

SHAPE it!

TEACHER'S BOOK AZERBAIJAN EDITION

as the main foreign language for the 7th
grades of general secondary schools

Please, send your inquiries, comments and
suggestions to us at the following email
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We thank you for the cooperation.

GRADE 7

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Welcome to *Shape It! Grade 7*

"It's your world, so *SHAPE IT!*"

Welcome to *Shape It! Grade 7*, the course that ensures your students are confident and future-ready through a combination of global topics, collaborative projects, and strategies to develop learner independence.

While developing *Shape It! Grade 7* we spoke with teachers and students around the world to identify their top priorities in the secondary classroom ...

I'd like to do project work with my students, but it can be too time-consuming to plan.

Merve, Turkey

Project Work

Collaboration is a key strand of this course. *Shape It! Grade 7* includes a *CLIL project* in every even-numbered unit of Student's Book

I want my students to become more independent learners.

Maria, Spain

Learn to Learn

The *Learn to Learn* feature of the course is designed to introduce students to vital learning strategies and techniques that will help them become more independent learners, all aligned to the *Cambridge Life Competencies Framework*.

İleri Bilim Koleji,
Turkey



4

What do you value most?

LEARNING OUTCOMES

I can ...

- understand texts about money and caring jobs
- make and respond to requests
- write an opinion essay
- understand how to use *could*, comparative and superlative adjectives, *too*, *too much*, *too many*, and *(not) enough* + noun
- talk about money and caring jobs
- remember similar words, identify key information, and organize my homework
- reach agreement as a group and make a poster

Start It!

- 1 Look at the photo. How does the boy feel?
- 2 Before you watch, how do you help other people?
- 3 How can helping others be good for you? Watch and check.
- 4 Which of the ways to help in the video do you like best?



Watch video 4.1



Grammar in Action 4.2



Grammar in Action 4.3



Everyday English 4.4

46 WHAT DO YOU VALUE MOST? | UNIT 4

I want my students to feel that they belong to the world; that they are global citizens.

Itana, Brazil

Global Topics

Shape It! Grade 7 has a global, cultural focus, with topics from traditional dress to unique festivals. The documentaries and the *Around the World* pages bring these global topics to life, exposing students to different countries and asking questions that encourage students to think about the differences between their culture and other cultures.

I want a variety of videos that will help me to engage my students with the topic and see the language being used in a meaningful way.

Antonio, Mexico

I need resources and support to manage students of different levels in the same class.

Andrés, Ecuador

Mixed-Ability Support

In *Shape It! Grade 7* there is extensive support for teachers with mixed-ability classes, including:

- graded Workbook activities
- suggestions for differentiated activities
- graded grammar and vocabulary worksheets

Teen-Friendly Videos

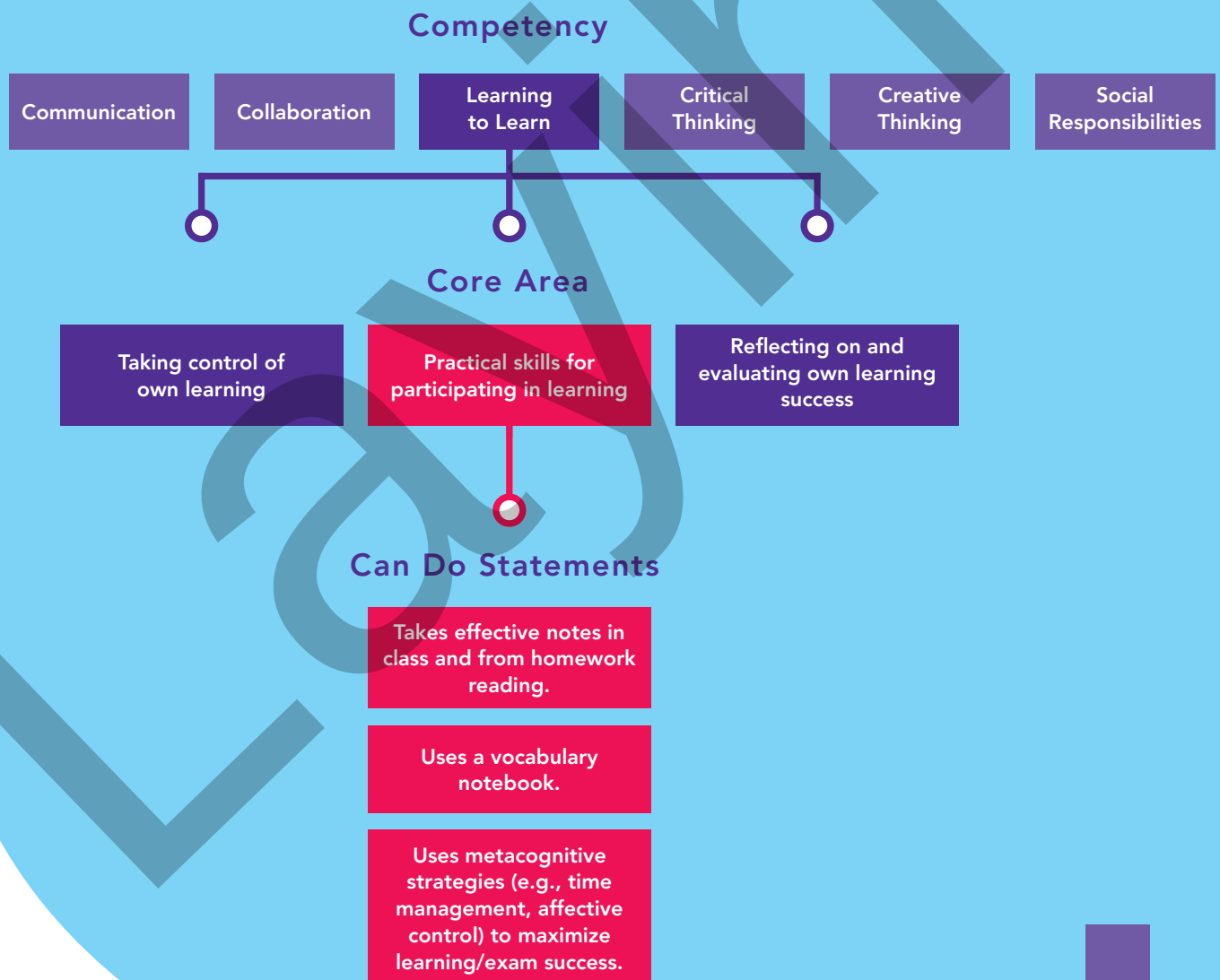
Shape It! Grade 7 includes four to five videos per unit made especially for this course. As well as documentaries, there are *Grammar in Action* and *Everyday English* videos designed to appeal to the teenage learner.



Cambridge Life Competencies Framework

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, analyze 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 underpins the syllabus for the *Learn to Learn* pages and the collaborative project work in *Shape It! Grade 7*, helping teachers recognize and assess the many transferable skills that the course develops.



Learn to Learn

These core areas are developed in the *Learn to Learn* feature, which appears throughout the unit and on the *Learn to Learn* page at the end of each unit.

This page from Grade 7 Unit 1 helps students organize their notebook by encouraging them to look at an example of a notebook, notice its features, and finally, plan their own notebook organization.

Project Work

The *Collaboration* competency of the *Cambridge Life Competencies Framework* also plays a huge part in the course through CLIL projects included in the Student's Book.

This project from Grade 7 Unit 4 asks students to analyze some of the key features of a model project before planning and creating their own. Finally, they can evaluate other groups' tasks.

LEARN TO LEARN

LEARN TO ... ORGANIZE YOUR NOTEBOOK

When you organize your notebook, it helps you to study better.

- Ask and answer with a partner.
 - What do you usually write in your notebook?
 - How often do you use your notebook when you study at home?
 - How can you organize your notebook better?
- Look at Irina's notebook. Match the tips (1-5) with a-e.
 - Divide your notebook into sections so that you can find things quickly. ☐
 - Use different color pens for different things (for example, adjectives can be red, numbers can be green). ☐
 - Highlight or underline important notes, words, and facts. ☐
 - When you write a text, make a plan on the left and then write on the right. ☐
 - Write all your homework notes (what page, what exercise) in the same place so that you don't forget what you have to do. ☐
- Look at the tips in Irina's notebook again. Complete the sentences.
 - Highlighting and underlining help you see the _____ information.
 - You can use the _____ on the left when you're writing.
 - The _____ notes help you remember what to do at home.
 - You can use different color pens for _____ things. It's your choice!
 - You can find notes quickly when you use different _____.
- Follow the plan to organize your notebook.
 - Divide your notebook into sections.
 - Choose different color pens for your notes.
 - Get a highlighter for important information (or you can underline it instead).
 - Start using your notebook today!
- Discuss with a partner. What other notebook sections can you think of? How can they help you learn?

Plan

Paragraph 1
 El Rubius
 Real name: Rubén Doblas Gunderesen
 The number 1 internet star in Spain
 33 million subscribers

Paragraph 2
 Each episode: plays games, talks about funny things
 This episode: He's chatting with some of his subscribers

Paragraph 3
 Why I like him: He's funny, he always makes cool videos
 Don't forget to use and, or, but

My Favorite Internet Star
 by Irina Volkov
 El Rubius is my favorite internet star, and the most popular internet star in Spain. He has more than 33 million subscribers. His real name is ...

SOCIAL STUDIES PROJECT

A Poster

- What is the purpose of the poster? Read and check (✓).
 - to encourage more people to use a local park ☐
 - to ask for more volunteers to clean the park ☐
 - to tell people about a charity event ☐
- Read the poster again. Under which heading can you find this information?
 - the place for the activity Where?
 - the type of activity _____
 - the people organizing the activity _____
 - the reasons it is a useful thing to do _____
 - the time and place to meet _____
 - why volunteers enjoy the activity _____

How to Agree as a Group

- Read the tips on how to agree as a group. Put them in the best order.
 - Ask other people for their opinions.
 - Make a decision as a group. Check that everyone agrees.
 - Introduce the decision you need to make.
 - Give your own opinion politely.
 - Interrupt politely if you want to comment.
 - Summarize all the opinions.
- Listen to the students. Write Y (Yusuf), L (Lara), or T (Thiago). Who ...
 - suggests ideas (two people)? _____
 - interrupts politely? _____
 - asks other people for their opinion and summarizes the opinions? _____

Could you be a volunteer with us?
Do you have enough time to help us? All ages are welcome.
Don't give us your money - give us your time!

WHAT?
 Help us to make the park a cleaner space for the whole community.

WHERE?
 Greenhill Park

WHO?
 We have a team of five volunteers, but there's too much work for us. We need more volunteers.

WHEN?
 10 a.m. every Saturday.
 Meet at the park café.

WHY?
 It helps your community! There aren't enough people using the park. We want more people to use it.

WHAT ARE THE BENEFITS?
 We need only an hour of your time once a week. You can get fitter and have fun. It's one of the best ways to make new friends and make a difference!

PLAN

- Work in groups. Plan a poster for a volunteer project. Follow the steps below.
 - Choose one of these ideas for a volunteer project, or use your own idea.
 - Teaching older people how to use the latest gadgets.
 - Helping at an after-school or local sports club for younger students.
 - Working in an animal shelter.
 - Think of what you can say to inform and attract volunteers.
 - Organize your material under headings.
 - Add photos to create an attractive design.
- Display your poster on your classroom wall. Remember to include photos and useful information for volunteers, and to follow the tips in *How to Agree as a Group*.
- Look at your classmates' posters. Would you like to work on their projects? Discuss in your group and then vote on the best poster.

Student's Book Unit Visual Guide

Every unit in *Shape It! Grade 7* takes students on a journey from "starting it" to "shaping it"! Students are gradually introduced to the topic and target language through a variety of scaffolded activities that build their confidence and encourage independent learning. Vibrant videos, readings, and listening texts show language in context, allowing students to respond personally and work collaboratively. The *Shape It! Grade 7* projects or *Around the World* pages at the end of the unit give students the opportunity to consolidate and demonstrate all their learning in a fun, personalized way.

Unit Questions

encourage students to talk about the opening photo, as well as critically think about the unit story.



The unit journey is underpinned by the *Learn to Learn* strand, which supports the development of vital learning skills, and the *How to ...* feature, which provides useful tips for completing project work successfully. These features support students on their journey from *Start It!* to *Shape It!*



Learning Outcomes
clearly show unit aims
at a glance.



Start It!

Start It! begins the unit with a striking image and documentary video. The questions provoke curiosity, activate prior knowledge, and get students thinking critically.

Explore It!

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

Use It!

Use It! gets students practicing and producing the target language, often in a personalized way. The activity builds students' confidence by giving them the opportunity to prepare what they want to say before speaking.

EXAM

Exam questions help students practice for international exams.

READING
A Fable

1 Read the introduction and discuss the questions.
1 What is special about fables?
2 Why do you think Aesop's stories are still important today?

Aesop's Fables
Aesop was a writer from ancient Greece. He wrote a lot of short stories called fables. Fables usually have a moral message. The main characters are often animals, but they act like humans.

2 Read the fable. Circle the best title.
a The Fox's Dance b The Monkey as King

As they were walking through the jungle, the fox pointed toward a tree. "Look at all those bananas!" he said. As the monkey was running to the tree, he fell into a trap. "Help! Help!" he shouted. He wasn't dancing now.

"How can the monkey take care of us and be our king?" asked the fox. "He can't even take care of himself!" The other animals realized that they were wrong. "You are our king now," they told the fox. "You are clever and you can protect us."

The animals took turns giving speeches about why they wanted to be king. When the fox was giving his speech, a lot of the other animals were getting bored. Then it was the monkey's turn, but he didn't give a speech. He danced, made silly faces, and made the other animals laugh. They decided to make the monkey king.

The fox knew it was a bad decision, and he was angry. The monkey didn't have the right qualities to be a king. He decided to play a trick on the monkey. "I have a present for you," he said. "Follow me." The monkey followed him. All the animals were watching.

3 Find words in the story that mean:
1 a warm place with a lot of trees and other plants
2 not clever or sensible
3 something that people give you on a special occasion
4 a hole in the ground to catch animals
5 to help people safe

4 Circle the correct answers.
1 What did the animals take turns doing?
A giving speeches
B telling jokes
C looking for food
2 Who didn't give a speech?
A the fox
B the monkey
C the bear
3 Why did the animals choose the monkey to be their king?
A He danced and made them laugh.
B He was the best animal.
C He found food for them.
4 What happened at the end?
A The fox gave bananas to the monkey.
B The monkey played a trick on the animals.
C The fox became the king.

5 Discuss the questions.
1 What is the moral of the story?
2 What do you think a good leader needs?
3 Which other fables do you know?

GRAMMAR IN ACTION
Past Continuous: Affirmative and Negative

	I/He/She/It	You/We/They
Affirmative	was/were + V-ing	were/were + V-ing
Negative	wasn't/weren't + V-ing	weren't/weren't + V-ing

1 Complete the examples in the chart above. Use the story on page 36 to help you.
The fox **was** giving his speech.
He **wasn't** dancing.

2 Complete the sentences with was/were or wasn't/weren't.
1 The animals **were** sitting in a circle. They **weren't** standing in a circle. They **were** giving a speech.
2 The fox **wasn't** quiet. He **was** giving a speech.
3 The animals **were** watching each other. They **were** watching the fox and the monkey.
4 The monkey **was** running. He **wasn't** walking to the tree. He **was** dancing.

3 Complete the story with the past continuous form of the verbs. Then listen and check.
One day, a hare **was** telling (tell) the other animals how fast he could run. At that moment, a tortoise **was** (walk) past. He heard the hare, and he offered to race him.
The race began. At first, the hare **was** (run) very fast and the tortoise **was** (go) very slowly. The hare was soon near the end of the race. The other animals **were** (not watch), so he decided to stop for a rest. He soon fell asleep. The tortoise **was** (sleep) continued to walk slowly while the hare **was** (sleep).
Finally, just as the tortoise **was** (finish) the race, the hare woke up. The tortoise **was** (win) the race. The hare was the winner.
The moral of the story is: don't be too sure that something is easy. Sometimes things are more difficult than you think.

4 Complete the sentences with the past continuous form of the verbs in the box.
make not live not work
read take travel watch
1 At 9 p.m. last night, I **was** reading a book.
2 Le **was** taking a cake when I called.
3 Emma **was** watching TV.
4 My parents **were** at home this time last night. They **were** around the world!
5 Mr. She **was** at home this time last night. They **were** around the world!

5 Think of true sentences about things you were doing at these times. Use the activities in the box or your own ideas.
at ... o'clock yesterday morning/afternoon/evening
at ... o'clock last Monday/Tuesday
this time two days/months/years ago
this time last week/month/year
chat with friends do my homework get up
go to bed have breakfast/lunch/dinner
play basketball / computer games
walk home / to school sleep

6 Compare your sentences with a partner.
At eight o'clock yesterday morning, I was walking to school. What about you?
I wasn't walking to school. I was brushing my teeth.

UNIT 3 | WHAT DO STORIES TEACH US? 37

Voice It!

Voice It! is a thought-provoking speaking activity that asks students to give their personal response to a reading or listening text, encouraging critical thinking.

GRAMMAR IN ACTION VIDEOS

These videos show teenagers using the target language in context, in a teen-friendly vlog style, and include an interactive grammar presentation, perfect for flipped classrooms.

VOCABULARY AND LISTENING

Getting Around

1 Complete the phrases with the verbs in the box. Listen, check, and repeat.

catch/take get into get off get on
get out of go by go on

1 go on foot
2 a train
3 tram
4 a plane
5 a car
6 a taxi
7 a bus

Get It Right!

We use **catch** with planes and with public transportation. But we can't say **catch a taxi**.
We **get on** and **off** public transportation or a bike. But we **get in** and **out of** a car.
We use **go by** with all transportation. But we say **go on foot**, not **go by foot**.

2 Complete the sentences with verbs from Exercise 1.

- I'm **getting** **on** this bus at the next stop.
- My dad has **caught** **a taxi** to the airport.
- Yesterday we **got** **on** the ferry.
- I bought my ticket from the driver when I **got** **on** the bus.
- Don't forget to **get** **off** the lights before you **get** **on** the car.

86 ARE YOU CONNECTED? | UNIT 7

Use It

3 Tell your partner about two different ways to get to these places from your home.
your school a town in your country New York

To get to school, I can go on foot to the bus stop and then catch a bus. Or I can go by bike.

A Radio Interview

4 Look at the forms of transportation in Exercise 5. Will we use them in the future? Discuss with a partner.

5 Listen to the radio interview. Put the forms of transportation in the order you hear them (1-3).

1 flying cars
2 hyperloop
3 jetpacks

LEARN TO LEARN

Recognizing Opinions

It's important to understand the difference between facts and opinions. When people give an opinion, they often begin with phrases like these:

In my view... In my opinion... I don't think...

6 Listen again. Which of these opinions does the professor have?

- Flying cars aren't the answer to traffic jams. ☒
- There will be a lot of flying cars soon. ☐
- People won't use jetpacks to get to work. ☐
- The hyperloop is just science fiction. ☐
- The hyperloop will change our lives. ☐

GRAMMAR IN ACTION

Will/Won't, May, and Might

Certain Predictions
It **will** really **change** our lives.
We **will** see a lot of flying cars.

Watch video 7.3
What won't James be in ten years' time? How will he make the vlog look better?

Uncertain Predictions
We **may have** jetpacks one day just for fun.
We **might see** hyperloops between big cities.
They **will not be** useful for getting to work.
We **might not need** to wait much longer.

Infinitives of Purpose

A lot of us catch a bus ¹ **(to solve)** the problem, we **should** invent flying cars. ² **(to go)** to work.
It takes a lot of energy ³ **(to lift)** a person off the ground. ⁴ **(to print)** these photos?

Use It

3 Listen to Danielle talking about transportation in the future. Which of the predictions in Exercise 2 does she make?

Use It

4 Complete the sentences about the future with will/won't or may/might (not). Then compare your opinions in pairs.

- People **will** have their own airplanes.
- We **will** go to work by bike.
- We **will** need smartphones.
- We **will** use paper.
- There **will** be books and magazines.

5 Complete the examples in the chart above with the correct form of the words in parentheses.

- Can I borrow your phone? **a** to have lunch?
- Is there a printer? **b** to check your emails.
- You can use my laptop? **c** to make a call?
- Why don't we stop? **d** we decided to fly.
- To get there sooner, **e** to print these photos?

Use It

7 Complete the sentences with your own ideas and tell your partner.

- I went to _____ to _____.
- I bought a _____ to _____.
- I took a _____ to _____.

I went to Chicago to visit my cousin last summer.

Finish with: p126 Ex. 3

UNIT 7 | ARE YOU CONNECTED? 87

Get It Right!

Get It Right! activities help students avoid common errors as identified by the Cambridge Learner Corpus.

LEARN TO LEARN

Learn to Learn introduces students to vital learning strategies and techniques, which will help them become more independent learners, all aligned to the Cambridge Life Competencies Framework.

Everyday English

In every unit there's a fun vlog-style video to teach students the meaning, form, and use of the *Everyday English* used in the conversation on the speaking page.

Plan, Write, and Check

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



Useful Language

Useful Language boxes appear throughout the unit, highlighting topic-specific target language.



AROUND THE WORLD

The *Around the World* pages, which appear in Units 1, 3, 5, 7, and 9, introduce students to different people and cultures from around the world, encouraging critical thinking and raising cross-cultural awareness.

These documentaries are thematically linked to either the topic of the unit or the *Around the World* pages. They contextualize the grammar and/or vocabulary of the unit and engage students' interest in the topic.

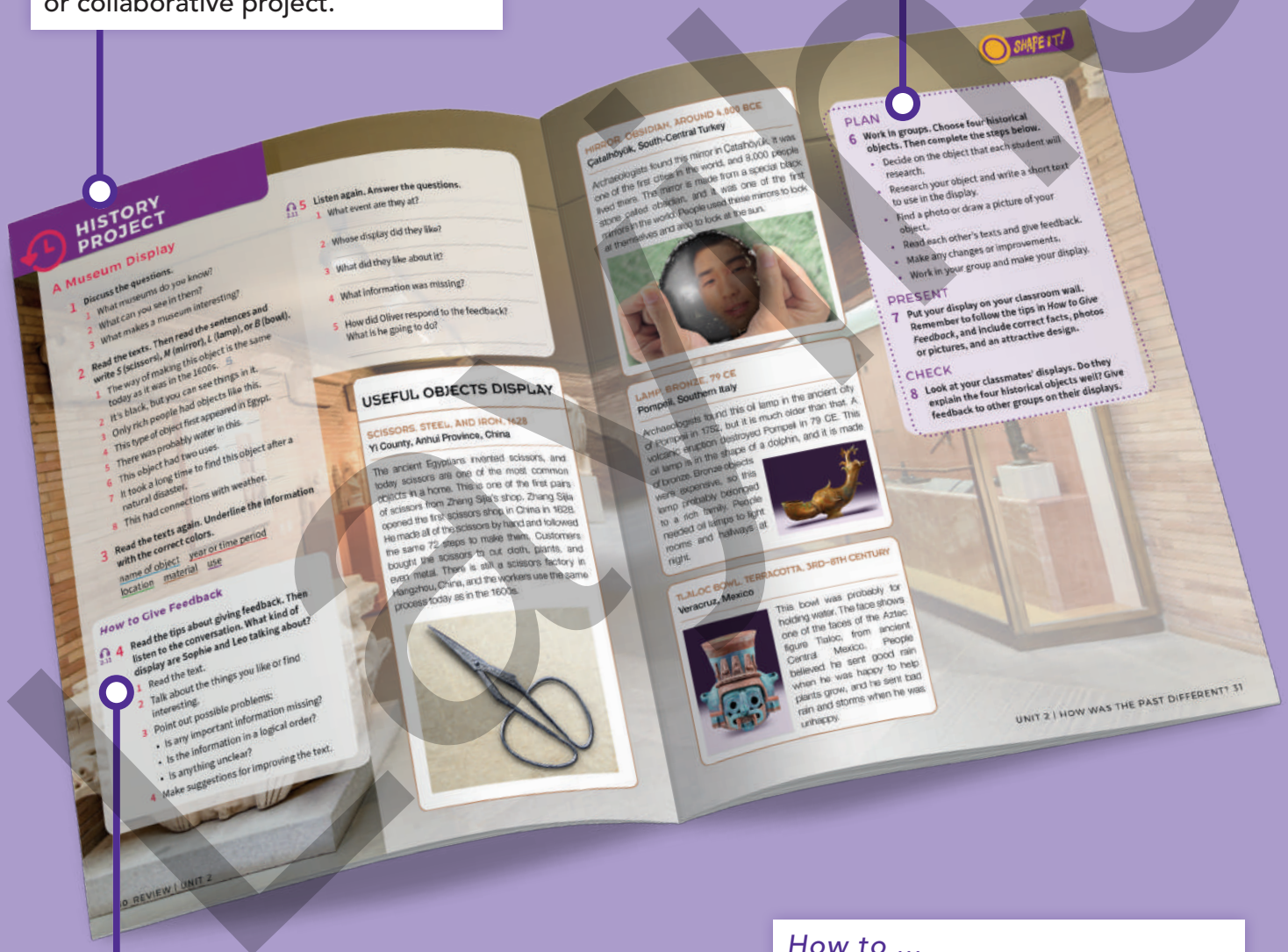


CLIL PROJECT

The *CLIL Project* pages appear in Units 2, 4, 6, and 8. They encourage students to apply the language and topic knowledge they have gained throughout the unit in an individual or collaborative project.

Plan, Present, and Check

The step-by-step guide helps students work through the project without the need for constant supervision by the teacher, promoting peer-learning and student autonomy.



How to ...

These practical tips help students complete the project by raising their awareness of the particular skills required to carry it out.



REVIEW

These useful pages review the language from the unit and include a self-assessment task, encouraging students' self-awareness.



LEARN TO LEARN

The *Learn to Learn* pages focus on developing core areas from the *Cambridge Life Competencies Framework*. Students have the opportunity to "shape" their learning by putting the new skill into practice.

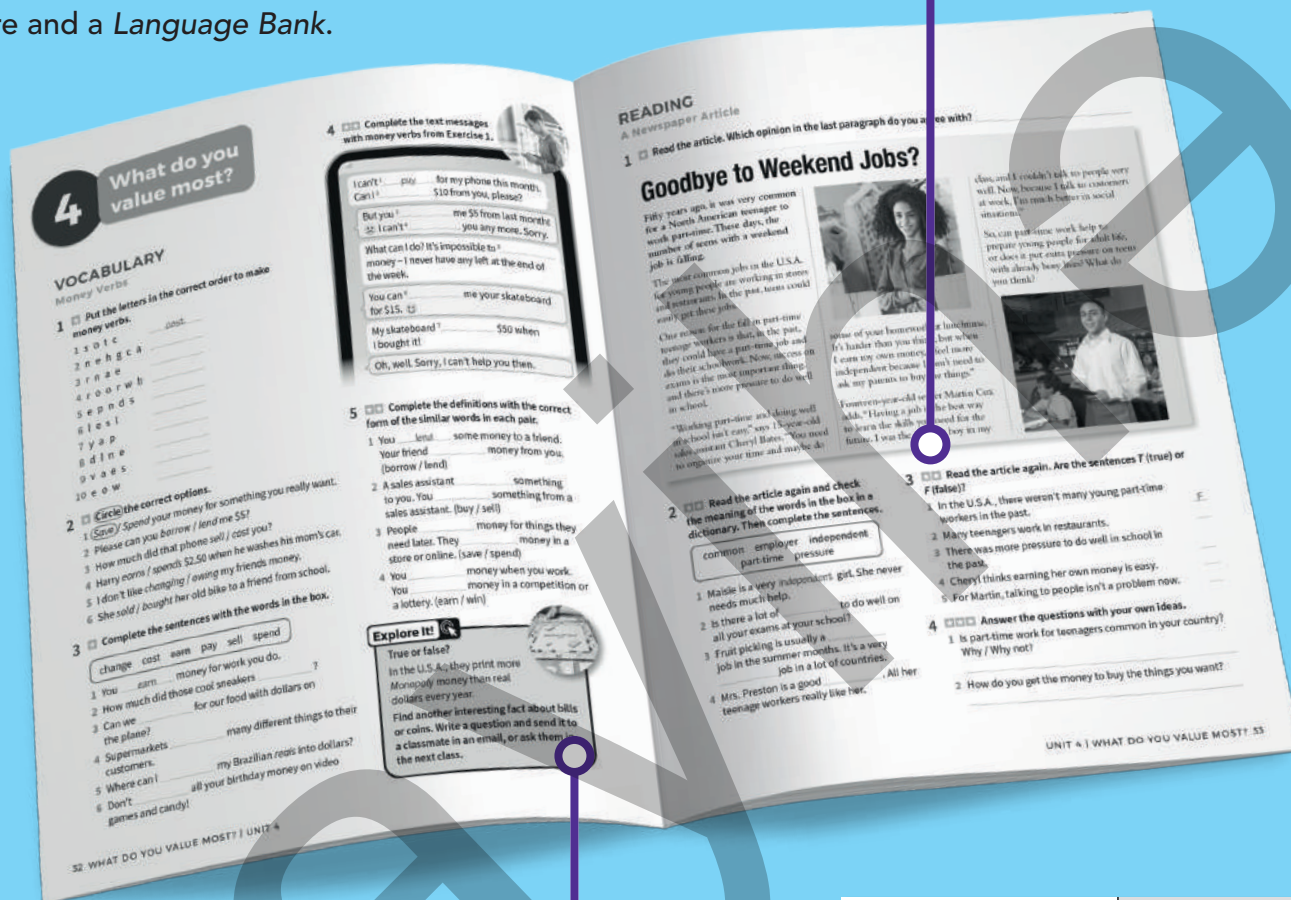
Course Components

Workbook

The Workbook offers extra practice of the language and skills covered in the Student's Book. It also includes a special exam preparation feature and a *Language Bank*.

