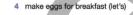
A 3... cut the fish? Why don't I B Sure! / Don't worry. I can do that.

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)



5 do homework together (how about)

6 play volleyball after school (let's)

LOOK!

ing form of the verb after

How about / What about.

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					
а	Olivia Why don't I cut the fish? James, Please pass me the eggs.	Subject pronouns	Object pronouns		
b	Olivia Chef Jessica is coming don't look at her!	1	¹ me		
С	Olivia Let's make saeng sun jun! It's fried fish – it is simple and delicious!	you he	you him		
	James We can serve it with rice!	she	² her		
d	Olivia Then we mix the eggs. Chef Jessica Use a fork to mix	it	³ it		
them, OK?		we	us		
		they	⁴them		





1 I don't watch MasterCook. it

2 Can you cut the carrots? him 3 Olivia likes Jame

Chef Jessica talks with Olivia and James 5 Miguel goes to school with you and Bruno.

6 Please pass the eggs to Amelia

her

them



USE IT!



Let's have lunch together!

Great idea!

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

ne of the dish





USE IT! MEDIATION



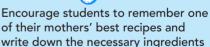
As an extension, tell students to write suggestions of their own and hand them to the person on their right. This person must accept or refuse.

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 (7)



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.

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











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 (min



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



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

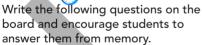
Italy, Greece, Spain, Morocco, Croatia

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

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

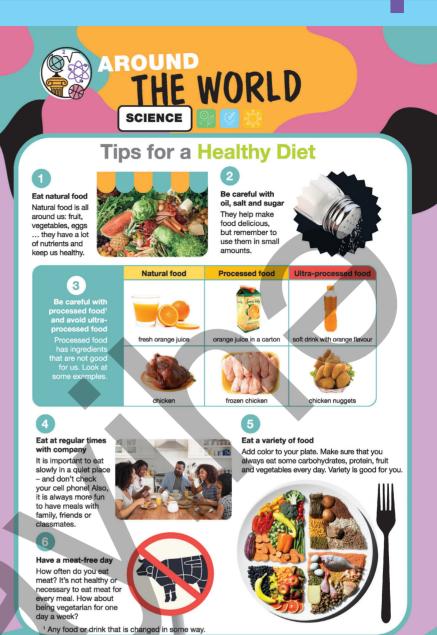
Encourage students to think of what they found interesting about the Mediterranean diet. Let them explain the reason. (5)

Exercise 2 (8)



- The Mediterranean Sea is located
 - (X) 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
 - (x) 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.



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.

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.

◆92.07 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.

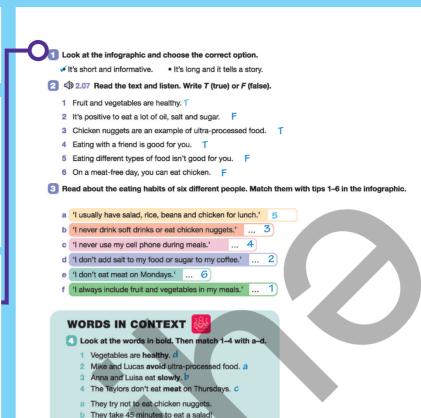
◆)2.07 Tell students to write T or F according to what they believe. Then play the audio for them to check their answers. Have them read the text and find the information that supports their answers. Have them check in pairs.

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



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.





THINK!

Do you think that it is a good idea to have

They don't eat chicken or fish on this day.

They are good for your body



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.

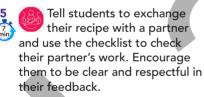
Lesson Aim: I can write recipes using appropriate vocabulary.

Presentation of Homework

Ask students to present their homework to the class.

◆°2.08 Audioscript pT127

- 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'?
- 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 **4**)2.08 Play the audio for students to check their answers for Exercises 1 and 2.
- 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.



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 oods wins.

Extension (A)

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.



Units 1 and 2 Review

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.
- Have students work individually. Check answers with the class.
- 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)!
 - 2 My parents buy vegetables and fruit at this ... (eretmasuprk).
 - 3 Do you have a skateboard? There's a nice ... (ksarekpta) near here.
 - 4 Toften go to the ... (utsmida) with my parents on Sundays. Hove sport. stadium
- supermarket skatepark

cinema









- 2 Name the images with the ingredients. Use the words below.
 - carrots

- fish







e, 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 fry/chicken / cheese
 - 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
- Look at the image and complete the sentences. Use the words/phrases below.
- behind between in front of
- next to
- 1 The carrots are behind the onions.
- 2 The orange juice is ... the water.
- in front of 3 The onions are ... the carrots. 4 The rice is ... the beans and the salt. between
- 5 The carrots and onions are ... a box. in

33

next to

LANGUAGE IN CONTEXT

- 5 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.
- 7 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.
- 8 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.



- 5 Complete the sentences with There is/are in the correct affirmative (+), negative (-) or question (?) forms.
 - ... clothes shops in this neighborhood? (?) Are there
 - 2 ... nice parks near my house. (-) There aren't
 - ... chicken for lunch today. (+) There is 4 ... a cinema in this town? (?) Is there
- [3] 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

	Mon	Tue	Wed	Thu	Fri	Sat	Sun
Have beans for lunch	1	1	1	1	1	1	1
Have rice with eggs	1	1	1	1	1		
Eat fish with carrots		1		1			
Add salt to food							7

h

- 1 Liz ... eats fish with carrots. Sometimes
- 2 She ... adds salt to her food. never
- Match the questions 1-4 with the answers a-d.
 - Can I open the window?
 - 2 Can I have lunch at school? 3 Can I have a soft drink? d
 - 4 Can I go to the park with my friends? a
- 8 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
²us / we? Is there a restaurant near here?

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

- 3 She ... has beans for lunch, alway
- 4 She ... has rice with eggs. often
- No. stay at home and do your homework
- b No, it's cold in here! Yes, but don't eat fast food.
- Yes, they're in the fridge. But just one!
- Elxan Yes, I can see 3t / him.

Leyla There are two restaurants in the shopping center: a Japanese one and an Italian one.

(They) / Them are very good.

That's great 50/Ve / Us love Japanese food.

Check your progress





- use there is/are and adverbs of free
- talk about food use can for permissio respond to suggestion d object pronou

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 use cook /kOk/ noun someone who prepares and cooks food cook /kUk/ verb to prepare food and usually heat it

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.

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! 👺 🧥





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?

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!

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 (10)



Ask students to watch the video to answer the questions:

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?

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



Exercise 2 (min

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

- Virginia is on the <u>east</u> coast of the United States.
- The following birds are mentioned in the video: herons, golden eagles and ducks
- 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

- 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
- 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 ,p α :k/ beach /bi:tʃ/

camping /ˈkæm.pɪŋ/
countryside /ˈkʌn.tri.saɪd/
historic center /hɪˈstor.ɪk ˈsen.tə/
museum /mjuːˈziː.əm/
sightseeing /ˈsaɪt siː.ɪn/

sightseeing /ˈsaɪtˌsiː.ɪŋ/ street market /striːt ˈmɑː.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.

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.



36

- Have the class look at the icons. 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
- 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.

icons you might find on a map.



USE IT!



MEDIATION

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 🕌

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.)



Reflect and introduce homework

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

page 15, Exercises 1 and 2



Lesson 3

Reading

Lesson Aim: 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

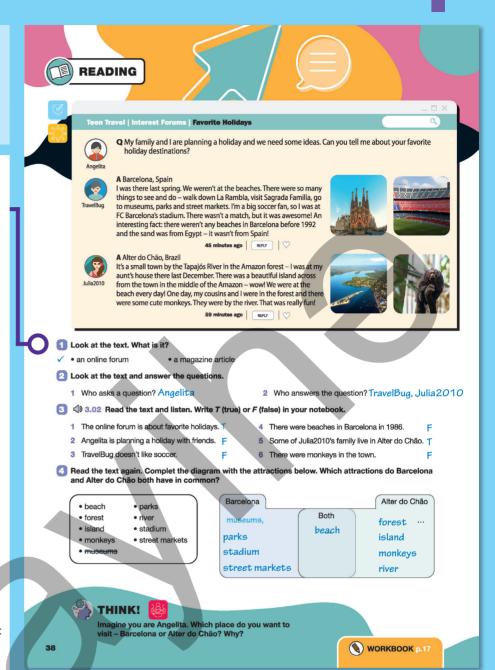
- 1 Draw students' attention to the images in the text. Have them guess the places before reading the text. Ask students where this kind of article could probably be found (social media posts and forums) and have them justify their answers. Ask them to read the question and write the correct answer in 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 4)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.





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





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.

page 17

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.

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.





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

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



Look at the examples below. Copy the table in your notebook and complete with the sentences

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

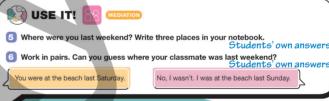
2 Complete the sentences in your notebook. Use the correct past simple form of be.

- 1 I wasn't at home last weekend. I was at my uncle's house
- 2 Kamran was ill last Monday. He ... at school.
- 3 The students weren't in the classroom for the art lesson. They ... at lunch. were weren't
- 4 We were in Azerbaijan last spring. We ... in Sumgayit. 5 Julia2010 wasn't in Belém in December She in Alter do Chac
- 6 The weather was warm in Barcelona last spring. It ... cold.
- 3 Look at the examples below. Copy the table in your notebook and complete with the senten from the online forum.

There was/ware							
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.						

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

	III ale 10000	11011	
1 bowling alley	х	1	1 There wasn't a bowling alley.
2 historic center	/	V	2 There was a historic center.
3 beaches	/	1	3 There were beaches.
4 amusement park	х	_/	4 There wasn't an amusement par





wasn't

UNIT 3

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.

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

Warmer (iii)

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 /'fɪ[.ɪŋ/ horse riding /'ho:s_rai.din/ hotel room /həʊˈtel ruːm/ kayaking /ˈkaɪ.æk.ɪŋ/ receptionist /rɪˈsep.ʃən.ɪst/ /səˈfaː.ri/ safari swimming pool /'swim.in puil/ tour guide /ˈtʊə ˈgaɪd/

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



- 3.03 Name the images with the words/phrases below. Then listen, check and repeat.
 - horse riding
 hotel room
 kayaking swimming pool safari



..horse ridina



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



Come and stay at the Amazing Safari Hotel!

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

Stay in a big and comfortable ¹hotel room in the heart of a nature reserve! Relax

by the 2...! swimming pool

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

But that's not all! At the Amazing Safari Hotel, you can also go 5... or and go 5... A at the river! kayaking, fishing Just talk to a 7... to make a reservation! receptionist

- 3 4 3.05 Listen to a conversation. Choose the word/phrase that completes each sentence
 - 1 The conversation is part of a ...
 - TV program. ✓ • podcast. 2 Lucas Williams is the ...
 - guest.
 - presenter.
- 3 Camilla Abbott is the .
- presenter.
- 4 The conversation is about a ... camping holiday. ✓ • hotel holiday.
- 4 3.05 Listen again and complete the notes.

Podcast title: 1Teens 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



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.

page 14; page 15, Exercises 3 and 4

Lesson 6 Language in Context

Lesson Aim: I can ask and answer Yes/No questions using the past simple of be.

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 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.

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 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!



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.

Reflect and introduce homework

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

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



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

Activities 7:30 am – breakfast at the Masai Restaurant 8:15 am – daytime safari with tour guide (James)

- 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 /?

UNIT 3

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

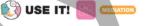


Complete the questions from the conversation. Use was or well



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

- two restaurants? (x one restaurant) re there t
- 3 two tour guides? ()
- 4 four receptionists? (x three receptionists)
- 2 swimming pool? (/)



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





Extension (10)

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 ()

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.









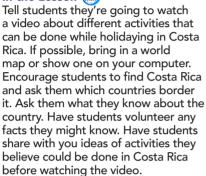
Come to Costa

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 (min



Exercise 1 (8)

Ask students to watch the video to answer the questions:

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.

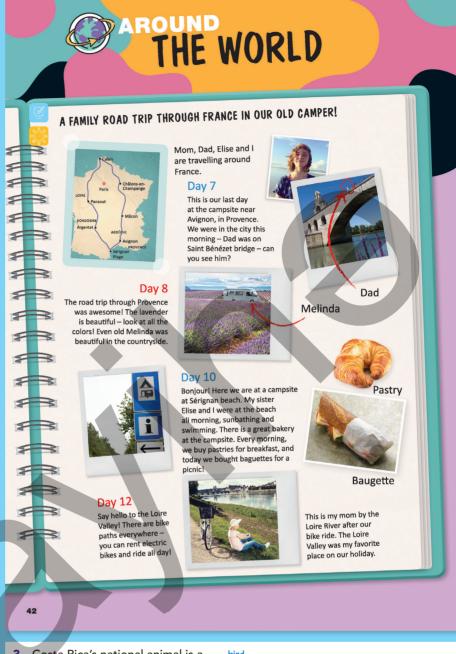
horses, a bird, monkeys, frogs

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

Exercise 2 (8)

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.

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



- Costa Rica's national animal is a
- 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.

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

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

Presentation of

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.

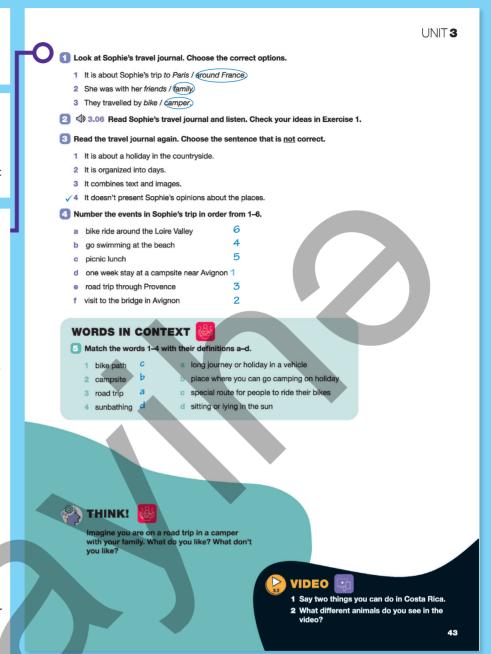
◆3.06 Audioscript pT128

- 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

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.



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 absed on their findings. Then ask them to bring their paragraphs to the next class.

Lesson 9

Speaking

Presentation of

Unit 3

Ask students to present their homework to the class.

●)3.07-3.09 Audioscripts pT128

1 **4)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.

♦)3.08 When students repeat the expressions, have them mimic the intonation

Pronunciation

4 **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).



■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.

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 (A)

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 (5)

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.

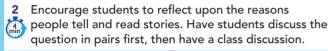


THINK! 👺 🧥





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?







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 (10)



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.

listening to and reading stories, storytelling

2 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



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.

- 2 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.

Resources

Workbook Unit 4, Teacher's worksheets Unit 4



Together with students reflect on what has been taught

Have students think of a story they can share with their

paragraphs and present them in the following lesson.

classmates about their family. Have them write two short

WE ALL HAVE

UNIT GOALS

Talk about stories and

Focus on the Key Competencies.

Read a story with a moral

Listen to a radio interview Learn about storytelling. Write a story summary.

Unit Aims

Cambridge Life Competencies Framework

today and introduce homework.

At Home

- 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).
- 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)

Presentation of Homework

Ask students to present their homework to the class.

4.01 Audioscript pT128Introduction of target vocabulary

arrive /əˈraɪv/
decide /dɪˈsaɪd/
laugh /lɑːf/

remember /rɪˈmem.bə^r/

 rush
 /rʌʃ/

 shout
 /ʃaʊt/

 tell
 /tel/

 walk
 /wɔːk/

 want
 /wont/

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.



● 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.





- 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.

A Fast Finishers

Puzzles & Games page 112, Exercise 3



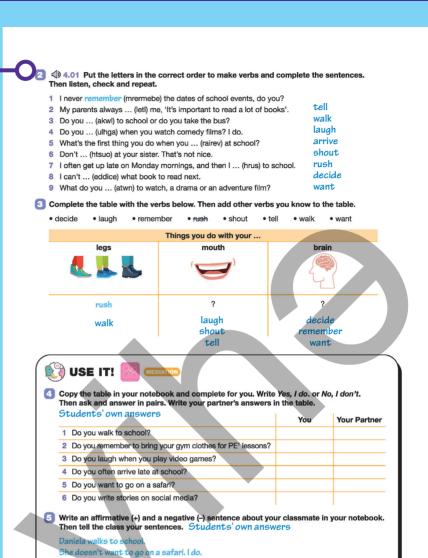
Extension (min

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.

page 21, Exercises 1 and 2



2 (-) ...



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

◆94.02 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.

●)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.

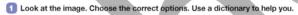
Have them remember similar stories and answer the following questions:

- 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.