Graded Activities

Activities are graded with one, two, or three stars depending on how challenging they are. This is great for mixed-ability classes.



Explore It!

The *Explore It!* feature extends learning beyond the classroom and helps students develop research skills that are vital for learner independence.

EXAM TIPS

The exam preparation pages at the end of the Workbook provide useful tips and practice to help students prepare for international exams.

EXAM TIPS: Reading Skills

Reading: Multiple Choice

You will read a long text, which is often based on a newspaper or magazine article. This tests your understanding of the most important ideas and some details of the text. The title tells you what the topic is. There are multiple-choice questions. To answer the questions, you need to choose the correct answer, A, B, or C.

Example:

How does Estefania feel about the school exchange trip?

- A She's excited to meet new people.
- B She's worried about speaking a new language.
- C She's nervous about being away from home for the first time.

Exam Guide: Multiple Choice

- Start by reading the title of the text so you know what the topic is.
- Read the whole text quickly first to find out more about the topic and to get a general understanding.
- Read the text again more carefully to get a better understanding. Use the context to work out the meaning of any new vocabulary, but don't spend too much time worrying about unfamiliar words at this point.
- Now read all the questions carefully and underline the important "key" words in the questions. This helps you when you look for the same information in the text.

Example:

How does Estefania feel about the school exchange trip?

- Read the first question again. Then look for the part of the text where you think you might find the answer. If you remember something from when you read through the text, go back to that part first to check. If not, read from the beginning until you find what you need.
- When you find the relevant part of the text, underline the words and write the number of the question next to the words you underlined. Then circle the option in the question, A, B, or C, that most closely matches the meaning in the text. Use the key words in the question to help you.

Example:

I'm really happy to go to Chicago to learn English and stay with an English-speaking family, and I don't mind being away from home, but I hope I won't forget the English I already know and I can understand everyone!

- Remember to check the other two options as well to decide why they aren't correct.
- Now read the other questions and repeat the process until you finish.

REMEMBER!

The text often mentions information from all three options in the question, but only one option is correct. Read the text carefully and match the meaning, not the words.

How to Use the Teacher's Book

Class Challenge

Get students interested in the topic and extend their learning beyond language by using this quiz-style question.

Unit Aims

Unit aims are clearly shown at the start of every unit.



Extra Resources

See at a glance all the extra resources available for teachers to use with this unit.

Warmer

Use these engaging ideas to introduce students to the topic of the unit and activate their prior knowledge.

Pronunciation

Find the pronunciation for all target vocabulary easily.

Graded Activities

Some activities are graded with one or three stars. One-star activities show ideas for providing more support to students, and three-star activities show ideas for providing extra challenge – great for mixed-ability classes!

Vocabulary Bank

These exercises are optional and intended for fast finishers.

Integrated Answers

Find all of the answers on the page for quick access.

Homework

Homework activities are flagged wherever you see this 🏠 icon.

Extend It!

Challenge students with a range of extension activities.

Course Research and Rationale

Shape It! Grade 7 is designed to help students take ownership of their learning. The combination of learner training and collaborative projects helps students develop their individual and collaborative skills and become more confident, independent learners. Along with the vibrant global topics and diverse range of videos, this empowering approach means that teachers are under less pressure to manage every aspect of their students' learning. Instead, students will be motivated to take charge of their own learning, empowering them to prepare for their own exciting future.

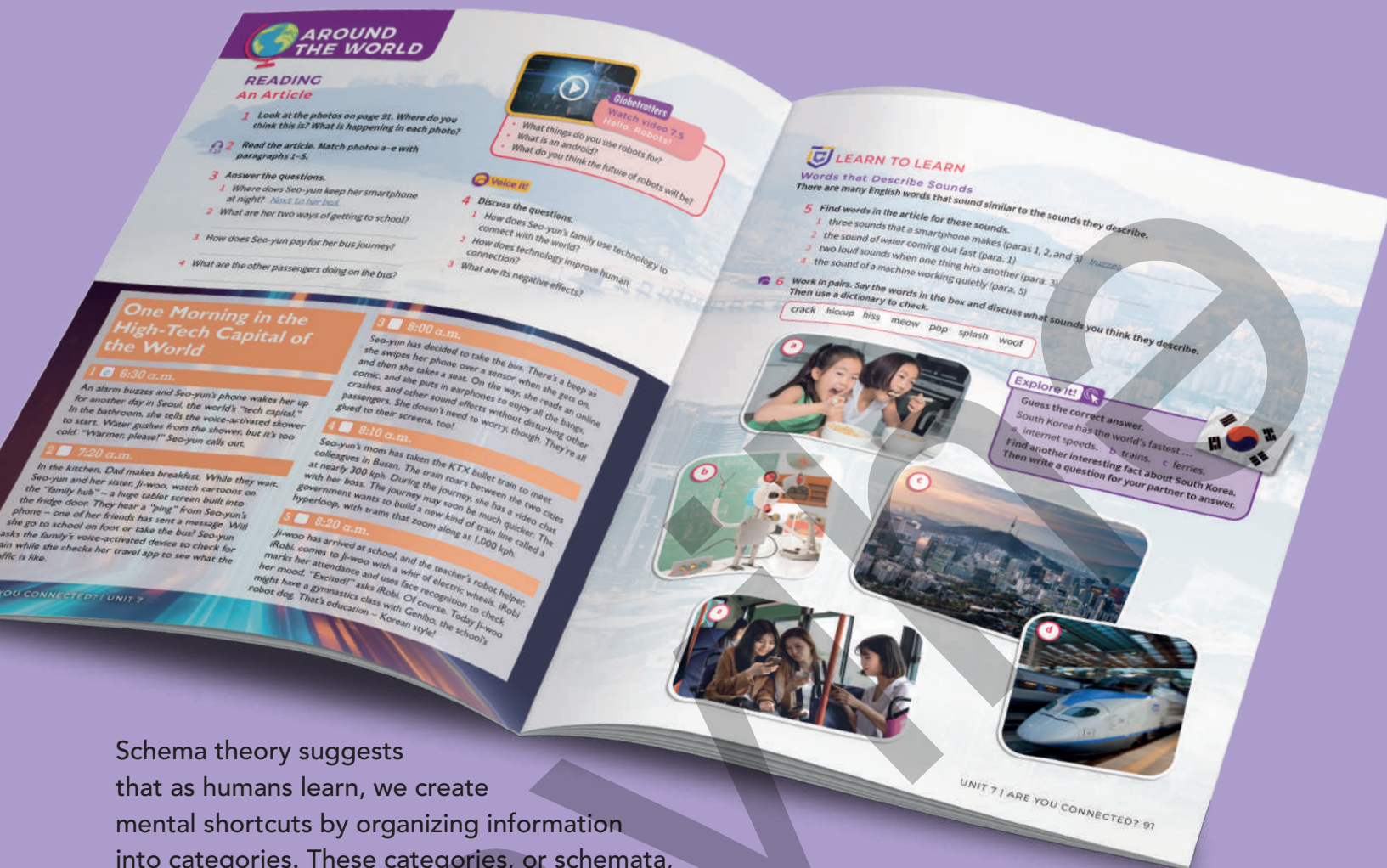
You spoke.
We listened.

I want my students to feel that they belong to the world; that they are global citizens.
Itana, Brazil

Global Cultural Topics

Shape It! Grade 7 includes a variety of global topics, with a dedicated *Around the World* page in every other unit. This helps students broaden their understanding of other people and places, preparing them for life in a diverse, multicultural environment.

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. This has significant implications for traditional English teaching because an understanding of the language is now only part of successful communication, and we cannot underestimate the role of cross-cultural understanding in communication.



Schema theory suggests that as humans learn, we create mental shortcuts by organizing information into categories. These categories, or schemata, enable our brains to deal with most "typical" scenarios without too much effort, since we can base our responses on our expectations. Students who are told they are going to hear a conversation at an airport can reasonably expect to hear certain language: flight numbers, boarding times, and ticket types. Their expectations about these scenarios help them listen more effectively.

However, schemata can also work against a student's ability to understand. Their expectations are heavily influenced by their culture.

Teachers will be aware that their students are already interacting with globalized media. From watching international TV shows to playing online video games, teenagers are already encountering

English being used by both native and non-native speakers from different cultural and social backgrounds. This interconnectedness is only going to increase, so it is vital that students develop the skills they need to communicate effectively.

That's why *Shape It! Grade 7* has a global, cultural focus, supported by documentaries in every unit, all of which encourage students to think about the differences between their culture and other cultures.

You spoke.
We listened.

I want my students to become more independent learners.
Maria, Spain

Learn to Learn

When students reach secondary school, they are expected to start taking more and more responsibility for their own learning, and once they complete secondary school, they should have acquired the ability to learn independently. The rapid rate of technological advance means that many jobs in the near future may become automated. To give the next generation the best chance in life, they need to be able to acquire new skills and knowledge throughout their lives, making them adaptable to whatever the future holds.

Yet teachers often find that their students do not know how to learn and lack basic learning techniques like taking notes, categorizing information, and assessing their strengths and weaknesses, particularly in the first year of secondary school. To address this, the *Learn to Learn* feature appears throughout each unit, extended by a dedicated full page at the end of every unit.

LEARN TO LEARN

LEARN TO ... GUESS THE MEANING OF NEW WORDS
You can help your partner learn vocabulary by writing sentences with missing words for them to guess.

1 Erin writes sentences with missing words for a friend to guess. Can you guess what the words are? Discuss with a partner.

OK, the first one. Is it an adjective?
Yes, it is.
Is it "happy"?
No. Try again!

1 I was _____ because my soccer team was winning.
2 The plane flew _____ the city.
3 The boy felt _____ when he called his teacher "Mom."

2 Choose five words from the box. Write five sentences with missing words like the sentences in Exercise 1.

between bored jungle nervous protect surprised tired trap under worried

1 _____
2 _____
3 _____
4 _____
5 _____

3 Show your sentences to your partner. Can they guess the missing words?
4 Why is it a good idea to learn words in sentences? Discuss with your partner.
5 Close your book. Take turns saying the five words you chose in Exercise 2. Can your partner remember your sentences?

The word was "bored."
What was the sentence?
"I feel bored when" No, sorry, can you help me?
OK. It starts, "I was bored because ..."
I remember! "I was bored because ..."

Back To School!!
UNIT 3 | LEARN TO LEARN 45
STUDENT #

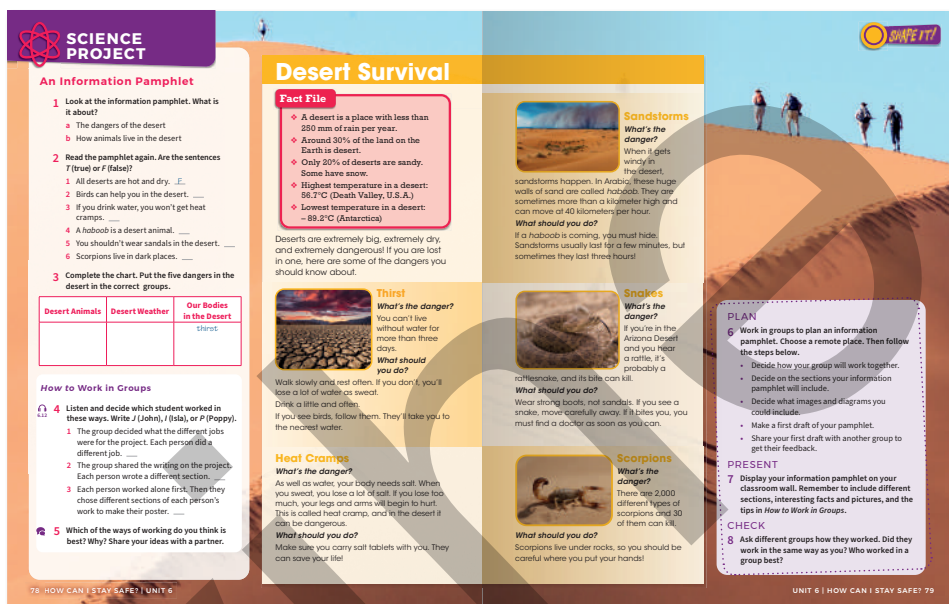
The *Learn to Learn* sections cover three broad areas of learner training:

- 1 practical skills for participating in learning
- 2 taking control of own learning
- 3 reflecting on and evaluating own learning success

After each *Learn to Learn* tip, students practice the techniques immediately in an activity. This helps students incorporate these into their learning routine.

You spoke. We listened.

I'd like to do project work with my students, but it can be too time-consuming to plan.
Merve, Turkey



Project Work

Collaboration is an effective way of empowering students. *Shape It!* Grade 7 includes a project in every other unit of the Student's Book which offers support and practical tips for teachers. In addition, students can work together on their projects in the digital collaboration space, and teachers can track and assess their work there.

Project work allows students to ...

- build collaborative skills, such as communication, teamwork, and leadership.
- acquire practical, transferable skills associated with different types of projects, like doing research and making presentations.
- choose and explore areas that they are interested in, thereby increasing their motivation.
- engage with real-world issues, as projects are often interdisciplinary and based on real-world scenarios.

In response to teacher feedback, the projects in the Student's Book have a cross-curricular approach, covering topic areas like science, history, social studies, and technology, giving students the opportunity to improve their subject knowledge while exploring a wide variety of topics in English. The *Around the World* pages also have an optional double-page project available online, which allows students to further explore the cultural theme of the unit.

All of the projects students will encounter develop competencies from the *Cambridge Life Competencies Framework*.

You spoke. We listened.

I want a variety of videos that will help me to engage my students with the topic and see the language being used in a meaningful way.

Antonio, Mexico

Teen-Friendly Videos

Video is the medium of communication in the modern world, with more than 300 hours of video being uploaded to YouTube every minute! So it is not surprising that teenage learners respond well to video content being used in class. However, finding appropriate videos at the right language level can be difficult for teachers. That's why *Shape It! Grade 7* includes four to five videos per unit so that students can see the language in action.

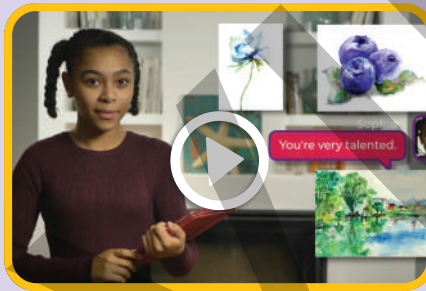
Documentary Videos



Documentaries appear at the beginning of every unit. They get students thinking about the unit topic and activate any prior knowledge and language.

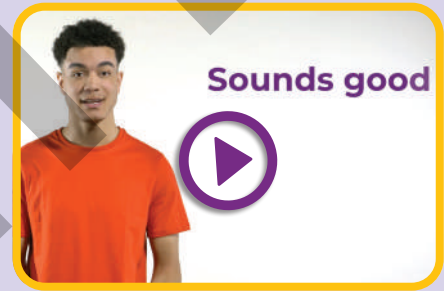
Globetrotters documentaries also appear on the *Around the World* pages in every other unit. These contextualize the grammar and vocabulary of the unit and are linked to the topic of the reading.

Grammar in Action Videos



Grammar in Action videos appear on every grammar page of the unit. These fun vlogs feature teenagers using the target language in context and an animated presentation of the grammar. They are designed to make teaching and learning grammar more meaningful, and they give the teacher the option of using a flipped classroom model by getting students to watch the video before class.

Everyday English Videos



Everyday English videos appear on the speaking pages. Teachers often find that students love learning the latest colloquial words and phrases in English, and these videos are a great way of presenting them. They feature teenagers using authentic English from the speaking dialogue and give students the chance to try out these phrases for themselves.

You spoke. We listened.

I need resources and support to manage students of different levels in the same class.
Andrés, Ecuador

3 ★★ Read the text again. Are the sentences *T* (true) or *F* (false)?

- 1 Forrest Fenn hid expensive jewelry and gold in a box.
- 2 He hid the box because he doesn't want people to find it.
- 3 The boys' parents didn't go with them.
- 4 Fenn's clues are on the Internet.
- 5 The boys can't get home because of the weather.
- 6 Jack enjoyed hunting for treasure.

4 ★★★ Answer the questions with your own ideas.

- 1 What outdoor activities do you do?

- 2 Do you like the idea of this treasure hunt? Why / Why not?

Mixed-Ability Support

The average English class will have students with a variety of different language abilities, not to mention different interests, levels of motivation, and learning preferences. In *Shape It! Grade 7* there is extensive support for teachers with mixed-ability classes, including the following:

- On the Student's Book page, *Finished?* 🚩 icons direct fast finishers to fun extra practice to ensure all students are challenged.
- Workbook activities are graded one, two, or three stars to indicate their difficulty level. This means that students can start at the easiest level and move onto more difficult activities when ready. Alternatively, teachers can assign different activities for different students according to their abilities.
- *Teacher's Book* notes provide suggestions for grading activities to different students' abilities.

SHAPE IT! Grade 7 and the Cambridge Life Competencies Framework

Although *Shape It! Grade 7* focuses on both the *Learning to Learn* and the *Collaboration* competencies in the *Cambridge Life Competencies Framework*, all of the six Life Competencies are explored throughout the course.

The chart on the following page shows, at a glance, where you can find an activity that concentrates on a particular Core Area. There is also a link below that chart where you can download the comprehensive guide to how each level of *Shape It! Grade 7* correlates to the Framework.

Here are a few examples of how activities can help your students develop particular Can Do Statements.

Competency: Collaboration

Core Area: Managing the sharing of tasks in a project

Can Do Statement: Works with others to plan and execute class projects.

In this exercise, students need to follow steps together to plan, present, and reflect on their project.

Competency: Critical Thinking

Core Area: Evaluating ideas, arguments, and options

Can Do Statement: Assesses strengths and weaknesses of possible solutions.

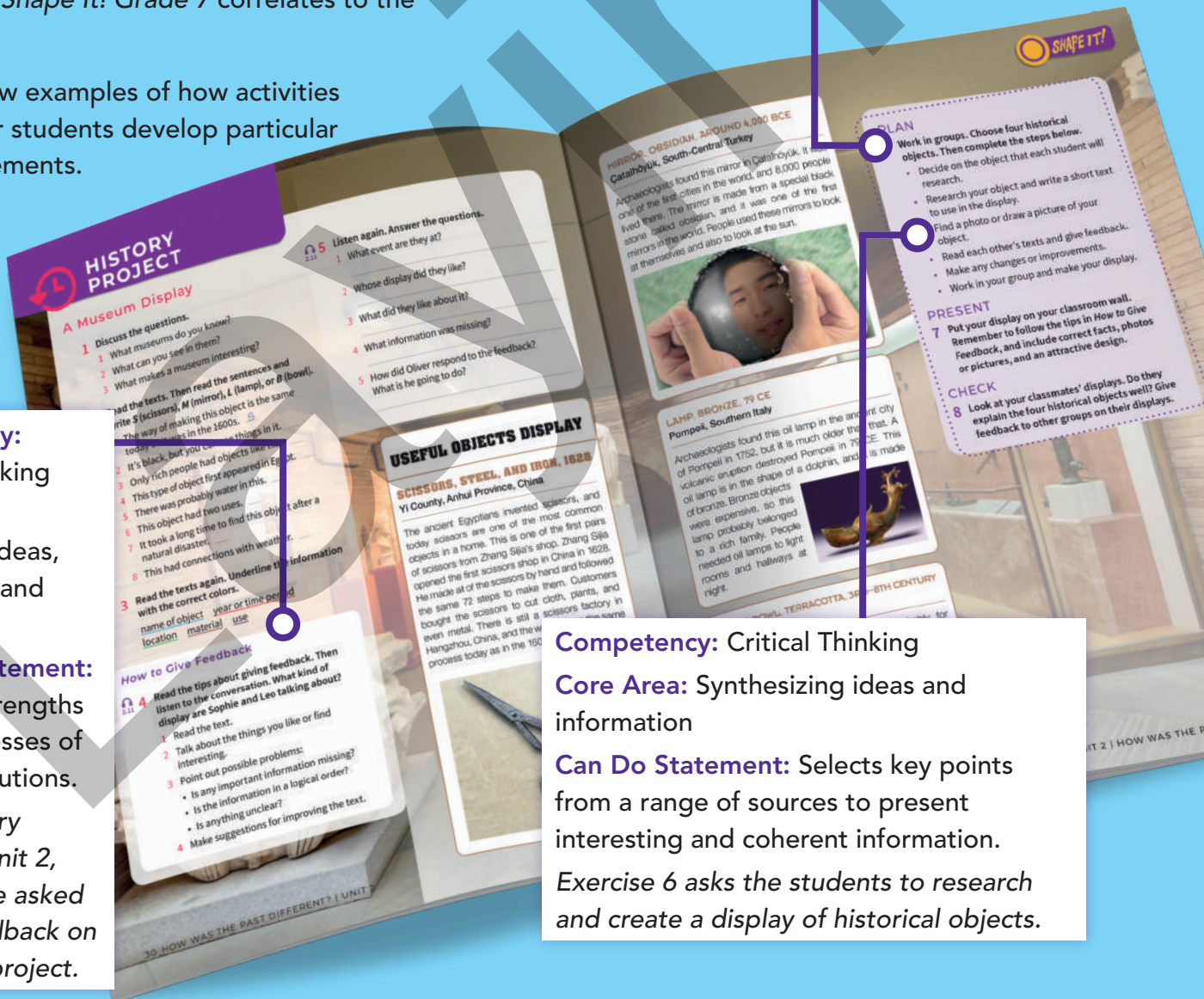
In the History Project in Unit 2, students are asked to give feedback on the model project.

Competency: Critical Thinking

Core Area: Synthesizing ideas and information

Can Do Statement: Selects key points from a range of sources to present interesting and coherent information.

Exercise 6 asks the students to research and create a display of historical objects.



The following chart shows which competencies are developed in this level.

Competency Area	Competency	U0	U1	U2	U3	U4	U5	U6	U7	U8	U9
Creative Thinking	Participating in creative activities		✓	✓	✓	✓					
	Creating new content from own ideas and other resources		✓		✓		✓				✓
	Using new content to solve problems and make decisions						✓				
Critical Thinking	Understanding and analyzing links between ideas	✓	✓	✓	✓			✓			
	Evaluating ideas, arguments, and options		✓	✓	✓	✓	✓		✓	✓	✓
	Synthesizing ideas and information		✓	✓	✓	✓		✓		✓	
Learning to Learn	Practical skills for participating in learning	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Taking control of own learning	✓	✓		✓					✓	✓
	Reflecting on and evaluating own learning success		✓	✓	✓	✓	✓	✓	✓	✓	✓
Communication	Using appropriate language/register for context					✓		✓		✓	
	Managing conversations		✓	✓				✓	✓		
	Participating with appropriate confidence and clarity		✓	✓		✓		✓	✓	✓	✓
Collaboration	Taking personal responsibility for own contributions to a group task									✓	
	Listening respectfully and responding constructively to others' contributions		✓	✓			✓	✓			✓
	Managing the sharing of tasks in a project			✓	✓	✓		✓		✓	
	Working toward a resolution for a task			✓		✓		✓		✓	
Social Responsibilities	Understanding personal responsibilities as part of a group and in society, including citizenship		✓	✓		✓	✓			✓	
	Taking active roles, including leadership			✓	✓	✓		✓		✓	
	Understanding and describing own and others' cultures		✓		✓		✓		✓		✓
	Understanding and discussing global issues – environmental, political, financial, and social		✓		✓		✓		✓		✓

SHAPE IT! Grade 7

The Common European Framework of Reference for Languages (CEFR) is a description of language ability. It is divided into six main levels, ranging from A1 (beginner) to C2 (advanced). The *Shape It!* Grade 7 course covers A2 level.

Skills Overview

Skill	Learners will be able to:
Listening	understand phrases and very high-frequency vocabulary related to areas of the most immediate personal relevance; catch the main point in short, clear, simple messages.
Reading	read short simple texts, personal letters, and emails; find specific information in simple everyday material, such as advertisements, menus, and timetables.
Speaking	communicate in simple and routine tasks requiring a simple exchange of information on familiar topics; handle very short social exchanges; use a series of phrases to describe in simple terms people, living conditions, their educational background, and their jobs.
Writing	write short simple notes, messages, and emails relating to matters in areas of immediate need; write a simple personal letter, for example, thanking someone.

Skills in Detail

How the goals of the CEFR are realized in *Shape It!* Grade 7:

LISTENING

At A2, learners are expected to be able to understand speech that is clearly and slowly articulated and concerns predictable everyday matters.

OVERALL LISTENING COMPREHENSION									
Can understand phrases and expressions related to very familiar topics (e.g., very basic personal and family information, shopping, local geography, employment).									
Welcome	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
6 (video)	10 (video)	22 (video)	34 (video)	46 (video)	58 (video)	70 (video)	82 (video)	94 (video)	106 (video)
7	13 (video)	25 (video)	37 (video)	49 (video)	61 (video)	73 (video)	85 (video)	97 (video)	109 (video)
8 (video)	14	26	38	50	62	74	86	98	110
	15 (video)	27 (video)	39 (video)	51 (video)	63 (video)	75 (video)	87 (video)	99 (video)	111 (video)
	16	28	40	52	64	76	88	100	112
	16 (video)	28 (video)	40 (video)	52 (video)	64 (video)	76 (video)	88 (video)		112 (video)
	18 (video)	30	42 (video)	54	66 (video)	79	90 (video)		114 (video)

UNDERSTANDING INTERACTION

Can generally identify the topic of discussion around them that is conducted slowly and clearly.

Welcome	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
7	16	28	40	52	64	76	86	100	110
		30	40 (video)	52 (video)	64 (video)	76 (video)	88		112
				54		79	88 (video)		112 (video)

LISTENING TO ANNOUNCEMENTS AND INSTRUCTIONS

Can catch the main point in short, clear, simple messages and announcements.

Can understand simple directions relating to how to get from X to Y, on foot or by public transportation.

Welcome	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
	15 (video)					73 (video)			
						75 (video)			

LISTENING TO MEDIA AND RECORDINGS

Can understand and extract the essential information from short recorded passages.

Can identify the main point of TV news items reporting events, accidents, etc., where the visual supports the commentary.

Welcome	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
6 (video)	13 (video)	25 (video)	37 (video)	49 (video)	61 (video)	73 (video)	85 (video)	97 (video)	109 (video)
8 (video)	10 (video)	22 (video)	34 (video)	46 (video)	58 (video)	70 (video)	82 (video)	94 (video)	106 (video)
	15 (video)	26	39 (video)	51 (video)	63 (video)	74	86	98	111 (video)
	16 (video)	27 (video)	40 (video)	52 (video)	64 (video)	75 (video)	87 (video)	99 (video)	112 (video)
	18 (video)	28 (video)	42 (video)		66 (video)	76 (video)	88 (video)		114 (video)
							90 (video)		

READING

At A2, learners can understand short, simple texts on familiar topics that use high-frequency vocabulary.

READING CORRESPONDENCE

Can understand basic types of standard routine letters, emails, short simple personal letters, etc.

Welcome	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
5	12					77		96	

READING FOR ORIENTATION

Can find specific, predictable information in simple everyday material such as advertisements, websites, prospectuses, menus, reference lists, and timetables.

Can understand everyday signs and notices in public places.

Welcome	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
		30		54					108

READING FOR INFORMATION AND ARGUMENT

Can identify specific information in simple written material such as letters, brochures, and short newspaper or online articles.

Welcome	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
5	12	24	36	48	60	72	84	96	108
9	17	29	41	53	65	77	89	101	113
	18	30	42	57	66	78	90	102	114
						81		105	117

SPEAKING

OVERALL SPOKEN INTERACTION

At A2, learners can manage simple, routine exchanges fairly easily but would struggle with an extended conversation and often need help with understanding.

CONVERSATION

Can use simple, everyday, polite forms of greeting, address, farewells, introductions, giving thanks.

Can participate in short conversations in routine contexts on topics of interest.

Can express how they feel in simple terms.

Can make and respond to invitations and apologies.

Can say what they like and dislike.

Welcome	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
4	10	22	34	46	58	70	82	94	106
5	11	23	35	49	60	76	84	95	107
7	14	24	36	50	64		87	96	109
	16	28	40	52			91	100	110
	19		43	57			93	105	112
									115

INFORMAL DISCUSSION (WITH FRIENDS)

Can participate in a discussion about everyday practical issues in a simple way.

Can make and respond to suggestions.

Can agree and disagree with others.

Can discuss what to do, where to go, and make arrangements to meet.

Welcome	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
	16					76			117
						81			

GOAL-ORIENTED COOPERATION (e.g., Repairing a car, discussing a document, organizing an event)

Can manage simple, routine tasks, e.g.,

- asking for and providing things.
- getting simple information.
- discussing what to do next.
- making and responding to suggestions.
- asking for and giving directions.

Welcome	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
		30		54		79		102	
		31		55		80		103	

INFORMATION EXCHANGE

Can ask for and provide personal information (e.g., about habits, routines, pastimes, and past activities).

Can give and follow simple directions and instructions (e.g., explain how to get somewhere).

Can communicate in simple and routine tasks requiring a simple and direct exchange of information.

Can exchange limited information on familiar and routine operational matters.

Welcome	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
6	11	22	35	47	61	71	83	97	109
8	13	25	37	49	62	73	85	98	111
	14	27	38	51	63		86	99	
	15	28					87		
	21						88		

INTERVIEWING AND BEING INTERVIEWED

Can answer simple questions and respond to simple statements in an interview.

Welcome	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
		25		48				100	

OVERALL SPOKEN PRODUCTION

At A2, learners can give simple descriptions or presentations about everyday things as a short series of simple phrases.

SUSTAINED MONOLOGUE: Describing Experience

Can tell a story as a simple list of points.

Can give short, basic descriptions of

- events and activities.
- plans and arrangements, habits and routines, past activities, and personal experiences.
- their family, living conditions, educational background, present or most recent job.
- people, places, and possessions.

Can use simple descriptive language to make brief statements about and compare objects and possessions.

Can explain what they like or dislike about something.

Welcome	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
7	12	28	38		59	74		98	
			39		64	81			
			40		69				

WRITING

At A2 learners can write a series of simple phrases and sentences linked with simple connectors like *and*, *but*, and *because*.

CORRESPONDENCE

Can write very simple personal letters or emails, etc.

Welcome	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
						77			

CREATIVE WRITING

Can write very short, basic descriptions of events, past activities, and personal experiences.

Can write a series of simple phrases and sentences about everyday/personal matters (e.g., family, people, places, a job or study experience, living conditions, educational background, present or most recent job).

Welcome	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
9	17	29	41	53	65	77	89	101	113
		31		55		79		103	

COHERENCE

Can use the most frequently occurring connectors to link simple sentences and phrases in order to tell a story or describe something as a simple list of points.

Welcome	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
	17	29	41		65		89		113
									115

Warmer

Books closed. Ask students to write down as many hobbies and sports as they can in one minute. Check answers and write new or unusual words on the board.

s.01-s.03 Audioscripts T150

1 s.01 Before doing the activity, point out that some verbs go with more than one item in the box.

Target Vocabulary

chat online *tʃæt 'on'laɪn*
download songs *'daʊn'ləʊd sɒŋz*
go shopping *gəʊ 'ʃɑ:pɪŋ*
go for a bike ride *gəʊ fɔː ə baɪk raɪd*
hang out with friends *hæŋ aʊt wɪθ frendz*
listen to music *'lɪsən tə 'mju:zɪk*
make cookies/videos *meɪk 'kʊ:kiz / 'vɪ:di-ʊz*
play an instrument *pleɪ ən 'ɪn-strə-mənt*
read books *ri:d bʊks*
take photos *teɪk 'fəʊ-təʊz*
write a blog *raɪt ə blɒg*

2 s.02 ★ Pause the audio after each phrase to allow students to check their spelling in pairs.

Vocabulary Bank SB p127

3 s.03 After drilling the pronunciation, put students into small groups. Ask them to take turns miming and guessing sports.

Target Vocabulary

basketball *'bæskɪt,bɔ:l*
gymnastics *dʒɪm'næstɪks*
hockey *'hɒki*
rugby *'rʌg-bi*
sailing *'seɪlɪŋ*
swimming *'swɪmɪŋ*
table tennis *'teɪbəl'teɪnɪs*
track and field *træk ən fɪld*
volleyball *'vɒli,bɔ:l*
windsurfing *'wɪnd,sɜ:fɪŋ*



Vocabulary Bank
SB p127

WELCOME!

VOCABULARY

Free Time and Hobbies

1 s.01 Match verbs 1-10 with the words in the box to make phrases. Listen, check, and repeat.

a bike ride	cookies/videos	online
a blog	friends	photos
an instrument	music	shopping
books/magazines		

- | | |
|--------------------------------|------------------------------|
| 1 read <u>books/magazines</u> | 6 listen to <u>music</u> |
| 2 chat <u>online</u> | 7 make <u>cookies/videos</u> |
| 3 go <u>shopping</u> | 8 play <u>an instrument</u> |
| 4 go for <u>a bike ride</u> | 9 take <u>photos</u> |
| 5 hang out with <u>friends</u> | 10 write <u>a blog</u> |

2 s.02 Listen and write the activities from Exercise 1.

- | | |
|-----------------------------|-------------------------|
| 1 <u>play an instrument</u> | 5 <u>go shopping</u> |
| 2 <u>take photos</u> | 6 <u>make cookies</u> |
| 3 <u>listen to music</u> | 7 <u>read magazines</u> |
| 4 <u>go for a bike ride</u> | |

Sports

3 s.03 Match the words with the pictures (1-8). Circle the two sports that aren't in the pictures. Listen, check, and repeat.

basketball	6 swimming	5
gymnastics	1 table tennis	7
hockey	8 track and field	4
rugby	2 volleyball	
sailing	3 windsurfing	



LEARN TO LEARN

Verb and Noun Phrases

We often use verbs and nouns together to make different phrases. Learn them together.

4 Complete the list with nouns from Exercises 1 and 3.

Verb	Noun
play	<u>an instrument</u> , basketball, hockey, rugby, <u>table tennis</u> , volleyball
go	<u>shopping</u> , sailing, swimming, windsurfing
make	<u>cookies</u> , videos
write	<u>a blog</u> , books, magazines, music
read	<u>a blog</u> , books, magazines, music

Use It!

5 Discuss the questions.

- What is your favorite sport to watch on TV?
- What is your favorite sport to do?
- What isn't a good sport to do on your own?

Explore It!

Is the sentence T (true) or F (false)?

Rugby is popular in many countries, but it is the only sport in Exercise 3 that isn't played at the Summer Olympic Games. **F**

Find another interesting fact about sports and write a question for your partner to answer.



Learn to Learn

Encourage students to keep a vocabulary notebook where they can record any verb-noun phrases they notice.

4 Encourage students to copy the chart into their notebooks after feedback.

5 Students take notes on their answers to 1-3 before speaking.

Explore It!

Point out that all the sports in Exercise 3 are played at the Summer Olympics. If appropriate, allow students to use their smartphones to research a fact about sports.

Warmer

Talk with students about the types of content they watch and read online. Students discuss any blogs (or vlogs) they know about.

1 Elicit the meaning of *blog post* and give students a few minutes of thinking time before discussing the question in pairs. Elicit questions on the board and leave them there, using this as an opportunity to gauge students' existing knowledge of question formation.

2 5.04 Set a three-minute time limit to encourage faster reading, and tell students not to worry about unknown vocabulary at this stage. Then elicit any information from the text that answers any of the questions on the board.

3 ★ Tell students where to find the vocabulary (2 Rosie; 3 Nora; 4 Nora; 5 comments section).

4 Encourage students to underline the key words in the text that helped them find the answers, and elicit these during feedback (e.g., *Rosie, I'm always busy!*).

5 Write phrases on the board for students to use in their discussion: (e.g., *I'm a lot like ... because ..., I'm nothing like ... because ..., I'm a bit like ... because ...*).

READING A Blog Post

1 Look at the photos in the blog post. What do you want to know about the people?

5.04 2 Listen as you read the blog post. Do you learn the information you wanted to know in Exercise 1?

3 Find words in the blog post that mean:

- 1 doing a lot of things busy
- 2 difficult tough
- 3 making you a little angry annoying
- 4 very bad terrible
- 5 very good awesome

4 Read the blog post again and write the names of the people. Who ...

- 1 is a busy person? Rosie
- 2 are Rosie's brother and sister? Dan and Nora
- 3 likes computer magazines and computer games? Dan
- 4 is not a good singer? Nora
- 5 are Sara and Fatima? Rosie's best friends
- 6 thinks Rosie's blog is very good? Jody

Voice It!

5 Discuss the questions.

- 1 Are you like any of the people in Rosie's blog? If so, who and why?
- 2 Do you read blogs? Why / Why not?
- 3 What's your favorite blog? What's it about?

THOUGHTS FOR TODAY

Rosie Wilson

Hi everyone! Today, my blog is all about my hobbies, family, and friends. I'm always busy! So, what do I do?
I go swimming three mornings a week. I always get up at 5:30 a.m. 🌞. It's tough, but swimming is my favorite thing (after my blog – obviously!).



My Big Brother, Dan

He plays computer games, and he sometimes reads magazines (computer game ones!). He plays soccer every day with his friends, but he doesn't leave the house! 🏠



My Annoying Little Sister, Nora

She often does her homework and listens to music at the same time. Does she sing, too? Yes, she does – but she's a terrible singer! 🎵



Best Friends Forever: Sara and Fatima 🍷🍷🍷

I don't see them during the week because we don't go to the same school. That isn't a problem because we usually hang out together on the weekend. They love taking selfies, and they post Snapchat stories every day!



What about you? Do you often read my blog? How do you spend your free time? **Let me know!**

COMMENTS:

Jody I read your blog in my free time. It's awesome!

Extend It!

Ask students to work in pairs to write a comment for Rosie's blog post at the top of a letter-sized sheet of paper. Display the comments around the room, and allow students to read the comments, "like" them, and respond to them if they wish.

Reflection and Homework

Workbook p4

Warmer

► Play **video S.1**, if it wasn't assigned for homework, and ask students to raise their hands when Zara mentions an activity they also do. Elicit that Zara listens to music and Sophia, the vlogger, usually writes short stories. Students can then discuss their own summer routines.

Audioscript pT150

- 1 Give students two minutes to discuss what they remember from Rosie's blog before completing the chart.
- 2 Remind students that we use the simple present for actions that happen all the time or never happen.
- 3 **S.05** ★★ Ask students to underline the sentences in the blog post that are true for them. Then they can discuss in pairs, asking extra questions to find out more information.
- 4 ★★ Challenge students to fill in the blanks before reading the chart. Elicit synonyms of *often* (e.g., *frequently*, *almost always*). Then write 5% on the board and elicit adverbs like *rarely*, *hardly ever*, or *almost never*.
- 5 & 6 🎧 Focus students' attention on the chart, and elicit that adverbs of frequency go before verbs (e.g., *go*, *read*, *buy*) but after the verb *to be*.

GRAMMAR IN ACTION

Simple Present

	I/You/We/They	He/She/It
+	I read your blog in my free time.	She ³ does her homework.
-	We ¹ don't go to the same school.	He ⁴ doesn't leave the house.
?	² Do you read my blog? Yes, I do . / No, I don't .	⁵ Does she sing, too? Yes, she ⁶ does . / No, she doesn't .

1 Complete the examples in the chart above. Use the blog post on page 5 to help you.

2 Write simple present sentences.

- 1 Rosie / get up / at 5:30 a.m. three mornings a week.
Rosie gets up at 5:30 a.m. three mornings a week.
- 2 Dan / play / computer games.
Dan plays computer games.
- 3 Rosie / not listen / to music when she / do / her homework. *Rosie doesn't listen to music when she does her homework.*
- 4 Sara and Fatima / not see / Rosie during the week. *Sara and Fatima don't see Rosie during the week.*

S.05 3 Complete the blog post with the simple present form of the verbs. Then listen and check.

I ¹ **like** (like) my new school.
I ² **don't know** (not know) all the students yet, but I ³ **sit** next to a boy named Jorge in English class. He ⁴ (play) **plays** every day, but he ⁵ **doesn't like** sports.
⁶ you **Do** (get) **get** of homework?
Our teachers ⁷ **don't give** us a lot. I ⁸ **go** (go) to homework club on Wednesdays. Some of the older students ⁹ **help** (help) us. They're nice. After homework club, I ¹⁰ **don't get** (not get) home until about 6:30 p.m.

Adverbs of Frequency

Rosie is **always** busy.
Dan **sometimes** reads magazines.
Nora **often** listens to music when she does her homework.
Rosie **usually** hangs out with friends on the weekend.

4 Complete the timeline with the adverbs of frequency in the chart above.



5 Rewrite the sentences with the words in parentheses.

- 1 I'm late for school. (never)
I'm never late for school.
- 2 I do my homework on the weekend. (always)
I always do my homework on the weekend.
- 3 Do you go shopping with friends? (sometimes)
Do you sometimes go shopping with friends?
- 4 I'm tired after school. (often)
I'm often tired after school.
- 5 Do you take photos with your phone? (usually)
Do you usually take photos with your phone?

Use It!

6 Discuss the sentences in Exercise 5. Are they true for you?

Are you always late for school?

No, I'm never late for school!

Grammar Game

Students write one extra true sentence about themselves using an adverb of frequency (e.g., *I always eat pizza on Friday*). In groups, or with the whole class, students take turns reading their sentence aloud without saying the adverb of frequency. The other students must guess the adverb of frequency they think is missing.

Lesson Aim 2: I can talk about personal possessions.

Warmer

In pairs, students discuss who has the most things in their school bag.

s.06–s.07 Audioscripts ppT150–151

- 1 Alternatively, students can cover the pictures and play a game in small groups. Student A chooses an object from the box and draws it. The first student to guess what it is wins a point and takes the next turn.

Introduction of Target Vocabulary

bus pass 'bas,pæs
camera 'kæm.rə
headphones 'hed,fəʊnz
keys kiz
laptop 'læp,təp
money 'mʌ.ni
passport 'pæs.pɔ:t
phone fəʊn
portable charger
'pɔ:tə.bəl 'tʃɑ:dʒə
tablet 'tæb.lɪt

- 2 Encourage students to do the activity without looking at the box.

Learn to Learn

Using vocabulary cards has some advantages over writing lists of words: cards can be easier to use when testing yourself and others, and you can shuffle them.

- 3 & 4 Tell students that the drawings do not need to be perfect.

- 5 Allow students two minutes to think and take notes before attempting the activity.

Vocabulary Bank SB p127

- 6 Write *coding club* and *photography club* on the

VOCABULARY AND LISTENING

Personal Possessions



- 1 Match the words with the photos. Listen, check, and repeat.

bus pass	4	money	3
camera	9	passport	8
headphones	2	phone	7
keys	6	portable charger	5
laptop	10	tablet	1

- 2 Complete the sentences with words from Exercise 1.

- Where are my keys? I can't open the door.
- Martin is always late. Can I borrow your phone to text him?
- You can't go to France without your passport.
- I want to take good photos. I need a nice camera.
- That music is very loud. Use your headphones.

LEARN TO LEARN

Making Vocabulary Cards

Make vocabulary cards to help you learn new words. Draw a picture on one side and write the word on the other.

- Make your own vocabulary cards for the words in Exercise 1.
- Test a partner. Show your cards. Can your partner say the words in English?

Use It!

- 5 Describe a possession from Exercise 1 for your partner to guess. Think about:
- when and where you use it
 - what you use it for

I use it every day. I always keep it in my bag. I use it to get to school.

Is it your bus pass?

A Conversation

- 6 Listen to the conversation. Circle the club Alex wants to go to.

a the coding club b the photography club

- 7 Listen again and circle the correct answers.

- Emma goes to the ... club.
a coding b photography
- Alex ... taking photos.
a likes b doesn't like
- Alex has a ...
a tablet b laptop
- Mr. Adams ...
a is a good teacher b knows Bill Gates
- In her free time, Libby writes ...
a a blog b computer programs

Voice It!

- 8 Do you go to any school clubs? Which ones? What school club would you like to go to?

board and ask students what vocabulary they might expect to hear relating to each club (e.g., *computer, programming, pictures, camera*).

- 7 Before playing the audio again, ask students, in pairs, to discuss the questions, based on what they remember from the first listening. Support weaker students by asking stronger ones to raise their hand when they hear an answer in the audio.

- 8 Elicit different school clubs and write a list on the board before students discuss the questions.

Reflection and Homework

Workbook p5

Warmer

► Play **video S.2** and elicit that James hates using his phone and going shopping, but he loves using his computer, hanging out with friends, and watching a sci-fi series. Give students a few minutes, in groups, to discuss the things that they love or hate.

5.08 Audioscript pT151

1 & 2 After feedback, say *I love ...* and then mime a number of activities (skiing, reading, playing tennis, etc.) to elicit the *-ing* form of the verbs.

3 ★ Elicit that *don't mind* means that you don't have any strong feelings about something.

4 Tell students that they can tell the truth or a lie. Their partner can ask extra questions to guess if they are lying.

5 Elicit extra personalized examples (e.g., *I ... glasses. You ... an English book. Sara ... a smartphone.*).

6 Fast finishers can write down the questions that statements 1–5 answer (e.g., *Does Alex have his own laptop?*).

7 Explain that we use any in negative sentences and questions.

8 Alternatively, students can write questions in pairs and carry out a class survey, speaking to as many students as possible.

GRAMMAR IN ACTION

Love, Like, Don't Mind, Hate + -ing



Watch video S.2
What two things does James hate?
What three things does he love?

I love ¹helping people.
Emma likes ²us ing the new cameras.
Alex and Libby like ³writ ing computer programs.

1 Complete the words in the chart above.

2 Write the sentences with the correct form of the verbs in parentheses.

- 1 Emma likes meeting (meet) new people.
- 2 Alex doesn't like taking (take) photos.
- 3 Libby doesn't mind helping (help) Alex.
- 4 Mr. Adams loves telling (tell) stories.

3 Complete the blog post with the correct form of the verbs in the boxes.

love 😊😊😊 like 😊 not mind 😊
not like 😊 hate 😊😊😊

do get up help listen speak



Jack 😊¹likes listening to music.
Mic Lowry is his favorite band.
He 😊😊😊²hates getting up early.
He 😊😊😊³loves speaking English, even in our French class!
I 😊⁴don't like doing my math homework, but Jack 😊⁵doesn't mind helping me.

Use It!

4 Think of five sentences using *love*, *like*, *don't mind*, and *hate*. Does your partner agree with you?

I don't mind cleaning the kitchen.

I hate doing it!

To Have

I/You/We/They	He/She/It
+ We ¹ have two new cameras.	She has a new camera.
- I don't have a map of the school.	Alex doesn't ³ have a map of the school.
Do you have your own laptop?	⁴ Does he have his own laptop?
? Yes, I do . / No, I ² don't .	Yes, he ⁵ does . / No, he doesn't .

5 Complete the examples in the chart above.

6 Complete the sentences with the correct form of *to have*.

- 1 Alex doesn't have his own laptop. X
- 2 Alex has a tablet. ✓
- 3 They have a lot of laptops at the club. ✓
- 4 Libby has her own computer. ✓
- 5 She doesn't have much free time. X

5.08

7 Complete the text with the correct form of *to have*. Then listen and check.

We ¹have a new student in our class. Her name's Paola. What ²do we have in common? A lot! She ³has brown hair and blue eyes – just like me! ⁴Does she have any brothers and sisters? Yes, she ⁵does. She ⁶has two little sisters, just like me. She ⁷doesn't have any brothers. We ⁸have the same phones and headphones! We ⁹don't have school today because it's a holiday. I'd like to call Paola – but I ¹⁰don't have her phone number. It's annoying!

Use It!

8 Ask and answer questions using *to have*.

Do you have any brothers or sisters?

Grammar Game

Ask students to think about objects they have in their bags (they can look up any unknown words in a dictionary). In pairs, they take turns asking each other "Do you have a/an ... (sunglasses/keys/phone/journal)?" When the answer is yes, the student takes the object out of their bag. After three minutes, the student whose partner has the most items out of their bag wins.

Warmer

Students discuss free-time activities they enjoy. Encourage them to mention activities other students might not expect or be aware of.

1 To recycle the vocabulary from p4, elicit the word *gymnastics* /dʒɪm'næstɪks/ from the photo. Elicit that Ernesto likes gymnastics and going for bike rides. Then ask students to mark the parts where the text mentions what Ernesto likes.

2 ★ Guide students to find in the text the key words (or their synonyms) from the questions (2 *early* = 6 a.m.; 3 *on his own* = *on my own*; 4 *weekend* = *weekend*).

3 ★★★ On the board, write *My cat's name's Dora and she is small, black, and cute*. Elicit the functions of the two apostrophes and the commas before students attempt the task.

4 After feedback, elicit the different functions of the apostrophes in sentences 1, 2, 3, and 5.

5 Allow students to share their plans after completing them. Encourage them to ask each other questions to generate extra interesting ideas and information that they could include in their profile.

6 Write the things that students need to include on the board. Ask students to copy these in their notebooks with a box next to each that they can check as they are writing their profile.

WRITING

A Personal Profile

1 Look at the photo. What does Ernesto like doing? Read his profile and check.



1 Hi! 🐼 My name's Ernesto Mendes and I'm 14 years old. I'm from Vancouver in Canada. I live with my mom and dad, my grandma, and my cat. My cat's name is Tiger 🐱. My best friends are Joel and Ruby.

2 My favorite free-time activity is gymnastics. I train every day. Training starts at 6:00 a.m. 🤸. It's tough because I hate getting up early, but I love practicing.

3 I also like going for bike rides on my own. I have a new bike, and I usually go for a bike ride after school. I don't have much free time, but I always hang out with my friends on the weekend. We often go to Joel's place because he has a swimming pool.

2 Read the profile again. Answer the questions.

1 Where is Ernesto from?

He's from Vancouver in Canada.

Why does Ernesto get up early?

What does he like doing on his own?

He likes going for bike rides.

What does he do on the weekend?

He hangs out with his friends.

3 Look at the Useful Language box. Find and underline examples of apostrophes and commas in the profile. Match them with the correct use and write them in the box.

Useful Language

We use apostrophes:

- for contractions / short forms: *name's*, *I'm*, *It's*, *don't*
- to show possession: *My cat's name*, *Joel's place*

We use commas to indicate a pause:

my mom and dad, my grandma, and my cat
I hate getting up early, but ... ; I have a new bike, and ... ; I don't have much free time, but ...

4 Rewrite the sentences with commas and apostrophes in the correct places.

1 Were from South Africa.

We're from South Africa.

2 Whats your history teachers name?

What's your history teacher's name?

3 That isnt my tablet.

That isn't my tablet.

4 I have a cat three horses and a parrot!

I have a cat, three horses, and a parrot!

5 My sisters friends very noisy!

My sister's friend's very noisy!

PLAN

5 Plan your own personal profile. Take notes for each paragraph.

1 You, your family, and friends:

2 Your favorite free-time activity:

- what it is, where and how often you do it

3 Other free-time activities:

- what you like doing on your own or with friends
- when and where you do the activities

WRITE

6 Write your profile. Remember to include three paragraphs, the information in Exercise 5, the simple present, adverbs of frequency, *love*, etc. + *-ing*, and *to have*.

CHECK

7 Do you ...

- describe you, your family, and friends?
- describe your favorite free-time activity?
- describe other things you like doing?
- use apostrophes and commas correctly?

7 After checking their work using the information in Exercise 5 and the items in Exercise 6, students display their profiles around the room and read as many of them as possible. Ask: *Which is the most interesting profile? Why?*

Reflection and Homework

Workbook p 6, p 7

Students can also write a new profile, this time about their best friend.

Unit 1 What are you watching?

Lesson Aim: I can talk about TV shows.

Lesson 1 (T10-T11) = 45 minutes

Warmer



Give students three minutes to think of a famous TV show and write down a few sentences about it. In groups, they take turns reading their sentences one at a time. The first student to guess correctly wins a point.

Start It!



1 & 2 Elicit that the boy is watching something on his tablet, and then ask students to name a few other ways that people can watch TV shows.



3 Elicit possible answers from the class. Play video 1.1 and elicit that he built the first television (or "televisor," as he called it).



4 Give students three minutes, in groups, to discuss the question. Get feedback from the whole class.

1

What are you watching?

LEARNING OUTCOMES

I can ...

- understand Tweets, a guided tour, and a text about Japanese manga and anime
- talk about TV shows and making movies
- write a description of my favorite internet or TV personality
- understand how to use the present continuous and simple present, and adverbs of manner
- ask for and give opinions
- use real examples, listen for specific information, understand new words, and organize your notebook



Start It!

- 1 Look at the photo. What is the boy doing?
- 2 Before you watch, where do you watch TV shows?
- 3 What did John Logie Baird build? Watch and check.
- 4 How do you think TV changed the world?

television or "televisor," as he called it



Watch video 1.1



Grammar in Action 1.2



Grammar in Action 1.3



Everyday English 1.4



Globetrotters 1.5

10 WHAT ARE YOU WATCHING? | UNIT 1

Unit Aims

Skills

I can ...

- understand Tweets p12
- ask for and give opinions p16
- write a description of my favorite Internet or TV personality p17
- understand a text about Japanese manga and anime p18

Language

I can ...

- talk about TV shows p11
- understand how to use the present continuous p13
- talk about making movies p14
- understand how to use the simple present, present continuous, and adverbs of manner p15

Learn to Learn

I can ...

- use real examples to help learn vocabulary p11
- listen for specific information p14
- understand new words p19
- organize a notebook p21

Extra Resources

- Finished? Student's Book p118
- Vocabulary Bank, Student's Book p128
- Workbook pp8–15
- Grammar Reference and Practice, Workbook pp88–89

Discuss



Give students two minutes to think of as many different types of TV shows as they can, and elicit ideas.

1.01-1.02 Audioscripts pT151



1 1.01 Pause after each word to drill the pronunciation. You can also write the words on the board and have the students come up and mark where the stress is in each word.

Target Vocabulary

cartoon *kar'tun*
comedy *'ka-mrði*
cooking show *'ku-kɪŋ ʃou*
documentary *ˌdɒk-jə'men-təri*
drama *'dra-mə*
game show *'geɪm ʃou*
reality show *ri'æl-ɪ-ti ʃou*
soap opera *'səʊp ˈɑ:pərə*
sports show *'spɔ:ts ʃou*
streaming series *'stri:mɪŋ 'sɪəri:z*
talk show *'tɔ:k ʃou*
the news *ðə nu:z*



2 Students check with a partner before sharing the answers with you. Alternatively, act out a sentence with appropriate intonation and body language (e.g., excitedly, *Can they score in the last minute?!*), and ask the class to guess the type of TV show (e.g., *sports show*). Students can then work in groups to do the same and guess each other's types of shows.



3 1.02 ★ Play the audio once, and to support weaker students, ask volunteers to come to the board and write the key words they heard. Then play the audio again.



Vocabulary Bank p128

VOCABULARY

TV Shows

1 1.01 Match eight of the TV shows in the box with the photos. Circle the four shows that aren't in the photos. Listen, check, and repeat.

cartoon	6	reality show	3
comedy		soap opera	1
cooking show		sports show	
documentary	5	streaming series	7
drama	2	talk show	4
game show	8	the news	

2 Match the sentences with TV shows from Exercise 1.

- "Put your potatoes in a pan and add some salt." *cooking show*
- "They're coming! We need to get out of here." *drama*
- "Giant pandas are in danger. There are only about 1,800 left." *documentary*
- "We have some really interesting guests on tonight's show." *talk show*
- "Can they score in the last minute?" *sports show*
- "Today: A hurricane hits the..." *the news*

3 1.02 Listen. Write the shows the people talk about.

- comedy*
- game show*
- streaming series*
- soap opera*
- reality show*
- cartoon*

LEARN TO LEARN

Using Real Examples

When you learn vocabulary, think of examples to help you remember it.

- Think of an example of each type of TV show in Exercise 1.
- Ask about your partner's TV shows. Can you guess what they are?

What type of show is it?

A sports show.



Use It!

6 Complete the sentences so they are true for you. Tell your partner.

- I love watching _____
- My family often watches _____
- My favorite TV show is _____
- I hate _____

Explore It!

Guess the correct answer.

Which country in the world watches the most TV?

a Poland b U.S.A. c Japan

Find an interesting fact about TV. Then write a question for your partner to answer.

Learn to Learn

Examples can create memorable associations, especially if they are personalized (e.g., students could think of their favorite cartoon, soap opera).



4 & 5 Students could do Exercise 4 in pairs and Exercise 5 in a group with another pair so as to generate more ideas.



6 Ask students to walk around the class and talk to as many other people as

possible until they find someone they have something in common with.

Explore It!



Students ask each other their questions in pairs. After the answers are revealed, they vote on the most interesting fact, which they read to the whole class.

Reflection and Homework

Workbook p8



Warmer



Elicit that a Tweet /twit/ is a short text posted on Twitter /'twɪtər/. Elicit that Twitter is used to share ideas and content online, that the @ (at) symbol is used to reply or publicly message someone, and the # (hashtag) symbol is used to explain the topic of the Tweet.



1 & 2 Ask students to skim the text quickly to check their guess to the question in Exercise 1. Then allow the students to read more slowly to answer the questions in Exercise 2.



3 **EXAM** Encourage students to underline the sections of the text where they found the answers.



4 Ask students to find the words from the box in the text and read the whole sentence around them to guess the meaning from context.



5 Elicit a few historical events to generate ideas, and then allow a few minutes of thinking time before asking students to speak in pairs.

READING
Tweets

1 Look at the pictures and titles. What do you think the Tweets are about?

1.03

2 Read the Tweets. Match the people with the TV shows. Then listen and check.

- | | | |
|---------|---|--------------------|
| 1 Jack | a | a comedy |
| 2 Holly | b | the news |
| 3 Rory | c | a streaming series |

3 **EXAM** Check (✓) the correct column.

	Jack	Holly	Rory
1 likes different TV shows from their friend			✓
2 does media studies	✓		
3 is with a friend now		✓	
4 talks about a friend in a different place			✓

4 Match the words with the definitions.

average episode season subscribe

- | | |
|--|-----------|
| 1 one individual show in a series | episode |
| 2 typical, normal | average |
| 3 arrange to pay and receive something regularly | subscribe |
| 4 a period in which a show appears regularly on TV | season |

Voice It!

5 Imagine you are watching a famous event from history on the news. Discuss the questions.

- Where are you?
- Who or what can you see?
- How many people are there?
- How do you feel?



Crazy about TV @crazyabouttv

Apart from sleeping, the average teenager spends more time in front of a television than doing any other free-time activity! So ... are you watching TV right now? Where are you watching it and who with? We want to know! Tweet us and send us your photos. #crazyaboutTV



JackLong @JL0-0-0-ng

I'm learning about the history of TV in media studies this week. So for homework, I'm traveling back to 1969 to watch the news about Neil Armstrong, the first person on the moon.



Crazy about TV @crazyabouttv

@JL0-0-0-ng Amazing! Neil Armstrong and Buzz Aldrin are walking on the moon. Around 530 million people are watching them with you. We're over the moon, too! #crazyaboutTV



Holly Bardsley @HBards

At the moment, I'm sitting in my bedroom with my best friend @superfan2. We're watching our favorite streaming series, *Stranger Things*, on my new tablet. We're super fans and this episode is so scary! 🤖



Crazy about TV @crazyabouttv

@HBards Here's a cool fact for you. More than 100 million people around the world subscribe to Netflix, and you're one of them. Do you want to know about the next season of *Stranger Things*? 🤖 Just ask us! Spoiler alert! #crazyaboutTV



Rory Green @RoryG

I'm waiting for my favorite comedy to start, so I'm taking a selfie and I'm messaging my friend @laughingbol 🤖 at the same time! He isn't watching TV – he's listening to music. He doesn't like comedies.