- 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. '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 a 'Wolf! Wolf! A wolf is attacking the sheep!' he shouted. The villagers arrived quickly, and they were ingry 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.



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) 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?



49







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.

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.



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!





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.



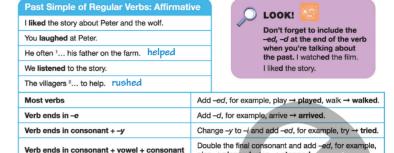
Reflect and introduce homework

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

page 20; page 22, Exercises 1 and 2; page 24



Look at the examples below. Complete the sentences from the story in the table.

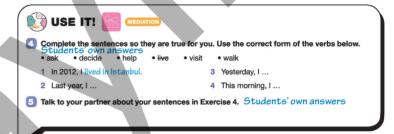


2 Write the past simple of the verbs in your notebook. Check your answer s in the story Peter and the Wo

plan → planned, stop → stopped.

- 3 shout shouted 5 ask asked 1 live lived 6 attack attacked 2 decide decided 4 arrive arrived
- Complete the story. Use the past simple form of the verbs.

ayed (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.'





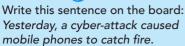
Grammar Game



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 🔼



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.

●94.03–4.05 Audioscripts pT129

piizi

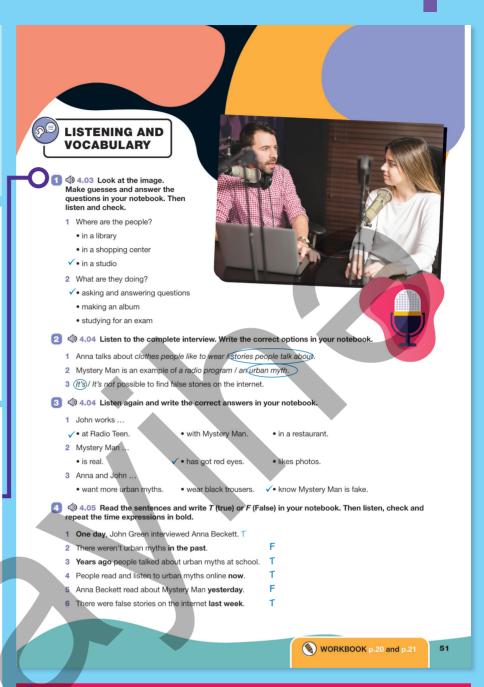
Introduction of target vocabulary

in the past /In ða pɑ:st/
last week /lɑ:st wi:k/
now /naʊ/
one day /wʌn deɪ/
years ago /jɪərz əˈgəʊ/
yesterday /ˈjes.tə.deɪ/

- •)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 3.4.04 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.
- 3 494.04 Have students read the sentences and answer them from memory. Play the audio again.
- **M**.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.







Reflect and introduce homework

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

page 20; page 21, Exercises 3 and 4

Language in Context

Lesson Aim: I can use irregular verbs in the past simple.

◆94.06 Audioscripts pT129

◆)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.
- 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!



- 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.
- 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

page 20; page 22, Exercises 3 and 4; page 25



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.



Pa	ast Simple	e: Negative
I 3 the story.	idn't be	lieve
You 4 the story	was true.	didn't think
He didn't write th	e story.	
We didn't read th	e book.	
They didn't post	the photos	S.

had

- Complete the sentences with the correct past simple affirmative form of the verbs
 - 1 I went (go) to Barcelona on my last holiday.
 - 2 My friends and I ... (have) lunch at school yesterday.
 - 3 Everybody in my class ... (read) the post about Mystery Man. tool
 - 4 Camilla ... (take) a lot of photos on her trip to Cancún.
 - 5 I wanted a different book, so I ... (say), 'Let's go to the library!
- 3 Put the words in brackets in the correct order and complete the sentences
 - 1 I didn't post stories (stories / post / didn't) about Mystery Man. I only posted true stories.
 - 2 I ... (cinema / go / the / to / didn't) yesterday. I went on Saturday.
 - 3 My friends and I ... (this / story / didn't / read) last year. We read it last month
 - 4 My dad ... (a / take / didn't / bus) to hospital. He took a taxi.
- didn't go to the cinema
- didn't read this story
- didn't see the author
- 5 You ... (the / didn't / author / see) of the book, right? But I saw her.



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. 3 (-) ... 2 (+). 4 (-) ...

Work in pairs. Take turns to read your sentences in Exercise 4. Then notebook and complete your partner's sentences. Start the sentence . Take turns to read your sentences in Exercise 4. Then copy the table in your es with your partner's name. Students' own answers

This is brilliant This is interesting

WORKBOOK p.20, p.22 and p.:

Extension (18)

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 (3)



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.











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.

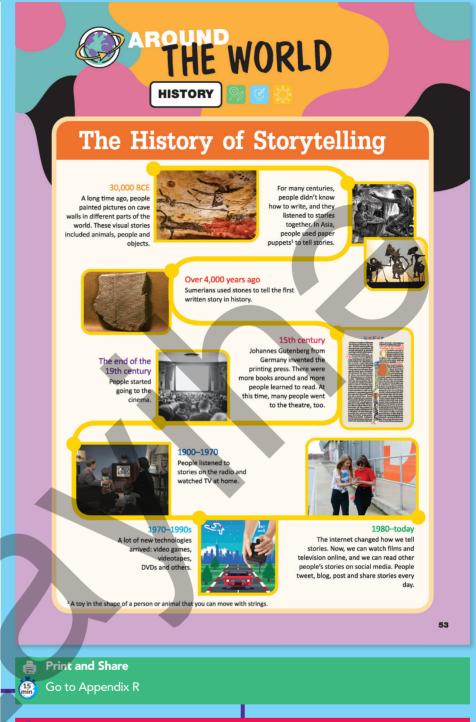
Exercise 2

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.



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.

Lesson Aim: I can talk about the history of storytelling.

Presentation of

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.

◆¾4.07 Audioscript pT129

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.

◆)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.

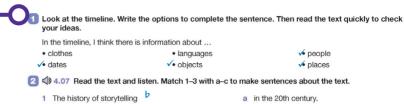
5 Go through the sentences with the class and see if they can write the correct options from memory. Then have students read the timeline again and check the answers.





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



3 New technologies help people C

2 There were many new ways to tell stories a

b started a long time ago c tell stories in different ways.

WORDS IN CONTEXT

3 Complete the sentences with the words below.

• caves • share • storytelling • writter 1 ... is the activity of writing or telling stories. Storytelling 2 Is this an oral or a ... story? written 3 In prehistory², people lived in caves

4 Read the text again. Number the events in order from 2-8.

4 I don't want it all for me. I want to ... it. share

d the internet 8 the television 6 a cave paintings 1 b first written story 3 e the cinema 5 h video games c paper puppets 2 f the printing press

5 Choose the correct options.

1 People in prehistory painted their stories in different countries / one country

2 People used paper / stones to write the first written story in history.

3 The inventor of the printing press was from Germany/ Greece.

4 There were/ weren't theatres in the 15th century.

5 In the 19th century, people watched / didn't watch films at home.

6 People invented the videotape and the internet in the same year kin different years.



THINK!



In the past, people listened to stories with their friends and families. Now, we watch films and 7 series alone. What is good about that? Is there anything bad?



VIDEO

1 What is the video about?

2 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.

Presentation of

Ask students to present their homework to the class.

◆¾4.08 Audioscript pT129

- **♦)4.08** Have students focus on the image and ask if they know what story it represent. 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.







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.

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.





- 1 4.08 Read the story summary and listen. Match paragraphs 1-4 with descriptions a
 - a big, final event and conclusion 4
 - b details about how the main character reacts to the problem 3
 - c information about the title, author and main character 1
 - d presentation of a problem that the main character has 2
- Match the time expressions (1-4) with the ideas they introduce in the text (a-d).
 - 1 At the beginning
 - 2 One day
 - 3 At first
 - 4 At the end
- a the main character's first reaction to the problem
- the main character's situation when the story begins
- c the main character's situation at the end of the story
- d the problem the main character has
- Write a story summ ary. Students' own answer
 - Choose a story you like.
 - Collect information about the title, author, main character and sequence of actions.
 - Find or draw an image to illustrate the story.
 - 4 Write the first version of your story summary
- Exchange your summary with a partner and check their work. Use the checklist below. Students' own answer
- title and author
- · details about the main characte
- clear sequence of actions
- time expressions
- · verbs in the past simple
- person who is much smaller than the us ny large or small living thing that can mo





Sequence of Actions Gandalf arrived at Bilbo's house. Then / Next he invited Bilbo to go on an adventure

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Extension (4)

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 sentences. 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

Name the holiday activities (A-D). Then number the activities in your order of preference (1 = your favorite).

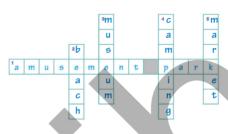








2 Look at the emojis in the messages. Use the clues and complete the crossword puzzle





- 3 Complete the sentences with the words below. Which sentences are true for you? Discuss with a partner.
 - arrive remember rush wal
 - 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
- 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.
- d ..., when my parents were teenagers, there was a farm here.
 Now there is a hotel. Years ago

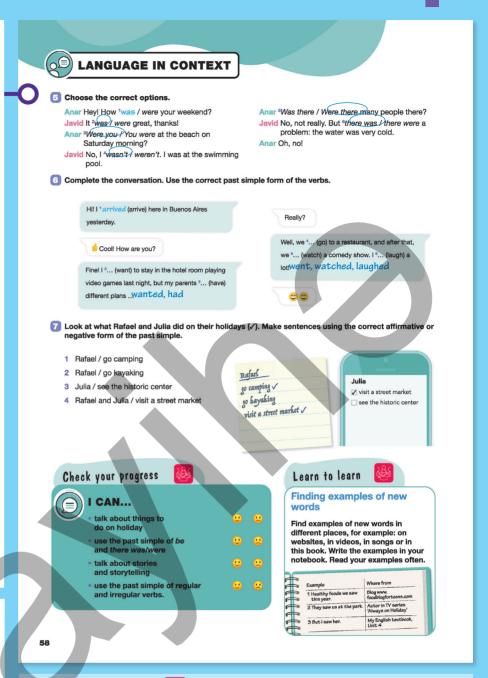
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LANGUAGE IN CONTEXT

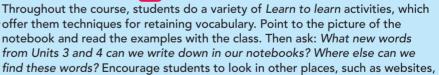
- 5 Remind students how to form questions and sentences in the past simple with the verb be. Have students refer back to the table on page 39. Ask students for examples and write them on the board. Individually, have them read the dialogue and write the correct options. To check answers, have pairs of volunteers read the dialogue with the correct answers.
- 6 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.
- 7 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.



ULearn to Learn



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.

recipe books, songs, novels, etc. for these words. Elicit ideas.



1 Complete the sentences. Use the correct

GRAMMAR

_	-۱۰۰۱	
fo	rm c	of there is / are and can.
1	A : _	there a train station in your
	to	own?
	B : N	lo, there isn't.
2		many people at the
	S	wimming pool?
		es,
3		play video games?
		es, I can.
4		s there a supermarket near here?
		es,
5		Can I hang out with my friends later?
_		es,
6		a street market next to the
		nuseum?
_		es, there is.
/		beans in your rice?
•		
8		s there a skatepark near your school?
_		No,
9		Helena and I come shopping
		vith you?
10		lo,
IC		there many people at the
		shopping center yesterday?
	B: Y	es,

2 Circle the correct options.

- 1 We go to the parka 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 oftenc often he wears

MID-YEAR TEST Lesson 1

- 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 weekc 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 timesc some times
- 10 They eat at restaurants on Mondays Fridays and Saturdays. They ... eat at restaurants.
 - a often **b** never **c** alway

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	n
	brackets. Use the past simple.	

1	Maryam	(shout) at her bi	rother
		(say) that it was	
	cold this mo		-
3	They	(not try) to go to sleep	early
4		Samir (take)	his
	children to s	school in the car?	
5	You	(not do) your home	work
	last night.		
6	Laura	(cry) when she wa	tched
	the film.		
7	When Victor	ia was tired, she	(stop)
	running.		-
8	We	(not see) you at scho	ool
	yesterday. A	re you OK today?	
9	İ	(read) a very interesting	g blog
	yesterday.		
10	They	(not laugh) at the co	omedy
fil	lm.	_	

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/tourguide/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 | like pizza now / in the past, but | didn't like it when | 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
- 8 A place where you can see art, statues or very old things. m _____
- **9** A place to buy vegetables and fruit.
- 10 An activity that you do when you are next to the river. f _____ g

11 Complete the sentences. Put the words	12 Complete the sentences using the words
in brackets in the correct order.	below. There are two words you do not need.
1 Elchin's favorite meat is (hencick)	
2 I usually eat (sneab) and salad for lunch.	add arrives cut decide fry laugh remember rushing shouts sit tell
3 At school, students sometimes go to the	visit
(gimsinwm lopo)	
for their PE lessons.	1 I always when I watch comedy films.
4 The (ruto duige) we had on	2 Vicky is in the kitchen. She wants to
our holiday told us everything about the	the onions now.
town.	3 Everything on the menu looks delicious.
5 Every Saturday, I hang out with my friends	I can't what to have 4 Daniel is late for school. He's out
at the (kateskrap)	of the house at the moment.
6 In Brazil, you can find very good fruit. For	5 Did the teacher us what our
example, the (espinlappe) are delicious.	homework is?
7 My favorite soccer team plays at the	6 The bus always in the town center
local (atisdum)	at 10:15 am.
8 Do you want to go to the ? (acheb)	7 The food isn't very nice. Let's a bit
We can play volleyball there.	of salt.
9 My mom always buys vegetables at the	8 Next, the vegetables in oil for five
(rteste akremt)	minutes.
10 When we went on holiday, there was a giant	9 I can't what we had for dinner
TV in our (lothe moor)	yesterday. Did we eat fish?
	10 When we watch our favorite soccer team, my dad always at the players.
	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 i	idea to go for dinner at the
2	$_{___}$. Daniel's town is a
good place to bu	ıy 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

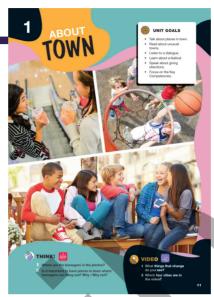
Speaking topics:

- 1. Different festivals in the world
- 2. My favorite recipe
- 3. Holidays are important because ...
- 4. I have got a story.

Writing topics:

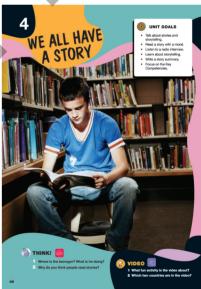
- 1. About town. Write a flyer about a place you know well. Write 30-70 words.
- 2. Delicious diversity. Write a recipe for a dish you enjoy. Write 30-70 words.
- 3. What a holiday! Write an email about your holiday to your friend.
- 4. We have all got a story. Write a story summary of a book you love reading. Write 30-70 words.

LESSON 3











MID-YEAR TEST LESSON 1

Name	Class	Date
Name		

GRAMMAR

- 1 Complete the sentences. Use the correct form of there is / are and can.
 - 1 A: ___ls there a train station in your town?
 - B: No. there isn't.
 - 2 A: Are there many people at the swimming pool?
 - **B:** Yes, <u>there are</u> .
 - 3 A: <u>Can you</u> 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, <u>you can</u>.
 - 6 A: <u>Is there</u> 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: <u>Can</u> 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, <u>there were</u> .
- 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
- 8 I watch a soccer match with my dad a Sundays bevery Sundays 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 vesterday.
 - 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 <u>shouted</u> (shout) at her brother.
 - 2 My dad <u>said</u> (say) that it was very cold this morning.
 - 3 They didn't try (not try) to go to sleep early.
 - 4 <u>Did</u> Samir <u>take</u> (take) his children to school in the car?
 - 5 You <u>didn't do</u> (not do) your homework last night.
 - 6 Laura <u>cried</u> (cry) when she watched the film.
 - 7 When Victoria was tired, she <u>stopped</u> (stop) running.
 - 8 We <u>didn't see</u> (not see) you at school yesterday. Are you OK today?
 - 9 I <u>read</u> (read) a very interesting blog yesterday.
 - 10 They <u>didn't laugh</u> (not laugh) at the comedy film.