Crazy about TV @crazyabouttv

@RoryG Believe it or not, if you're an average American teenager, you probably send about 128 instant messages a day! #crazyaboutTV

Finished? p118 Ex. 1

12 WHAT ARE YOU WATCHING? | UNIT 1

Class Challenge



The person with the most Twitter followers is Rihanna / Taylor Swift / Barack Obama.

Extend It!



In pairs, students choose the most interesting idea from Exercise 5 and write a Tweet about it in reply to @crazyaboutTV. The Tweet should be a maximum of 280 characters (including spaces and punctuation).

Finished?

Students turn to p118 and do Exercise 1.

Reflection and Homework



Workbook p9

Warmer



Ask students to talk about a TV show they are watching at the moment and discuss if they like it or not, and why.

► Play **video 1.2**. Elicit that Ben and Nick are playing a video game and watching a vlog, and that the vlogger is chatting and vlogging.

1.05-1.06 Audioscripts pT151

1 Encourage students to complete the chart and compare answers in pairs before looking at p12.

Pronunciation

1.04-1.05 Ask students to turn to SB p141 for pronunciation practice of contractions with *to be*.

Grammar Game

Refer students back to SB p4 and review the phrases for talking about hobbies and sports. Put students into teams. Ask one student to stand in front of the class and mime an action. The first team to guess the action, using the present continuous (e.g., *You are playing tennis.*), wins a point and sends a new student to mime another activity.

Get It Right!

Point out to students that these verbs usually describe states (or situations), not actions. Have students practice the verbs.

2 & 3 Ask students to circle all the *to be* verbs and *-ing*, and check their answers with partners before sharing with you.

GRAMMAR IN ACTION

Present Continuous

	I	He/She/It	We/You/They
+	I'm sitting in my bedroom.	He 's listening to music.	Neil Armstrong and Buzz Aldrin 're walking on the moon.
-	I'm not sitting in class.	He 's isn't watching TV.	We aren't watching the news.
?	Am I listening to music? Yes, I am . / No, I'm not .	Is Rory's friend listening to music? Yes, he is . / No, he isn't .	're Are you watching TV right now? Where 're are you watching it?

> Pronunciation p141

Get It Right!

We don't usually use some verbs with the present continuous. For example, **know**, **understand**, **like**, **love**, **prefer**, **remember**.

Do you understand me? NOT Are you understanding me?

1 Complete the examples in the chart above. Use the Tweets on page 12 to help you.

2 Write sentences with the present continuous.

1 Jack / watch TV / with 530 million other people.

Jack is watching TV with 530 million other people.

2 Holly and her friend / not sit / in the library.

Holly and her friend aren't sitting in the library.

3 Holly and her friend / watch / a streaming series now.

Holly and her friend are watching a streaming series now.

4 Rory / not watch / his favorite comedy at the moment.

Rory isn't watching his favorite comedy at the moment.

3 Complete the blog with present continuous verbs.

This week I **'m researching** (research) my favorite subject – TV! I'm very happy because I **'m not doing** (not do) it on my own. I **'m preparing** (prepare) a presentation with my friend Saul. At the moment, Saul **'s** **isn't talking** (not talk) to me. He **'s** **is watching** (watch) a new online series, and he **'s** **is taking** (take) notes. I'm tired right now, so I **'m taking** (take) a break. But we **'re** really **enjoying** (enjoy) this project.



Watch video 1.2
What are Ben and Nick doing?
What two things is the vlogger doing?

4 Complete the conversation with the present continuous form of the verbs. Then listen and check.

call do give interview
study talk watch

ROSA What **'re** you **doing** right now, Toni?

TONI I **'m** **talking** to you.

ROSA Ha, ha. Very funny. **'re** you **studying** for the math test?

TONI No, I **'m** **watching** a talk show.

Why **'re** you **calling** me?

ROSA Well, this math homework

's **is giving** me a headache.

Can you help me?

TONI Sorry, Rosa. I can't talk now. They

're **interviewing** Ed Sheeran. I'll

call you back, OK? Bye.

ROSA Great. Thanks a lot, Toni.

Use It!

5 Write questions. Then ask and answer with a partner.

1 what / you / wear?

What are you wearing?

2 what / your teacher / do / right now?

What is your teacher doing right now?

3 where / your best friend / sit / today?

Where is your best friend sitting today?

What are you wearing?

I'm wearing ...

Finished? p118 Ex. 2

UNIT 1 | WHAT ARE YOU WATCHING? 13

4 To support any weaker students, ask fast finishers to write the verbs in the box in the correct order on the board. Play the audio to check answers.

5 Encourage students, in pairs, to write two extra questions for another pair to answer.

Finished?

Students turn to p118 and do Exercise 2.

Reflection and Homework

Workbook p10

- 1** **1.07** ★★ Students cover the box and work in pairs to describe the picture using the present continuous. After feedback, the students repeat the task with a new partner, using the new vocabulary.

Target Vocabulary

actor 'æktər
 camera operator 'kæm-rə
 'ɑ:pə'reɪtər
 costume 'kɑ:stəm
 (digital) camera ('dɪdʒɪtəl) 'kæm-rə
 director də'rek-tər
 lights laɪts
 makeup artist 'meɪk,ap
 'ɑ:tɪst
 script skɪpt
 set set
 sound engineer saʊnd
 'en-dʒə'nɪər

- 2** ★★ After feedback, students choose one of the words they haven't selected and make a sentence with it.

- 3** ★ Allow students to write their descriptions before speaking.

- 4** Elicit ideas on the board, but don't give answers at this stage: *They're used in movies. The castle is part of a set.*

- 5** **1.08** Elicit the exact phrase in the audio: *Avatar's my favorite movie!*

Vocabulary Bank SB p128

Learn to Learn

Reflecting on the type of information they need before listening will help students cope better with longer texts and realize they don't need to understand every word.

VOCABULARY AND LISTENING

Making Movies

- 1** Match the words with the people and things in the picture. Listen, check, and repeat.

actor	3	lights	2
camera operator	7	makeup artist	6
costume	9	script	8
(digital) camera	4	set	1
director	10	sound engineer	5



- 2** Circle the correct word in each sentence.

- It's too dark. We need extra lights / cameras.
- They're building the director / set this week.
- We can't start filming – the main operator / actor isn't here.
- Who is writing the script / lights?
- I'm not wearing that costume / camera. No way!
- We can't hear the voices very well. Where's the makeup artist / sound engineer?

14. WHAT ARE YOU WATCHING? | UNIT 1

Use It!

- 3** Choose a job from Exercise 1 and describe what you're doing. Can your partner guess the job?

I'm sitting in my chair. I'm talking to the actors, and I'm looking at the set.

A Guided Tour

- 4** Look at the photos. Where do you think you can see these things? What are they?



- 5** Listen and Circle Matt's favorite movie.
 a Thor b Avatar c The Lord of the Rings

LEARN TO LEARN**Listening for Specific Information**

Check what type of answer you need (a number, a name, a place, a job, etc.) before you listen.

- 6** Read the questions in Exercise 7. Write the type of answer you think you need to listen for.

- | | |
|------------|------------|
| 1 a place | 4 a place |
| 2 a number | 5 a number |
| 3 a job | 6 a job |

- 7** Listen again and answer the questions.

- Where does Matt live? Wellington
- How many people visit movie locations in New Zealand each year? more than 3 million
- What is Clara's job? She's a guide.
- Where do the students go first? to the costumes section
- How tall are some of the bigatures? 9 metres
- What is Martin's job? He's a camera operator.

Voice It!

- 8** What is on your dream movie studio tour?

- 6** ★ Do this as a whole-class activity and guide students to the correct answers.

- 7** Before they listen again, allow students to discuss the questions in pairs based on what they remember from the first listening.

- 8** ★ Students work in small groups to invent their dream tour, thinking about:

- a movie or TV series
- what they might see on the tour
- who they might meet.

They then present their ideas to the class and vote for the best tour they heard about.

Reflection and Homework

Workbook p11

Warmer

13 min

Students discuss in pairs whether they would like to start a vlog in English and what they would talk about.

► Play **video 1.3**. Students watch the video and take notes on the tips. Elicit that the boy is doing a vlog for media studies. He gives the following tips:

- You can use a camera that has a microphone or your phone.
- Check sound and lights.
- Outline what you want to say (take notes).
- Be yourself – don't speak too quickly.
- Have fun! Students discuss their notes in pairs, then listen again and check.

1.09 Audioscript pT152

1 Point out that we use the simple present for things that always happen. We use the present continuous for things that are happening now but will finish.

2 & 3 ★ Allow students to compare answers in pairs before conducting feedback with the whole class.

4 Tell students that we don't use frequency adverbs like *always* or *sometimes* with the present continuous.

5 Explain that adverbs of manner give extra information about how someone does something. Allow students to practice and drill.

6 Point out that fast is both an adjective and an adverb and that we need to change a final -y to -ily.

GRAMMAR IN ACTION

Simple Present and Present Continuous



Watch video 1.3
What is he doing?
Describe two things he gives.

Simple Present	Present Continuous
More than 3 million people ¹ visit locations for movies here every year.	Today, I ² am visiting a movie workshop with my media studies class.
Time expressions: <i>always, sometimes, never, every day/week, etc.</i>	Time expressions: <i>(right) now, at the moment, today, this morning, etc.</i>

- Complete the examples in the chart above with the correct form of **visit**.
- Circle the correct verbs.
 - Matt **lives** / *is living* in Wellington.
 - They **wait** / *are waiting* for their tour guide.
 - Martin **works** / *is working* hard today.
 - Martin **always uses** / *is using* a digital camera.

3 Complete the text with the correct form of the verbs in parentheses. Then listen and check.

Media studies ¹ **is** (be) my favorite subject at school. I ² **love** (love) it! This week, we ³ **'re studying** (study) the history of film. We ⁴ **'re learning** (learn) all about talkies, CGI, and lots more! I ⁵ **don't know** (not know) much about it. It ⁶ **takes** (take) a long time and a lot of people to make a movie. Sorry! Time to go! My little brother ⁷ **is making** (make) a lot of noise downstairs. I think he ⁸ **'s watching** (watch) his favorite comedy with my mom and dad. They all ⁹ **love** (love) it, and they always ¹⁰ **laugh** (laugh) a lot! What ¹¹ **are** you **doing** (do) at school this week?

7 ★★★★★ Students write two extra questions about TV shows or movies, one with the simple present and one with the present continuous.

8 Monitor while students discuss and take notes of any common mistakes, writing them on the board for the class to correct.

Use It!

4 Write sentences with the verbs and time expressions. Use the correct tense.

do / sometimes drive / now watch / always

- We / sports shows on the weekend.
We always watch sports shows on the weekend.
- They / their homework together.
They sometimes do their homework together.
- My parents / me to the gym.
My parents are driving me to the gym now.

Adverbs of Manner

If I'm not explaining ¹ **clearly** (clear), let me know!

Talk ² **quietly** (quiet), please.

He's working ³ **hard** (hard) today.

5 Complete the examples in the chart above with the correct form of the words in parentheses.

6 Write the adverbs for adjectives 1-6. Circle the ones that don't use -ly.

- | | |
|--------------------------------|------------------------|
| 1 nice nicely | 4 loud loudly |
| 2 fast fast | 5 happy happily |
| 3 beautiful beautifully | 6 good well |

Use It!

7 Write questions. Use the simple present or present continuous and the adverb form of the adjectives.

- you / always / make / new friends? (easy)
Do you always make friends easily?
- you / speak / English / today? (good)
Are you speaking English well today?
- your math teacher / explain / everything? (clear)
Does your math teacher explain everything clearly?
- you / work / this term? (hard)
Are you working hard this term?

8 Ask and answer the questions in Exercise 7.

Finished? p118 Ex. 3

UNIT 1 | WHAT ARE YOU WATCHING? 15

Grammar Game

Students make three sentences about themselves using the present continuous, one of which is false. In groups, their classmates ask extra questions to guess which sentence is false.

Finished?

Students turn to p118 and do Exercise 3.

Reflection and Homework

Workbook p12

¹ Explain the difference between hard and hardly

Warmer



Tell students you don't know what TV show to watch at the moment. Elicit a few recommendations from them, drilling the phrase *You should watch ... because it's ...*

Audioscript pT152

1 ★★ Students listen and answer the question with their books closed. Elicit that Eva does like the show.

2 Clarify the meaning of *I'm not really into* (= I'm not very interested in) and the pronunciation of *awful* / 'ɔːfəl/.

3 Play video 1.4 and drill the pronunciation of the phrases, dealing with any difficulties with meaning.

4 After feedback, encourage students to rehearse the conversations in pairs using appropriate intonation. Ask volunteers to perform the conversations for the whole class.

5 Give students plenty of thinking time and allow them to use dictionaries if needed. Students share their ideas with a partner, who should ask extra questions to generate more ideas to write about.

6 During group rehearsal, encourage one student in each group to check for correct grammar and one to check for appropriate vocabulary.

SPEAKING

Asking for and Giving Opinions

1 Listen to the conversation.
Does Eva like the show? **Yes, she does.**

EVA What are you doing?
ALEX I'm watching the second episode of this new comedy series.
EVA But it's lunchtime.
ALEX I'm not having lunch today. Lunch can wait.
EVA So, what ¹do you think of the show?
ALEX I love it! Do you like comedies?
EVA No, I don't. I'm not ²really into them.
ALEX I ³prefer watching documentaries and dramas.
ALEX Everyone's watching this one. It's really cool! Why don't you watch it with me?
EVA I'm not sure.
ALEX I think you'll really like it.
EVA OK. Let's see.
ALEX Well? What do you think of it?
EVA Actually, it's ⁴not bad!

2 Complete the conversation with the phrases from the *Useful Language* box. Then listen and check.

Useful Language

I prefer watching ...
I'm not really into it/them.
It's great / good / not bad / awful.
What do you think of ... ?

3 Look at the *Everyday English* box. Find and underline the phrases in the conversation.

Watch video 1.4
Everyday English

Actually ... It's really cool!
Let's see. Well?

4 Complete the conversations with the *Everyday English* phrases.

- 1 A This actor is great, isn't he?
B **Actually** ..., I don't really like him.
2 A **Well** ... ? Do you like the show?
B Yes, I do. **It's really cool!**
3 A Come with us to the gym on Saturday.
B Maybe, but I'm not sure. **Let's see** ...

PLAN

5 With your partner, choose two TV shows to talk about. Take notes about them.

Which shows? _____

What do you think of them? _____

Why? _____

SPEAK

6 Practice a conversation with your partner, asking for and giving opinions about TV shows. Remember to use the simple present and present continuous, vocabulary from this unit, and phrases from the *Useful Language* and *Everyday English* boxes.

CHECK

7 Work with another pair. Listen to their conversation and complete the notes.

Which shows? _____

What do they think of them? _____

Why? _____

7 One student from each group goes to another group and takes notes on the answers of that group.

Reflection and Homework



Workbook p11. In preparation for the Writing lesson (p17), ask students to research facts about their favorite TV or Internet celebrity.

Warmer



Students share what they learned about a TV or Internet celebrity for homework, asking each other extra questions.



1 Elicit the answer from students before allowing them to read the text fast for gist.



2 Encourage students to underline key words in the text that helped them select the correct answers.



3 Ask students to discuss the statements and guess the answers in pairs, based on what they remember from the text, before reading again.



4 ★★ Ask students to cover the *Useful Language* box and find all the instances of *and*, *but*, and *or*. In pairs, they discuss how these words are used before checking the *Useful Language* box.



5 ★★ After feedback, ask students to write and check in pairs three extra sentences, one for each useful language word, using the vocabulary on p7 (e.g., *I have a phone, but I don't have a tablet. Do you take pictures with your phone or with your camera?*).



6 Students write notes about the celebrity they researched for homework and show them to a new partner. Then they can use the notes to discuss what they will write about.

WRITING

A Description of a Celebrity

1 Look at the photo. What is the woman holding? Read the description and find the answer. **She's holding a cake.**

2 Match topics a–c with paragraphs 1–3.

- a Why I like this person
- b An introduction to the person and her show
- c Typical episodes in the show

3 Read Lidia's description again. Are the sentences **T** (true) or **F** (false)?

- Rosanna Pansino ...
- 1** is from the U.S.A. **T**
- 2** has a game show on the Internet. **F**
- 3** likes trying other people's recipes. **F**
- 4** makes unusual cakes. **T**

4 Find and underline examples of *and*, *but*, and *or* in Lidia's description. Complete the *Useful Language* box.

Useful Language

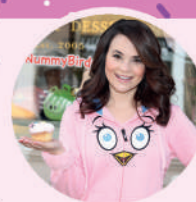
We use **1** **and** to add similar information.
We use **2** **but** to show different information.
We use **3** **or** when there is a choice of two or more things.

5 Circle the correct word.

- 1** I don't like making cakes, **or** / **but** I love eating them!
- 2** Ryan Higa is my favorite internet star, **and** / **but** I often watch his videos.
- 3** Do you prefer watching comedies **and** / **or** soap operas?
- 4** Lots of people love talk shows, **and** / **but** I think they're boring.

My Favorite Internet Star

By Lidia Suarez



- 1** **b** Rosanna Pansino is my favorite internet star. She's an American actor, **but** she also has a cooking show – *Nerdy Nummies*. She bakes fantastic cakes. I love the show **and** trying her recipes. She has more than 10 million subscribers, **and** every month her show gets 75 million views.
- 2** **c** In each episode, she explains how to make her cakes. **But** they aren't normal cakes! They look like characters or objects from TV shows, video games, movies, **or** books. This week, she's making Batman cakes.
- 3** **a** I like her because she's a great cook **and** because she makes the videos herself, too. She uses her own computer, camera, **and** lights. She always explains her recipes clearly. They're easy to follow **and** the cakes taste great!

PLAN

6 Plan a description of your favorite internet or TV personality. Take notes for three paragraphs.

- 1** Who the person is: _____
What they do: _____
- 2** What they do in each episode: _____
What they are doing in this week's episode: _____
- 3** Why I like this person and the show: _____

WRITE

7 Write your description. Remember to include three paragraphs, the correct present tenses, adverbs, and *and*, *but*, and *or*.

CHECK

- 8** Do you ...

 - use sentences with *and*, *but*, and *or*?
 - give information about what the person usually does and is doing now?
 - explain why you like the person?

Finished? p118 Ex. 4

UNIT 1 | WHAT ARE YOU WATCHING? 17



7 & 8 After writing, ask students to highlight the simple present and present continuous forms, adverbs, and words from the *Useful Language* box in a bright color. This will help them with self-assessment. Students can swap texts with a partner to get feedback, and then write a new draft if needed.

Finished?

Students turn to p118 and do Exercise 4.

Reflection and Homework



Workbook p13

Prepare for **Explore It!** (p19). Students research an interesting fact about animated movies.

Background Information

Studio Ghibli is a Japanese studio that makes animated movies. The word *Ghibli* means "hot desert wind." The studio's movies include *Spirited Away* and *Princess Mononoke*, among many others.

Warmer

11 min

In groups, students brainstorm any animated movies they have seen. Then ask each group to choose the best and the worst ones. Elicit contrasting ideas from the class and encourage students to justify their answers.

► **Video 1.5** develops the theme of movies around the world. Before you play it, make sure students understand the questions. Put students into small groups to discuss them. Elicit that India produces almost 2,000 movies each year, that *Bollywood* comes from a mixture of "Bombay" and "Hollywood," and that actors can film scenes for four movies at the same time.

- 1 Anime are animated cartoons. Manga are comic books.
- 2 People read the books from left to right outside of Japan.
- 3 They are examples of anime movies from Studio Ghibli.
- 4 He's a director at Studio Ghibli.
- 5 the number of frames in the movie *Ponyo*



AROUND THE WORLD

READING An Online Article

- 1 Look at the photos. What kinds of movies can you see? What country are the movies from?
- 2 Read the article and check your answers.
- 3 Read the article again. Answer the questions in your notebook.
 - 1 What is the difference between anime and manga?
 - 2 How are manga comics different outside of Japan?
 - 3 Why does the article mention *Howl's Moving Castle* and *Ponyo*?
 - 4 Who is Hayao Miyazaki?
 - 5 What does the number 170,000 refer to?

animated movies / anime, action movies. They're from Japan.

Globaltrotters

Watch video 1.5
Bollywood

- How many movies does India produce a year?
- Where does the name Bollywood come from?
- How many different movies can actors be in at the same time?

Voice It!

- 4 Discuss the questions.
 - 1 Teamwork is an important part of making a movie. Why?
 - 2 What skills do you need to work as a team?
 - 3 What teamwork skills do you have?

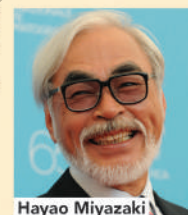
Magical Pictures – from Manga to Anime

Are you familiar with *anime*? *Anime* usually refers to Japanese animated cartoons. They often use *manga* (comic book) characters and stories. Manga and anime have a style that is popular around the world, with series such as *Naruto* and *Dragon Ball Z*.

People read Japanese manga comics from right to left. Outside of Japan, some printers change the direction of reading on the page so people can read the stories from left to right.

You may already like anime! Do you like *Howl's Moving Castle* (2004) or *Ponyo* (2008)? Studio Ghibli, an animation studio in Tokyo, Japan, produced these movies. The director, Hayao Miyazaki, is famous for beautiful anime movies. A single movie can take up to eight years and thousands of hours to produce! But what is the process like?

First, screenwriters develop a script for the story. Then they think about the characters. What do they look like? What are their personalities like? What do we learn about the characters in the story? What do they learn about themselves?



Hayao Miyazaki

After this, concept artists draw the characters, their expressions, and their clothes. Next, storyboard artists use the script to **sketch a storyboard**. A storyboard shows all the important **scenes** in the movie. Voice actors read the characters' lines in a recording studio, and animators draw the characters and the **backgrounds**. To animate a scene, they make tiny changes to each picture. When they play the **frames** as a video, the characters come alive. It requires a lot of pictures. The movie *Ponyo* has 170,000 frames, and artists animated every scene by hand, not with a computer. The final result is a movie that people everywhere can experience and enjoy.

18 WHAT ARE YOU WATCHING? | UNIT 1

2 min

- 1 Elicit guesses and write relevant vocabulary on the board, such as *drawing*, *characters*, and *actor*.

6 min

- 2 After checking the answers, ask students if they have ever seen a Studio Ghibli movie, and invite those who have to try to explain the story, helping them with unknown language.

5 min

- 3 Have students underline key words in the questions and use them to find the information in the text.

2 min

- 4 Write *teamwork* on the board. In groups of four, students brainstorm what it means to demonstrate teamwork (e.g., *We listen to others' ideas. We divide up tasks.*). Elicit a few ideas on the board before letting students discuss the questions.

Class Challenge

2 min

The first ever animated film was made in 1917 in Japan / the USA / **Argentina**.

Lesson Aim: I can understand a text about Japanese manga and anime.

Learn to Learn

Looking up every unknown word in a dictionary makes reading hard work, so students will be less likely to read in English for pleasure, which is very important. They should instead choose which words are needed for comprehension and which words can be ignored.

5 After feedback, encourage students, in pairs, to find one more difficult word in the text and use the strategies to guess its meaning before checking in a dictionary.

6 After the activity, ask students to choose the best sentences they produced and repeat the exercise in a bigger group so as to expose each other to as many examples as possible.

Explore It!

Students write their questions based on the facts researched for homework and, in groups, prepare a quiz for the whole class.



LEARN TO LEARN

Understanding New Words

Don't worry if you don't understand some words. First, try to get a general understanding of the article. Then guess the meaning of the new words.

5 Look at the words in bold in the article. Try to guess their meaning. Then check in a dictionary.

- Look at the words before and after the word.
- Think of similar words in your language.
- Look at any pictures to help you understand.
- Look for other examples of the word in the article.



6 Think of your own sentences with the new words. Say each sentence, but don't say the new word. Can your partner guess it?

Explore It!

Guess the correct answer.

Spirited Away is a famous Studio Ghibli film. The location for the movie is in ...

- a** Taiwan. **b** Tokyo. **c** Seoul.

Find three more interesting facts about animated movies. Choose your favorite fact and write a question for your partner.



The aim of this page is for students to review the grammar and vocabulary from the unit.

1 REVIEW

VOCABULARY

- The TV shows are wrong. Write the correct ones.
 - My little sister loves soap operas. Her favorite character is SpongeBob. **cartoons**
 - That new documentary is so exciting, and it's only the second episode! **streaming series**
 - This sports show is about dolphins. **documentary**
 - Which guests are on the soap opera tonight? **talk show**
 - Only one person can win the car and the money on this drama. **game show**
- Write the TV and movie words for the definitions.
 - clothes that actors wear in movies. **costumes**
 - a person who changes the actors' appearance. **makeup artist**
 - the words for a movie. **script**
 - the place where they film a TV show. **set**
 - the person who tells actors what to do. **director**

GRAMMAR IN ACTION

- Complete the conversation with the present continuous form of the verbs.

HASAN Hey, Yusuf. Are you at home?
YUSUF Yes, I ¹ **'m watching** (watch) last night's music show. Where ² **are** you **calling** (call) from?
HASAN I ³ **'m standing** (stand) outside the house. I don't have my keys.
YUSUF Call Mom.
HASAN I ⁴ **'m calling** (call) you because Mom ⁵ **isn't answering** (not answer) her phone.
YUSUF Where are you?
HASAN I ⁶ **'m sitting** (sit) in the backyard. The sun ⁷ **is shining** (shine), the birds ⁸ **are singing** (sing).
HASAN Yusuf, can you let me in, please? NOW!

20 REVIEW | UNIT 1

- Complete the sentences with the simple present or present continuous. **isn't reading**

- The actor _____ the script at the moment. (not read)
- Do** you usually **meet** your friends after school? (meet)
- The students **are studying** for their drama exam this week. (study)
- Simon always **watches** TV after school. (watch)

- Rewrite the sentences with adverbs of manner.

- The children are talking in the library. (quiet)
The children are talking quietly in the library.
- Are you writing in your notebooks? (careful)
Are you writing carefully in your notebooks?
- The teacher is explaining the activity. (clear)
The teacher is explaining the activity clearly.
- We're studying for our exams. (hard)
We're working hard for our exams.

- Complete Kim's blog with the simple present, present continuous, and adverbs of manner.

My friend Ava often ¹ **comes** (come) to my place on Saturday afternoons, and we ² **listen** (listen) to music together. This Saturday is different. My dad ³ **is driving** (drive) us to a movie premiere. There's a lot of traffic, so we **aren't moving** (not move). ⁵ **quickly** (quick). I usually ⁶ **write** (write) my blog on Saturday evening in my bedroom, but today I ⁷ **'m typing** (type) it ⁸ **slowly** (slow) on my phone in the car!

Self-Assessment

- | | | | |
|--|---|---|---|
| I can talk about TV shows. | 😊 | 😊 | 😊 |
| I can talk about making movies. | 😊 | 😊 | 😊 |
| I can use the simple present and present continuous. | 😊 | 😊 | 😊 |
| I can use adverbs of manner. | 😊 | 😊 | 😊 |

Vocabulary

- Divide the class into four or five teams. Ask them to close their books. Read the sentences out loud. The first team to shout *Buzz!* and then correct the sentence wins a point.

- In groups, students brainstorm vocabulary related to making movies. Write appropriate words and phrases on the board for the students to check.

Grammar in Action

- After feedback, pairs rehearse the conversation using appropriate intonation. Ask for volunteers to act out the conversation for the class.

- After feedback, ask students, in pairs, to write three more sentences, each with a missing word, and give them to another pair to complete.

- Before the activity, students have three minutes, in groups, to brainstorm as many adverbs that end in -ly as possible. The team with the most correct adverbs wins.

- Ask students to check their answers in pairs before feedback. If students have different answers, encourage them to discuss their reasons.

Review the Unit Theme

- Remind students of the unit title: *What are you watching?* Put students into pairs. Have them discuss the following questions: *What kinds of TV shows do you like? Do you prefer watching TV shows, movies, or short videos? What don't you like watching? Why? Share answers as a class.*

Self-Assessment

- Ask students to look at the exercises on p20 and in the rest of the unit to help them decide how confident they are with each language point. Encourage them to discuss their opinions in pairs before deciding which face to circle.

Lesson Aim 2: I can organize my vocabulary notebook.

Encourage students to keep their own language notebooks. The notebooks can be paper-based or digital, but they should be organized in a way that is clear and easy to use.

7 Put students into small groups. Ask them to compare notebooks and discuss which they think are the best organized and why. Then they answer the questions. Elicit a few contrasting ideas, as there are no real correct or incorrect answers at this stage.

8 After feedback, students discuss which of these things they already do and why. Encourage volunteers to show the class their notebooks, if appropriate.

9 After feedback, students work in pairs to rank the tips from most to least useful and then compare with a new pair.



10 Supply students with the necessary tools, or ask them to share pens with other students.

11 Encourage students to write a "contract", in which they explain how they will keep their vocabulary organized. Put aside time every week for students to check their partner's notebooks and make sure they are not breaking their contract!

LEARN TO LEARN

LEARN TO ... ORGANIZE YOUR NOTEBOOK

When you organize your notebook, it helps you to study better.

7 Ask and answer with a partner.

- What do you usually write in your notebook?
- How often do you use your notebook when you study at home?
- How can you organize your notebook better?

8 Look at Irina's notebook. Match the tips (1-5) with a-e.

- Divide your notebook into sections so that you can find things quickly. **a**
- Use different color pens for different things (for example, adjectives can be red, numbers can be green). **c**
- Highlight or underline important notes, words, and facts. **e**
- When you write a text, make a plan on the left and then write on the right. **b**
- Write all your homework notes (what page, what exercise) in the same place so that you don't forget what you have to do. **d**

9 Look at the tips in Irina's notebook again. Complete the sentences.

- Highlighting and underlining help you see the **important** information.
- You can use the **plan** on the left when you're writing.
- The **homework** notes help you remember what to do at home.
- You can use different color pens for **different** things. It's your choice!
- You can find notes quickly when you use different **sections**.