5 Circle the correct options.

- 1 My mom wants 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 //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
- 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 var 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 tourist 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/tourguide/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 _i_
- 3 My bedroom is on the left a
- 4 The pot is on d
- 5 We went to see the parade last <u>c</u>
- 6 There wasn't a library in my town in __i_
- 7 The Watson family lived in the city years _q_
- 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 / f(sh.)
- 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 e h i n d
- 3 A drink that comes from a fruit.
 - o<u>range</u> j<u>u</u> i<u>ce</u>
- 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<u>lothes</u>s hop
- 7 An activity or holiday where you can see wild animals. s a fari
- 8 A place where you can see art, statues or very old things. m <u>u s e u m</u>
- 9 A place to buy vegetables and fruit.
 - s <u>uper market</u>
- 10 An activity that you do when you are next to the river. f <u>ishin</u> g

11 Complete the sentences. Put the words in brackets in the correct order.

- 1 Elchin's favorite meat is <u>chicken</u>. (hencick)
- 2 I usually eat <u>beans</u> (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
- 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 <u>pineapples</u> (espinlappe) are delicious.
- 7 My favorite soccer team plays at the local <u>stadium</u>. (atisdum)
- 8 Do you want to go to the <u>beach</u>? (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 <u>cut</u> the onions now.
- 3 Everything on the menu looks delicious. I can't <u>decide</u> what to have ...
- 4 Daniel is late for school. He's <u>rushing</u> out of the house at the moment.
- 5 Did the teacher <u>tell</u> us what our homework is?
- 6 The bus always <u>arrives</u> in the town center at 10:15 am.
- 7 The food isn't very nice. Let's <u>tell</u> a bit of salt.
- 8 Next, <u>fry</u> the vegetables in oil for five minutes.
- 9 I can't <u>remember</u> 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 OUESTION 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 **6** 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?
- aplayed 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? athe 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 <u>watch</u> a <u>film</u> with her.
- 2 Sevil wanted to buy some <u>orange jiuce</u> before going to the cinema.
- 3 Leyla didn't go with her mom into the supermarket.
- 4 Leyla played on her mobile phone for <u>10/ten minutes</u>.
- 5 From where she was standing, Sevil could see the <u>skatepark</u>.
- **6** Sevil was not <u>outside</u> 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

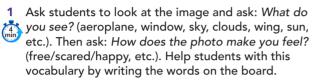
Ask: How about transport in general? How was it affected? Ask them which means of transport they believe were the most impacted due to the coronavirus.



THINK!







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 (10)



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:

- How did Ancient Egyptians travel on the River Nile? Check the answer with the class. by boat
- What famous things did they build? Check the answer with the class.

the Pyramids, the Sphinx

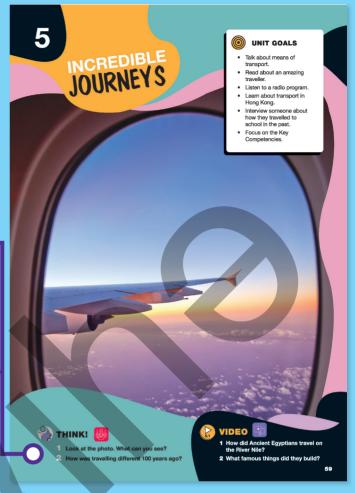
Exercise 2 (min)

Play the video again and write the following true or false sentences on the board for students to answer.

- 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



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

- 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.
- use strategies and techniques for improving my English (e.g. mind maps to organise my thoughts). (Learning to Learn)

Presentation of

Ask students to present their homework to the class.

◆95.01- 5.02 Audioscript pT129

Introduction of target vocabulary

aeroplane /ˈeə.rə.pleɪn/ boat /bəʊt/ /ka:r/ car /ˈfer.i/ ferry

motorbike /ˈməʊ.tə.baɪk/ scooter /ˈskuː.tə^r/ /ˈtæk.si/ taxi

underground /ˌʌn.dəˈgraʊnd/

/væn/ van

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 **4**95.02 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.



TRANSPORT

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

/// EVERYDAY JOURNEYS ///



Metro, the ¹underground system in São Paulo, takes

5.2 million passengers every day.

The Airbus A380 is very large It can take 850 passengers!



The electric 3... is popular for short journeys in cities.

People all over the world get to work and school by 4... . In China, there are almost 200 million!



In the UK and many other countries, millions of children use a 5. to get to school.

> In Giethoorn in the Netherlands, there aren't roads ou can travel by 6...



You can take a ... anytime on the streets of New York. There are 13,587 yellow cars.

> Many families travel by 8... in Thailand. There are around 20 million in the country.



Can you get from Europe to Asia in 20 minutes? Yes! Take a 9... across the Bosphorus Strait in Istanbul, Türkiye.

2 4 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

- 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.

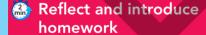


USE IT!



MEDIATION

- 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.
- 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.



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

☆ Workbook

page 27, Exercises 1 and 2



Lesson Aim: I can understand a text about a trip around the world



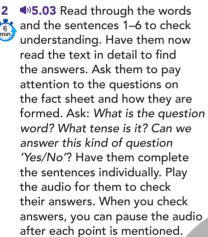




Tell students they are going to read a text about a famous person who travelled around the world. Ask: What would you ask this person? Would you like to travel around the world? Why / Why not?

◆ → 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.



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 aroundthe-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





Fact sheet #22 - Nellie Bly (1864-1922)

Who was Nellie Bly? She was an American journalist. She elled 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



On 25 January 1890. Her journey took 72 days, 6 hours, 11 minutes and 14 seconds. It was a world record



- 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 noteboo

The fact sheet ..

- 1 is biographical. T
- 2 is organised into long paragraphs.
- is organized into questions and answers
- 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 • newspaper
 - ship
- father • the Unit
- mother
- film • 1887
- 1 Nellie Bly was a journalist from the United St
- 2 The motivation for her journey was abook
- 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
 - b 725
- c 80 1
- d 14 November 1889 6
- e 25 January 1890 3 f 12
- 2 number of suitcases Nellie Bly took on her journey
- 3 date Nellie Bly finished her journey
- 4 year Nellie Bly was born
- 5 number of days of Nellie Bly's around-the-world journey

1 number of days of an around-the-world journey in Jules Verne's book

6 date Nellie Bly started her journey





Imagine you are Nellie Bly. You can take only one small suitcase ound-the-world journey. What do you pack?



Extension (in)



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

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.

page 29

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.
- 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.



UNIT5

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? did, grow

Did. watch

Did, read

Write Yes/No questions in your notebook.

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

When 3... she ... her journey? did, become

- 4 ... Nellie Bly ... to Brazil? (travel)
- Did, travel r journey and 3 Look at the list of the things Neille Bly took on h make questions.

did. start

- 1 Nellie Bly / take / a big suitcase / ? Did 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 the infinitive form of

Did you go to school by bus?

the verb in question

On 14 November 1889.

Look at the example. Answer the questions 1-5 in Exercise 3.

1 No, she didn't. She took a small suitca

USE IT!



Students' own wer the questions about a real or imaginary journey. answers Work in pairs. Ask and an

- 1 Where / you / go / ?
- 2 How / you / get / there / ?
- 3 What / you / see / ? 4 What / you / take / ?

USE IT!



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 🏩



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.

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

Reflect and introduce homework

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

page 26; page 28, Exercises 1 and 2; page 30

Warmer (7)



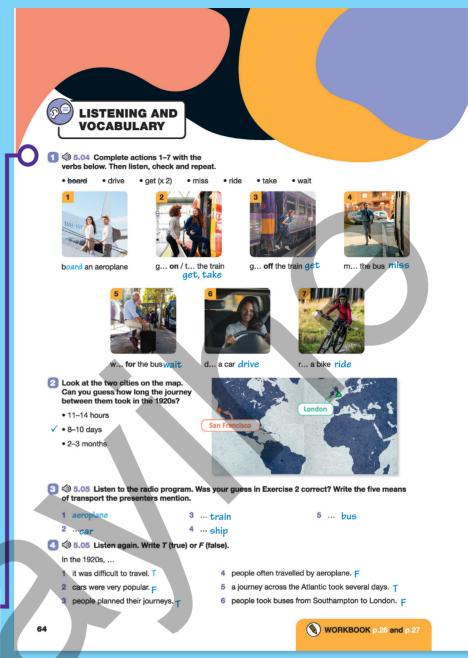
Divide students into five teams. Write some cards with means of transport on them (aeroplane, boat, car, train and bike) and hand one out to each team. Ask students to be creative and funny and write down all the actions that could be done on this means of transport. Give them examples to get them started, 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 /bcd/ drive /drazy/ get off /'get pf/ get on /'get pn/ miss /mis/ ride /raid/ /teik/ take wait for /wett for/

- 1 **4**)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.
- ●)5.05 Ask students if they like radio programmes and if they



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.

◆)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.

page 26; page 27, Exercises 3 and 4

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?

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 hoard 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!



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.

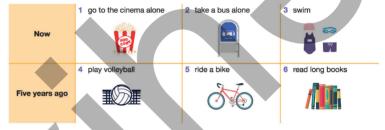
5 Have students change partners and share their first partner's answers using the model in the speech bubbles as a reference. Ask volunteers to report back to the class about what their partner said.

LANGUAGE IN CONTEXT

mplete 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	¹could	take around ten days.	I / You / He / She / It / We / They	² couldn't	travel quickly.
Yes	s/No Questions (?)		Sho	ort Answers	
Could	I / you / he / she / it / we / they	travel by aeroplane?	Yes, / No,	I / you / he / she / it / we / they	could / couldn't.

- Complete the sentences with could or couldn't.
 - 1 | couldn't dance well when I was five. (-)
 - 2 My cousins ... drive a car when they were 19. (+)
 - 3 My teacher ... speak English in secondary school. (+)
- 4 Leyla ... take the bus to school last year. (+)
- 5 The students ... read fast. (-)
- 6 We ... do our homework. It was difficult. (-)
- 3 Write questions for an interview. Use can or could and the ideas in 1-6











5 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

65

UNIT5

Grammar Game (7)



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.

page 26; page 28, Exercises 3 and 4; page 31

Extension (10)



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.

Reflect and introduce homework

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









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.

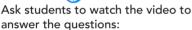
Summary

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



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.

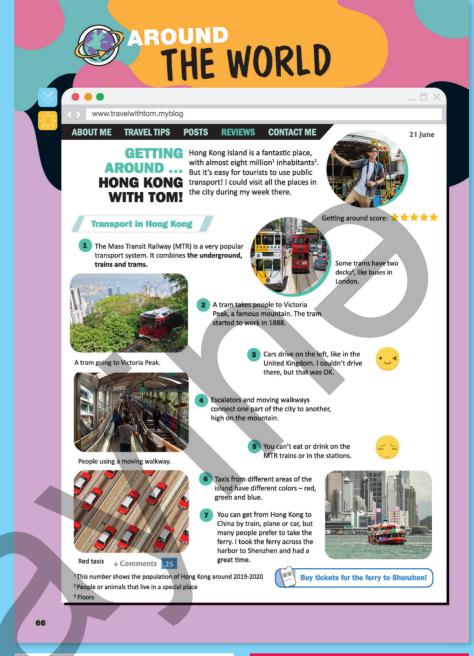
Which countries are in the video?
Check the answer with the class.
India, Bangladesh, China, Thailand

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.



- (T) Rickshaws can go where
- (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.

Lesson Aim: I can talk about means of transport from other countries

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.
- 2 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?
- **3 ◆ >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-q 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



5 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?

Look at the review of Hong Kong, Choose the correct options. 1 The review presents interesting information about *public transport activities* in Hong Kong. 2 Tom wrote the review for Hong Kongers / visitors

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

Which item ...

a is about food and drink on public transport? 5

- b mentions similarities1 between Hong Kong and the United Kingdom? 3
- c is about two unusual means of transport? 4
- d mentions colors as a way to organize public transport?
- e mentions a means of transport from the 19th century? 2
- f mentions how people can travel from Hong Kong to another territory?
- g is about a combination of means of transport? 1
- Read the blog again. Answer the questions.
 - 1 How many people live in Hong Kong? Almost eight million people
 - 2 What is the score for public transport in Hong Kong? Five star
 - 3 What means of transport can you use to visit Victoria Peak? The tram
 - 4 What can't you do on the MTR trains? You can't eat or drink.
 - 5 What is a popular means of transport between Hong Kong and China? The ferry.

UNIT5 **WORDS IN CONTEXT** Match 1–4 with A–D in your 1 escalator C 2 harbor D 3 mountain B 4 railway A

¹The fact that people or things look or are the same



THINK!



Imagine you are a tourist in Hong Kong vou need?



VIDEO

- 1 Why is traffic a problem?
- 2 Which countries are in the video?

67

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.

Lesson Aim: I can ask and answer questions about travelling in the past

Presentation of

Ask students to present their homework to the class.

◆95.07-5.09 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
 - ●)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 pronounciation 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 /Id/ 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

5 **4**)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

the board.

6 ◆)5.07 Have the class read the audio again, pausing after each speaker for the class to repeat



5.07 Read and listen to Louisa asking her uncle some question What two means of transport do they talk about? school bus, bike

Louisa Uncle Jake, can I ask you some

Sural Jake

Louisa How did you get to school when you were ten years old?

Uncle I took the school bus. Jake

Louisa Interesting ... Was the journey long? Uncle No it wasn't

Louisa Did you ever ride a bike to school? Uncle 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 noteb

What do you say when you want to .

- 1 check if you can ask questions?
- 2 agree with something?
- 3 show interest in a conversation?
- 3 5.08 Listen, check and repeat the

PRONUNCIATION

- √ \$ 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
 - 3 He travelled to China. He arrived in May.
- (1) 5.09 Listen again and repeat.

ASKING QUESTIONS ABOUT THE PAST

actice with a partne

Role play a new dialogue. Follow the steps.

- Interview your partner about how they travelled to school when they were ten years old.
- 2 Change the words in blue in Exercise 1 to write a new dialogue in your notebook
- 3 Practice your dialogue with a partner.
- Present your dialogue to the class

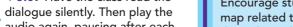
what they hear. Finally, have students practice the dialogue in pairs.

Read through the steps with 8 min 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 (4)

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.



T74 Incredible Journeys | Unit 5

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! 👺 🧥







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 (10)



Ask students to watch the video to answer the questions:

Say two famous heroes in the video. Check the answer with the class.

Amelia Earhart, Nelson Mandela, Hercules, Superman, Spider-Man, Batman

Where is Yash Gupta from? Check the answer with the class.

the USA

Exercise 2 (min

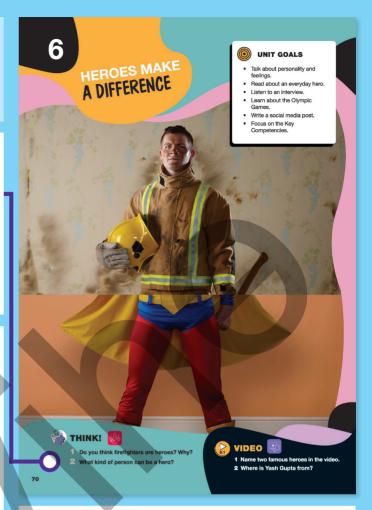


Play the video again and write the following sentences on the board for students to complete or check.

- 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.
- Match the heroes to their accomplishments.
 - 1 Amelia Earhart

Resources

Workbook Unit 6. Teacher's worksheets Unit 6



- (3) collected thousands of pairs of glasses to give to poor children
- 2 Nelson Mandela
- **b** (2) changed his country
- c (1) flew across the Atlantic

3 Yash Gupta **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

- 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
- use strategies and techniques for improving my English. (Learning to Learn)
- create questions about a video and discuss its
- explain reasons for my own suggestions in a simple way. (Collaboration)
- write a short paragraph describing my hero.
- give my opinion on other students' contributions respectfully. (Collaboration)

Presentation of

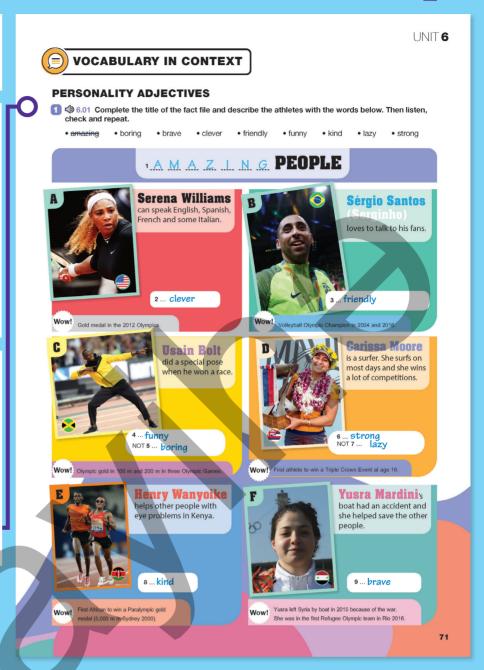
Ask students to present homework to

●»6.01 Audioscript pT130

Introduction of target vocabulary

/əˈmeɪ.zɪŋ/ amazing boring /'bo:.rɪŋ/ /breɪv/ brave clever /'klev.ər/ friendly /'frend.li/ funny /'fʌn.i/ kind /kaind/ /ˈleɪ.zi/ lazy strong /strpn/

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.



- 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?
- 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!



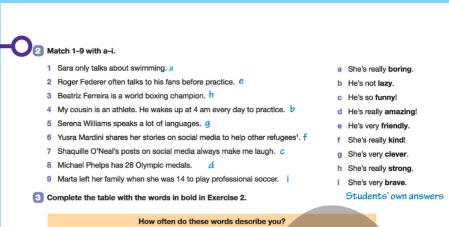
MEDIATION

- 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.
- 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.

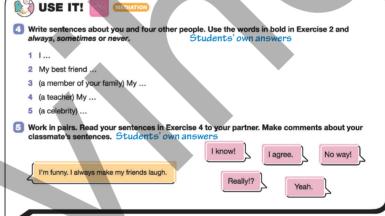
Reflect and introduce homework

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

page 33, Exercises 1 and 2



Sometimes	Never				
?	7				
and four other people. Use the	words in bold in Exercise 2 and				
	? PLATION and four other people. Use the				



¹ A person who leaves his/her home or country during a war

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Lesson 3 Reading

Lesson Aim: I can read and understand an article describing a person's ability.





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).

◆ ³6.02 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 <->6.02 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 wholeclass 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 cookina

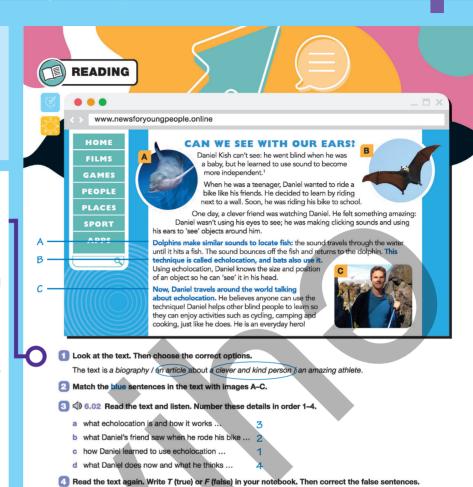






Divide students into smaller groups to discuss the question. Encourage each group to come up with small actions one can do to become an everyday hero. Take feedback from the whole class.

Students' own answers



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 When Daniel Kish was born he couldn't see. F

He went blind when he was a baby.



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

🕮 Fast Finishers 🔝

Puzzles & Games page 113, Exercise 3

Extension (iii)

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.

page 35

Read through the table with the students. Play Track 6.02 again and have students

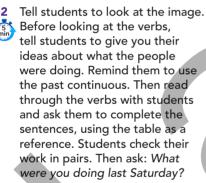
complete the missing words in their tables. Elicit whether the sentences relate to the past or present. Draw their attention to the affirmative and the negative statements, and elicit how we form the past continuous (past simple of be + verb -ing).



D 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.



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!



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



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.	We to a new country. wasn't using			
You were riding our bikes to school. was riding You the bus to school.				
They were learning about echolocation.	They a science lesson.			
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.



- 4 Laura ... was using her/the phone

LOOK!

We don't us

form of the past

On Thursday, he

- 2 Beth and James ...
- were riding (their) bikes 5 Ryan was reading a/his book
- 3 Phillip was getting on the bus 6 Nicole was eating in a restaurant / 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
 - The dolphin ... (sing).
 - wasn't singing Abigail ... (read) about bats. wasn't reading



USE IT!



Complete the sentences with the past continuous so they are true for you. Then tell your partner.

tudents' own answers
I ... at 6 am yesterday.

2 I ... at 4 pm last Saturday.

3 This time a week ago, I

WORKBOOK p.32, p.34 and p.36

Grammar Game (10)



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 !!' or 'I wasn't.' They should not use the same action more than once.



Print and Share

10 min

Go to Appendix V

Reflect and introduce homework

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

page 32; page 34, Exercises 1 and 2;

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.

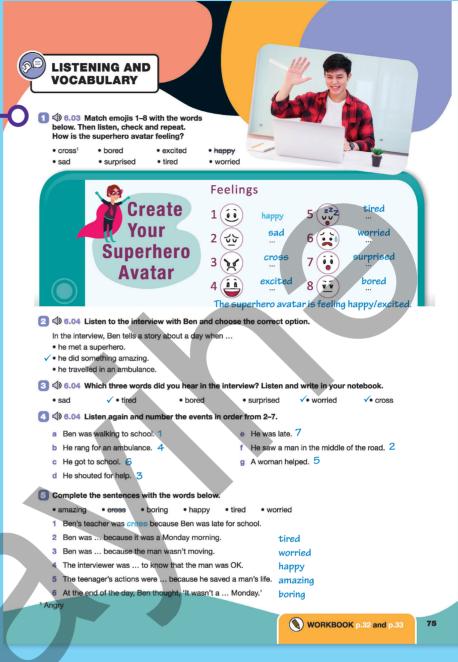
◆ → 6.03 – 6.04 Audioscripts pT130

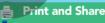
In

Introduction of target vocabulary

bored /bo:d/ cross /krps/ excited /ik'sai.tid/ happy /'hæp.i/ sad /sæd/ /səˈpraɪzd/ surprised tired /taɪəd/ worried /'wnr.id/

- 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.
- 2 406.04 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 **4**>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.
- 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.





Go to Appendix W

🔝 Reflect and introduce homework

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

page 32; page 33, Exercises 3 and 4

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. 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

Play Track 6.04 again to help students complete the table.

Lesson 6 Language in Context

Lesson Aim: I can ask Wh- questions and Yes/No questions, and give short answers using the past continuous.

LANGUAGE IN CONTEXT

Complete the questions and answers from the interview in the table

Past Continuous: Questions and Answers				
Yes/No Questions (?) Short Answ		Answers		
Was I saving a man's life? 2 you walking to school? Were Was he/she lying down in the road? it raining at 8 am yesterday? Were we listening to the right program? they talking to a 13-year-old?	Yes, I 1 was Yes, you were. Yes, he/she was. Yes, it was. Yes, we were. Yes, they were.	No, I wasn't. No, you weren't. No, he/she wasn't. No, it wasn't. No, we weren't. No, they weren't.		
Wh- Questions (?)	Answers			
What 3 he doing? Was How was Bruno feeling? Where Bruno and the woman helping the man? He was so worried. In the middle of the road.		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?WereB Yes, 1 was
 - B No, he ... wasn't 2 A ... the man moving? Was
 - 3 A ... you and Huseyn helping Sevil last night? Were B Yes, we ..
- B No, they weren't 4 A ... Kamran and the woman laughing? Were 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 Why was the athlete laughing in the interview?
- a to the stadium b their teachers
 - c That he was very worried.
 - d Because the reporter was very funny.

USE IT!

questions.

the class.

children?. b

3 Students can use the grammar

table in Exercise 1 to help them

attention to the answers. Ask:

they finish, check answers with

2 Where were they going?, a 3 What was

the man saying?, c 4 Who was helping the

complete this exercise. Draw their

Are they Wh- questions or Yes/No

questions? (Wh-questions). After



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.

USE IT!

2 going / were / they / Where / ?

3 man / What / saying / the / was /?

4 was / Who / the / helping / children / ?

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. Students' own answers

At 9 pm, were you doing

No, I wasn't.



Were you playing

Yes, I was!

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. 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.

Extension (10)



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

WORKBOOK p.32, p.34 and p.37

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

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 (min



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 guestion on the video: What do you think? Can people be like superheroes? How?

Exercise 2 (10)

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.

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

to the Superman 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



Extension (12)

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

Ask students to present homework to

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.

◆)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

Words in Context

key words.



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.

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.

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

- The images helped me understand the text.
- 2 There is some information I knew before reading.
- 3 I learned something new 4 There was something funny.
- 5 I was surprised by something.

WORDS IN CONTEXT



Match the phrases in bold (1-4) with the words and phrases (a-d)k.

- 1 The athletes trained from the beginning to the end of the night.
- 2 In the ancient Olympics, people used a vehicle with two horses.
- 3 Women couldn't **compete** in the games at first.
- 4 The winners get a valuable thing

- chariot during
- participate in a race or competition

Complete the diagram with the phrases below.

- crown of leaves discus throwing female athletes medals for winners crown of leaves female athletes discus throwing summer games medals for winne
- sport from the fact file do the images show?











- Jump: with arms up. 3
- b Finish jump: throw halteres down, 5
- c Prepare for jump: move arms. 2
- d In the air: move arms to the front. 4
- Start: hold halteres down. 1



THINK!



ou think modern athletes ar reat heroes? Why / Why not

1 Say two things superheroes can do.

2 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 class. Ask them to give reasons why the athletes should or should not be considered heroes. You could create a list on the board of reasons for and against modern athletes being considered heroes.

Students' own answers



Reflect and introduce homework

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

At Home

Have students research young atheletes in Azerbaijan and find out interesting facts about them. Ask them to bring their findings to the next lesson.

Presentation of Homework

Ask students to present homework to the class.

◆»6.06 Audioscript pT131

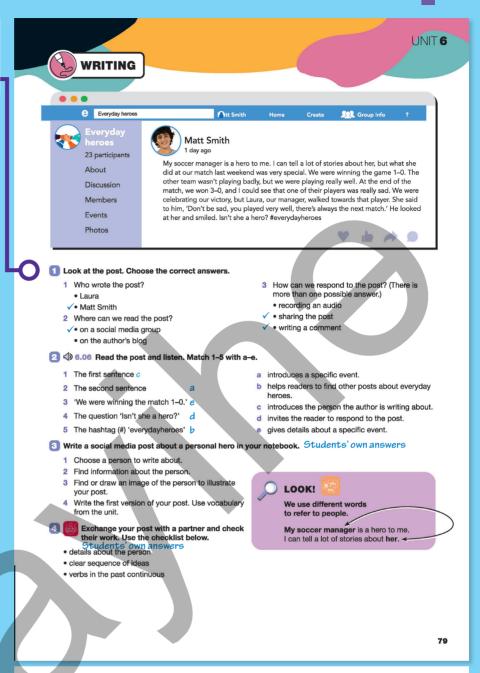
- 1 Have students skim the post and tell you what they think it is about. Ask students whether they read/write posts like these. Read through questions 1–3 with them. Have them read the post silently and write the correct answers. Check answers with the class. Ask students for their reaction to the story.
- **Mo.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.
- 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.





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:

When they peer-correct, ensure students focus on the items in the checklist. Monitor



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)

Encourage students to create a mind map related to what they have learned hroughout the unit. Remind tehm to do this 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. 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

REVIEW UNITS 5 AND 6



1 Match the images with the correct means of transport.









_{s...} scooter

_{n...} 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.
- a cross b bored
- 2 The students in Mr Brown's class are always late. a
- c surprised
- 3 Jessica is waiting for the bus. She doesn't have a cell phone or a book.
- c surpris
- 4 Haruto's mom made a chocolate cake for him, but it's not his birthday. c

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 / ?

81

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.

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	1	Х
Camilla	×	1

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.
- Complete the text with the affirmative or negative forms of the past continuous

This morning at 9 am, the Year 8 students 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

E Look at the images of the park yesterday. Complete the questions with the past continuous form of the verbs. Then answer the questions



Were Jen, Bob and Tom using (use) their cell phones?

Yes, th

What ... the Garcias ... (do)? were, doing .. They were riding (their) bikes.





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 trans
- use Past Simple questions and could/couldn's
- talk about personality and feelings
- use the Past Continuous.





Drawing

Draw simple images in your notebook to help you



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.

ULearn 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!





different ideas of what they believe these students are doing. Ask them if they have ever invented anything.

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 (min



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 (10)



Ask students to watch the video to answer the questions:

What were films like in 1926? Check the answer with

They were in black and white, and they had no sound.

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



Print and Share



Go to Appendix Y



Reflect and introduce homework

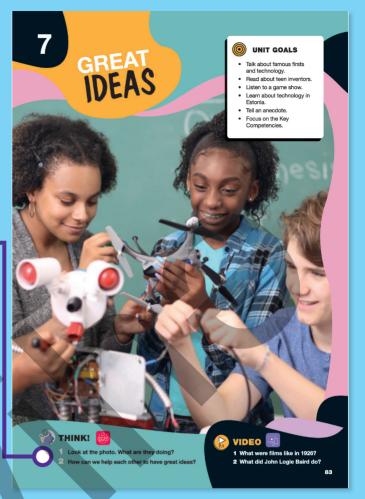
Together with students reflect on what has been taught today and introduce homework.

At Home

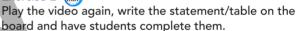
Encourage students to research other fun and interesting facts about TV. Ask them to find five facts and bring them to the next lesson for discussion.

Resources

Workbook Unit 7, Teacher's worksheets Unit 7



Exercise 2 (6)



Complete the table with ideas from the video. Then add your own.

Television in 1926	Modern televisions
expensive	cheap
heavy	(light)
small screens	(big screens)
(terrible image resolution)	(high-tech image resolution)
(black and white)	(colored)
	(connected to the internet)

2 Before TV, people watched films _ in cinemas

Unit Aims

Cambridge Life Competencies Framework

- use simple techniques to start, maintain and close conversations of various lengths to talk about inventions and creative ideas
- understand essential grammatical terms and concepts: using the past continuous to talk about what someone was doing while something else happened. (Learning to Learn)
- 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

/bɪˈkʌm/ become build /bild/ /kri'eɪt/ create discover /dɪˈskʌv.ər/ /flaɪ/ fly invent /in 'vent/ /sta:t/ start /teɪk/ take /juːz/ use

1 **4)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.



●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.

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.

♥)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.

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!





Model the exercise with a student, using the examples in the speech bubbles. Put students into new pairs to ask and answer the questions.

Reflect and introduce homework

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

page 39, Exercises 1 and 2

UNIT 7

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				
created					
discovered, invented,	became, built,				
started, used	flew, took				

- Complete the sentences with the correct past simple verbs in Exercise 2.
 - 1 Ada Lovelace created the first computer algorithm with Charles Babbage in the 19th century / 20th century.
 - 2 Alexander Fleming ... penicillin, the first antibiotic, in 1807 / 1928. discovered
 - 3 Maria Telkes and Eleanor Raymond ... the first house heated with solar energy in 1948/1998. built
 - 4 Hattie McDaniel ... the first African American to get an Oscar in 1909 / 1940 became
 - 5 Joseph Nicéphore Niépce ... the first photograph with a camera in the (820s) 1920s. took
 - 6 People ... to send text messages via WhatsApp in 1999 / 2009 started
 - 7 Josephine Cochrane ... the first dishwasher in 1886/1986. invented
 - 8 Amelia Earhart ... across the Atlantic Ocean for the first time in 1902 / (932) flew
 - 9 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 b
 - 2 When did Bevoncé e
 - 3 When did scientists a
 - 4 When did Vespasian c
 - 5 When did Lewis Hamilton d
- a discover Tutankhamun's tomb in Egypt?
- b start to play soccer for Argentina?
- c build the Colosseum?
- d win his first Formula One?
- e create her first perfume?



USE IT!



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

When did Lionel Messi start to play soccer for Argentina?

1 in 2005 4 between 70 and 72 CE 5 in 2007 3 in 1922

I think he started to play for Argentina in 2004.



WORKBOOK p.39

Lesson Aim: I can understand a text about teen inventors







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 **4)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







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

page 114, Exercise 1

🕮 Fast Finishers 🧥 **Puzzles & Games**







TEEN INVENTORS



- Born in 1997 Student and inventor
- Lives in Victoria, Canada
- Invention: a torch1 that uses body heat to create ligh

nn Makosinski always liked building things. As a Lyoung 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

- Shubham Baneriee Born in 2001
 - Student and invento
 - Lives in Santa Clara, the United
 - Invention: a cheap Braille printer

Shubham Banerjee was a curious child. He loved science and attended science fairs at his primary school.

primary school. He built the printer in 2013 while he was studying at secondary school. He used a robotic kit in his inventio There are other Braille printers on the market, but Baneriee's invention costs just £270, and the other Braille printers cost around £1,500! He starte company, Braigo Labs, in 2014.



- countries
 inventions from the 20th century
 ✓ people
- 2 4 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? 5B
- 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? 5B
- 5 was a winner at a science fair in 2013? AM
- 6 has a company? SB
- 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 cent
 - 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

A small light that people carry



THINK!



k of Ann Makosinki's and Shubnam Banerjee's inventions ch one do you prefer? Why?



Extension (10)



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.

page 41

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

D 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 Hooking 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.