SHAPE IT!

10 Follow the plan to organize your notebook.

- Divide your notebook into sections.
- Choose different color pens for your notes.
- Get a highlighter for important information (or you can underline it instead).
- Start using your notebook today!

11 Discuss with a partner. What other notebook sections can you think of? How can they help you learn?

The diagram shows a notebook page with the following sections labeled with letters:

- a**: Plan (left margin)
- b**: Paragraph 1 (top right)
- c**: Paragraph 2 (middle right)
- d**: Paragraph 3 (bottom right)
- e**: Don't forget to use: and, or, but (bottom right)

On the left margin, there are labels for different sections: notes, vocabulary, homework, and grammar.

Extend It!

Establish a notebook competition that takes place each month. In the first lesson of each month, ask students to show you their notebooks in order to find the "best notebook" and the "most improved" notebook.

Reflection and Homework

Workbook pp14-15

Warmer

Show students a simple infographic (e.g., about healthy habits or daily routines) and ask them what they notice about how information is presented, then lead into the How to Make an Infographic box.

1 Ask students to form small groups and choose a film-related job from the box (or suggest their own). Instruct them to research the role by answering: How do you get the job? What are the main tasks? What steps are involved? Support them in organizing the information into a logical sequence. Then, guide them to plan their infographic by deciding on text placement, selecting simple images, and combining both into a clear layout.

2 Invite each group to present their infographic to the class. Remind them to speak clearly, explain the steps in order, and use visuals to support their explanation. Encourage creativity but keep presentations concise

3 Have students listen carefully to their classmates' presentations and take notes. Then, lead a whole-class discussion using the provided questions: Which infographic was your favorite? What job did it present? How did the images make the text clearer? Encourage constructive feedback and highlight effective features.



CULTURE PROJECT

An Infographic

An infographic is a poster with simple illustrations to present information in a clear and memorable way.

How to Make an Infographic

Remember to think about the following ideas.

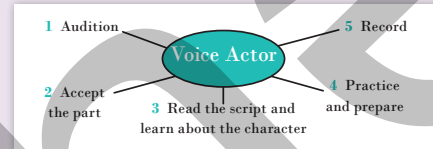
- Think about the information you want to present.
- Research facts and take notes. Choose information that you find interesting.
- Select simple images that attract the reader's attention and illustrate the information clearly.
- Think about how to combine the images and the text. Present short facts around the page instead of one large paragraph.

PLAN

1 Work in groups. Choose a job related to making movies. Use an idea from the box or your own idea.

animator camera operator concept artist director
screenwriter special effects technician stunt double

Research information about your job. How do you get the job? What actions do you do in the job? Organize the information in steps.



- Work as a group to brainstorm images for the infographic. The images should make it easy to follow the sequence of the steps.
- Plan where the text and images should go on the page.
- Illustrate the infographic and add the text. You can do this on paper or on a computer.

PRESENT

2 Present your infographic to the class. Remember to include simple images that fit with the information in the text. Make sure to include interesting facts and follow the tips from *How to Make an Infographic*.

CHECK

3 Listen to your classmates' presentations. Then answer and discuss the questions.

Which is your favorite infographic?

What job does it present? What are the steps?

How do the images make the text interesting and easy to understand?

Lesson Aim: I can organize information in steps and make an infographic.

4 Have students look at the example infographic about a **Voice Actor** on the page. Ask them what they notice about how the steps are organized (numbered order, short texts, simple images). Draw their attention to how the visuals help explain the process and make the information easy to follow. Then, connect this example to the “**How to Make an Infographic**” box by highlighting that students should also think about steps, simple images, and short texts when they create their own project



Unit 2 How was the past different?

Lesson 1 (T24-T25) = 45 minutes

Lesson Aim 1: I can talk about history.

Warmer



Write *ancient civilizations* on the board. Ask students, in small groups, to brainstorm places and people that come to mind. Elicit ancient civilizations they know about or have studied.

Start It!



1 🗣️ Elicit that the photo shows an ancient Egyptian carving. Elicit students' ideas about the age of the artwork (between 3200 BCE and 40 CE).



2 & 3 🎮 Ask students to discuss the questions in pairs, and then play **video 2.1**.



4 🗣️ In small groups, students agree on a list of three things. Elicit the things on the board and discuss them with the whole class.

2

How was the past different?

LEARNING OUTCOMES

I can ...

- understand texts about journeys and lives in the past
- ask and answer questions about the weekend
- write an account of a journey
- understand how to use the simple past, *there was/were*, and *a, an, some, and any*
- talk about the weather and useful objects
- use word families, categorize vocabulary, and guess the meaning of new words
- give feedback and design a museum display

Start It!

- 1 Look at the photo. How old do you think the artwork is? Why?
- 2 Before you watch, what do you know about the ancient Egyptians?
- 3 What did the Egyptians use to make boats? Watch and check.
- 4 Name three things you would like to see in Egypt.

papyrus and wood



Watch video 2.1



Grammar in Action 2.2



Grammar in Action 2.3



Everyday English 2.4

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Unit Aims

Skills

I can ...

- understand a text about lives in the past p24
- talk about my weekend p28
- write an account of a journey p29
- give feedback and design a museum display pp30–31

Language

I can ...

- talk about the weather p23
- understand how to use the simple past p25
- talk about useful objects p26
- understand how to use *there was/were* and *a, an, some, and any* p27

Learn to Learn

I can ...

- recognize word families p23
- categorize vocabulary p26
- guess the meaning of new words p33

Extra Resources

- Finished? Student's Book p119
- Vocabulary Bank, Student's Book p129
- Workbook pp16–23
- Grammar Reference and Practice, Workbook pp90–91

Discuss



Give students two minutes to write down as many weather words as possible. Ask students to discuss their favorite type of weather and why they like, in pairs.

2.01 Audioscript pT153



1 Point out that all the pictures, apart from one, show two or more types of weather at the same time.

Target Vocabulary

cloudy 'klaʊdi
cold kould
dry draɪ
foggy 'fɒgi
hot hat
icy 'arsi
rainy 'reɪni
snowy 'snəʊi
stormy 'stɔːmi
sunny 'sʌni
warm wɜːm
wet wet
windy 'wɪndi



2 Challenge students to complete the exercise without looking at the box.



Vocabulary Bank SB p129

Learn to Learn

At this level, students should start developing their understanding of word forms, and be able to recognize and produce different parts of speech coming from the same root word.



3 During feedback, elicit that ice loses the e before the y when it becomes an adjective, and the g and n in fog and sun are doubled because there is a vowel before them.

VOCABULARY

The Weather

1 What is the weather like in the photos? Circle the weather words that aren't in the photos. Listen, check, and repeat.

cloudy cold dry foggy hot
icy rainy snowy stormy
sunny warm wet windy

- dry, hot, and sunny
- cold and snowy
- cloudy and windy
- foggy
- rainy, warm, and wet

2 Complete the sentences with adjectives from Exercise 1.

- It's cloudy today.
- Is it cold all year?
- August is usually rainy.
- We love snowy weather!
- It isn't windy. It's stormy.

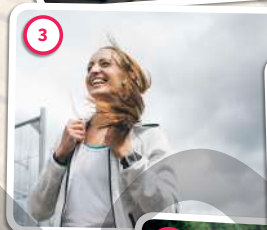
LEARN TO LEARN

Word Families (1)

Build your vocabulary by learning words from the same family. Many adjectives ending in -y come from a noun.

3 Write the adjective forms.

- cloud cloudy
- fog foggy
- ice icy
- rain rainy
- snow snowy
- storm stormy
- sun sunny
- wind windy



Use It!

4 Complete the sentences with your own ideas. Tell your partner.

- When it's foggy, it's difficult to _____.
- In hot, sunny weather, I always wear _____.
- On wet days, I hate _____.
- I think cold, snowy weather is _____.

Explore

Is the sentence T (true) or F (false)?

Snow isn't always white – sometimes there is pink snow in the Sierra Nevada mountains in the U.S.A. T

Find another interesting fact about the weather.



UNIT 2 | HOW WAS THE PAST DIFFERENT? 23



4 Challenge pairs to come up with as many options as possible, and elicit these on the board together with any contrasting opinions.

Explore It!



Ask students to check at home whether the given sentence is true or false and be ready to present their answer in the next lesson. For an extra challenge, ask students to create questions instead of true/false statements and use this as an opportunity to consolidate question formation.

Extend It!



In pairs, students write a brief weather forecast using the vocabulary from the lesson and then present it to another pair.

Reflection and Homework



Workbook p16

Presentation of Homework



Ask students to present the answer they have found from their research.

Warmer



Ask students to discuss the following questions in small groups. Then elicit answers and relevant vocabulary on the board.

- 1 Do you like walking? Why / why not?
- 2 When you travel long distances, what is your favorite means of transportation?
- 3 How many kilometers do you think you could walk in a day?



1 & 2 After feedback, allow students in groups to share their reactions to the text. Elicit a few opinions about someone walking several kilometers a day for months.



3 Set this activity up as a challenge, with the fastest five students being the winners, to encourage fast scanning.



4 Refer students back to p19 to review strategies for guessing meaning from context. During feedback, ask students to justify their answers.



5 Give students two options for each sentence:
1 explorers / pioneers;
2 west / east; 3 wagons / horses;
4 parents / parents and two brothers;
5 violin / piano.



6 To demonstrate how personal you expect their answers to be, tell students about a

READING Diary Extracts

She is writing about her journey as a pioneer on the Oregon Trail.

- 1 Look at the photos. What do you think the girl is writing about?
- 2 Read the text. Check your answer to Exercise 1.
- 3 Read the text again and find these things:
 - 1 two American states **Oregon, California**
 - 2 two types of furniture **tables, chairs**
 - 3 five weather adjectives **warm, dry, cold, rainy, wet**
 - 4 two musical instruments **piano, violin**
 - 5 two animals **oxen, horses**
- 4 Match the highlighted words with the definitions.
 - 1 a long trip to another place **journey**
 - 2 wet and dirty after rain **muddy**
 - 3 a difficult task **challenge**
 - 4 not deep **shallow**
 - 5 vehicles with four wheels to transport heavy things **wagons**
 - 6 large animals like cows that can pull heavy things **oxen**
- 5 Complete the sentences with words from the text.
 - 1 People on the Oregon Trail were called **pioneers**.
 - 2 Oregon is on the **west** coast of the U.S.A.
 - 3 The adults and children didn't usually travel in the **wagons**.
 - 4 Louisa traveled across the country with her **parents and two brothers**.
 - 5 One of Louisa's brothers played the **violin**.

Voice It!

- 6 Discuss the questions.
 - 1 Do you think diaries are important?
 - 2 What challenges do you face each day?

Finished? p119 Ex. 1

24 HOW WAS THE PAST DIFFERENT? | UNIT 2

challenge you face every day. Then allow a few minutes of thinking time before they discuss in pairs or groups.

The Oregon Trail



Between 1843 and 1869, more than 500,000 pioneers left their homes in the east of the U.S.A. to travel more than 3,000 km west to Oregon and California. Some people wanted to find gold and others wanted to start a new life.

The pioneers used **wagons** to cross the country. They took things like tables, chairs, tents, and food – and also things they loved, like pianos! **Oxen** pulled the heavy wagons, but the adults and children usually walked or rode horses. The journey took between four and six months.



Louisa Evans made the **journey** with her parents and two brothers, Samuel and Jesse. These are extracts from her diary.

April 8, 1850

I got up at 5:30 a.m. with Mother, and we made johnnycakes for breakfast. Then we cleaned up the wagon and we left at 7 a.m. We didn't stop until 5 p.m. After dinner, Samuel played his violin, and we sang songs and danced. It was a warm, dry day.

May 1, 1850

Last night it was cold and rainy, and my clothes got wet. I didn't sleep well, and I felt tired all day. It wasn't easy to walk on the **muddy** ground. We didn't travel far today, and we faced a new **challenge**: a river. It was high because of the rain and it looked dangerous. Did we cross it? Yes, we did. We found a **shallow** part and walked across. We were lucky, but other people weren't.

Class Challenge

The first train line to cross from the east of the U.S.A. to the west opened in 1843 / **1869** / 1910.

Finished?

Students turn to p119 and do Exercise 1.

Reflection and Homework

Workbook p17

Lesson Aim: I can understand how to use the simple past. Lesson 3 (T27) = 45 minutes

Warmer

► Play **video 2.2** and ask students to raise their hands when the vlogger mentions an activity they like the sound of. Elicit that she traveled by ferry (a type of ship) and that the weather was stormy and she didn't feel very well.

2.04-2.05 Audioscripts p153

1 Encourage students to complete the chart and compare answers in pairs before looking at p24.

> Pronunciation

2.03-2.04 Ask students to turn to SB p141 for pronunciation practice of the sounds /t/, /d/, and /ɪd/.

2 ★ Encourage students to use the irregular verbs list on SB p143 for support.

3 2.05 Before students attempt the task, elicit what they know about the ship called the *Mayflower*, or have them guess, as this will help their reading comprehension.

4 ★★★★★ Books closed. Increase the difficulty of this task by dictating the words and leaving out all the instances of *did*.

5 & 6 Students rehearse their interviews in pairs and then perform them for the rest of the class or a bigger group. The class can vote for the most interesting interview.

GRAMMAR IN ACTION

Simple Past

	Other Verbs	To Be	
	I/You/He/She/It/We/They	I/He/She/It	You/We/They
+	I got up at 5:30 a.m.	It was cold and rainy.	We were lucky.
-	We didn't stop until 5 p.m.	It wasn't easy to walk.	Other people weren't lucky.
?	Did we cross it? Yes, we did . / No, we didn't .	Was it a hot day? Yes, it was . / No, it wasn't .	Were all the people lucky? Yes, they were . / No, they weren't .

> Pronunciation p141

What did you do after school yesterday / yesterday after school?

1 Complete the examples in the chart above. Use the text on page 24 to help you.

2 Rewrite the sentences in the simple past.

1 More than 500,000 people leave the east coast.
More than 500,000 people left the east coast.

2 The journey takes between four and six months.

The journey took between four and six months.

3 April 8 is a warm, dry day.

April 8 was a warm, dry day.

4 They don't stop until 5 p.m.

They didn't stop until 5 p.m.

3 2.05 Complete the text with the simple past form of the verbs. Then listen and check.

On September 6, 1620, 102 people ¹*left* (leave) England to travel 4,500 km to North America. They ²*didn't agree* (not agree) with some of the religious views in Europe at that time, so they ³*decided* (decide) to start a new life. They ⁴*traveled* (travel) on a ship called the *Mayflower*, and the journey ⁵*took* (take) 66 days. The first half of the journey ⁶*went* (go) well. Then the weather ⁷*changed* (change), and it ⁸*was* (be) very cold and stormy. People got sick and some of them ⁹*didn't survive* (not survive). In December, they ¹⁰*arrived* (arrive) in Plymouth Bay. They ¹¹*didn't know* (not know) anything about this new land, but the local Wampanoag people ¹²*helped* (help) them find food and build houses.



4 Put the words in the correct order to make questions. Then ask and answer.

1 last / your friends / you / see / Did / weekend / ?

Did you see your friends last weekend?

2 you / did / after school / What / yesterday / do / ?

3 night / Were / asleep / at 10:30 p.m. / last / you / ?

Were you asleep at 10:30 p.m. last night?

4 any homework / your English teacher / Did / last week / give / you / ?

Did your English teacher give you any homework last week?

5 Was / hot / yesterday / the weather / ?

Was the weather hot yesterday?

Use It!

5 Think of questions to interview Louisa or a person from the *Mayflower* about their journey. Use the ideas below or your own ideas.

new friends the challenges the date
the food the other people the weather

6 Take turns asking and answering your questions.

When did you leave?

I left on April 2 with my family.

Finished? p119 Ex. 2

UNIT 2 | HOW WAS THE PAST DIFFERENT? 25

Grammar Game

Allow students to review the simple past forms of the irregular verbs on SB p143 for a few minutes and then divide the class into teams. Read one simple present verb aloud. The first team to call out the correct simple past form wins a point.

Finished?

Students turn to p119 and do Exercise 2.

Extend It!

Give students a few minutes to think about the last time they traveled somewhere. Then ask them to share their information with a partner.

Reflection and Homework

Workbook p18

2.06-2.08 Audioscripts pT153



1 2.06 Play a game.

Divide the class into teams. The teams should each form a line, with one student in front of the board. Read aloud one word from the box. The student closest to the board in each team runs to the board and draws the item they just heard. The fastest student wins a point for their team. Teams then change so new students are in front of the board.

Target Vocabulary

blanket 'blæŋkɪt
bowl baʊl
comb kəʊm
cup kʌp
fork fɔːk
hairbrush 'heərbrʌʃ
knife naɪf
lamp læmp
mirror 'mɪrər
pillow 'pɪləʊ
plate pleɪt
scissors 'sɪzəz
spoon spun
toothbrush 'tuθbrʌʃ



2 2.07 Challenge students to cover the box in Exercise 1 while doing the activity.



Vocabulary Bank SB p129

Learn to Learn

Instead of using the same methods, encourage students to try different ways of organizing new vocabulary in their notebook.

VOCABULARY AND LISTENING
Useful Objects

1 2.06 Match the words with the pictures. Listen, check, and repeat.

blanket	4	hairbrush	11	plate	8
bowl	9	knife	3	scissors	2
comb	6	lamp	13	spoon	12
cup	14	mirror	7	toothbrush	5
fork	1	pillow	10		



2 2.07 Listen. Write the objects the people are using.

- | | |
|--------------|------------------|
| 1 toothbrush | 4 hairbrush |
| 2 scissors | 5 spoon and bowl |
| 3 pillow | 6 knife |



LEARN TO LEARN

Categorizing

Recording new words in groups in your notebook can help you remember them.

3 Write the words in Exercise 1 in the chart. Can you add any more words?

Appearance	comb, hairbrush, mirror
Bedtime	blanket, lamp, pillow, toothbrush
Meals	bowl, cup, fork, knife, plate, spoon



4 Choose an object in Exercise 1. Ask questions to guess your partner's object.

Do you use it every day? Yes, I do.

A Radio Show

5 2.08 Listen to an interview about a discovery from the Bronze Age. What can you see in the photo?



6 EXAM 2.08 Listen again and complete the text.

This is the Egtved Girl. She's ¹ 3,000 years old. Archaeologists found her body in ² 1921, in Egtved, a small village in southern ³ Denmark. ... We know she died in ⁴ 1370 BCE when she was between 16 and ⁵ 18 years old. And we know she died in the ⁶ summer because there were some summer flowers with her body.

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3 Elicit extra words and, if time allows, extra possible categories generated by the students.



4 Students win five points if they guess after one question, four if they guess after two, three after three, and so on.



5 2.08 After listening, elicit that the photo shows a body of a girl from the Bronze Age.



6 2.08 Allow students, in pairs, to discuss the sentences before playing the audio again.

Reflection and Homework

Workbook p19



Warmer



► Before playing **video 2.3** ask students in groups to brainstorm what they know about Vikings. After playing the video, elicit that the Viking Age wasn't peaceful, and that there were coins in the exhibition.

2.08–2.09 Audioscripts ppT153–154

1 Ask students to check their answers in pairs before conducting feedback with the whole class.

Get It Right!

3 Quickly review uncountable nouns. Write *weather, homework, information* on the board, and elicit that we can't say *weathers, homeworks, informations*.

2 Play the audio from Exercise 5 in the previous lesson again for students to check their answers.

3 Give students time to write questions before they ask and answer them in pairs.

4 Ask students to underline the nouns after the two options. Guide them to decide if they are countable or uncountable and if the sentence is positive, negative, or a question.

5 & 6 After feedback, challenge students, in small groups, to come up with one extra quiz question. Elicit these and ask the class to guess the answers.

GRAMMAR IN ACTION

There Was/Were

	Singular	Plural
+	There was an exhibition in Copenhagen.	There ³ were some summer flowers.
-	There ¹ wasn't any information about clothes.	There weren't any plates.
?	Was there a blanket? Yes, there ² was . / No, there wasn't .	Were there any other things? Yes, there were . / No, there ⁴ weren't .

1 Complete the examples in the chart above with *was, wasn't, were, or weren't*.

Get It Right!

We use **some** and **any** with plural countable nouns and uncountable nouns.

some/any plates **NOT** *some/any plate*
some/any information **NOT** *an information*

2 Correct the sentences about the Egtved girl.

- There wasn't an exhibition about the Egtved girl.
There was an exhibition about the Egtved girl.
- There weren't any flowers with her body.
There were some flowers with her body.
- There weren't any useful objects with her body.
There were some useful objects with her body.
- There was a hairbrush.
There wasn't a hairbrush.
- There weren't a lot of travelers in northern Europe.
There were a lot of travelers in northern Europe.

3 Ask and answer about the information in Exercise 2.

Was there was an exhibition about the Egtved girl? Yes, there was.

4 Circle the correct words.

- There were some / any students at the talk.
- There was an / some interesting exhibition last week.
- There weren't some / any audio guides.
- Was there some / any snow in the mountains?
- There wasn't a / any documentary on TV last night.



Watch video 2.3 Was the Viking Age peaceful? Were there any coins in the exhibition?

DID YOU KNOW ... ?

- There ~~were~~ ✓ some / any humans in 250,000 years ago.
a Portugal b Africa
- There ~~wasn't~~ x a / an alphabet with letters in ... society.
a Aztec b Roman
- There ~~were~~ ✓ some / any university courses for students in ... in 1095.
a Paris b Oxford
- There ~~was~~ x some / any for eating food in ancient Greece.
a forks b knives **weren't**
- There ~~was~~ ✓ a / some famous Roman ... named Apicius.
a emperor b cook

6 Discuss your answers to the quiz. Then listen and check.

Use It!

7 In pairs, choose a photo from Units 1 and 2 and look at it for one minute. Close your books. What can you remember?

Were there any clouds in the sky?

Yes, there were. There were some white clouds.

Finished? pT19 Ex. 3

UNIT 2 | HOW WAS THE PAST DIFFERENT? 27

7 Have students ask and answer questions using *there was/were*. In pairs, the student who answers more questions correctly is the winner.

Grammar Game



Students write three sentences about their last vacation using *there was/were*. One sentence must be false. Students ask each other questions to find out the lie.

Finished?

Students turn to p119 and do Exercise 3.

Reflection and Homework

Workbook p20



Warmer



Students write down three things they did over the weekend and then move around the room looking for another student who did at least two of the things on their list.

2.10 Audioscript pT154



1 2.10 ★★ Challenge students to listen and answer the question with their books closed. Elicit that Andy was in the country for his grandpa's 70th birthday.



2 2.10 After feedback, encourage students to read the conversation aloud along with the audio, and then to practice it in pairs.



3 Play video 2.4 and drill the pronunciation of the target phrases.



4 Say the following phrases and have students guess whether they are **negative news**, **interesting facts**, **positive news**, or a **question**, and decide which response phrase from Exercise 3 they should use:
The school is closed tomorrow. It will rain the whole weekend. Did you know Egyptian men used to wear makeup?



5 To help generate ideas, elicit possible topics that students could write about, such as "my last birthday" or "my last vacation."



6 & 7 Put pairs together in groups of four. While each pair performs their conversation, one student

SPEAKING

Talking About Your Weekend

1 Listen to the conversation.
Why was Andy in the country?

CARLA Hi Andy. ¹How was your weekend?
ANDY ²It was OK, thanks.
CARLA What ³did you do?
ANDY I went to the country for my grandpa's 70th birthday.
CARLA Cool! What ⁴was the weather like?
ANDY It was cold, wet, and windy.
CARLA That's a shame. ⁵Where did you stay?
ANDY We stayed on my grandpa's farm.
CARLA What was it like?
ANDY Well, there wasn't any Wi-Fi, and there were a lot of noisy sheep outside.
CARLA Really?
ANDY Yes, really. That region has more sheep than people.
CARLA Wow. You learn something new every day!
ANDY What ⁶about you? What did you do?
CARLA Nothing much. I watched TV and made some cupcakes.
ANDY Sounds good!

2 Complete the conversation with the phrases from the Useful Language box. Then listen and check.

Useful Language

How was your weekend?	What did you do?
It was (OK/good/great/amazing/awful), thanks.	What was the weather like?
What about you?	Where did you stay?

3 Look at the Everyday English box. Find and underline the phrases in the conversation.

Watch video 2.4
Everyday English

Nothing much. Sounds good!
That's a shame.
You learn something new every day!

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4 Which **Everyday English** phrase do we use to respond to ...

- negative news? **That's a shame.**
- interesting facts?
- positive news? **Sounds good.**
- a question? **Nothing much.**

PLAN

5 Think about something you did in the past, and take notes.

Where you went:

What you did:

The weather:

Any problems you had:

SPEAK

6 Practice a conversation with your partner about what you did. Remember to use the simple past and **there was/were**, vocabulary from this unit, and phrases from the **Useful Language** and **Everyday English** boxes.

CHECK

7 Work with another pair. Listen to their conversation and take notes.

Where they went:

What they did:

The weather:

Any problems they had:



Finished? Unit 2 Communication

from the other pair takes notes on content and the other student is responsible for correcting any grammar mistakes. Then change the pairs' roles.

Finished?

Students complete Unit 2 Communication.

Reflection and Homework



Prepare for the **Writing** lesson. Students research a famous journey, real or fictional.

Warmer



Students brainstorm things they associate with difficult journeys (e.g., traveling by ship, the North/South Pole, mountains, space travel).



1 Focus students' attention on the ship in the second photo and elicit relevant vocabulary (e.g., ice, icy, iceberg). Elicit a few difficulties that explorers could encounter.



2 ★★★ Challenge students to correct each false statement (e.g., 2 He didn't start the journey on his own because he was with 12 men.). Elicit these during feedback.



3 Turn this into a brief competition to encourage quick scanning. The first five students to circle all the phrases in the text win.



4 Ensure students understand set off (to start a journey) by asking a concept-checking question (e.g., What time did you set off from home this morning?).



5 Allow students to work in pairs, as this will help generate ideas. They can share any information they researched for homework and then choose the most exciting journey to write about.



6 You may want to allow students to write in pairs. This might be more time-consuming but can help students focus on form.

WRITING

An Account of a Journey

1 Look at the photos. Where do you think the man wanted to go? Read the account and check your answer. **to the North Pole**

A Difficult Journey

Fridtjof Nansen was a Norwegian explorer. He wanted to be the first person to reach the North Pole. He set off on June 24, 1893, from Oslo on a ship with 12 men.

At first, things went well, but by November, the weather was foggy and icy. The ship moved slowly through the ice for a year. Then Nansen and another man, Johansen, decided to cross the ice on skis.

The two men left the ship in March 1895, but there were a lot of problems. They couldn't reach the Pole and turned south. The weather was warm, so the ice melted, and it was difficult to travel. They built a shelter and waited there for eight months.

Finally, on June 17, a British explorer found them. They arrived home safely on August 13, 1896.



2 Read the account again. Are the sentences T (true) or F (false)?

- 1 Nansen left Norway in June 1893. **T**
- 2 He started the journey on his own. **F**
- 3 The weather was bad in November. **T**
- 4 Nansen and Johansen didn't have any problems. **F**
- 5 Nansen was the first person to reach the North Pole. **F**
- 6 Nansen returned to Norway one year after he left. **F**

3 Read the phrases in the *Useful Language* box. In what order do they appear in the account?

Useful Language

- | | |
|-----------------|---------------------------------|
| 2 At first, ... | 1 (He) set off on ... |
| 4 Finally, ... | 3 There were a lot of problems. |

4 Put the sentences in the correct order (1–4).

- a 4 Finally, we arrived back safely at 9 p.m.
- b 1 We set off from home early one morning.
- c 2 At first, we made good progress.
- d 3 There were a lot of problems.

PLAN

5 Plan an account of a journey. Take notes for four paragraphs.

- 1 Who made the journey:
When it started:
- 2 The first part of the journey:

The weather:
- 3 How the journey continued:

Any problems:
- 4 The end of the journey:

WRITE

6 Write your account. Remember to include the simple past, *there was/were*, and phrases from the *Useful Language* box.

CHECK

- 7 Do you ...
- use the simple past to talk about the past?
 - explain what the journey was like?
 - put the events in the correct order?

Finished? p119 Ex. 4

UNIT 2 | HOW WAS THE PAST DIFFERENT? 29



7 Students display their texts around the room and read as many as possible. Then they vote for the most exciting journey.

Finished?

Students turn to p119 and do Exercise 4.

Reflection and Homework

Workbook p21

Prepare for the **History Project** (pp30–31). Students research a local museum (or any museum) and find out about three interesting artifacts there.

2.11 Audioscript pT154

1 In small groups, students discuss the museum they researched for homework. Elicit contrasting ideas about question 3. Ask: *Do you think museums should be interactive or only display artifacts? Should there be guides or only texts?*

2 Ask students to underline key words in the sentences and elicit these before students read the texts (e.g., 2 *black, see things*).

3 Getting students used to typical features in each text genre will help them to predict content. This can help them when reading new texts.

How to Give Feedback

At this stage, students should be improving their skills in giving constructive feedback to each other, pointing out both the positives and the negatives of each other's work in a way that offers opportunities for improvement.

4 2.11 Tell students that they will hear a conversation between three students, Sophie, Leo, and Oliver. Elicit that Sophie and Leo are talking about a display about Viking ships. Oliver created this display, and Sophie and Leo give him feedback on his work.

5 2.11 Ask students to answer 1–4 in pairs before getting feedback. Then give students a few minutes to work on question 5 and elicit ideas from the whole class.



HISTORY PROJECT

A Museum Display

1 Discuss the questions.

- What museums do you know?
- What can you see in them?
- What makes a museum interesting?