Look at the examples below. Complete the table with the sentences from the

Past Continuous and Past Simple Ann 1... the Philippines when she had the idea for the torch. was visiting when Shubham 2... the printer while he 3... in secondary school. built, was studying She was studying electronics while her friends were playing video games

- Complete the sentences using the past continuous form of the
 - 1 Dr Taylor was working (work) in a hospital while she was living (live)
 - 2 The Spencers ... (stay) in a hotel while the builders ... (build) their
 - 3 I ... (write) an article about solar energy while my sister ... (listen) to
 - 4 Damla and Kamran ... (use) my tablet while I ... (do) homework
 - 5 You ... (read) a book about Ada Lovelace while I ... (watch) a film.

sy-Doh (1950s): People ¹used / were using it to clean walls when a teacher started/ was starting to use it to make models in lessons. for blind people (1918): A doctor's dog disappeared in a hospital. When he found was finding it, the dog guided was guiding a blind patient

around the hospital. ocolate chip cookies (1930): Ruth Wakefield 5 made / was making chocolate cookies when she 'added / was adding the wrong type of chocolate.

- Choose the correct ans
 - 1 I was taking a photo ...
 - ✓ when my cell phone fell in the pool

Read the text and choose the correct options.

- while my cell phone was falling in the pool
- The students were playing with Play-Doh ...

What were you doing last Sunday afternoon?

LOOK!

Don't forget to include the past of be in past continuous sentences.

Alexander Fleming was

- when the teacher talked.
- ✓ while the teacher was talking



1 last Sunday afternoon Students' own answers

last night at 10 pm

while your English teacher was explaining the last activity

WORKBOOK p.38, p.40 and p.42

I was building a model.

UNIT 7





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.

page 38; page 40, Exercises 1 and 2; page 42

Grammar Game (iii)



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.

Lesson 5 **Listening and Vocabulary**

Lesson Aim: I can understand a short dialogue about old and new technology.

Warmer (5)

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.ªr.i/ headphones /ˈhed.fəʊnz/ keyboard /'ki:.bo:d/ /'prɪn.tə^r/ printer screen /skri:n/ /ˈtæb.lət/ tablet



- 1 **1.04** 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 4) 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.
 - •) 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



Reflect and introduce homework

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

page 38; page 39, Exercises 3 and 4

Lesson 6

Language in Context

Lesson Aim: I can ask and answer questions using possessive pronouns.

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

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.

read their sentences.

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

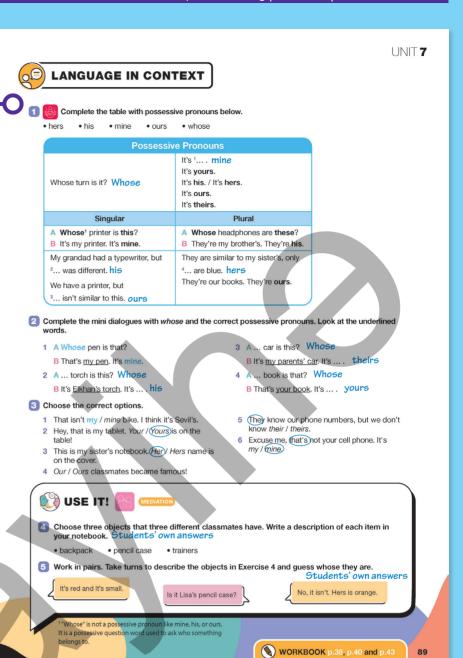
4 Encourage students to choose three objects that are in the classroom and that belong to other students. Have them work individually and write their descriptions in their notebooks.

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.



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 (iii)

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*.

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





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 (5)

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 (8)

Ask students to watch the video to answer the questions:

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.

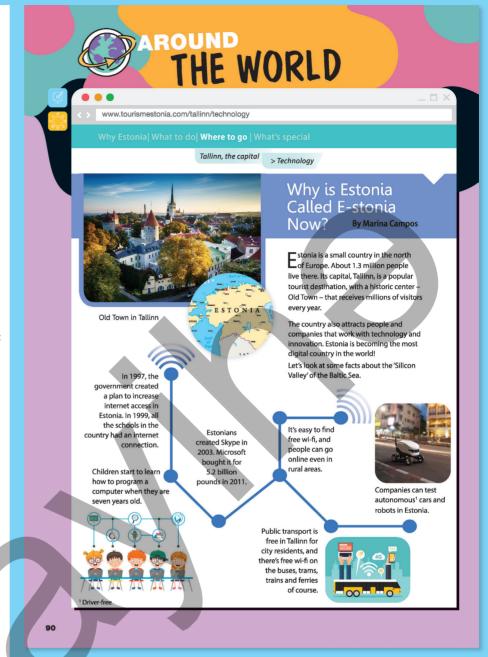
He made the first calculator or adding machine

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 (10)

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



- 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.

🕮 Fast Finishers 🔒 Puzzles & Games page 114, Exercise 3

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.

Presentation of

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 **4)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. 4F - 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.

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

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.





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

UNIT 7

Read the article about Estonia. What is it about?

- the geographic location of Estonia
- tourist attractions in Talling
- ✓ technology and innovation in Estonia
- 7.06 Read the article and listen. Write T (true) or F (false).

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.
- 4 teachers start to teach computer programming in secondary school.
- 5 you can only access the internet in big cities. F
- 6 you can see an autonomous car on the street. 1

Read the article again. Match numbers a-f with facts 1-6.

- b 1997 5
- c 7 1
- d 2003 6
- e 5.2 **2** f 1.3 4
- 1 age students start to learn computer programming
- 2 amount of pounds (in billions) that Microsoft paid for Skype
- 3 decade of digital expansion in Estonia
- 4 number of people (in millions) that live in Estonia 5 the year of the plan to expand internet access
- 6 the year Skype started to operate

WORDS IN CONTEXT



- Complete the sentences with the words be
 - 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

The act of becoming large in size, number, or amount





VIDEO

- 1 What was the first 'computer' called?
- 2 What did Blaise Pascal do?

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Extension (7)



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'...

Ask students to find 3 more facts about Silicon Valley. Have them bring their research to the next lesson and share their findings.

Lesson Aim: I can talk about a problem and respond to other people's problems.

TELLING AN ANECDOTE

Presentation of Homework

Ask students to present homework to the class.

₱७७७.07-7.09 Audioscripts₱Т131-Т132

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.

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.



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?

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

Isabella

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 4 7.08 Listen, check and repeat the expressions

PRONUNCIATION

- 4 0 7.09 Listen to how the final consonant sound of a word connects to the initial vowel sound of the next word in sentence
 - My mobile phone fell in the swimming pool
 It fell out of my hand while I was texting.
- 5 (3) 7.09 Listen again and repeat the sentences
- 6 4 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

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Living English

• 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.

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)

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 (5)



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.





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 (2)

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 (min)

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

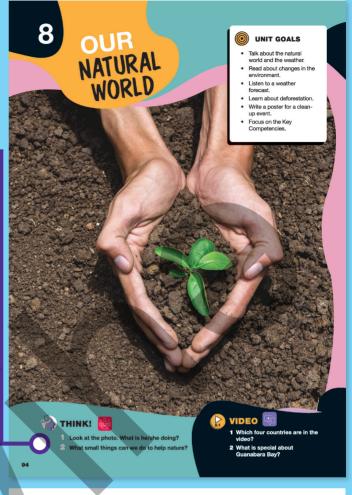
What is special about Guanabara Bay? Check the answer with the class.

It has islands, mountains and jungle all in one place. / It took thousands_of years to form.

Exercise 2 (min

Write the following sentences/questions on the board. Play the video again and have students answer/complete

- 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.



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.

- 3 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.

Print and Share



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

Unit Aims

Cambridge Life Competencies Framework

- start, maintain and close conversations to talk
- 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
- 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
- distinguish between fact and opinion. (Critical Thinking)
- identify evidence and its reliability. (Critical Thinking)

Lesson 2 **Vocabulary in Context** Lesson Aim: I can talk about my country, town and neighbourhood, and what you can do there.

Presentation of

Ask students to present homework to

● 8.01 Audioscript pT132



Introduction of target vocabulary

bird /b3:d/ coast /kəʊst/ field /fi:ld/ /flaʊə^r/ flower /gra:s/ grass hill /hɪl/ /leɪk/ lake /ˈəʊ.ʃ^ən/ ocean

tree /tri:/ /'vɪl.ɪdʒ/ village

●)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.



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.

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.

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

In this exercise, students make questions using action verbs.
Encourage them to make additional questions of their own.

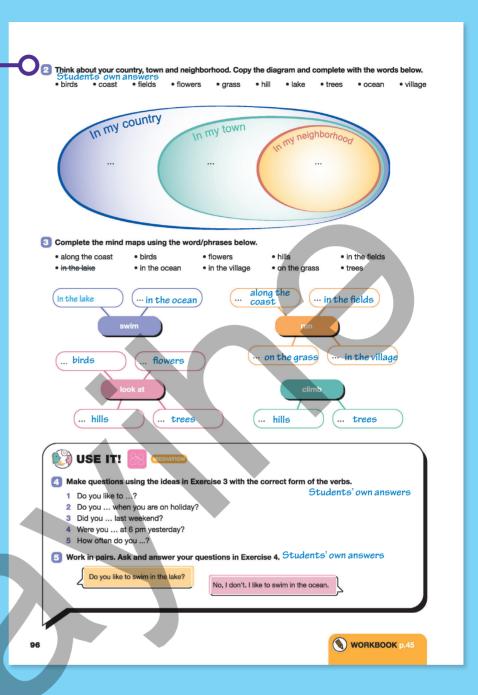
Draw students' attention to the speech bubbles. Model the exchange with a student, then put students into pairs to ask and answer the questions. If they wrote additional questions in Exercise 4, they should ask and answer those, too. Ask volunteers to ask and answer their questions in front of the class.

Reflect and introduce homework

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

☆ Workbook

page 45, Exercises 1 and 2



Unit 8 **Our Natural World**

Lesson 3

Reading

Lesson Aim: I can understand a text about changes and human impact on the natural environment.



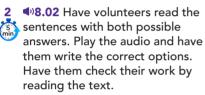


Warmer 🛣

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. 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.



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



page 114, Exercise 3





I'm writing to tell you about the changes my family and rm writing to tell you about the changes my lamily (I can see in our village. When my grandparents were i can see in our village, when my granuparents were teenagers, they loved to run and listen to the birds in the fields. Now, there are no birds, and there is rubbish

When my parents were children, the lake near our village was clean and they could swim in it. They could see a lot of was clean and diey could swint in the 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 taiked to our teachers, and now we recycle a locol timings we use at school. Our teachers say our school wants to stop we use at school. Our teachers say our school wants using plastic, but we need some funding to do that.

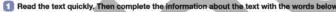
And I want to do more. I want to organize a group to clean up the lake. Can you give us some money for the bags and gloves we need to buy? The bags need to be recyclable¹, of

Ben Miller









• 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 4 8.02 Read the text and listen. Choose the correct options.
 - 1 In the past, there were birds / sheep in the fields
 - 2 Ben's grandparents think the fields are the same / different now.
 - 3 Ben's parents liked to play in the ocean /in the lake when they were children.
 - 4 There are a lot of knot many fish near Ben's village now.
 - Ben and his friends recycle / don't recycle materials at school
 - 6 Ben has / doesn't have pags and gloves to clean up the lake
- Complete the table using the words below.
 - · birds in the fields • fish in the lake lake clean-up
 - recycling at school plastic in the water rubbish in the fields

Past	Present	Future
birds in the fields	?	?
fish in the lake 1 Able to be used again	plastic in the water recycling at school	lake clean-up



THINK!





Extension (10)

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.

page 47

Lesson Aims: I can express likes, wants and needs.

Warmer (7)



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



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.

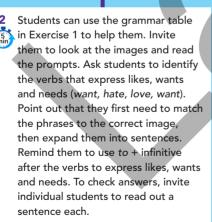


LOOK!





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 Hike 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.



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

Look at the examples below. Complete the table with the sentences from the letter.

Verbs to Express Likes, Wants and Needs Past Simple **Present Simple** I needed to buy bags and gloves. I want 'to organize a group. You hated to see rubbish in the lake You love to listen to the birds. Our school wants 2... using plastic. to stop My grandad loved to run in the fields. My friends and I wanted 4... something about this. to do We like to talk about recycling. The bags need 3... recyclable. to be They liked 5... a game called 'Count the Fish'. to play

- 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





Victor wants to go



I like to walk in the hills





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 answer
 - 1 I want ... there.
 - 2 I need ... there.
 - 3 I love ... there.
 - 4 I hate ... there









I want to have a picnic there.

Do you want to go to the coast? No. I don't.

Work in pairs. Take turns to say your sentences from Exercise 3. Guess your partner's four places. Students' own answers

WORKBOOK p.44, p.46 and p.48



USE IT!



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 (10)



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.

Reflect and introduce homework

Ask students to reflect on what has been taught today and introduce homework.

page 44; page 46, Exercises 1 and 2; page 48

Warmer (7)

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

4 min

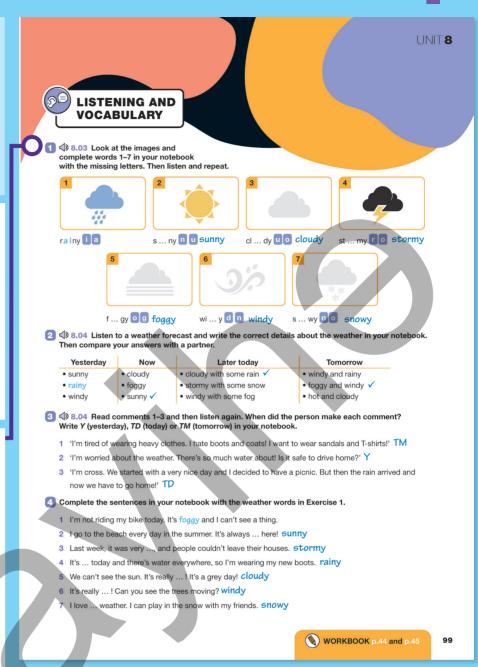
Introduction of target vocabulary

cloudy	/ˈklaʊ.di/
foggy	/ˈfɒg.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?

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.

**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.



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.

₩orkbook

page 44; page 45, Exercises 3 and 4

Lesson Aim: I can use connectors to express addition, opposition, consequence and time.

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 (A)

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 '0' (nought) or 'X' (cross)



Complete the table with the sentences from the weather forecast using the words below. • before • but • however

Connectors Addition There's some cloudy weather moving in, ¹and there's light rain in the afternoon. A I want to go for a walk by the river later! Opposition B Oh, 2... don't get too excited! but We have the perfect weather for a walk! 3..., that all changes in the afternoon. Howeve There's a possibility of snowy showers, 4... don't forget to get your winter coat. 50 Don't forget to get your winter coat 5... you go out tomorrow evening! before Time 6... all that rainy weather vesterday. I know everyone is a bit worried. After

Choose the correct option.

- 1 I was worried about the weather yesterday, but/ so in the end it was OK; I got home before the snow
- 2 The weather was horrible last weekend, however, /sol stayed at home and played board game
- 3 I check the weather on my cell phone so / before I leave for school every morning.
- 4 We are getting some rain this week after/ before months and months with no rain.
- 5 It's a bit cloudy now. So / However, the app says it's sunny!

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 ... I can explore the city then. 50

> Great! But don't forget to check the weather 4... you leave the hotel! before



Choose one of the options and complete the sentences so they are true for you. Then tell your

- 1 I (hate / don't hate) rainy days, but
- 2 I (want / don't want) to spend my holiday in the countryside, so
- 3 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

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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 (19)



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

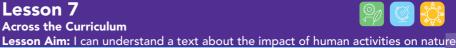
Ask students to reflect on what has been taught today and introduce homework.

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 (5)



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:

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.

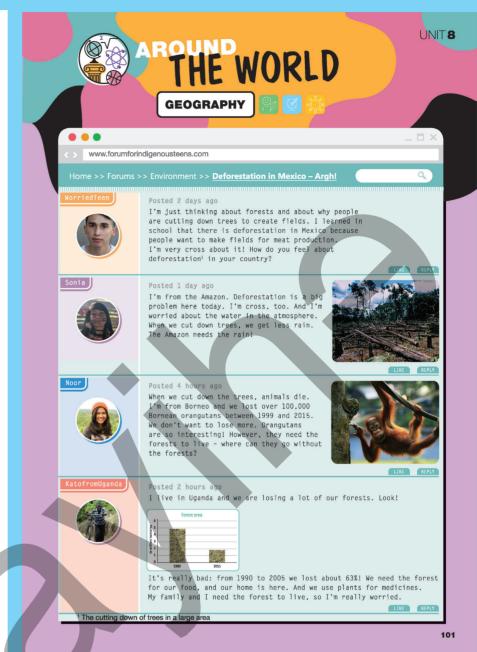
Exercise 2 (10)

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.



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.

Presentation of Homework

Ask students to present homework to the class

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



♦)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.



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. 4T When we cut down the trees, animals die. We lost over 100,000 Bornean orangutans between 1999 and 2015, 5TWe 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

Look at the online forum and choose the correct answers

- 1 How many threads (or topics) are there in the text?
- √ one
- 2 How many answers does the main post have?
 - Who wrote the main post?
 - KatofromUganda
 - What is the topic of the conversation?
 - recycling
 - ✓• cutting down trees
- four • four
- ✓ WorriedTeen

2 4 8.05 Read the online forum and listen. Then match the teenagers (1-3) with what they are worried about (a-c).

- 1 Sonia C
- a the animals
- 2 Noor a
- b the people
- c the water cycle 3 KatofromUganda b

WORDS IN CONTEXT



live

- Match the words in bold (1-4) with their opposites (a-d).
 - cut down trees ... d
 - less rain ... b more 3 animals die ... a find
 - 4 we don't want to lose more ... C plant
- Write T (true) or F (false) and explain your choices. Then compare with a partner
 - 1 WorriedTeen writes about why people cut down trees in Mexico. There is deforestation in Mexico because people want to make fields for meat product
 - 2 Sonia and Noor are from the same continent.
 - 3 There is more water in the soil after deforestation.
 - 4 Orangutans lose their homes when the forest is destroyed.
 - 5 Some medicines are from plants.
- Answer the questions
 - 1 Write the correct options
 - a Oninions are h Facts are
 - ✓ what a person thinks.
- · what a person thinks
- · what you can prove1. what you can prove.
- 2 Write the fact and opinion in the sentences below in your notebook.
- Orangutans are so interesting! However, they need the forests to live.
- 3 Read the online forum again and write two other facts in your notebook. Students own answers
- ¹To show that something is true
- ² The natural environment in which an animal or plant usually lives



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THINK!



rite an answer to the post about eforestation in your country. Inclu our opinion and a fact in your ans



- VIDEO E
- 2 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 interestina! 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



Reflect and introduce homework

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

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.

Lesson Aim: I can write a poster for a clean-up event.

Presentation of Homework

Ask students to present homework to the class.

● 8.06 Audioscript pT132

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!

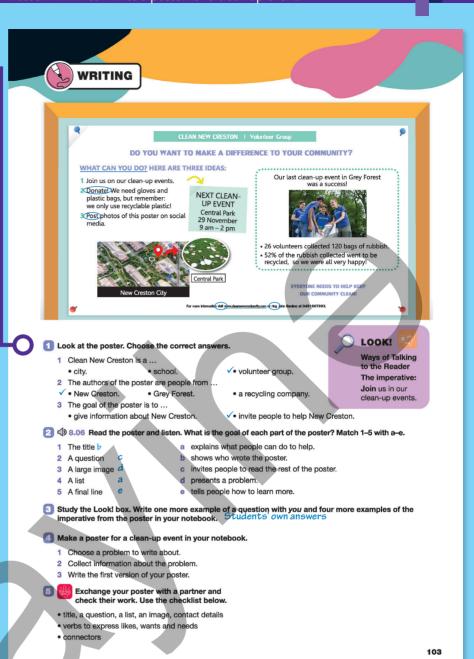


Draw attention to the Look! box and read the information aloud. Have them find a question with you, and notice and write the verbs in the imperative in the poster in their notebooks. Ask them for other examples of when we use the imperative (recipes, instructions, etc.). Elicit examples of imperative sentences for the examples they mention.

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.

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



Extension 🏰

Encourage students to create a mind map related to what they have learned throughout this uinit. 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



1 Make four verbs related to innovation. Use the letters below.

bceldefiillnnrstuvv 1 build 2...o... 3...v 4...e...

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
- Look at the images and complete the sentences



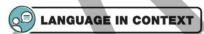




Look at the dog! He's sleeping on the grass, under the trees in the flowers, fields birds, lake

4 Label the images to complete the weather table.





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 *Gid Mike fall off was Mike falling off his bike?

Well, he ⁵rode / was riding his bike to school when he ⁶started) was starting to feel ill.

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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.

- 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, wants 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 guestions.
 - 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.

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.

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.
- 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. 90
 - 4 The students usually go to the patio after lunch...., some of them prefer to read in the library. However

Check your progress





- talk about famous firsts and technology
- 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.





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.



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ULearn 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.



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.



ACROSS THE CURRICULUM / ART









1 Where is this street art?

2 What can you see in the images? people, animals, and graffiti writing



Are street art and graffiti different?

Yes, graffiti is usually words or letters. Graffit artists use their tag (usually their anime or a sign) to communicate with each other. Street art uses different techniques and materials, for example, stendis, sculpture, stickers and posters. Some street artists only want to make beauffull murals! but other artists work ant 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 beauties if and then streets beauties if and the nuces it in the streets beauties if and the nuces it in the streets beauties if and the nuces it in the streets beauties if and the nuces it in the streets beauties if and the nuces it in the streets beauties if and the nuces it in the streets beauties if and the nuces it in the streets beauties if and the nuces it in the streets beauties in the streets beauties in the streets beautiful and the nuces it in the nuces it in the streets beautiful and the nuces it in the streets beautiful and the nuces it in the nuces it in the streets beautiful and the nuces it in the nuces it in the nuces it in the nuclear in the nu

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 ...sculp

1 Where can you see street art in Melbourne? in Croft Alley in Chinatown and Hosier Lan

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 communicateswhy you like it.

• why

Large paintings on the wall

*

🌇 THINK!

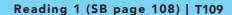


Talk about street art where you live. What type of street art or graffiti can you find? Do you like it?

Extension

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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.





- 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
- 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.
- 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.



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.



ACROSS THE CURRICULUM / LANGUAGE AND ARTS





A JAPANESE FESTIVAL

A Look at the title and the images. Discuss the questions with a partner.

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.

- - 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 ba
- 2 Read the article. Were your ideas in Exercise 1 correct?



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 an eating with Hikoboshi (the star Altair), the boy who worked with cows. They fell in love immediately and got marfied. 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 on a year, on the seventh day of the seventh month. The first

time they tried to meet, they couldn't cross the river, so son birds came and made a bridge for Orihime. The legend says that when the sky isn't clear, the birds cannot come and t two stars cannot meet. So Japanese people always wish for

two stars cannot meet. So Japanese people always wish for amazing weather on that day!

To remember the great love of Orihime and Hikoboshi, peopl 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 and fireworks make Tanabata an exciting festival all over Japan.

- 3 Read the article again and answer the question
 - 1 Why is Tanabata called the Star Festival? ates the love story of
 - 2 How did Orihime and Hikoboshi first meet?
 - 3 What happened after Orihime and Hikoboshi first met?
 - Why was Orihime's father angry?
 - 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

cause 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
- Who are the main characters and what happens to each person?







Is the legend of Tanabata similar to any legends in your country?







- 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?
- 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?
- 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.



AROUND THE WORLD



STREAMING SERVICES

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?

Read the article. Were your ideas in Exercise 1 correct?

Netflix, HBO and other streaming vices let you watch what you like en you like over the internet! But what's the difference between these



Streaming services use friends ons and reviews to build a fan base on social media, and FOMO (Fear of missing out) drives many teens

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 ut what you can see where you are!

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 aid they watch two or more episodes of program one after another during the ek, and 29% sald they finish a ne

People aren't watching the same progra at the same time, so it's difficult to avoid spollers. A spoller nowadays can be about the whole series, so be careful! There are ou can just ask your friends not to tell

- 3 Read the text again and answer the questions.
 - 1 What are streaming services? They let you watch wover the internet. hat you li
 - 2 Why can a subscription to the same streaming service be different in different countries?
 - 3 What is binge watching?
 - 4 How can you avoid spoilers? Because of exclusivity and rights, the same streaming service can only show some movies in different countries.

When someone watches two or more episodes of a show one after another or finishes a whole series in a day.

- Complete the sentences. Use the words in bold
 - This is the second season. I watched the first last year it was amazing!

 Each ... is 55 minutes, so I can easily watch
 - 2 Each three this evening.
 - Millions of ... watched the film online in its first week. viewers
 - 4 Jade's brother posted a ... on his blog. His friends were cross!

There are apps to block content on social med or you can just ask your friends not to tell you



THINK!



Which is better, regular TV or





◆P.01 Audioscript pT131

- 1 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 116. 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.
- 2 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.
- 3 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.



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



MAKE AN AUDIO GUIDE FOR A FAMOUS PAINTING







- 1 Look at the painting and the text of the audio guide quickly. Choose the correct ans
- 1 Where do you think you can listen to the audio quide?
 - · on a tourist bus
 - in a museum
 - 2 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
- Work in pairs. Look at the painting and answer the questions.
 - 1 What can you see in the painting? A garden, flowers, people and buildings.
 - 2 How many people are there? Three.
 - 3 What is happening? Students' own answers
 - 4 How does the painting make you feel? Students' own answers
- 5 Where do you think the painting is? Why? A woman and a child are coming into the garden. Where do you think the painting is? Why? A woman and a critical are corting into the garden.
 Another child is playing in the garden.
 P.01 Read the audio guide and listen. Answer the questions and complete the sentences. Use the
- words in brackets to help you.
 - 1 Monet was from France. (Which country?)
 - 2 Monet moved to the house in the painting in ... (Which year?) 1878
 - 3 Monet painted it in (Which village?) Vétheuil
 - 4 The boy next to the toy in the painting is ... (Who?) Monet's son, Miche
 - 5 Monet often painted (What?) his garden
 - 6 Monet planted ... in the garden at Vétheuil. (What?) tall flowers
 - 7 Monet had ... children. (How many?) two

PROJECT TASK







Do you like the painting? Why / Why not? What do you know is important to Monet?

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.
- 5 Record your audio guide.

PREFIECT

Which is your favorite audio guide? Why?





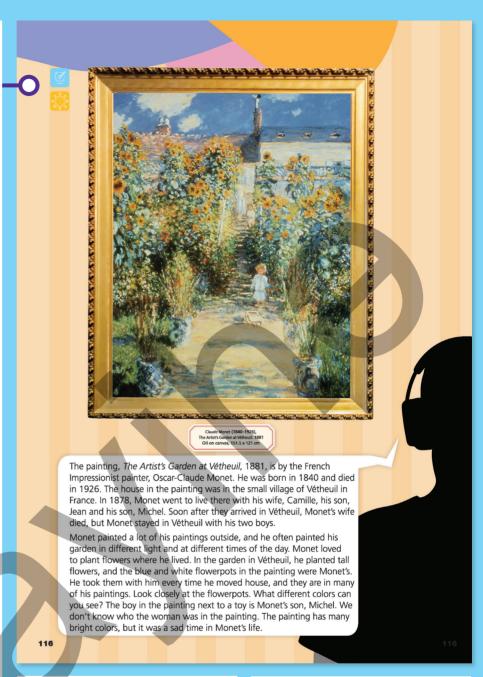


Project Task



Go through the steps below with the class and monitor their work by giving general correction and feedback.

- 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 quide 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.
- 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.
- 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.



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 quide.

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 shortlisted 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)







- 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



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





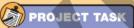


- 1 Look at the images and the text of the leaflet quickly. Choose the correct ans
 - 1 What is the goal of the leaflet?
 - ✓ to teach people about the problem with Scarlet Macaws
 - to teach people about birds in South America
 - 2 What type of information does it have?
 - opinion √ • factual
- Read the leaflet and complete the fact file.

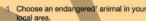
Fact File					
Description	big, red, yellow and blue parrot				
Size	85–96 cm f r om head to tail, can weigh about 1 kg				
Habitat	forests of tropical South America; nests in trees				
Diet	big seeds, fruit, some leaves, sometimes insects				
Babies	one or two baby birds every two years				

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?







- Find out about the animal. Look for images.
- 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.
- Check grammar, spelling and punctuation.







Do you do anything to protect

YOUR DIGITAL PORTFOLIO

Present your leaflet to the class. REFLECT

Which is your favorite leaflet? Why?

nimals or plants that can disappear soon because there are very few living







👺 Project Task 🔄

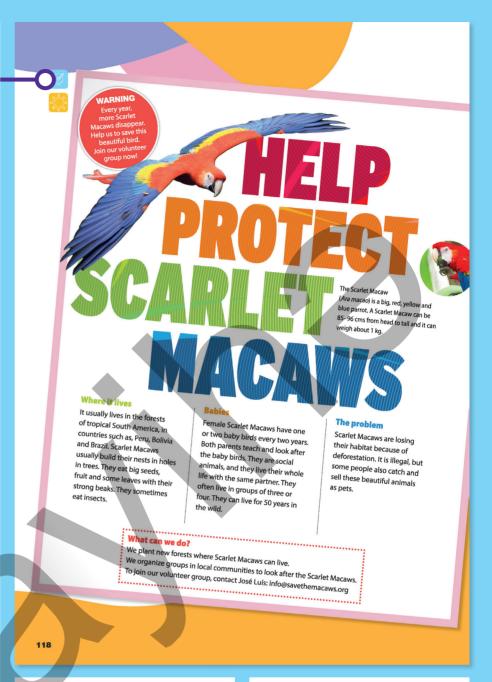


1 Plan

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.

- Tell students to research an animal from their region which is in danger. Have them use the library, or research on the internet.
- 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.
- 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.
- 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.
- 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

- 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 stadium2 clothes shop3 skatepark4 bowling alley5 park6 supermarket

F_x2

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

- 1 Sofia and I go to the cinema once a week.
- 2 My brother plays video games every day.
- **3** I sometimes go to restaurants with my friends.
- **4** Juliana never does her homework after dinner.
- **5** Carla often goes to the supermarket with her mom.
- **6** Alex always goes to the skatepark at the weekend.

Reading p5

Ex1

1 a hotel and another similar place

2 to give information

Ex2

1 F 2 T 3 F 4 F 5 T 6 F 7 T 8 F

Fx3

- 1 She has breakfast and dinner in the flat.
- 2 There is one supermarket.
- 3 It is behind the flat.
- 4 He likes pizza.
- 5 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

- 1 Is there
- 2 Is there
- 3 Are there
- 4 Is there
- 5 Are there
- 6 Are there
- 7 Is there
- 8 Are there

Ex3

- 1 No, there isn't.
- 2 Yes, there is.
- 3 Yes, there are.
- 4 No, there isn't.
- 5 Yes, there are.
- 6 No, there aren't.
- 7 Yes, there is.
- 8 No, there aren't.

LC2 p7

Ex1

1 b 2 d 3 e 4 a 5 d

Fx2

- 1 She sometimes goes to the bowling alley.
- 2 We always go to the cinema on Saturday.
- **3** I hang out with my friends every weekend.
- 4 He often goes to the supermarket.
- 5 They go to a restaurant once a week.
- 6 You never go to the skatepark.

Ex3

- 1 How often does Joel go to the cinema?
- 2 How often does Joel play basketball?
- 3 How often does Joel do homework?
- 4 How often does Joel go to the shopping center?
- 5 How often does Joel go to the skatepark?
- 6 How often does Joel go to a restaurant?

F_x4

- 1 He goes to the cinema once a week.
- 2 He plays basketball three times a week.
- 3 He does homework every day.
- **4** He goes to the shopping center twice a week
- **5** He goes to the skatepark three times a week.
- **6** 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

 $1 \, \text{e} \ 2 \, \text{g} \ 3 \, \text{f} \ 4 \, \text{b} \ 5 \, \text{h} \ 6 \, \text{c} \ 7 \, \text{a} \ 8 \, \text{d}$

Fx3

1 fry, onion 2 mix 3 cut 4 add, salt 5 fork

Grammar p10

F_x1

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

F_x4

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

Fx3

- 1 She has dinner with her mom, dad and two sisters.
- 2 She doesn't always talk about school.
- 3 She sometimes watches TV and eats dinner at the same time. / She sometimes has dinner in the living room.
- **4** She has dinner with her dad and brother.
- **5** He often reads a book.

LC1 p12

Ex1

- 1 can't take
- 2 can't eat
- 3 can have
- 4 can ask
- 5 can't say
- 6 can come

Ex2

1 e 2 c 3 b 4 a 5 f 6 d

Workbook Answer Key

Ex3

- 1 Mom: Can you use a tablet ...; Maria: Yes, I can.
- **2** Grandma: Can Maria wear any clothes ...; Mom: No, she can't.
- 3 Maria: Grandad, can I take photos ...; Grandad: Yes, you can.
- **4** Maria: Dad, can we go to the cinema ...; Dad: No, we can't.
- **5** Grandad: Mom, can Maria use her phone ...; Mom: No, she can't.
- **6** Grandma: Can your friends play video games; Maria: Yes, they can, ...