2 Read the texts. Then read the sentences and write **S** (scissors), **M** (mirror), **L** (lamp), or **B** (bowl).

- The way of making this object is the same today as it was in the 1600s. **S**
- It's black, but you can see things in it. **M**
- Only rich people had objects like this. **L**
- This type of object first appeared in Egypt. **S**
- There was probably water in this. **B**
- This object had two uses. **M**
- It took a long time to find this object after a natural disaster. **L**
- This had connections with weather. **B**

3 Read the texts again. Underline the information with the correct colors.

name of object year or time period
location material use

How to Give Feedback

4 2.11 Read the tips about giving feedback. Then listen to the conversation. What kind of display are Sophie and Leo talking about?

- Read the text.
- Talk about the things you like or find interesting.
- Point out possible problems:
 - Is any important information missing?
 - Is the information in a logical order?
 - Is anything unclear?
- Make suggestions for improving the text.

It had colorful pictures and surprising/cool facts.

5 2.11 Listen again. Answer the questions.

- What event are they at?
a school history festival
- Whose display did they like?
Oliver's
- What did they like about it?
- What information was missing?
when the Vikings sailed to Canada
- How did Oliver respond to the feedback? What is he going to do?
He responded well. He's going to add the missing information.

USEFUL OBJECTS DISPLAY

SCISSORS, STEEL, AND IRON, 1628

Yi County, Anhui Province, China

The ancient Egyptians invented scissors, and today scissors are one of the most common objects in a home. This is one of the first pairs of scissors from Zhang Sijia's shop. Zhang Sijia opened the first scissors shop in China in 1628. He made all of the scissors by hand and followed the same 72 steps to make them. Customers bought the scissors to cut cloth, plants, and even metal. There is still a scissors factory in Hangzhou, China, and the workers use the same process today as in the 1600s.



30 HOW WAS THE PAST DIFFERENT? | UNIT 2

Class Challenge

2 min

The largest museum in the world is the **Louvre in Paris** / British Museum in London / Uffizi in Florence.

10 min **6** Students work in small groups and choose as many historical objects as there are students in the group. Students share information they researched about artifacts in their local museum, or any other museum, and then choose the most interesting ones. Ask them to brainstorm extra questions about each of the artifacts (e.g., Where was it found? Whose was it?). Students work on their display. They give each other feedback on their texts, using the steps in Exercise 4. Then they can make any changes to their displays and find or draw pictures.

5 min **7 & 8** Ensure that students plan their feedback before giving it. If possible, provide them with cards with two columns, one headed with a 😊 face and one with a 😞 face. After reading all the displays, ask students to go back to their group and take notes on each display, focusing on things they liked and things that need improvement. Groups then split up and form new ones containing a mixture of students from the original groups. They give each other feedback following the steps in Exercise 4.

MIRROR, OBSIDIAN, AROUND 4,000 BCE
Catalhöyük, South-Central Turkey

Archaeologists found this mirror in Catalhöyük. It was one of the first cities in the world, and 8,000 people lived there. The mirror is made from a special black stone called obsidian, and it was one of the first mirrors in the world. People used these mirrors to look at themselves and also to look at the sun.

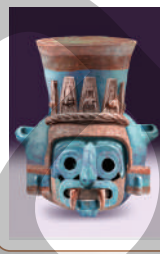


LAMP, BRONZE, 79 CE
Pompeii, Southern Italy

Archaeologists found this oil lamp in the ancient city of Pompeii in 1752, but it is much older than that. A volcanic eruption destroyed Pompeii in 79 CE. This oil lamp is in the shape of a dolphin, and it is made of bronze. Bronze objects were expensive, so this lamp probably belonged to a rich family. People needed oil lamps to light rooms and hallways at night.



TLALOC BOWL, TERRACOTTA, 3RD-8TH CENTURY
Veracruz, Mexico



This bowl was probably for holding water. The face shows one of the faces of the Aztec figure Tlaloc, from ancient Central Mexico. People believed he sent good rain when he was happy to help plants grow, and he sent bad rain and storms when he was unhappy.



PLAN

- 6** Work in groups. Choose four historical objects. Then complete the steps below.
- Decide on the object that each group will present.
 - Write a short text to use in the display.
 - Draw a picture of your object.
 - Read each other's texts and give feedback.
 - Make any changes or improvements.
 - Work in your group and make your display.

PRESENT

- 7** Put your display on your classroom wall. Remember to follow the tips in *How to Give Feedback*, and include correct facts, photos or pictures, and an attractive design.

CHECK

- 8** Look at your classmates' displays. Do they explain the four historical objects well? Give feedback to other groups on their displays.

UNIT 2 | HOW WAS THE PAST DIFFERENT? 31

Extend It!



Ask students to pretend they are archaeologists from the year 2100 and to create a humorous museum display full of deliberately wrong information about our modern objects today. This could be, for example, a display of curling irons that says that in the past, people used these to make pancakes (e.g., *Archaeologists found them in a store called a "salon," which was the old word for a bakery*). Collect and correct language mistakes in the students' work. Then display their work for the whole class to read.

The aim of this page is for students to review the grammar and vocabulary from the unit. You can either do it in class, as a timed progress test, or assign it for homework.

Vocabulary

1 & 2 Put students into small groups, with two teams in each group. Team A reads out the sentences in Exercise 1 and team B has five seconds to guess the missing word and win a point. Then team B does the same with Exercise 2.

Grammar in Action

3 Ask students to check their answers in pairs and discuss any differing answers before feedback.

4 Refer students back to p27 to review this language point before they attempt the task in pairs.

5 After feedback, students can work in pairs to continue the conversation, with Max asking Chloe about her weekend.

Review the Unit Theme

Remind students of the unit title: *How was the past different?* Put students into pairs. Have them discuss the following questions: *What was the weather like yesterday? What ancient culture interests you? What was it like? How was your city or neighborhood different 50 years ago?* Share answers as a class.

2 REVIEW

VOCABULARY

1 Complete the sentences with the adjective form of the nouns in the box.

cloud fog ice rain storm wind

- I don't like it when it's **stormy** because it's dark and noisy.
- It's dangerous to drive when it's **foggy** and you can't see well.
- Take an umbrella. It's **rainy** today.
- It's **windy** outside. The trees are moving.
- It's **cloudy** today, so we can't sunbathe.
- Watch out! It's **icy** outside. Don't slip.

2 Complete the sentences.

- I need a **spoon** to stir my drink.
- I have a **lamp**, so I can read in bed.
- You can use a **hairbrush** or a **comb** to make your hair look better.
- Do you have any **scissors** to cut this paper?
- I slept on my friend's sofa last night without a **blanket** or a **pillow**!

GRAMMAR IN ACTION

3 Complete the text with the simple past.

Meriwether Lewis ¹ **wanted** (want) to explore more of North America in the early 1800s. He and William Clark ² **left** (leave) on May 14, 1804, to go to the west of Mississippi. It ³ **wasn't** (not be) an easy journey. They ⁴ **met** (meet) a lot of people, but they ⁵ **didn't speak** (not speak) their language. At times, they ⁶ **didn't have** (not have) enough food, and it ⁷ **was** (be) difficult to survive. After two years and more than 13,000 km, the men finally ⁸ **completed** (complete) their journey in September 1806.



There were some

4 Complete the review with *there was(n't)* or *there were(n't)* and *a, an, some, or any*.

I went to my local museum last week.
 ✓ ¹ **There was an** amazing exhibition about Egypt.
 ✓ ² **There were** amazing things to see, like bronze mirrors and beautiful necklaces.
 ✓ ³ **There was a** board game called Senet. It was so much fun to play.
 X ⁴ **There weren't any** Egyptian mummies!
 X ⁵ **There wasn't a** café. I was hungry.
 ? ⁶ **Were there any** good exhibitions in your town last week?

5 Complete the conversation with simple past verbs or *there was(n't)/were(n't)*. Circle *a, an, some, or any*.

CHLOE What ¹ **did** you **do** (do) on the weekend?
MAX I ² **went** (go) to my grandma's town. **There was** ³ **a/an** outdoor film festival.
CHLOE Cool! ⁴ **Did** you **watch** (watch) ⁵ **some/any** movies?
MAX Yes, I ⁶ **did**. ⁷ **There were** ⁸ **some/any** excellent movies, but the weather ⁹ **was** (be) rainy.
CHLOE Oh, no. When ¹⁰ **did** you **get** (get) home?
MAX This morning.
CHLOE You ¹¹ **didn't text** (not text) me.
MAX I know. ¹² **There was** ¹³ **a/an** problem with my phone.

Self-Assessment

I can talk about the weather. 😞 😐 😊
 I can talk about useful objects. 😞 😐 😊
 I can use the simple past. 😞 😐 😊
 I can use *there was/were*. 😞 😐 😊

Self-Assessment

Ask students to write five weather words, five words about objects, five simple past verbs, and five sentences with *there was/were*. Students check each other's work in groups, calling for help when needed. They then reflect on their performance and use this to complete the self-assessment box.

Lesson Aim 2: I can guess the meaning of new words.

Understanding word formation (how word beginnings and endings can change the meaning and grammar of a word) will help students guess the meaning of any unknown words in a text, as will clues in the context.

3 min 6 Encourage students to start reflecting on their own practices. Ask them to say *because* when they discuss their answers in pairs, and elicit justifications during feedback.

5 min 7 To encourage faster reading and prevent students from checking vocabulary with dictionaries set a time limit of five minutes.

SHAPE IT!

5 min 8 & 9 Go through the example discussion of what *unusual* means (different from others of the same type). Elicit the meanings of the other words/phrases (*enjoyable* = something you like doing; *ran away* = left a bad situation quickly by running; *tent* = something you can sleep in and carry with you; *unforgettable* = something that you can't forget). Point out that sometimes words or phrases (e.g., *set off* at the beginning of paragraph 3) can have more than one meaning listed in a dictionary. Students need to look at the context that the vocabulary appears in to figure out the correct meaning (here, "to start a journey").

LEARN TO LEARN

LEARN TO ... GUESS THE MEANING OF NEW WORDS

When you don't know a word, the beginning of the word, the end of the word, and the rest of the sentence can help you guess the meaning.

- 6 Circle the answer that is true for you. Compare and discuss your answer with a partner.
- When I see a word I don't know, I usually ...
- 1 guess the meaning from the rest of the sentence.
 - 2 see if I can understand part of the word.
 - 3 ask the teacher what it means.
 - 4 look in a dictionary.
 - 5 write it in my notebook.
- 7 Read the text. Then tell your partner three things that surprise you.

Our Incredible School Trip!

By David North



Last February, I went on a field trip to Oregon. The weather was very **unusual** for that time of year. Normally, it's wet and windy, but it didn't rain once! It was a little cold, so we wore jackets or sweaters every day.

Our bus set off very early on the first day, at about 5:15 a.m. The campground was over 320 km away, and it took almost four hours. We couldn't take phones or tablets with us, so we chatted and played games instead.

When we saw the campground for the first time, we were really happy. There was a small store, and a room with table tennis and a TV. We hung out there in the evenings.

We did a lot of enjoyable activities. We went hiking and sailing, and I tried windsurfing for the first time. My favorite activity was survival skills. We collected wood in the forest, and then we built a small shelter. Clara and Ben saw some spiders and **ran away** – they hate things like spiders and bugs. In the evening, we cooked over a campfire. That night, we didn't sleep in a cabin. We slept in tents, and I shared a tent with my best friends.

It was an **unforgettable** experience, and I was very sad to leave.

unusual: adjective
enjoyable: adjective
ran away: verb
tent: noun
unforgettable: adjective

SHAPE IT!

- 8 Read the text again. Discuss the questions about each of the words in bold with a partner. Take notes in your notebook.
- 1 Is the word a noun, verb, or adjective?
 - 2 What clues about the meaning can you find in the text?
 - 3 Do any parts of the word give you clues to the meaning?
 - 4 What do you think the word means?
- 9 Check the meanings of the words in a dictionary or with your teacher. Did the questions in Exercise 3 help you guess correctly?

I think "unusual" is an adjective.

"Unusual" describes the weather. The text says "Normally it's wet and windy, but it didn't rain once!"

Yes. It starts with "un-" which means "not."

I think "unusual" means "not usual."

UNIT 2 | LEARN TO LEARN 33

Extend It!

3 min

Ask students to find another word or phrase from a text in the unit and use the steps they have learned to figure out what it means. Then ask them to explain the word to the rest of the class.

Reflection and Homework

2 min

Workbook pp22–23

Warmer

Write *legend* on the board and elicit the meaning (a very old story about famous people or places). Invite students, in groups, to discuss any legends they know about their country. Elicit their ideas, assisting with relevant vocabulary. Point out to students that using English to talk about history is a useful way of developing their ability to use past tenses and to explain events.

1 If students have never heard of this, ask them what language it comes from (Spanish), and tell them that it refers to a place made of gold. Ask students to make further guesses.

2 2.12 ★★ Give students four minutes to read the text and disallow the use of dictionaries and translation software at this point. Instead, encourage students to guess the meaning of any unknown words. Elicit that El Dorado is a mythical city made of gold, which people believed was somewhere in the Amazon jungle.

3 Suggest that students quickly scan the text again and circle all the dates they can find, as this will help them complete the exercise.

4 Allow students a few minutes of thinking time to form an opinion and look up relevant vocabulary in a dictionary. Monitor the discussions closely and elicit opinions, writing appropriate ideas on the board for the rest of the class to see.



HISTORY

1 Look at the title and picture and discuss the questions.

- 1 Have you heard of El Dorado?
- 2 What and where do you think it is?



2 Read the text. Check your answers to Exercise 1.

3 Complete the sentences with years.

- 1 1520s - Spanish conquistadors first heard about the Muisca people.
- 2 1617 - Sir Walter Raleigh failed to find El Dorado.
- 3 1545 - They searched Lake Guatavita for gold.
- 4 1537 - They first went to look for "El Dorado."
- 5 1803 - Alexander von Humboldt proved the site at Lake Parime did not exist.



4 Why did the Europeans want to explore and control the Americas? Discuss with a partner.

5 Match the words in **bold** with the definitions.

- 1 a long search for something that may not exist or is difficult to find **quest**
- 2 a small flat boat, often made of wood **raft**
- 3 a traditional story **myth**
- 4 a fight during a war, usually to take control of a place **battle**

Explore It!

Guess the correct answer.

People once believed there was gold worth ... in Lake Guatavita.

- a \$1 million b \$50 million c \$300 million

Find another interesting fact about a legend.

Then write a question for your partner to answer.



The Legend of El Dorado



In the 1500s, Europeans were discovering and trying to take control of the Americas. In the 1520s, Spanish conquistadors heard about the Muisca people, who lived in what is now Colombia.

The stories suggested that the Muisca had a huge amount of gold. When they chose a new chief, they covered him in gold and sailed him on a **raft** into the middle of Lake Guatavita. The chief put all the gold into the lake as a gift for the gods.

In 1537, the Spanish decided to look for the chief, who they named "El Dorado," but without success. Then in 1545, they looked for gold in Lake Guatavita. They discovered a few objects, and they became sure that there was a whole city of gold somewhere in the Amazon jungle. People started to refer to the golden city as El Dorado.

Many people looked for El Dorado over the centuries. These included the British explorer Sir Walter Raleigh. In 1617, on his second expedition to South America, he fought a **battle** with the Spanish on the Orinoco River, as both the British and the Spanish searched for El Dorado. The British king was unhappy about this conflict and executed Raleigh on his return.

The **myth** of El Dorado continued to grow. Maps in the seventeenth and eighteenth centuries even showed the city next to a legendary lake, Lake Parime. But nobody ever found it, and in 1803 the German explorer Alexander von Humboldt disproved the existence of this site.

After hundreds of failed expeditions, people finally realized that El Dorado never existed. The phrase "looking for El Dorado" means to go on a hopeless **quest**.

UNIT 2 | EXTRA READING

5 After feedback, ask students, in pairs, to find another unknown word in the text and find its definition. They then teach this word to another pair.

Explore It!

If appropriate, allow students to search for information online. If this isn't possible, ask students to work in groups to share ideas and create questions.

Have fast finishers complete this page as an additional speaking task. Ask them to work in pairs and discuss their last vacation using the prompts and **Useful Language** boxes for support. Encourage them to give detailed, natural responses and to show interest in their partner's answers. Circulate around the class to monitor their conversations and offer quick feedback or help with vocabulary and past tense accuracy.

Unit 2 Communication

TALKING ABOUT YOUR LAST VACATION

Student A

- 1 Ask your partner questions about their last vacation to complete the sentences.

My partner's last vacation was _____.
 _____ (good, bad, etc.)
 My partner went to _____.
 My partner went there with _____.

 The weather was _____.
 My partner stayed in _____.
 My partner _____.
 _____ (Activities?, Problems?, etc.)

Useful Language

Questions

How was your last vacation?
 Where did you go/stay?
 Who did you go there with?
 What was the weather like?
 What did you do?
 Were there any problems?

Showing Interest

Cool! Really? Wow!
 Sounds good!
 That's a shame.

- 2 Answer your partner's questions about your last vacation. You can give true information or you can invent it. Use the *Useful Language* below.



Useful Language

It was (OK/good/great/amazing/awful), thanks.
 I went to ...
 I went there with ...
 It was (hot/warm/cold/sunny/cloudy/rainy).
 I stayed (at a hotel/at my uncle's house).

TALKING ABOUT YOUR LAST VACATION

Student B

- 1 Answer your partner's questions about your last vacation. You can give true information or you can invent it. Use the *Useful Language* below.



Useful Language

It was (OK/good/great/amazing/awful), thanks.
 I went to ...
 I went there with ...
 It was (hot/warm/cold/sunny/cloudy/rainy).
 I stayed (at a hotel/at my uncle's house).

- 2 Ask your partner questions about their last vacation to complete the sentences.

My partner's last vacation was _____.
 _____ (good, bad, etc.)
 My partner went to _____.
 My partner went there with _____.

 The weather was _____.
 My partner stayed in _____.
 My partner _____.
 _____ (Activities?, Problems?, etc.)

Useful Language

Questions

How was your last vacation?
 Where did you go/stay?
 Who did you go there with?
 What was the weather like?
 What did you do?
 Were there any problems?

Showing Interest

Cool! Really? Wow!
 Sounds good!
 That's a shame.

Warmer



Ask the class to make a list of famous stories and find out if students know what they are called in English. Elicit these on the board.

3

What do stories teach us?

LEARNING OUTCOMES

I can ...

- understand a fable and a traditional fairy tale
- tell an anecdote and express interest
- write a story
- understand how to use the past continuous and simple past
- talk about feelings and use prepositions of movement
- personalize sentences to remember new words, use my knowledge, use phrasal verbs, and guess the meaning of new words

Start It!



1 🗣️ Elicit relevant vocabulary on the board (e.g., *reading, story, illustration, etc.*).



2 & 3 ▶️ 🗣️ Elicit a list of verbs on the board (e.g., *act, travel, sing, dance*). Play **video 3.1** and ask students to raise their hands if they hear any of the verbs on the board in the documentary.



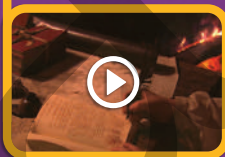
4 🗣️ Allow students a few minutes of thinking time to form an opinion and a reason for it.



Start It!

- 1 Look at the photo. What is the boy doing?
- 2 Before you watch, what do you think people did in their free time in the past?
- 3 What did storytellers do? Watch and check.
- 4 What's your favorite story? Do you know where it came from?

They traveled around, shared stories, and brought new ones back with them.



Watch video 3.1



Grammar in Action 3.2



Grammar in Action 3.3



Everyday English 3.4



Globetrotters 3.5

Unit Aims

Skills

I can ...

- understand a fable p36
- tell an anecdote p40
- write a story p41
- understand a fairy tale p42

Language

I can ...

- talk about feelings p35
- understand how to use the past continuous p37
- use prepositions of movement p38
- understand how to use the simple past and past continuous p39

Learn to Learn

I can ...

- personalize sentences to remember new words p35
- use my knowledge to understand a text better p38
- use phrasal verbs p43
- guess the meaning of new words p45

Extra Resources

- Finished? Student's Book p120
- Vocabulary Bank, Student's Book p130
- Workbook pp24-31
- Grammar Reference and Practice, Workbook pp92-93

Lesson Aim 2: I can talk about feelings.

Discuss



In groups, students brainstorm adjectives to describe feelings (e.g., *happy*). They then play against another team. Team A mimes one adjective from their list, and team B must guess the word to win a point.

3.01 Audioscript pT154



1 3.01 Alternatively, read the words aloud and ask students to mime them using facial expressions.

> Pronunciation



3.02–3.03 Ask students to turn to SB p141 for pronunciation practice of word stress in adjectives.

Target Vocabulary

afraid ə'freɪd
angry 'æŋɡri
bored bɔːd
embarrassed ɪm'bærəst
excited ɪk'saɪtɪd
lonely 'ləʊnli
nervous 'nɜːvəs
surprised sər'praɪzd
tired taɪəd
upset ʌp'set
worried 'wɜːrɪd



2 ★★ After feedback, put students into pairs to make one extra sentence with a missing word and give it to another pair to complete.



Vocabulary Bank SB p130

Learn to Learn

Personalizing new vocabulary is a strategy that students should be continuing to use in order to maximize their chance of remembering it.

VOCABULARY

Adjectives of Feeling

1 3.01 Circle the adjectives to describe the people in the photos. Listen, check, and repeat.



angry / bored

embarrassed / tired

surprised / worried



lonely / tired

afraid / upset

excited / nervous

> Pronunciation p141

2 Complete the sentences with adjectives from Exercise 1.

- Sam's afraid of dogs, so he doesn't want to walk through the park. embarrassed
- I felt so embarrassed when I dropped the glasses. My face went red.
- I'm worried about my exams. What should I do?
- It's Ana's birthday! She's very excited.
- I'm bored. This documentary isn't very interesting.

LEARN TO LEARN

Personalizing

You can write a sentence that is true for you to help you remember new words.

I often feel tired in the evening.

3 Write a personal sentence for six of the adjectives from Exercise 1.

-
-
-
-
-
-

4 Read your sentences aloud, but don't say the adjectives. Can your partner guess the adjectives?

I feel ... when I forget someone's name.

Embarrassed?

Use It!

5 Choose an adjective from Exercise 1 and tell your partner about a time when you felt like that. Ask questions to find out more.

I felt angry when my brother took my bike because he didn't ask me.

When did that happen?

Explore It!

Guess the correct answer.

If you have didaskaleinophobia, you are afraid of ...

- a cheese. b spiders. c school.



UNIT 3 | WHAT DO STORIES TEACH US? 35



3 & 4 Before the activity, ask students to circle the adjectives in Exercise 1 that were new for them. Then ask students to include those adjectives in their sentences.



5 Allow plenty of thinking time for this activity, as it is an opportunity for students to associate the language with a real event and make it personal.

Explore It!



Divide students into groups of four. Ask each group to research other unusual phobias at home and come up with interesting questions. Have them the choice of making a poster or a presentation to present to the whole class.

Reflection and Homework

Workbook p24



Presentation of Homework



Ask each group to present their posters or presentations to the whole class.

Background Information



Aesop's Fables is a collection of fables credited to Aesop, a slave and storyteller believed to have lived in ancient Greece between 620 and 564 BCE. These stories are still told in modern times. The fables were originally kept alive orally and were not written down until about three centuries after Aesop's death. The fables covered ethical, religious, social, and political themes.

1 Explain that a *moral* is a lesson that the fable teaches about the way we should behave.

2 & 3 Instead of asking students to read the story, you could tell it to them, eliciting some of the vocabulary (e.g., *monkey*) through facial expressions and miming. Engage students by frequently asking them what they think will happen next. During the story, elicit the vocabulary in Exercise 3.

4 If you followed the alternative technique above, ask students to cover the text and answer the questions from memory. They can then check their answers by reading the text.

5 Allow students a few minutes of thinking time to form opinions and think of relevant vocabulary. Monitor and assist, and encourage students to agree or disagree with each other, if appropriate.

READING A Fable

1 Read the introduction and discuss the questions.

- 1 What is special about fables?
- 2 Why do you think Aesop's stories are still important today?

Aesop's Fables

Aesop was a writer from ancient Greece. He wrote a lot of short stories called fables. Fables usually have a moral message. The main characters are often animals, but they act like humans.

2 Read the fable. Circle the best title.

- a The Fox's Dance b The Monkey as King

One day, all the animals from the jungle were sitting in a circle. They felt excited because this was the day to choose their new king.

The animals took turns giving speeches about why they wanted to be king. When the fox was giving his speech, a lot of the other animals were getting bored, and they weren't listening. Then it was the monkey's turn, but he didn't give a speech. He danced, made silly faces, and made the other animals laugh. They decided to make the monkey king.

The fox knew it was a bad decision, and he was angry. The monkey didn't have the right qualities to be a good king. He decided to play a trick on the monkey. "I have a present for you!" he said. "Follow me." The monkey followed him. All the animals were watching.

As they were walking through the jungle, the fox pointed toward a tree. "Look at all those bananas!" he said. As the monkey was running to the tree, he fell into a trap. "Help! Help!" he shouted. He wasn't dancing now.

"How can the monkey take care of us and be our king?" asked the fox. "He can't even take care of himself." The animals realized that they were wrong. "You are our king now," they told the fox. "You are clever and you can protect us."



3 Find words in the story that mean:

- 1 a warm place with a lot of trees and other plants **jungle**
- 2 not clever or sensible **silly**
- 3 something that people give you on a special occasion **present**
- 4 a hole in the ground to catch animals or people **trap**
- 5 to keep people safe **protect**

4 Circle the correct answers.

- 1 What did the animals take turns doing?
 - A giving speeches
 - B telling jokes
 - C looking for food
- 2 Who didn't give a speech?
 - A the fox
 - B the monkey
 - C the bear
- 3 Why did the animals choose the monkey to be their king?
 - A He danced and made them laugh.
 - B He was the best animal.
 - C He found food for them.
- 4 What happened at the end?
 - A The fox gave bananas to the monkey.
 - B The monkey played a trick on the animals.
 - C The fox became the king.

Voice It!

5 Discuss the questions.

- 1 What is the moral of the story?
- 2 What do you think a good leader needs?
- 3 Which other fables do you know?

Finished? p120 Ex. 1

Possible answer: Think carefully before you make an important decision. / Being popular and entertaining doesn't make someone a good leader.

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Extend It!



Elicit more fables on the board and ask students to discuss, in groups, the morals of these stories for a few minutes. Monitor and assist where necessary. Encourage discussions during whole-class feedback.

Class Challenge



The Little Prince by Antoine de Saint-Exupéry is one of the most translated books. You can read it in 55 / 150 / **more than 300** languages.

Finished?

Students turn to p120 and do Exercise 1.

Reflection and Homework



Workbook p25

Warmer



► Play **video 3.2**. Elicit that in her first vlog, Sophia wasn't speaking clearly or looking at the camera. She has over 300 followers.

3.05 Audioscript ppT154-155



1 In groups, students help each other remember as much as possible about the fable on p36 and retell the story collaboratively. Then they complete the chart. Elicit that the past continuous is used to talk about past actions that happened for a period of time.



2 During feedback, drill the pronunciation of *was* /wəz/ and *were* /wɜr/, and point out that we don't normally stress these words in the past continuous – we stress the first syllable instead (e.g. *We were dancing*).



3 & 4 After completing the activities, encourage students to circle each *was/were* and underline all the *-ing* verbs to help them self-correct. Then check the answers with the whole class



5 & 6 Alternatively, students make two true sentences and one false one. Then they ask each other extra questions to find the lie.

GRAMMAR IN ACTION

Past Continuous: Affirmative and Negative

	I/He/She/It	You/We/They
+	The fox ¹ <u>was giving</u> his speech.	The animals ³ <u>were sitting</u> in a circle.
-	He <u>wasn't dancing</u> .	They <u>weren't listening</u> .

1 Complete the examples in the chart above. Use the story on page 36 to help you.

2 Complete the sentences with *was/were* or *wasn't/weren't*.

- The animals weren't standing in a circle. They were sitting.
- The fox wasn't quiet. He was giving a speech.
- The animals weren't watching each other. They were watching the fox and the monkey.
- The monkey wasn't walking to the tree. He was running.

3 Complete the story with the past continuous form of the verbs. Then listen and check.

One day, a hare ¹ was telling (tell) the other animals how fast he could run. At that moment, a tortoise ² was walking st. He heard the hare, and he offered to race him.

The race began. At first, the hare ³ was running (run) very fast and the tortoise ⁴ was going (go) very slowly. The hare was soon near the end of the race. The other animals ⁵ weren't watching (not watch), so he decided to stop for a rest. He soon fell asleep. The tortoise continued to walk slowly while the hare ⁶ was sleeping (sleep).

Finally, just as the tortoise ⁷ was finishing (finish) the race, the hare woke up. The tortoise was the winner!

The moral of the story is: don't be too sure that something is easy. Sometimes things are more difficult than you think.



Watch video 3.2
Why was Sophia's first vlog bad?
How many people follow her?

4 Complete the sentences with the past continuous form of the verbs in the box.

make not live not work
read take travel watch

- At 9 p.m. last night, I was reading a book.
- Leo was taking selfies this morning.
- Esma was making a cake when I called.
- My parents weren't working at 10 p.m. last night. They were watching TV.
- Sandra wasn't living at home this time last year. She was traveling around the world!

Use It!

5 Think of true sentences about things you were doing at these times. Use the activities in the box or your own ideas.

at ... o'clock yesterday morning/afternoon/evening
at ... o'clock last Monday/Tuesday
this time two days/months/years ago
this time last week/month/year

chat with friends do my homework get up
go to bed have breakfast/lunch/dinner
play basketball / computer games
walk home / to school sleep

6 Compare your sentences with a partner.

At eight o'clock yesterday morning, I was walking to school. What about you?

I wasn't walking to school. I was brushing my teeth.

Finished? p120 Ex. 2

UNIT 3 | WHAT DO STORIES TEACH US? 37

Grammar Game



If possible, find a picture of a group of people doing different activities and display it for 30 seconds. In groups, students then write down sentences about it using the past continuous (e.g., *A girl was laughing*). The team with the most correct sentences wins.

Finished?

Students turn to p120 and do Exercise 2.

Reflection and Homework



Workbook p26

Warmer

Ask students to turn to a partner and quickly describe their journey from home to school. Give them a short model on the board, using prepositions of movement:

"I walked across the road, went past the grocery store, then walked through the park." Encourage them to include at least 3–4 prepositions of movement. After 2–3 minutes, ask for a few volunteers to share their route with the class.

3.06–3.08 Audioscripts pT155

 **1** 3.06 After feedback, students work in pairs to come up with gestures to correspond to each preposition.

Target Vocabulary

across ə'krɒs
along ə'lɒŋ
between br'twɪn
down daʊn
into 'ɪn-tu
off ɒf
out of 'aʊt əv
over 'oʊ-vər
past pæst
through θru
under 'ʌn-dər
up ʌp

 **2** 3.07 During feedback, encourage students to use the gestures they came up with in Exercise 1 to reinforce their understanding of the prepositions.

 **3** Students then delete the prepositions from their description and give it to another student to complete.

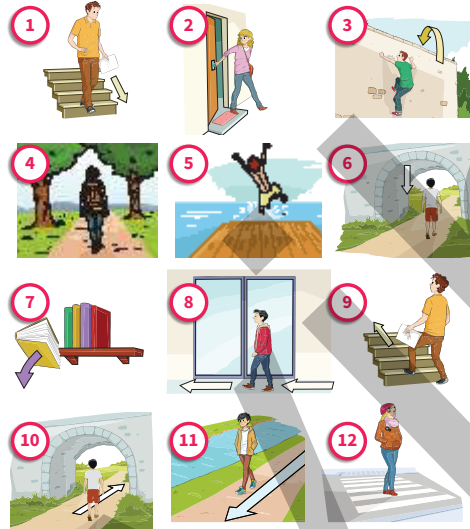
Vocabulary Bank SB p130

 **Learn to Learn**
Students might already know about a topic even if they

VOCABULARY AND LISTENING Prepositions of Movement

 **1** Match the prepositions with the pictures. Listen, check, and repeat.

across	12	into	5	past	8
along	11	off	7	through	10
between	4	out of	2	under	6
down	1	over	3	up	9



 **2** Circle the correct prepositions. Then listen and check.

- Be careful! Don't fall over / down the stairs.
- Who is that coming out of / under Bruno's house? Is it Carla?
- Let's jump into / up the water together! Are you ready?
- Don't cross the road through / between those cars. It's dangerous.
- Why don't we swim across / off the lake to the other side? It isn't far.
- Laura walked along / past me without saying hello.

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Use It!

3 In your notebook, write about your trip to school today using prepositions from Exercise 1. Compare with a partner.

First, I went out of my house. Then I walked down the street and over the bridge.

A Radio Phone-in

LEARN TO LEARN

Using your Knowledge

Before you listen, think about what you already know about the topic and words you might hear.

4 Look at the photos and think about words you might hear.



 **5** Listen to Melissa's story. How many of your words from Exercise 4 do you hear?

 **6** Listen again and put the events in the correct order.

- 4** A boy fell into the lake in the park.
- 3** A photographer was taking a photo of Clayton's wife.
- 2** Clayton and his wife were in a park.
- 1** Clayton Cook got married.
- 6** Clayton jumped into the water and rescued the boy.
- 5** Some children started shouting.

 **7** Close your book. Take turns telling the story. Can you remember the events in order?

don't fully understand how to talk about it in English. Thinking about the type of things they might hear will help them guess what speakers are talking about.

 **4** Put students into teams and give them four minutes to brainstorm as many words as possible. Then elicit the words and write them on the board.

 **5** 3.08 Ask students to raise their hand when they hear a word on the board.

 **6** 3.08 Allow students to discuss the events in pairs and guess the order before listening again.

 **7** ★ Write some key vocabulary from the story on the board to support students.

Reflection and Homework

Workbook p27



Warmer

10 min

Ask students to think of one of their own photos they really like (for example, from a holiday, a birthday, or a special moment) and tell each other the story behind it.

► Play **video 3.3**. Elicit that the people were walking and that the sister was holding an apple.

3.09-3.10 Audioscripts ppT155-156

1 Point out that we pronounce *was* /wʌz/ and *were* /wɜr/ more fully in short answers.

2 3.09 ★★ After feedback, challenge students to write one more short conversation using a past continuous question.

3 7 min Explain that the simple past is one complete action in the past. We can use the past continuous to give background information about what was happening before and after the simple past action.

Get It Right!

Explain that clauses starting with *when* or *while* cannot stand on their own (e.g., *While I was doing my homework*) and always need a main clause (e.g., *She called me while I was doing my homework*).

4 3.10 ★ Before students attempt the task, go through the text with them, eliciting whether each action is one complete action or background information.

GRAMMAR IN ACTION

Past Continuous: Questions



Watch video 3.3
What were they doing in the country?
What was her sister holding?

I/He/She/It	You/We/They
Was he wearing his wedding clothes? Yes, he ¹ was . / No, he ² wasn't .	³ Were the children standing close to the lake? Yes, they ⁴ were . / No, they weren't .

1 Complete the examples in the chart above.

2 3.09 Write the conversations using the past continuous form of the verbs. Then listen and check.

1 A you / TV at 8 p.m. last night? (watch)
Were you watching TV at 8 p.m. last night?

B ✓

Yes, I was.

2 A What / you / yesterday? (wear)
What were you wearing yesterday?

B jeans and a hoodie

I was wearing jeans and a hoodie.

3 A your brother / at 5 p.m. yesterday? (chat online)

Was your brother chatting online at 5 p.m. yesterday?

B X play basketball

No, he wasn't. He was playing basketball.

4 A Where / Alice and her family / in 2017? (live)

Where were Alice and her family living in 2017?

B in Mexico City

They were living in Mexico City.

Simple Past and Past Continuous

When Clayton **jumped** into the water, he ¹ **was wearing** (wear) his wedding clothes.

While the photographer ² **was preparing** (prepare) his camera, Clayton **noticed** three children.

3 Complete the examples in the chart above with the correct form of the verbs in parentheses.

Get It Right!

We can use **when**, **while**, and **as** + past continuous for a longer action in progress. We use the simple past for a short action that interrupts a longer action in the past continuous.

simple past
past continuous

4 3.10 Complete the text with the simple past or past continuous. Then listen and check.

I ¹ **was walking** (walk) to the bus stop one afternoon when I ² **fell** (fall) down on the icy street. I ³ **was carrying** (carry) a heavy bag with all my school things, and I ⁴ **broke** (break) my glasses. I ⁵ **felt** (feel) very embarrassed. Other people ⁶ **were waiting** (wait) for the bus, but they ⁷ **didn't help** (not help) me. However, one woman ⁸ **picked up** (pick up) my bag and glasses, and she ⁹ **found** (find) an empty seat for me. While I ¹⁰ **was sitting** (sit) there, she ¹¹ **cleaned** (clean) my face and gave me some water. But when I ¹² **looked** (look) for her a few minutes later, there was no one there.

Use It!

5 Work in pairs. Continue and finish the story below. Use the simple past and past continuous. While I was walking to school this morning, I saw ...

Finished? p120 Ex. 3

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5 8 min Allow students to first make up the story as they go, then work on retelling it properly, and finally, if there's time, write it down.

Grammar Game

5 min

Students show their photo from the warmer to a different partner. Encourage them to ask each other questions about what was happening. They win a point every time they can use a correct past continuous question.

Finished?

Students turn to p120 and do Exercise 3.

Reflection and Homework

Workbook p28

5 min

Warmer



Tell the students a funny story about your life (you can invent one if you want), and elicit reactions and follow-up questions. You could also have them guess if the anecdote is true or false. Explain that an *anecdote* is a short, often funny, story about something that happened to someone.

3.11 Audioscript pT156



1 3.11 ★★★ Books closed. Students listen twice and then work in pairs to retell the story. Elicit the story on the board together with relevant vocabulary.



2 3.11 After feedback, play the audio again and ask students to read the text out loud with the audio.



3 Encourage students to use the context of the conversation to guess what the phrases mean.



4 ▶ Play video 3.4 and drill the pronunciation of the phrases.



5 Ask students to work in small groups to share any funny or unusual stories they have. If they can't think of a true one, they can invent one. Then they can choose the best ones to focus on.



6 Ask students to work in pairs. Tell them one student speaks while the other one listens, then they will switch. Give them time to repeat the task if they wish.



7 Encourage students to use the *Everyday English* phrases to react to each others' stories. Then they swap pairs and

SPEAKING
Telling an Anecdote

It's about Adrian. He was looking for new sneakers at the new shopping mall.

1 Listen to the conversation. Who is the story about, and what was the person doing?

DAVID ¹ Guess what happened yesterday.

LAURA No idea. What?

DAVID Well, it didn't happen to me. It happened to

Adrian.

LAURA Go on.

DAVID He was at the new shopping mall.

LAURA You're kidding! What was he doing at a shopping mall? He hates shopping.

DAVID He was looking for new sneakers.

LAURA Really?

DAVID Yes, really. Now please stop interrupting. While he was looking at the sneakers, someone bumped into him.

LAURA Who was it?

DAVID It was LeBron James!

LAURA No way! That's amazing!

DAVID I know.

LAURA Did he take a photo?

DAVID No, he didn't. He was too embarrassed. Can you believe it?

LAURA What a great story!

2 Complete the conversation with the phrases from the Useful Language box. Then listen and check.

Useful Language

Guess what happened (yesterday).

It happened to ...

Really?

That's amazing/incredible!

What was (he) doing (at) ...?

3 Look at the **Everyday English** box. Find and underline the phrases in the conversation.

Watch video 3.4
Everyday English

Go on. No idea. What a great story! You're kidding!

4 Which **Everyday English** phrases do you use when you ...

1 don't know? No idea.

2 hear something surprising? You're kidding!

3 want someone to continue? Go on.

4 liked someone's story? What a great story!

PLAN

5 Think of something funny or unusual that happened, and take notes.

Who it happened to: _____

What the person was doing when it happened: _____

What happened: _____

SPEAK

6 Practice telling your anecdote to your partner. Remember to use the simple past and past continuous, vocabulary from this unit, and phrases from the **Useful Language** and **Everyday English** boxes.

CHECK

7 Work with another pair. Listen to one of their anecdotes and complete the notes.

Who the story happened to: _____

What the person was doing when it happened: _____

What happened: _____

tell their stories again. This task repetition will help improve students' fluency and confidence. Tell them to have fun with the phrases, exaggerating their reactions.

Reflection and Homework



Workbook p29

Ask students to choose a story from Exercise 5 that they did not talk about in class for homework. Tell them to write a short dialogue (8–10 sentences) in which two people discuss the story, ensuring they use the phrases from the *Everyday English* box.

Warmer



Ask students when people tell funny stories (e.g., with friends or family) and when people write stories down (e.g., sharing on social media, sharing in books or articles). Brainstorm situations in which students have read or heard stories before.



1 ★ Elicit the girl's name: Alison Dunmire. Elicit the title: *A Silly Story*. Ask students if they know any silly stories about bikes.



2 Students discuss the questions in pairs before checking them against the text.



3 ★★★ Give students two minutes to read the story again and memorize useful phrases. They then cover the story and try to complete the exercise without checking the story.



4 After planning, students share their ideas with a partner, who can ask follow-up questions to generate more ideas.



5 & 6 Ask students to highlight in different colors the simple past, the past continuous, vocabulary from the unit, and any *Useful Language* phrases. This will encourage self-assessment. Then students read each other's stories and vote for the most interesting ones.

WRITING

A Story

1 Look at the photo. What do you think Alison's story is about? Read the story and check your answers.

*A Silly Story* By Alison Dunmire

Last Sunday, I was feeling bored and decided to ride my bike. I went to the garage to get it, but it wasn't there! At first, I thought maybe it was in the yard. I was looking for it outside when Mom came out and said, "If you left it outside, maybe someone stole it." I was really angry.

The next day, while I was walking to school, I saw a bike exactly like mine in front of the supermarket. I didn't have time to investigate. In the afternoon, I was busy and forgot all about it. The next morning, the bike was still there! I took a look, and it was my bike – with my bike lock on it and everything!

Suddenly, I remembered! I was riding home last week when it started to rain, so I decided to leave my bike at the supermarket!

2 Read the story again and answer the questions.

1 When did the events in the story happen?

last Sunday, the next day, and the next morning

2 Where did Alison look for her bike?

She looked in the garage and outside / in the yard.

3 Where was the bike?

It was in front of the supermarket.

4 Did someone steal it? What really happened?

No, Alison left her bike at the supermarket last week when it started to rain.

3 Complete the sentences in the *Useful Language* box with time and sequencing phrases from the story.

Useful Language

- 1 **Last Sunday** _____, I was feeling bored.
- 2 **At first** _____, I thought it was outside.
- 3 **The next day** _____, I saw a bike exactly like mine.
- 4 **In the afternoon** _____, I was busy and forgot all about it.
- 5 **The next morning** _____, the bike was still there!
- 6 **Suddenly** _____, I remembered!

PLAN

4 Plan a story about a time when something interesting, funny, or scary happened to you. Take notes for three paragraphs.

1 What was happening before the main events started:

What happened first:

2 The main events of the story:

3 What happened in the end:

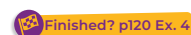
WRITE

5 Write your story. Remember to include time and sequencing phrases, the simple past and past continuous, and vocabulary from this unit.

CHECK

6 Do you ...

- use phrases from the *Useful Language* box?
- explain the main events?
- explain what happened in the end?



Finished?

Students turn to p120 and do Exercise 4.

Reflection and Homework



Prepare for Explore It! (p43). Students research an interesting fact about a fairy tale.

Background Information

2 min

Fairy tales are traditional stories that involve magic. Many fairy tales were passed down through storytelling before they were recorded in books. Some popular fairy tales, such as *Beauty and the Beast* and *Jack and the Beanstalk*, may be 4,000 to 6,000 years old.

Warmer

6 min

► Play **video 3.5** and elicit the answers: bees are busy in Slovenia; honey is used to make drinks and food sweet, and for medicine; artists painted characters from folk tales and history.

5 min

1 Focus students on the pictures, and elicit relevant vocabulary before students predict the story's plot (e.g., *path, clock tower, doves, storm, ship, danger*).

The story is about a boy's journey to understand what fear is.

4 min

2 **3.12** Encourage students to circle key words in the text that relate to the pictures (e.g., *set off, ship*), and elicit these during feedback.

4 min

3 In pairs, students first answer the questions without looking at the text before checking the text to see if they are correct.

7 min

4 Allow students a few minutes of thinking time to form opinions about questions 2 and 3, and discuss their opinions in pairs.



AROUND THE WORLD

READING

A Turkish Fairy Tale

1 Look at the pictures. What is happening in each picture? What do you think the story is about?

3.12

2 Read the fairy tale. Put the pictures in the order of the story.

a

1



b

3



c

2



3 Read the fairy tale again. Answer the questions in your notebook.

- 1 Why did the boy start his journey?
- 2 How did he feel when he started the journey?
- 3 What did the ogre try to do?
- 4 What did the boy do when he heard the people on the ship?

- 1 He wanted to find fear (because he didn't understand what it was).
- 2 He felt confident.
- 3 He tried to attack the boy.
- 4 He jumped into the water and saved them.

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Gloбетrotters

Watch video 3.5
A Bee's Story

- Where are bees very busy?
- What is honey used for?
- Who did artists in the 18th century paint?

Voice It!

4 Discuss the questions.

- 1 How does the boy face fear in the story?
- 2 What causes fear? How can it affect your life?
- 3 How can fear be good?

The Boy Who Found Fear

Once upon a time, a woman and her son lived in a small house in a forest. They didn't have any neighbors, and the lonely boy stayed at home with his mother every day.

One winter's evening, they were having dinner when a storm started. The wind blew the door open and the mother said, "Close the door. I feel fear."

"What is fear?" asked the boy.

"Fear is when you feel afraid," she replied.

"I don't understand. I want to find fear." So the next morning, the boy set off confidently. While he was looking for fear, he met a lot of different people and he faced a lot of challenges. First, there was a group of robbers. They made him do dangerous and difficult things, but he wasn't afraid. He continued his journey.

Class Challenge

3 min

There is a statue of the Little Mermaid, famous from Hans Christian Anderson's fairy tale, in London / New York / **Copenhagen**.

Learn to Learn

Remind students that they should record and learn groups of words and phrases, not just individual words (e.g., *set off on a journey, set off for school, set off late*). This is particularly true of phrasal verbs, as the word set has many meanings, none of which have the meaning of *set off*.

3 min **5** Make sure students are clear about the meaning of definitions 1–5 before they look in the text for synonyms.

2 min **6** ★ Elicit the answers using less complex vocabulary first (1 *go*; 2 *continue*; 3 *search for*; 4 *arrive at*; 5 *found*).

Explore It!

Turn this into a class quiz. Divide students into two groups. Students from different teams take turns reading a question aloud. The other team wins a point if they guess the correct answer.

Reflection and Homework

Remind students that next class will be devoted to the reviewing of this unit. So, encourage them to revise what they have learned throughout this unit.

LEARN TO LEARN

Phrasal Verbs

A phrasal verb is a verb + a small word like **for** or **on**. They have a special meaning that is different from the verb on its own.

5 Find phrasal verbs in the story that mean:

- | | |
|--|------------------------------------|
| 1 to start a journey set off | 4 to arrive or reach get to |
| 2 to try to find look for | 5 to continue go on |
| 3 to find by accident come across | |

6 Complete the sentences with the phrasal verbs in Exercise 5.

- Are we all ready to go? Let's **set off** now before it gets too hot.
- A** I don't think it's a good idea to **go on** in the dark.
B OK. Let's camp here for the night.
- Can you help me **look for** my phone? I don't know where it is.
- A** How long did it take you to **get to** the beach?
B Ages! It was really far away.
- While I was doing some research, I **came across** this photo of our street in 1885.

Next, he came across an angry ogre who tried to attack him, but the boy ran away. After that, he got to the ocean. There was a terrible storm, and he saw a ship in great danger. The people on the ship were terrified, and they were shouting for help, so he jumped into the water and saved them. He wasn't afraid at all.

He went on until finally he got to a city. There were people everywhere, and it was very busy. One man told the boy that the people were sad because their king was dead, but today they were choosing a new king. Just then, three beautiful doves flew down from a tower, and they sat on the boy's head. The people were excited, "This is the sign! You are our king!"

At that moment, he saw into the future: he was the king, he was trying to make everyone happy, but the people were angry. And he suddenly realized what fear was, and he was afraid.

Explore It!

Is the sentence **T** (true) or **F** (false)?

The story of *Cinderella* first appeared in a Chinese book around the year 850. **T**

Find another interesting fact about a fairy tale. Write a question for your partner to answer.



The aim of this page is for students to review the grammar and vocabulary from the unit. You can either do it in class, as a timed progress test, or assign it for homework.

3 REVIEW

VOCABULARY

1 Complete the sentences with the adjectives.

afraid embarrassed surprised
tired upset

- Elsa looks **upset** and she's crying.
- I can't believe I won! I'm really **surprised**.
- My dad is **afraid** of heights. He hates being in very tall buildings. **embarrassed**
- I forgot David's birthday. I was so **embarrassed**!
- I'm really **tired**. I didn't sleep much.

2 Complete the story with the prepositions.

across between down into
out of through under up

Tiger the cat went **out of** the front door and walked **across** the road **between** two cars. He went **into** the park and climbed **up** a tree. Then a mouse appeared. "Lunch!" thought Tiger. He climbed **down** the tree and followed it. The mouse ran **through** the grass and then disappeared **under** a rock. "Maybe I'll have lunch at home today," said Tiger.



GRAMMAR IN ACTION

3 What was happening at 10:30 a.m. yesterday? Write two sentences in the past continuous.

- it / not snow – rain
It wasn't snowing. It was raining.
- I / not study – sleep
I wasn't studying. I was sleeping.
- Alex / not read / a book – listen / to music
Alex wasn't reading a book. He/She was listening to music.
- Eva and Helen / not talk – have / a snack
Eva and Helen weren't talking. They were having a snack.

44 REVIEW | UNIT 3

Review the Unit Theme

Remind students of the unit title: *What do stories teach us?* Put students into pairs. Have them discuss the following questions: *What traditional stories do you know? What kinds of modern stories do you read, watch, or listen to? What kinds of stories are interesting to you? Why?* Share answers as a class.

4 Write past continuous questions. Then match them with the answers (a–d).

- you / wear / jeans / yesterday? **d**
Were you wearing jeans yesterday?
 - Lidia / work / at 10 p.m. last night? **b**
Was Lidia working at 10 p.m. last night?
 - where / they / go / last Saturday at 7 p.m.? **a**
Where were they going last Saturday at 7 p.m.?
 - what / I / do / an hour ago? **c**
What was I doing an hour ago?
- a They were going to the movies.
b Yes, she was.
c You were taking photos.
d Yes, I was.

5 Complete the text with the simple past or past continuous form of the verbs.

Suzanne Collins ¹ **was working** (work) in television when she ² **met** (meet) children's author James Preimes. After talking with him, she ³ **decided** (decide) to try writing books, too. She ⁴ **was thinking** (think) about the story of Alice in Wonderland when she ⁵ **had** (have) the idea for her first novel, Gregor the Overlander. She ⁶ **wanted** (want) to change Alice's story to a modern adventure, set in a city. The book was very successful, and she ⁷ **wrote** (write) four more books about Gregor. The series ⁸ **won** (win) a lot of prizes. While she ⁹ **was writing** (write) the series, she also ¹⁰ **completed** (complete) a picture book for children. Now she is most famous for her Hunger Games books and movies.



Self-Assessment

I can use adjectives to talk about feelings.



I can use prepositions to talk about movement.



I can use the past continuous in sentences and questions.



I can use the simple past and past continuous together.



Self-Assessment

After students have completed the checklist, assign homework from the Workbook, depending on the areas students need to focus on.

Extend It!

In pairs, students write a conversation with as much language from the unit as possible. They can perform it in groups, with other students raising their hands every time they hear language from the unit.

Vocabulary

1 Before the activity, brainstorm vocabulary from SB p35 and elicit example sentences from students. After feedback, ask students, in pairs, to choose one more adjective and write a sentence with it. They then delete the adjective and give the sentence to another pair to complete.

2 After feedback, encourage students to read the story in pairs, using the gestures they associated with each preposition on SB p38.

Grammar in Action

3 Before the activity, elicit the form of the past continuous on the board and elicit examples with different verbs. After feedback, students make true sentences about what was happening (to them) two hours ago.

4 Ask fast finishers to write questions for sentences 1–4 in Exercise 3 (e.g., *Was it snowing this morning?*).

5 Before the activity, elicit the difference in meaning between the simple past and past continuous, drawing a timeline on the board and eliciting examples from students.

Asking students to write test questions is a useful way to get them to focus on creating accurate language that other people need to understand.

3 min 6 Encourage students to discuss what type of word it might be and the meaning of the whole sentence, rather than just saying what they think the missing word is.

SHAPE IT!

5 min 7 & 8 Emphasize that the sentences should make the meaning of the vocabulary very clear. For example: *In the jungle, there are lots of trees and exotic animals is a good sentence, but We were in the jungle isn't because the answer is not necessarily jungle.*

5 min 9 This exercise will help students focus on how words are used in context.

Reflection and Homework

Workbook pp30–31

2 min

LEARN TO LEARN

LEARN TO ... GUESS THE MEANING OF NEW WORDS

You can help your partner learn vocabulary by writing sentences with missing words for them to guess.

6 Erin writes sentences with missing words for a friend to guess. Can you guess what the words are? Discuss with a partner.

OK, the first one. Is it an adjective?

Yes, it is.

Is it "happy"?

No. Try again!

1 I was _____ because my soccer team was winning.

2 The plane flew _____ the city.

3 The boy felt _____ when he called his teacher "Mom."

Possible answers:
1 excited
2 over
3 embarrassed

7 Choose five words from the box. Write five sentences with missing words like the sentences in Exercise 1.

between bored jungle nervous protect
surprised tired trap under worried

1 _____

2 _____

3 _____

4 _____

5 _____

SHAPE IT!

8 Show your sentences to your partner. Can they guess the missing words?

9 Close your book. Take turns saying the five words you chose in Exercise 2. Can your partner remember your sentences?

The word was "bored."
What was the sentence?

"I feel bored when" No, sorry, can you help me?

OK. It starts, "I was bored because"

I remember! "I was bored because"

BACK TO SCHOOL!!

UNIT 3 | LEARN TO LEARN 45

Warmer

Introduce the topic of comic strips after doing the writing exercises in the previous lessons. By this time, students will have seen a number of different text types for telling stories.

Ask: *Do you read comic strips? What comic strips do you like? Where do you find them?*

- Go through the items in the PRESENT section in Exercise 2. As groups prepare their project, suggest that each member presents the panels they composed. Have group members practice their presentation. Remind them to use the pictures as prompts to tell the story and include all the key events. Check to make sure that students are using the simple past and continuous correctly when narrating the actions.
- Draw attention to the CHECK section in Exercise 3. Ask the class to think about these questions as they listen to their peers' presentations. Have groups present their comic strips. Tell the class to take notes about what they like and why. Remind speakers to point to the pictures as they describe them. Encourage them to use different tones of voice to distinguish between the narrator and different characters' speech.



CULTURE PROJECT

A Comic Strip



How to Make a Comic Strip

Remember to think about the following ideas.

- Pull out the key events in the story.
- Put these events into the correct sequence.
- Think of an image for each of the events.
- Decide if you are going to draw in black and white or color. Draw your images.
- Add any text in speech bubbles or on panels at the top or bottom.
- Remember, you don't have to be a great artist!

PLAN

- Work in groups. Choose a traditional story from around the world. Read and get to know the story. Take notes on the key events. Then complete the steps.

Key Events

Boy and his mom live in forest
Storm one evening
Boy asks mom about fear
Boy leaves house and meets group of robbers
Boy meets angry ogre

Boy rescues people on ship
Boy arrives in a city
Man tells boy they are choosing a new king
Three doves sit on boy's head
Boy becomes king
Boy understands fear

- Agree in your group what the key events in the story are.
- Brainstorm how you can represent the key events in images. Don't use more than 12 images.
- Make a template for your page with the correct number of frames.
- Draw the images.
- Work in your group to put the comic strip together.

PRESENT

- Present your comic strip to the class. Remember to include all the key events in the story. Make sure to put the pictures in the correct order, and follow the tips in *How to Make a Comic Strip*.

CHECK

- Look at your classmates' comic strips. Then answer and discuss the questions.

What is your favorite comic strip? Why?

What is the story about?

How do the pictures help to tell the story?

UNIT 3 | CULTURE PROJECT

- After the presentations, hold a class discussion on the CHECK questions in Exercise 3. As students discuss their favorite comic strips, ask: *Were the stories interesting? What did you like/not like about the images? Were the key events easy to follow? Why / Why not?* Encourage students to reflect on each stage of the project process, including positive experiences and things they could improve upon.

4 Ask students to look closely at the example comic strip *The Boy Who Found Fear* on the page. Encourage them to describe what they notice: how the story is divided into frames, how text and speech bubbles are used, and how the pictures show the key events in sequence. Point out that the images make the events easier to follow and add interest to the story. Finally, connect this to the *How to Make a Comic Strip* box, emphasizing that their own projects should also focus on clear order, simple images, and short texts to tell the story effectively.



Unit 4 What do you value most?

Lesson Aim 1: I can talk about helping people.

Lesson 1 (T52-T53) = 45 minutes

Warmer



In groups, students brainstorm things that make people happy but that don't cost any money, such as friendship. Elicit the idea of helping others.

4

What do you value most?

LEARNING OUTCOMES

I can ...

- understand texts about money and caring jobs
- make and respond to requests
- write an opinion essay
- understand how to use *could*, comparative and superlative adjectives, *too*, *too much*, *too many*, and *(not) enough* + noun
- talk about money and caring jobs
- remember similar words, identify key information, and organize my homework
- reach agreement as a group and make a poster

► Start It!



1 Use this as an opportunity to review the adjectives from p35. Elicit ideas about how the boy probably feels and why.



2 & 3 Students discuss the questions in groups. Elicit ways of helping people on the board. Play **video 4.1** and ask students to raise their hands when they hear an idea that's on the board.



4 Allow students one minute of thinking time before discussing in pairs.



Start It!

- 1 Look at the photo. How does the boy feel?
- 2 Before you watch, how do you help other people?
- 3 How can helping others be good for you? Watch and check.
- 4 Which of the ways to help in the video do you like best?

You can learn new skills; it can make you healthier and keep you fit; it can be fun/rewarding.



Watch video 4.1



Grammar in Action 4.2



Grammar in Action 4.3



Everyday English 4.4

46 WHAT DO YOU VALUE MOST? | UNIT 4

Unit Aims

Skills

I can ...

- understand a text about money p48
- understand a monologue about caring jobs p50
- make and respond to requests p52
- write an opinion essay p53
- reach agreement as a group and make a poster pp54–55

Language

I can ...

- talk about money p47
- understand how to use *could* and comparative and superlative adjectives p49
- talk about caring jobs p50
- understand how to use *too*, *too much*, *too many*, and *(not) enough* + noun p51

Learn to Learn

I can ...

- understand words with similar meanings p47
- identify key information before listening p50
- organize my homework p57

Extra Resources

- Finished? Student's Book p121
- Vocabulary Bank, Student's Book p131
- Workbook pp32–39
- Grammar Reference and Practice, Workbook pp94–95

Lesson Aim 2: I can talk about money.

Discuss



Put students into teams to brainstorm vocabulary related to money (e.g., *expensive*, *dollars*, *price*, etc.). The team with the most words wins.



Audioscripts pT156



1 ★★★★★ After feedback, challenge students to test each other in pairs. Student A reads one of the sentences, replacing the verb in bold with Beep! Student B repeats the sentence, adding the correct verb.