LC2 p13

Ex1

- 1 cook
- 2 make
- 3 Sure
- 4 cooking
- 5 great idea
- 6 boil
- 7 Well
- 8 making
- 9 Don't worry
- **10** do

Ex2

- 1 have, Well
- 2 learn, great
- 3 buying, Sure
- 4 grow, idea
- 5 making, look

Ex3

1 c 2 b 3 b 4 a 5 c 6 a

Ex4

- 1 them
- 2 it, them
- 3 her, me
- 4 you
- 5 it, him

Unit 3

Vocabulary p14

Ex1

- 1 camping 2 museum 3 beach
- 4 amusement park 5 historic center
- 6 street market

Fx2

- 1 street market 2 beach 3 museum
- 4 amusement park 5 historic center
- 6 camping

Ex3

People: receptionist, tour guide Facilities: hotel room, swimming pool Activities: fishing, horse riding, kayaking, safari

Ex4

1 B 2 E 3 F 4 C 5 D 6 A

Grammar p16

Ex1

1 were 2 wasn't 3 weren't 4 was 5 was 6 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 a skatepark, too. My parents, my brother and I was were all really happy!

Ex3

1 Were, was 2 Was, wasn't 3 Were, weren't 4 Were, were

Ex4

1 Was 2 wasn't 3 was 4 Were 5 were 6 were 7 were 8 was

Reading p17

Ex1

1 messages on social media 2 Lucas's holiday

Ex2

1 c 2 b 3 c 4 c 5 a

Ex3

- 1 No, he wasn't. He was on holiday.
- 2 Yes, it was. (It was brilliant!)
- 3 Yes, he was. He was with his aunt and uncle.
- 4 No, he wasn't. He was in a big house.
- 5 No, they weren't. They were at a beach every day.

LC1 p18

F_x1

Sentences 2, 4, and 7 are correct.

- 1 It were a fantastic holiday. was
- 3 We was in a hotel by the sea. were
- 5 I were at the beach every day. was
- 6 My big brother (weren't) with us. wasn't
- 8 My friends (wasn't) at the beach. weren't

Ex2

- 1 were 2 weren't 3 was 4 were
- 5 wasn't 6 was 7 wasn't 8 were
- 9 weren't 10 was

Ex3

- 1 There were
- 2 There was
- 3 there was
- 4 There were
- 5 There were
- 6 there were
- 7 there was
- 8 There were

F_Y4

1 was 2 were 3 weren't 4 there
5 were 6 wasn't 7 was 8 were 9 was
10 there

LC2 p19

Ex1

1 c 2 d 3 a 4 f 5 b 6 g 7 h 8 e

Fv2

- 1 Were the animals close? Yes, they were.
- 2 Were you very hungry? No, I wasn't.
- 3 Was the wi-fi good? No, it wasn't.
- **4** Were the restaurants expensive? Yes, they were.
- **5** Were you tired after horse riding? No, we weren't / I wasn't.
- **6** Was the museum interesting? Yes, it was.

- 1 Was there a train to travel up there? (No,) there wasn't.
- **2** Were there tour guides at the citadel? (Yes,) there were.
- **3** Were there a lot of things to see? (Yes,) there were.
- **4** Was there any horse riding? (No,) there wasn't.
- **5** Were there any wild animals? (Yes,) there were.
- **6** 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

- 1 Most young people have got a mobile phone now.
- 2 People danced to this music in the past. / In the past, people danced to this music.
- 3 We arrived in the United States three weeks ago. / Three weeks ago, we arrived in the United States.
- **4** One day, he decided to take the bus into town
- 5 I played soccer in the park yesterday. / Yesterday, I played soccer in the park.
- **6** We walked to the skatepark last Saturday. / Last Saturday, we walked to the skatepark.

Grammar p22

Fx1

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

F_x3

1 read 2 saw 3 went 4 had 5 said 6 took

Ex4

1 didn't have2 didn't go3 didn't laugh4 didn't read5 didn't shout6 didn't do

- 1 I had eggs.
- 2 Victoria went to the cinema.
- 3 We cried.
- 4 I read that book on the bus.
- 5 The teacher shouted at Lucia.
- 6 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

Fx3

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

Fx3

1 arrived 2 danced 3 decided

4 wanted 5 helped 6 walked
7 listened 8 planned 9 remembered
10 fried

Ex4

- 1 decided
- 2 asked
- 3 answered
- 4 visited
- 5 planned
- 6 helped7 arrived
- 2 4.....
- 8 played
- 9 talked
- 10 laughed
- 11 danced
- 12 loved

LC2 p25

Ex1

1 c 2 e 3 h 4 g 5 a 6 i 7 b 8 d

Ex2

1 told 2 read 3 did 4 took 5 had 6 wrote 7 said 8 went 9 saw

Ex3

1 didn't get

- 2 didn't have
- 3 didn't put
- 4 didn't play
- 5 didn't understand
- 6 didn't eat

Ex4

- 1 didn't go
- 2 didn't plan
- 3 took
- 4 didn't have
- 5 wanted
- 6 told
- 7 didn't arrive
- 8 tried

Unit 5

Vocabulary p27

Fv1

S	A	Е	R	0	Р	L	Α	N	E	V
C	J	I	S	Q	U	Р	W	Q	S	Χ
0	D	Н	U	B	Υ	S	D	Z	F	F
0	M	0	T	0	R	В	Т	K	E	Е
Т	R	Н	Α	Α	Υ	G	D	0	R	K
E	Т	М	X	T	Т	D	S	0	R	F
R	Х	V		F	G	U	G	J	X	U
U	N	D	Е	R	G	R	0	U	Ν	D
Υ	В	S	D	-	Y	0	Α	R	Α	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't2 Did, did3 Did, did4 Where did5 When did

F_x2

- 1 Did you eat healthy food?
- 2 Did he walk to the bowling alley?
- 3 How did she cook the fish?
- 4 Where did they watch the film?
- 5 How did you get to school?6 When did Takumi go to bed?

Ev3

1 Could 2 could 3 couldn't 4 couldn't 5 couldn't 6 couldn't

Fv4

1 couldn't drive 2 couldn't go 3 could wear 4 could speak 5 couldn't ride 6 could take

Reading p29

F_x1

1 information on an educational website2 a long boat journey by a young girl

Ex2

1 F 2 T 3 F 4 T 5 F 6 F

- 1 It was summer.
- **2** She was 16.
- 3 It travelled more than 4,800 kilometres.
- 4 It was about climate change.
- 5 It didn't have a bathroom, (a toilet,) a kitchen or a bedroom.
- 6 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.

E_x3

- 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

- 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

F_x2

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 tirede happy

Grammar p34

F_x1

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

Fx3

- 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

- 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 keyboard2 battery3 screen4 tablet5 headphones6 printer

Ex4

1 tablet2 screen3 headphones4 battery5 keyboard6 printer

Grammar p40

Ex1

1 was having2 were riding3 was frying4 were playing5 was working6 was getting on

Ex2

1 saw2 was walking3 was driving4 took5 heard6 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

Fx2

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

E-2

- 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
- nis
- 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

F_x1

1 hill 2 grass 3 lake, ocean 4 birds5 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

Fv4

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

Ev2

1 a lot of plastic 2 for cleaning 3 was 17

4 a very long arm 5 swim under

Ev2

- 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

- 1 When I was little, I didn't (ike have) a shower. like to have
- 2 We(need buying) some flowers. need to buy
- 3 Do youwant hanging out at the beach? want to hang out
- 4 Melanie(hates swim) in the lake. hates to swim
- 5 My brother(needs eat) vegetables. needs to eat
- **6** Me and my friends ove watch films. love to watch

Ex2

- 1 They love to go walking in the hills.
- 2 We need to clean up the beach.
- **3** He likes to swim in the ocean every morning.
- 4 I hate to visit the coast in the rain!
- **5** Dad wants to plant vegetables in the garden.

Ex3

1 to visit 2 to buy 3 to have 4 to leave 5 to see 6 to start 7 to respect

F_Y4

- 1 did you want to do
- 2 wanted to be
- 3 liked to build
- 4 needs to study
- 5 hate to spend
- 6 need to be
- 7 do you want to do
- 8 love to spend

LC2 p49

Ex1

1 b 2 d 3 f 4 e 5 a 6 c

Ex2

1 but 2 After 3 and 4 However 5 so 6 Before 7 and 8 However

Fx3

1 but 2 and 3 However 4 after 5 and/so 6 and 7 before 8 but

Puzzles and Games SB p111

Ex1



Ex2

- 1 supermarket
- 2 clothes shop
- 3 cinema
- 4 stadium
- 5 restaurant
- 6 bowling alley
- 7 shopping center

Ex3



The secret word is cheese.

Ex4

- a Get a fork
- **b** Mix the eggs
- c Add salt
- d Cut an onion
- e Fry the onion
- f Add the eggs
- **g** Fry the eggs and onion

The instructions are for <u>fried eggs and onion</u> (or <u>omelette or tortilla</u>).

Puzzles and Games SB p112

F_x1

1 beach 2 historic center 3 museum4 amusement park 5 camping

Ex2

- 1 Was there a swimming pool at the hotel? Yes, there was.
- 2 Were there two tour guides on the night safari? No, there weren't. There was one.
- **3** Was there kayaking and fishing at the river? / Was there fishing and kayaking at the river? Yes, there was.
- **4** Were there two restaurants at the hotel? No, there weren't. There was one.

Fx3

- a orange, pineapple
- **b** hotel, cinema, museum
- c hat, jacket, trainers
- d beans, cheese, chicken
- e laugh, shout
- remember
- 2 Students' own answers

Ex4

1 read 2 were 3 had 4 took 5 went

6 saw 7 said

Answer: The doctor was his mother.

Puzzles and Games SB p113

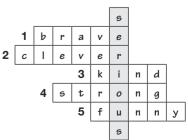
Ex

- 1 a, e, aeroplane
- **2** f, y, ferry
- 3 s, r, scooter
- **4** b, t, boat
- 5 u, d, underground
- 6 m, e, motorbike

Ex2

- 1 Did you go to a swimming pool last weekend? Yes, I did.
- 2 Did you watch TV last night? Yes, I did. / No, I didn't.
- 3 Did it rain last week? Yes, it did. / No, it didn't.
- 4 Did you walk to school on Monday? Yes, I did. / No, I didn't.

Ex3



The secret word is serious.

Workbook Answer Key

Ex4

a Isabellab Mariac Gabyd Marke Victorf 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	Ι	R	D	S	F	Q		I
L	1	S	Р	J	U	Χ	0	L	D
(\$	В	Ĺ	U	S	Α	0	0	I	D
P	S	s	4	щ	М	W	Е	H	0
G	X	A	E	$\langle A \rangle$	\oplus	U	Α	Ε	
V	С	R	R		G	R	B	\Box	A
D	В	M	É	G	S	E	Е	R	K
G	R	Ĺ	U	W	Α	J	Χ	Е	E
Υ/	/b/	Т	Z	F	Т	L	U	Е	D
S	R	E	W	Ō	L	Ð	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

Fx2

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 en@ronment

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

F₂4_5

Students' own answers.

Writing 2 p55

Ex1

Sophie's holiday activities

Fx2

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
- 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

- 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.

Workbook Answer Key

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.

Ex

- 1 English
- 2 Open answers

Practice Extra Answer Key

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 *peanust*(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

E_x2

- 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 exiciting

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 riendly place to live. violent
- **6** White Fang survives because his riend 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.

Practice Extra Answer Key

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

(1) 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.

(1) Track 0.05

- 1 Sweater
- 2 Jeans
- 3 Dress
- 4 Trainers
- 5 Shorts 6 Skirt

(1) 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

UNIT 1

◆) Track 1.01

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

I love films. The <u>cinema</u> is my Favorite place. It's in the shopping center.

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

I go to the <u>supermarket</u> 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!

(a) Track 1.02

- 1 clothes shop
- 2 shopping center
- 3 supermarket
- 4 park
- 5 stadium
- 6 cinema
- 7 bowling alley
- 8 skatepark

(1.03) 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

(a) 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

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!

(a) 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

(a) 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

(a) Track 2.01

1 beans

2 chicken

3 rice

4 carrot 5 fish

6 orange juice

7 pineapple

8 cheese

(1) Track 2.02

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.

A: What are you drinking, Julia? Is that orange juice?

B: No, it's pineapple juice. Delicious!

A: I like pineapple juice ...

A: Can I have the beans with cheese, please?

B: Beans with chicken?

A: No, beans with cheese, please.

B: Sure!

A: And this is saba zushi!

B: Saba zushi? Is that chicken?

A: No! This is fish and this is rice. It's delicious! Trv it!

B: Oh, OK ... Yum!

(a) 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 mv 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.

(1) Track 2.04

1 salt

2 onion

3 fork

4 knife

5 Add salt.

6 Cut the fish.

7 Frv the fish.

8 Mix the eggs.

(1) 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!

(1) 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

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

James and Sofia: Thank you, chef!

(1) 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?

(1) 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

<u>Utensils</u>

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

(1) 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!

(1) 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.

(a) 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 ...

(1) 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 Bénézet 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.

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.

(a) 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!

(a) 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

(1) Track 4.01

- 1 remember
- 2 tell
- 3 walk
- 4 laugh
- 5 arrive
- 6 shout
- 8 decide
- 9 want

(1) 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.

(a) 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?

(1) 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, riaht? 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.

(1) 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

(1) 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.

(1) 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.

(1) 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

(1) Track 5.01

1 underground

2 aeroplane

3 scooter

4 car

5 van

6 boat

7 taxi

8 motorbike

9 ferry

(a) Track 5.02

1 [sound of a person riding a bike on the street]

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

5 [sound of a ferry moving]

(1) 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

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!

(1) 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

(1) 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: 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 ...

(1) Track 5.06

Getting around ... HONG KONG with Toml

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 auestions?

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 ...

(1) 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

(1) Track 6.01

- 1 amazing
- 2 clever
- 3 friendly
- 4 funny 5 boring
- 6 strong
- 7 lazy
- 8 kind
- 9 brave

(1) 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!

(1) Track 6.03

- 1 happy
- 2 sad
- 3 cross 4 excited
- 5 tired
- 6 worried
- 7 surprised
- 8 bored

(1) 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.

(1) 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

(1) 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
- 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.

(1) 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.

(1) 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.

(1) 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.

(a) Track 7.08

- 1 You're kidding!
- 2 Well.
- 3 I'm sorry to hear that.

(1) Track 7.09

1 My mobile phone fell in the swimming

2 It fell out of my hand while I was texting.

UNIT 8

(a) 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

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

(1) Track 8.03

- 1 rainy
- 2 sunny
- 3 cloudy
- 4 stormy
- 5 foggy
- 6 windy
- 7 snowy

(a) 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.

(a) 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:

Join us on our clean-up events. NEXT CLEAN-UP EVENT

Central Park 29 November 9 am to 2 pm

Donate! We need gloves and plastic bags but remember: we only use recyclable plastic!

Post photos of this poster on social

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.

(1) 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!

1) 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 ...

•••	The the hame of the
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	Wri	te 1 (true) or F (false) next to the statements.
	1 9	Sandra lives in Bahia

2Salvador 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 activity	ties in Salvador, but she
likes the ¹	_more. At the food markets,
you can buy ²	and also fresh
(for example	le, pineapples). Many people
buy and eat rice and 4_	with some meat,
like 5	

READING UNIT 1

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

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

4 The woman is

his dad.

her daughter and her son.





5 The dog is on the

7 My uncle is

of my aunt.

of the dog.

6 My aunt is on the

the car.

2 Circle the correct options.

UNIT 1

- 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.

Appendix D

CC	orre	lete the sentences. Use <i>there is I are</i> in the ct affirmative (+), negative (–), question (?), or use an adverb of frequency.
1	A:	skateparks in your town?
		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.

UNIT 1

- 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



AROUND THE WORLD





Everyday Life in Africa



- 1 Look at Moussa's blog post. Who is Moussa? Tick (/) the correct answer.
 - a teenager from Senegal
 - a tourist in Senegal
- Read the first part of the text and complete the sentences.
 - 1 Food in Senegal food mixes African and <u>French</u> 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?
 - o spicy bean sandwich o 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?

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, fo
	example,
2	Cubans add and
	after they put warminto the cup.
3	Cubans eat,pieces
	of bread.
4	Putting bread in coffee isto
	eat.
5	Cubans put fruit on awhen they
	eat.

2 Circle T (true) or F (false).

- 1 There are four parts to a Cuban breakfast.
- 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

UNIT 2

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.

You don't need chicken for this rec	ipe.
-------------------------------------	------

- 2 You add the onions after you add the chorizo. ____
- 3 You need 200 g of beans for this recipe. ____



- the article. Where do you think people eat this food? Do they enjoy it?
- Read the article and check your answers to Exercise 1.
- Check the meaning of the words in **bold** in the article.
- 6 likes eating a bug's legs?

Α	B	С
Α	В	С
Α	В	С
Α	В	С
Α	В	С
А	В	С
71		C

Voice It!

- 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?

UNIT 2

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.	UNIT 2
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 _____



2 He is _____ the ____ to the salad.



3 He is ______.



4 She is holding a



5 She is _____.

WRITING

2. Write a recipe for a dish you know. Write 30–70 words.



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!

Circle the correct options. 1 Who was in Azerbaijan?

Who was in Malaysia?
 Who was near the historic center?
 Who was in a hotel?
 Elkhan / Sasha / both
 Elkhan / Sasha / both

Elkhan / Sasha / both

5 Who was often in

a restaurant? Elkhan/ Sasha / both

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

UNIT 3

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

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

UNIT 3

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?

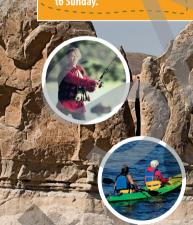
You	Adem	Havva
A	В	С
А	В	С
A	В	С
А	В	С
А	В	С
А	В	С

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?



Do you want a new adventure this summer?
Join us at one of our WILP centers in Turkey.
Every weekend from Friday



In a bed? In a tent? No, you'll sleep in a shelter.
You'll build it yourself with leaves and branches.

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

PAYTIME

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 will days.
- Sing, listen to ancient Turkish legends, toast marshmallows over the campfire, drink hot milk with cinnamon, and relax.

4 MEET VALUE 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.



Hil 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

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, visit our website now!

108 WHAT MAKES A GREAT VACATION? | UNIT 9

UNIT 3 **GRAMMAR**

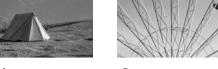
1 Co	implete the sentences. Use the past simple form of be.
1	I wasn't at school yesterday. I at home.
2	A: Were you at the beach?
	B : Yes, I
3	The students weren't in a maths lesson. They
	in a science lesson.
4	A: Was your mom in the park?
	B : No, she
5	We were at the nature reserve on Saturday. 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	
	B : No, they
10	
	B: Yes, we were.
\ \ /E	RITING
VVI	RITING
2 pa	ad the email.
Z Re	ad 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
4	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
W	rite T (true) or F (false) next to the statements.
	Isla is in Florida now
	Isla went horse riding with Gabi
	Isla's mom told her not to spend all her money in shopping centers
9	iota o moni tota nei not to opena att nei money in snopping centers.

VOCABULARY

UNIT 3

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_

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.

UNIT 3



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.
- 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?
 - 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



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.

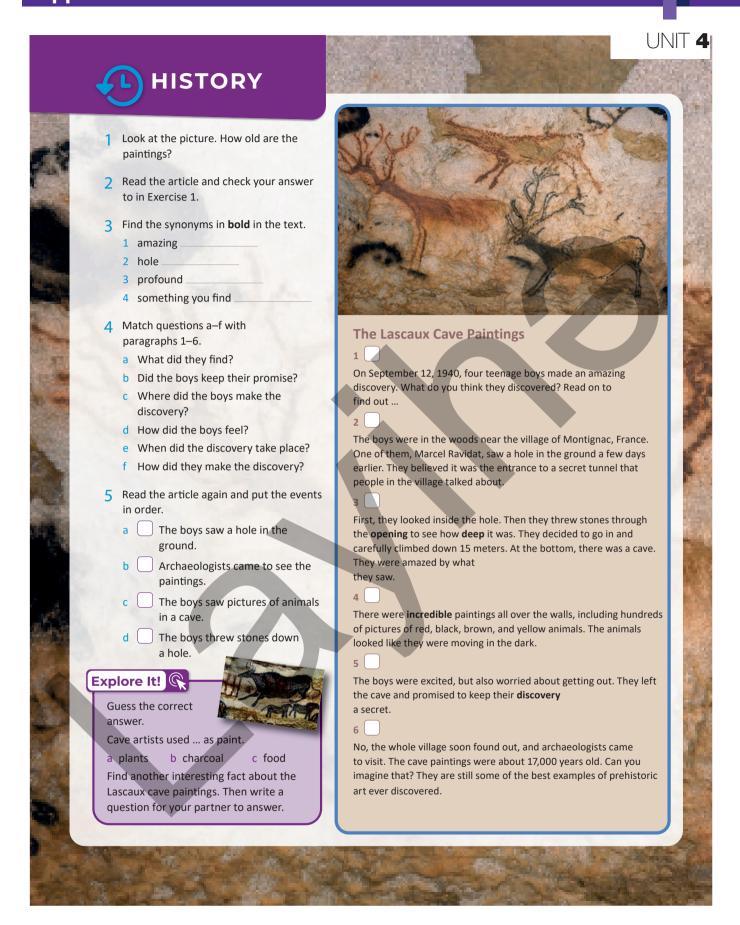
- 1 What did Lucy walk through before she arrived in Namia?
- 2 Who did Lucy and her brothers and sister make friends with?
- 3 What happened after the battle?

UNIT 4

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.	Pι	ut 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
	(d	lertayeys) .
	6	, my family decided to move to Leeds. (noe yad)



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!

Answer the questions.

UNIT 5

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).

1 Charlotte and her mom walked a lot in San Francisco.

San Francisco. T / F

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

UNIT 5

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.

aura speaks	
he travelled to the United Kingdom on a	
She rodekm across South America on a	i

Appendices Appendix T

UNIT 5

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?	UNII
J.	now old are Edey and Nacher today:	

2. Circle the correct options.

- 1 Who often enjoyed reading books? Lucy Rachel
- Who helped other people in their lessons?
 Lucy Rachel
- 3 Who was having problems with her homework? Lucy Rachel
- Who always did well in every subject?
 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

- 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 / lan / video / was

5 running / was / away? / he / why

VOCABULARY

	Co	mplete the sentences. Put the personality adjectives in the correct order
	1	Theo is (aylz). He never does his homework.
	2 3 4 5	My mom is very (dyinerfl). She talks to everyone. Sabina goes to university because she is (relcev). Ali is very (grotns) because he does athletics. 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).
)	Ci	rcle the correct options.
		My dad a very fast car.
		a rides b drives c boards
		I the bus for 40 minutes this morning! a got off b got on c waited for
		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.

6 Windscreen wipers help drivers to be safe



Complete the text.

Ales	sandro Volta's ¹ ————————————————————————————————————	-was called the Voltaic	Pile. He showed it to the ²		at the
Roy	al 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 1 Volta went to the Royal Society is				
	2 The scientists didn't realize how	important the voltaic p	ile was.		
	3 Mary Anderson was in the United	States in 1902.			_
4	4 Mary Anderson built her invention	n on a tram.			_
	5 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 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	С	omplete 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

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.

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	
ped	ople to do the same as	
him	١.	
4	There aren't any plastic bags in the farm shop.	
5	Patrick made posters for	

Mr Taylor.

VOCABULARY UNIT 8

1	Co	omplete 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 gis 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 I
	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	Pι	ut 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. <u>F</u>
 - 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. <u>F</u>

- 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

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.



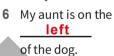
The boy is next to his dad.



4 The woman is between her daughter and her son.



The dog is on the right of my aunt.





7 My uncle is in the car.

UNIT 1

- 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 /(n) my wardrobe.
 - **10** My mom doesn't like meat. She never eats fish / chicken.

Appendices Answer Key Appendix D

- Complete the sentences. Use there is / are in the correct affirmative (+), negative (-), question
 forms, or use an adverb of frequency.
 - 1 A: <u>Are there</u> 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: <u>Is there</u> 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 <u>twice a week</u>, on Thursdays and Saturdays.
 - 6 A: I like to eat healthy food.
 - **B:** Great! <u>There are</u> 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 <u>never</u> go to the shopping center I hate shopping!
 - **9** A: <u>Are there</u> 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.

- 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 cometimes / some of the times do my homework at school.
- 10 My dad buys my mom once a week flowers / Towers once a week



Appendices Answer Key Appendix E

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

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, <u>pineapple</u>.
- 2 Cubans add <u>coffee</u> and <u>sugar</u> after they put warm <u>milk</u> into the cup.
- 3 Cubans eat <u>long</u>, <u>thin</u> pieces of bread.
- 4 Putting bread in coffee is <u>delicious</u> to eat.
- 5 Cubans put fruit on a <u>plate</u> when they

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
- 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. TYF

WRITING

UNIT 2

Read the recipe.

Easy Feijoada

Ingredients

meat

chorizo

tomatoes

2 tbsp. of oil

cal1

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. <u>F</u>
- 3 You need 200 g of beans for this recipe. T

Appendices Answer Key Appendix G



- Read the article and check your answers to Exercise 1.
- 3 Check the meaning of the words in **bold** in the article.
- 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?

Appendices Answer Key Appendix H

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 <u>Can you eat</u> (you/eat) fast food sometimes? (?)
 - 3 We <u>can do</u> (do) our homework in lessons sometimes. (+)
 - 4 I can hang out (hang out) with my friends after school today. (+)
 - 5 <u>Can you come</u> (you/come) to the shopping center with me? (?)
 - 6 My mom says I <u>can't eat</u> (eat) meat every day. (–)
 - 7 My grandma<u>can cook</u> (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 <u>Can I play</u> (I/play) video games before I eat dinner? (?)

WRITING

UNIT 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.

- 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.

Appendices Answer Key Appendix I

VOCABULARY

1 Look at the photos and complete the sentences.



1 She is **cutting** an **onion**.



3 He is <u>frying</u> the <u>chicken</u>.



the salad.



4 She is holding a knife and fork



5 She is mixing the eggs

WRITING

Write a recipe for a dish you know. Write 30–70 words.

UNIT 2

Students' own answers



Appendices Answer Key Appendix K

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 (bot)

2 Write T (true) or F (false) next to the statements.

1 Elkhan was in a hotel in the center of Baku.

. ____

2 In Baku, there weren't many good restaurants.

<u>_</u>F

3 Elkhan was happy that the museums were always open.

F

4 There was a beach in George Town.

<u>F</u>

5 Sasha and her parents went shopping in George Town.

<u>T</u>

WRITING

UNIT 3

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 What is the email about? *Mark's / Thea's* holiday in Marbella.
- 2 What activities does Thea write about? wimming and writing/ swimming and walking
- What are her parents doing? watching TV / sleeping

Appendices Answer Key Appendix L

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
- 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?

Adem	Havva
В	С
В	С
В	С
В	С
В	С
В	С
	B B B B

UNIT 3

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?



Do you want a new





In a bed? In a tent? No, you'll sleep in a shelter. You'll build it yourself with leaves and branches.

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.

 d_3d

Daytime

Why not try some of our amazing adventure

- Go kayaking or diving in the ocean.
- Go for a bike ride or go horseback riding in the
- Learn to track animals or practice your wood skills.

- Get to know your new friends and compare
- Sing, listen to ancient Turkish legends, toast marshmallows over the campfire, drink hot milk with cinnamon, and relax.





Hearn new things about yourself and



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,

Appendices Answer Key Appendix M

GRAMMAR UNIT 3

1 Complete the sentences. Use the past simple of be.

- **1 A:** Was your breakfast good at the hotel?
 - **B:** Yes, it <u>was</u> delicious.
- **2** A: Was the museum tour interesting?
 - **B**: No, it wasn't !
- 3 We were camping in the countryside.
- 4 There <u>was</u> 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 <u>were</u> 25 people at the party last night. It was brilliant.
- 8 A: Was there a restaurant in the hotel?
 - **B:** Yes, in fact there <u>were</u> two.
- **9** A: <u>Were</u> 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. <u>F</u>
- 2 Isla went horse riding with Gabi. <u>F</u>
- 3 Isla's mom told her not to spend all her money in shopping centers. I

VOCABULARY

UNIT 3

1. Look at the photos. Put the letters in the correct order to make holiday and activity words.





1 Gnicmpa

2 menusmeat rapk

camping

amusemenet park





3 afrais safari_

4 nifsigh <u>fishing</u>



5 msmigwin lopo swimming pool



6 rotu udige tour guide



八年

7 uemmsu museum 8 ehabc beach





9 aknigyka

_kayaking__

10

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





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.
- 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?



Appendices Answer Key Appendix P

UNIT 4

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 O	pened its mouth.
lt 2_	started	to sing. The cake
3	fell	into the man's hand. He
4	laughed	at the bird and 5 went back
to tl	he 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

Answer the questions.

1 What did Lucy walk through before she arrived in Narnia?

Lucy walked through a wardrobe.

children won, and the witch left,

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 / (augh) when I see Brooke. I love being her friend.
- 2 Kremember 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 <u>in the past</u>. (ni eht stap)
- 5 I'm so happy! My mom bought me a new mobile phone <u>yesterday</u>. (dertayeys)
- 6 One day, my family decided to move to Leeds. (noe yad)





- 1 Look at the picture. How old are the paintings?
- 2 Read the article and check your answer to in Exercise 1.
 about 17:000 pears old
- 3 Find the synonyms in **bold** in the text.
 - 1 amazing incredibile
 - 2 hole opening
 - 3 profound deep
 - 4 something you find discovery
- 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.
 - The boys saw a hole in the ground.
 - b Archaeologists came to see the paintings.
 - 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

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 (e_e

On September 12, 1940, four teenage boys made an amazing discovery. What do you think they discovered? Read on to find out ...



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 ff

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 (**a**_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.

5 **d**

The boys were excited, but also worried about getting out. They left the cave and promised to keep their **discovery** a secret.

6 (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!

Answer the questions.

How many people went to San Francisco with Charlotte?

One person went to San Francisco with

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.

What did Charlotte and her mom often ride?

Charlotte and her mom often rode bikes.

Why didn't Charlotte and her mom know where they were?

They got on the wrong bus.

Circle T (true) or F (false).

- Charlotte and her mom walked a lot in San Francisco.
 - T /(F)
- 2 There are a lot of buses in San Francisco.
- 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.

(1)/F



Appendices Answer Key Appendix S

UNIT 5 **WRITING**

Read the fact sheet.

Amazing Travellers – Fact Sheet #51 Laura Bingham (1993), British traveller and

- 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



Appendices Answer Key Appendix T

1 Circle the correct options.

UNIT 5

- 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 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.
 - aride **b** board

Appendices Answer Key Appendix U

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.

UNIT 6

- 1 What was Lucy's favorite sport at school? Lucy's favorite sport was volleyball-
- 2. When did Lucy play her favorite sport? Lucy played volleyball at lunchtime.
- 3. What does Lucy say about books? Lucy says she isn't interested in them and thinks they are boring.
- 4. What happened to Lucy when she couldn't do her math homework? Lucy got angry and stopped trying
- 5. How old are Lucy and Rachel today? Lucy and Rachel are 21 years old.

- a. Who often enjoyed reading books?
- b. Who helped other people in their lessons?
- Who was having problems with her homework?
- Who always did well in every subject?
- e. Who was good at sport?

- Lucy (Rachel)
- (Rachel) Lucy
- Rachel
- (Rachel) Lucy
- (Lucy) Rachel

Appendices Answer Key Appendix U

WRITING UNIT 6

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. ____

b. Felix goes to the stadium to watch Lewis Hamilton every year. <u>F</u>





Appendices Answer Key Appendix V



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 / lan / video / was

Was lan 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.

- 1 My dad ... a very fast car.
 - arides 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 ckind
- 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 © 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 <u>invention</u> was called the voltaic pile. He showed it to the ² <u>scientists</u> at the Royal Society, and they saw how it could create ³ <u>electricity</u>. Mary Anderson invented ⁴ <u>windscreen wipers</u> after she was on a⁵ <u>tram</u> 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** Windscreen wipers help drivers to be safe.
- **5** Mary Anderson built her invention on a tram.

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 l* started Apple Computers.
- 6 In 1927, Charles Lindbergh was the first person who *took liflew* 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 Kcreated* 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.

UNIT 8

- 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,	recy	cle,	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.
- 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.

- <u>F</u> T
- T
- т
- <u>_F</u>

Appendices Answer Key Appendix AB

VOCABULARY UNIT 8

1	Comp	lete	the	word	s to	mak	e sent	tences.
---	------	------	-----	------	------	-----	--------	---------

- 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 <u>i e l d s</u> with me?
- 4 I am going to the shop to buy my mom some f I o w e r s
- 5 The g rassis very long here we can't play football.
- 6 There is a farmhouse at the top of this h i l
- 7 In the countryside, you can often swim in a I 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 <u>r e e s</u> in the park.
- 10 My grandparents live in a small v i l a g

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 <u>ocean</u> (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 <u>sunny</u> (yunns).
- 10 My aunt always buys colorful <u>flowers</u> (rowslef) from a shop in the shopping center.

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