Target Vocabulary

borrow **'bɑ:rou**
change **tʃeɪndʒ**
cost **kɒst**
earn **ɜ:n**
lend **lend**
owe **ou**
pay **peɪ**
save **seɪv**
sell **sel**
spend **spend**



2 4.01 ★★★★★ If students need practice with spelling, ask them to listen and write down the words they hear and then check their spelling with the words in the box.



3 4.02 ★ After feedback, students write a new conversation in pairs and then perform it for another pair, who must guess the correct verb.



Vocabulary Bank SB
p131

VOCABULARY

Money Verbs

1 Look at the verbs in bold. Then match the sentences with the photos.

- 1 Don't worry. I can **pay** for you, too. **g**
- 2 He **spends** all his money on video games. He should **save** it for something he needs. **e**
- 3 Friendships don't **cost** money. They're free! **c**
- 4 I want to **earn** money. Can I wash your car? **b**
- 5 I **owe** my friend \$50. I can **sell** my bike. **f**
- 6 A Could you **lend** me some money? **d**
B How much do you want to **borrow**? **d**
- 7 I want to **change** this money, please. **a**



2 Listen to the verbs in Exercise 1 and repeat.



3 Listen and write the correct verb from Exercise 1 for each situation. Sometimes there is more than one possible answer.

- 1 **pay**
- 2 **borrow/lend**
- 3 **save**
- 4 **change**
- 5 **sell**



LEARN TO LEARN

Similar Words

Many words have similar meanings. Think of ways to help you understand the differences.

You **lend** money to someone (it's yours).

You **borrow** money from someone (it isn't yours).

4 Look at these pairs of verbs. Think of more ways to remember the different meanings.

spend / buy earn / win



5 Compare with a partner. How does your partner remember the meanings?



6 Complete the sentences in your notebook with your own ideas. Tell your partner.

- 1 A good way to earn money is to ...
- 2 The last time I borrowed money was ...
- 3 I spend most of my money on ...

Explore It!

Is the sentence (true) or (false)?

In Zimbabwe, there was a \$100 trillion bill. At that time, bread cost \$300 billion. **T**

Find another interesting fact about money. Then write a question for your partner.



UNIT 4 | WHAT DO YOU VALUE MOST? 47

Learn to Learn

Encourage students to record easily confused words in their vocabulary notebooks with full example sentences and an explanation of their differences. Point out that in these cases, translation may not always be appropriate.



4 & 5 🗣️ Elicit that you *buy* something, but you *spend* money, and that you *earn* money by working but *win* money through luck. Elicit other ideas the students may have had.



6 🗣️ If there is time after pair work, students choose the most interesting question they discussed and read it aloud for the rest of the class to answer.

Explore It!

Ask students to research the answer at home and find other facts about money.

Reflection and Homework

Workbook p32



Presentation of Homework

Ask students to present the answer they researched at home and ask the questions they wrote for their partner.

1 & 2 Students discuss the question in pairs, looking at the photos and predicting which of the two summaries might fit best. Elicit guesses and give students a time limit for the first reading to encourage faster skimming.

3 Allow students to discuss the questions in pairs before reading the article again. Students then read and underline the sentences in the text where they found the answers. They can check their answers with a partner.

4 Elicit a few questions to review simple past question formation. Then students write questions in pairs about what Mark Boyle did in the past. Monitor and correct mistakes with the simple past.

5 Monitor and take note of common mistakes with the simple past and question formation. Write these on the board for the whole class to correct. Then elicit the most interesting questions that were asked and discuss the possible answers.

READING

A Newspaper Article

1 Look at the photos. What do you think the man did?

2 Skim the article and choose the correct summary.

- a A man sold his home and bought an RV to travel around the world for three years.
- b A man lived without money for three years.

3 Read the article and answer the questions.

- 1 Where did Mark live after he sold his own home?
in an RV on a farm
- 2 How did he use his laptop without electricity?
He used solar power.
- 3 Which three things were difficult for him at first?
getting food, washing, and traveling
- 4 What did he buy after his time without money?
a pair of sneakers from a thrift store

Voice It!

4 Imagine you can interview Mark Boyle after his three years without money. Write questions to ask him using the ideas below.

Family and friends: _____

Clothes: _____

Food: _____

Work: _____

Travel: _____

5 Take turns being Mark Boyle and the interviewer and do the interview.

How often did you see your family?

When did you see your friends?

Finished? p121 Ex. 1

A Different Life

Can you imagine living for a day without money? Mark Boyle, from Ireland, did that for three years.

Mark had a good job and he earned a lot of money. One day, a friend challenged him to live without money. Mark decided he could change his life and do it.

First, he sold his houseboat, and he went to live in an RV on a farm. He kept his laptop and cell phone – he knew he could use solar power to charge them. He couldn't make any calls, but he could receive them.



The first few months were the worst – simple things were more difficult than before. Mark couldn't buy food, take a shower, or travel easily. But he soon found his own food – usually vegetables, fruit, and other plants. He made a stove to cook outside, and he collected wood to use as fuel. He washed in a river, and he used plants to clean himself. He even made his own toothpaste! He walked or cycled everywhere, so he was fitter and healthier than he was before.

So, was life without money better for Mark than life with money? Yes, it was. He was happier than before, and the best thing was that he felt



more alive. He also discovered that friendship is more important than money.

The biggest and most difficult decision for Mark was to return to a life with money. After three years without money, what was the first thing he bought? A pair of sneakers from a thrift store!

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Class Challenge

When he was younger, Mark Boyle studied **business** / farming / history in college.

Finished?

Students turn to p121 and do Exercise 1.

Reflection and Homework

Workbook p33

Warmer



► Play **video 4.2**, if it was not assigned for homework, and elicit the answers to the two questions: she couldn't buy a horse, but she could draw them. Elicit that *could* is the past of *can* and is used to talk about ability in the past.

4.04 Audioscript pT156



1 After feedback, drill the pronunciation of *could* /kud/ (or /kəd/ in faster speech) and elicit that there is no /l/ sound present.



2 After feedback, elicit that there is no *to* after *could*.



3 & 4 ★★★★★ After feedback, ask students to repeat the task, this time using their own ideas.



5 ★ Point out that a "short" adjective has one syllable (or one syllable and another ending in -y). A "long" adjective has two or more syllables.

Get It Right!



Drill the pronunciation of *than* in the example sentence. When pronounced naturally as part of a sentence, it is /ðən/ rather than /ðæn/.



6 After feedback, students briefly discuss in pairs what was the most interesting fact about the text on p48. Elicit ideas and several uses of "more interesting" and "most interesting" during feedback.



7 4.04 ★ Remind students that they need

GRAMMAR IN ACTION

Could



Watch video 4.2
Could she buy a horse?
Could she draw horses?

+	He ¹ <i>could</i> change his life.
-	He ² <i>couldn't</i> make any calls.
?	Could he live without money? Yes, he ³ <i>could</i> . / No, he ⁴ <i>couldn't</i> .

1 Complete the examples in the chart. Use the article on page 48 to help you.

2 Complete the sentences with *could* or *couldn't* and the verbs in parentheses. Check your answers in the article.

- Mark *could receive* calls on his phone. (receive)
- He *couldn't buy* food. (buy)
- He *could charge* his laptop with solar power. (charge)
- He *couldn't take* a shower. (take)

Use It!

3 Complete the sentences. Use *could* or *couldn't* and the ideas in the box.

buy my own clothes
make my own lunch
ride a bike use a laptop

- When I was five, I _____
- When my grandparents were young, they _____
- A year ago, I _____

4 Ask and answer with a partner.

Could you buy your own clothes when you were five?

to use the before superlative adjectives.



8 ★ Elicit some more adjectives on the board that students can use, such as *boring, easy, interesting, exciting, useful*, etc.



Grammar Game

Put students into groups. One student in each group thinks of another student in the class. The others must guess the student but can only ask questions with comparatives or superlatives (e.g., *Is he taller than you?* *No*,

Comparative and Superlative Adjectives

more important	Adjective	Comparative	Superlative
Short	fit	¹ <i>fitter</i>	the fittest
Adjective	happy	² <i>happier</i>	the happiest
Long	important	³ _____	the most important
Adjective	difficult	⁴ <i>more difficult</i>	the most difficult
Irregular	good	⁵ <i>better</i>	the best
Adjective	bad	⁶ <i>worse</i>	<i>the worst</i>

5 Complete the examples in the chart above. Use the article on page 48 to help you.

Get It Right!

We use **than**, not **that**, to compare two things.

My sister is fitter than me. **NOT** *My sister is fitter that me.*

6 Complete the sentences with the comparative or superlative form of the adjectives.

- Life for Mark without money was *better* (good) than before.
- The best* (good) thing was that he felt more alive.
- The most difficult* (difficult) decision was to return to a life with money.



7 Complete the text with the comparative or superlative form of the adjectives. Then listen and check.

It's the fourth Friday in November and it's Black Friday. It's *the busiest* (busy) shopping day of the year. Things are ² *cheaper* (cheap) than usual today. Shoppers can get ³ *the best* (good) prices for ⁴ *the latest* (late) gadgets or ⁵ *the most stylish* (stylish) sneakers. In my opinion, Black Friday is ⁶ *the worst* (bad) day of the year. People seem to be ⁷ *more interested* (interested) in shopping than anything else! I think we could all be ⁸ *happier* (happy) without spending money all the time.

Use It!

8 Choose a topic from the box or use your own. Discuss with a partner. Use comparatives and superlatives.

math / history / science
market / shopping mall / online shopping

History is more difficult than ... but ... is the most difficult.

Finished? p121 Ex. 2

UNIT 4 | WHAT DO YOU VALUE MOST? 49

he is shorter than me.). The first student to guess wins and thinks of the next student.

Finished?

Students turn to p121 and do Exercise 2.

Reflection and Homework

Workbook p34

4.05–4.08 Audioscripts ppT156–157

- 1** **4.05** Before the activity, students cover the box and work in pairs to think of the names of the jobs in the pictures.

Target Vocabulary

caregiver 'ker,grvər
 firefighter 'faɪ,fartər
 garbage collector 'gɑːbɪdʒ kə'lektər
 lawyer 'lɔːrər
 lifeguard 'laɪf,ɡɑːrd
 nurse nɜːs
 paramedic 'pe-rə'me-dɪk
 police officer pə'lis ɔːfɪsər
 preschool teacher 'priːskul 'tiːtʃər
 surgeon 'sɜːrdʒən
 vet vet
 volunteer 'vɒlən'tiər

> Pronunciation

- 4.06–4.07** Students turn to the pronunciation exercises on SB p141 for practice saying -er at the end of words.

- 2** ★★★★★ After feedback, students, in pairs, make one extra sentence and give it to another pair to guess the person.

- 3** 🕒 Allow a minute of thinking time, and then monitor closely and assist when needed.

- 4 & 5** 🕒 **4.08** **EXAM**
 Elicit ideas from Exercise 4 and write them on the board. While listening, students take notes. Check to find out if they heard any of the ideas they discussed. Play the audio again and write the relevant vocabulary on the board.

Vocabulary Bank SB p131

VOCABULARY AND LISTENING Caring Jobs

- 1** **4.05** Match eight jobs with the photos. Circle the jobs that aren't in the photos. Listen, check, and repeat.

caregiver	☐	paramedic	☐
firefighter	3	police officer	7
garbage collector	4	preschool teacher	5
lawyer	2	surgeon	8
lifeguard	☐	vet	1
nurse	6	volunteer	☐



Pronunciation p141

- 2** Write which person you need in these situations.

- You're at the swimming pool. Your friend has a problem. lifeguard
- There's a fire at your school. firefighter
- Your grandma needs help at home. caregiver
- Your cat has a problem with its eye. vet
- Your friend is in the hospital. This person is doing an operation on them. surgeon

50 WHAT DO YOU VALUE MOST? | UNIT 4

Learn to Learn

Listening is often a demanding skill, so it is important to make sure students know what information they need to listen for.

- 6 & 7** **4.08** Point out that key words are often nouns, verbs, or adjectives. In pairs, students discuss the questions before listening again.

- 8** 🕒 Monitor students' writing closely and take note of common mistakes. Before students read aloud, write the mistakes on the board and elicit corrections.

Use It!

- 3** Work with a partner. Discuss the questions.
- What do the jobs in Exercise 1 have in common?
 - Which people in these jobs do you see every week?
 - Which job would you like to do?

Job Profiles

- 4** What do you think are the best and worst things about doing a caring job? Discuss with a partner.

- 5** **4.08** **EXAM** Listen to the job profiles and match the speakers with their jobs. There are two extra jobs.

Speaker 1	c	a lifeguard	d nurse
Speaker 2	e	b paramedic	e vet
Speaker 3	a	c volunteer	f lawyer
Speaker 4	b		

LEARN TO LEARN

Identifying Key Information

When you are matching people with information, check key words before you listen. This helps you to focus on the information you need.

- 6** Read the questions in Exercise 7. Circle the key words you need to listen for.

- 7** **4.08** Listen again. Write 1, 2, 3, or 4.

Who ...

- usually takes care of dogs and cats? **2**
- wants people to follow rules? **3**
- collects clothing and blankets? **1**
- drives an ambulance? **4**
- only works during the summer? **3**
- serves meals to people? **1**

- 8** 🕒 Imagine you have one of the jobs in Exercise 1. In your notebook, write five sentences about your day. Read your sentences aloud, but don't say the job. Can your partner guess?

I sometimes work all night.

Are you a nurse?

Extend It!

Students play the game in Exercise 8 again but this time choosing any profession they like.

Reflection and Homework

Workbook p35

Warmer



► Play **video 4.3** and elicit the reasons why people don't volunteer: they are too busy; they have too much homework; they don't have enough time. Elicit that volunteering helps the vlogger with his IT class.



Audioscript pT157



1 Point out that we often use *too* (*many/ much*) when we are complaining or not happy about something. Give students 3 more words and have them practice and drill.



2 & 3 ★ Guide students to underline the words after the options or blanks and identify if they are adjectives, uncountable nouns, or plural nouns.



4 Challenge students to turn each question into a conversation with at least two follow-up questions.



5 Point out that *enough* goes before nouns, but after adjectives (e.g., *The chair is not comfortable enough*).



6 Fast finishers can retell the story to their partner using only the phrases in the box as prompts.



7 Encourage students to use *too* and *not enough* when they describe the worst thing about the job.

GRAMMAR IN ACTION

Too, Too Much, Too Many



Watch video 4.3

Say three reasons why some people don't volunteer. How does volunteering help the vlogger at school?

Too + Adjective	Too Much + Uncountable Noun	Too Many + Plural Countable Noun
I'm too ¹ busy to have lunch.	Some kids make too much ² noise .	I have too many ³ clothes .

1 Complete the examples in the chart above with the words in the box.

busy clothes noise

2 Read the sentences about the people you listened to on page 50. **Circle** the correct words.

- The hours were **too** / *too much* / *too many* long in the paramedic's last job.
- The volunteer thinks people own *too* / *too much* / **too many** books.
- Sometimes the pool is **too** / *too much* / *too many* noisy for the lifeguard.
- The vet spends *too* / **too much** / *too many* time at work.

3 Complete the questionnaire with *too*, *too much*, or *too many*.

All About You!

Do you have ...

1 **too much** homework this week?

2 **too many** clothes?

Do you ...

3 spend **too much** money on clothes?

4 buy **too many** snacks?

Are you ...

5 **too** busy to listen to your friends?

6 **too** young to drive a car?



4 Work with a partner. Ask and answer the questions in Exercise 3.

(Not) Enough + Noun

I can't volunteer. I don't have ¹ enough time (time).	He can invite 20 people. He has ² enough chairs (chairs).
---	---

5 Complete the examples in the chart above with the words in parentheses and *enough*.



6 Complete the text with the words in the box. Then listen and check.

enough chairs enough space enough time
too many animals too many people
too much information too noisy too young

I'm **too young** to have a full-time job, but every Saturday I'm a volunteer with a local vet. I help the receptionist when she doesn't have ² **enough time** to do everything. Last week, there were ³ **too many people** in the waiting room – we didn't have ⁴ **enough chairs** for them to sit on! Sometimes it gets ⁵ **too noisy** for me, especially when there are ⁶ **too many animals** and there isn't ⁷ **enough space** in the waiting room.

The best thing: I love animals and I can spend all day with them! 😊

The worst thing: Sometimes there's ⁸ **too much information** for me, and I don't understand it all.



7 Imagine a day doing your dream job. Take notes. Then compare with a partner.

- What the job is: _____
- The best thing: _____
- The worst thing: _____

My dream job is to be a firefighter.
It's an exciting job, but it can be dangerous.

Finished? p121 Ex. 3

UNIT 4 | WHAT DO YOU VALUE MOST? 51



Grammar Game

Put students into groups. One student chooses something (e.g., a job, a TV show, a restaurant, a book) and talks about it (e.g., *I don't like it because there isn't enough action and there are too many characters, so I find it too boring.* – a TV show). The other students in the group guess what the student is talking about.

Finished?

Students turn to p121 and do Exercise 3.

Reflection and Homework
Workbook p36



Warmer



Elicit the difference between *lend* and *borrow*, and write on the board *You should never lend or borrow money*. Ask students if they agree and why.

Audioscript pT157

1 **4.10** ★★ Write the question on the board. Challenge students to close their books, listen, and take notes on the question.

2 **4.10** After feedback, students practice creating short conversations using the language in the box.

3 **4.10** Play video 4.4 and drill the pronunciation of the target phrases, focusing students' attention on the stressed words.

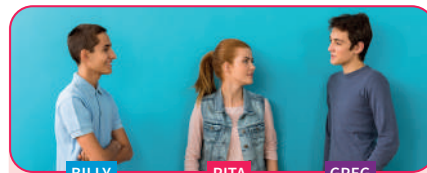
4 **4.10** After feedback, encourage students to read the conversation along with the audio and then practice it in pairs.

5 & 6 **4.10** Challenge students to take notes and rehearse the conversation as many times as needed to memorize it.

7 **4.10** Encourage groups to give each other feedback on the language used in the conversations.

SPEAKING Making Requests

1 **4.10** Listen to the conversation. Who lends Rita some money? **Greg.**



BILLY Hey, Rita. What's up? You look worried.

RITA I am. ¹ *Could you do me a favor?*

BILLY ² *It depends*... What do you need?

RITA ³ *Would you mind* lending me \$20? *I'm sorry, I can't.*

BILLY Oh. ⁴... I spent too much money on the weekend.

RITA OK, no problem. What about you, Greg?

GREG Maybe. What's it for?

RITA I want to buy a bag for Maisie's birthday. There's a really cute one that I want to get her, but I don't have enough money.

GREG When's her birthday?

RITA Yesterday! Please, Greg.

GREG ⁵ *Sure*... since you asked so nicely. *There you go.*

RITA Thanks, Greg. You're the best! I owe you one.

GREG Actually, you owe me 20!



2 **4.10** Complete the conversation with the phrases from the *Useful Language* box. Then listen and check.

Useful Language

Could you do me a favor?
I'm sorry, I can't.
It depends.
Sure.
Would you mind...ing...?

3 Look at the *Everyday English* box. Find and underline the phrases in the conversation.



Watch video 4.4
Everyday English

cute I owe you one.
There you go. What's up?

4 Complete the conversations with the *Everyday English* phrases.

- 1** A *What's up*..., Kate?
B I need a favor.
- 2** A Thanks for paying. *I owe you one*.
B Any time.
- 3** A Can I borrow your phone for a second?
B Sure. *There you go*...
- 4** Look at that little dog! It's so *cute*...

PLAN

5 Work in groups of three. One person wants to borrow something. One friend can't lend it, but the other can. Take notes.

What the person wants to borrow and why:

Why one friend can't lend it:

SPEAK

6 Practice a conversation making requests in your group. Remember to use (*not*) *enough* and *too, too much, too many*, vocabulary from this unit, and phrases from the *Useful Language* and *Everyday English* boxes.

CHECK

7 Work with another group. Listen to their conversation and complete the notes.

What the person wanted to borrow and why:

Why one friend couldn't lend it:

Finished? Unit 4 Communication

52 WHAT DO YOU VALUE MOST? | UNIT 4

Extend It!

Students improvise a new conversation using one of the useful objects on SB p26 but replacing the object with a *Beep!* The group listening must guess what the correct word is. For example:

- *Can you do me a favor?*
- *It depends.*
- *Can I borrow your Beep! (mirror)? I want to check my makeup.*
- *Sure.*

Finished?

Students complete Unit 4 Communication.

Reflection and Homework

Prepare for the Writing lesson. Students make a list of their ideas about one of the two essay topics in Exercise 5, p53

Warmer



In pairs or small groups, students share the ideas they brainstormed for homework about one of the two essay topics in Exercise 5.



Class Challenge

In 2019, Lionel Messi, the Barcelona FC soccer player, was the highest paid athlete in the world. He earned 12.7 / **127** / 172 million dollars.



1 Before reading, ask students if they agree with the statement and allow one minute of thinking time before eliciting ideas.



2 Allow students to briefly discuss each statement in pairs before rereading the essay.



3 After feedback, elicit that a text without these types of phrases would feel strange because it would be more like a collection of separate sentences than a complete text.



4 ★★★★★ Books closed. Dictate the jumbled words in each sentence, as in the book, but don't say (1) think, (2) my, and (3) of. In pairs, students reorder the words and add the missing ones.



5 Students can use the ideas they discussed in the warmer.

WRITING

An Opinion Essay

1 Read Min-Seo's essay. Does she agree with the statement? **Yes, she does.**

Professional sports stars earn too much money. Do you agree?

By Lim Min-Seo

- Nowadays, sports stars can earn a lot of money. Some basketball players earn more than \$40 million every year. In my opinion, this is too much.
- First of all, sports stars work less than other people. They only entertain people for a short time each week. Also, they have long vacations.
- Personally, I think that other jobs are more important. For example, nurses, like my dad, save lives. I also think it's easier to live without sports or sports stars than to live without nurses and firefighters.
- In conclusion, I believe that some sports stars earn too much money, and people with important life-saving jobs don't earn enough. We need to find a better and fairer way to pay those people more.



2 Circle the correct words.

- According to Min-Seo, sports stars earn enough / too much money.
- Min-Seo thinks sports stars help / entertain people.
- In Min-Seo's opinion, sports stars have more / less important jobs than firefighters.
- It is easier / more difficult to live without nurses than without sports stars.
- People with life-saving jobs don't earn enough / earn too much money.

3 Complete the phrases in the *Useful Language* box.

Useful Language

- In my** opinion,
- First** of all,
- Personally**, I think (that)
- In **conclusion**,
- I **believe** (that)

4 Put the words in the correct order.

- need / less / think / Personally, / we / homework / I / that
Personally, I think that we need less homework.
- students / homework / In / too much / have / opinion, / my
In my opinion, students have too much homework.
- work / all, / enough / in class / do / we / of / First
First of all, we do enough work in class.

PLAN

5 Plan your own opinion essay. Choose one of these topics and take notes for four paragraphs in your notebook.

- Pop stars earn too much money.
 - Money can't buy happiness.
- Introduce the topic and give your opinion.
 - Give a reason for your opinion.
 - Give a second reason.
 - Summarize your opinion.

WRITE

6 Write your opinion essay. Remember to include (not) enough and too, too much, too many, and phrases from the *Useful Language* box.

CHECK

- 7** Do you ...
- have four paragraphs?
 - give reasons for your opinions?
 - summarize your opinion at the end?

Finished? p121 Ex. 4

UNIT 4 | WHAT DO YOU VALUE MOST? 53



6 & 7 To encourage self-assessment, have students highlight the target grammar in their writing in different colors. Then they swap essays and discuss ways to improve each other's writing. Allow time for students to make any necessary corrections before collecting the essays.

Finished?

Students turn to p121 and do Exercise 4.

Reflection and Homework
Workbook p37



Warmer



Write the following questions on the board or prepare and distribute them on cards. Allow students to discuss them in groups before eliciting ideas.

- 1 How can you encourage more people to go to your local park?
- 2 How clean do you think your local park is?
- 3 What type of charity events can you think of?

4.11 Audioscript ppT157-158



- 1 Allow one minute for students to skim the text and find the answer. Encourage students to discuss the answers in pairs.



- 2 Allow students to discuss ideas in pairs before checking the text.

How to Agree as a Group

At this stage, students should be able to work collaboratively in decision-making tasks, inviting others' opinions, expressing their own opinions respectfully, and interrupting and agreeing in appropriate ways.



- 3 Students check in pairs before feedback. Ask students to write ☺, ☹, or 😐 next to each tip, based on how confident they feel about carrying it out.



- 4 4.11 After feedback, show or hand students the audioscript if possible. In pairs, students underline each tip from Exercise 3 in the script and write down any useful phrases they want to practice, especially for tips they wrote ☺ next to.



SOCIAL STUDIES PROJECT

A Poster

- 1 What is the purpose of the poster? Read and check (✓).
 - a to encourage more people to use a local park ☐
 - b to ask for more volunteers to clean the park ☒
 - c to tell people about a charity event ☐
- 2 Read the poster again. Under which heading can you find this information?
 - 1 the place for the activity Where?
 - 2 the type of activity What?
 - 3 the people organizing the activity Who?
 - 4 the reasons it is a useful thing to do Why?
 - 5 the time and place to meet When?
 - 6 why volunteers enjoy the activity What are the benefits?

How to Agree as a Group

- 3 Read the tips on how to agree as a group. Put them in the best order.
 - a 3 Ask other people for their opinions.
 - b 6 Make a decision as a group. Check that everyone agrees.
 - c 1 Introduce the decision you need to make.
 - d 2 Give your own opinion politely.
 - e 4 Interrupt politely if you want to comment.
 - f 5 Summarize all the opinions.



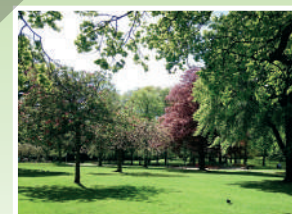
- 4 Listen to the students. Write Y (Yusuf), L (Lara), or T (Thiago). Who ...

- 1 suggests ideas (two people)? L T
- 2 interrupts politely? T
- 3 asks other people for their opinion and summarizes the opinions? Y

Could you be a volunteer with us?

Do you have enough time to help us? All ages are welcome.

Don't give us your money – give us your time!



Together we can make our park better!



5 Give students different roles. Suggested roles may be: a chairperson, who introduces the topic, asks for opinions, and summarizes; someone who writes down everyone's ideas; a graphic designer. Monitor closely and check that students are following the tips from Exercise 3, reminding them to do so if necessary. Encourage students to use English as much as possible. First, intervene individually to elicit corrections. After feedback, write the language problems and corrections on the board. Encourage students to practice and drill the correct versions.



6 & 7 Alternatively, each group displays their poster in a corner of the room, four groups at a time. Other groups read the posters and ask follow-up questions. Students then swap and new groups display their poster in the corners of the room. At the end, students write on pieces of paper which volunteering activity they would like to sign up for and why. Collect the votes and reveal the winner. Then discuss the reasons given on the pieces of paper.

SHAPE IT!

Your Community Needs You!

WHAT?
Help us to make the park a cleaner space for the whole community.

WHERE?
Greenhill Park

WHO?
We have a team of five volunteers, but there's too much work for us. We need more volunteers.

WHEN?
10 a.m. every Saturday.
Meet at the park café.

WHY?
It helps your community!
There aren't enough people using the park. We want more people to use it.

WHAT ARE THE BENEFITS?
We need only an hour of your time once a week.
You can get fitter and have fun.
It's one of the best ways to make new friends and make a difference!

PLAN

5 Work in groups. Plan a poster for a volunteer project. Follow the steps below.

- Choose one of these ideas for a volunteer project, or use your own idea.

Teaching older people how to use the latest gadgets.
Helping at an after-school or local sports club for younger students.
Working in an animal shelter.

- Think of what you can say to inform and attract volunteers.
- Organize your material under headings.
- Add photos to create an attractive design.

PRESENT

6 Display your poster on your classroom wall. Remember to include photos and useful information for volunteers, and to follow the tips in *How to Agree as a Group*.

CHECK

7 Look at your classmates' posters. Would you like to work on their projects? Discuss in your group and then vote on the best poster.

UNIT 4 | WHAT DO YOU VALUE MOST? 55



Extend It!

You may want to provide more practice of group decision-making. In groups, students create a radio advertisement for their charity activity and record it using their smartphones, if appropriate. Play the recordings for the class and discuss which were the best and why.

The aim of this page is for students to review the grammar and vocabulary from the unit.

4 REVIEW

Vocabulary

- 1** Encourage students to refer back to the example sentences they wrote in *Learn to Learn* on SB p47 before attempting the task.
- 2** Before the activity, students work in groups to write a list of all the jobs from related to Unit 4 they can remember. The group with the most jobs wins.

Grammar in Action

- 3** ★ Before the activity, ask students to identify the adjectives as short, long, or irregular, and review the formation of comparative and superlative adjectives with them.
- 4 & 5** Ask students to refer back to SB p51 to review how to use the target grammar before attempting the task.

Extend It!

Students write a brief text, similar to but shorter than the one in Exercise 5, about themselves or their best friend.

VOCABULARY

- 1** Complete the conversations with the pairs of verbs in the box.

borrow / owe pay / lend spend / save sell / earn

- 1** A Can you **lend** me \$5 for coffee?
B Don't worry. I can **pay** for yours.
- 2** A Those people **sell** hats at the market.
B Yes, but they don't **earn** much money.
- 3** A Should I **save** my money for the future?
B No! Why don't you **spend** it now? Let's go shopping.
- 4** A Could I **borrow** some money for the bus?
B Sure, but you now **owe** me \$5!

- 2** Read the descriptions and write the correct job.

- 1** I give my free time to help people. I don't earn any money, but I love my job. **volunteer**
- 2** I have a difficult job in a hospital. I'm not a normal doctor or a nurse. **surgeon**
- 3** I keep our community safe. I can arrest people who are breaking the law. **police officer**
- 4** I treat very sick people at home and then take them to the hospital. **paramedic**

GRAMMAR IN ACTION

- 3** Complete the quiz with the comparative or superlative form of the adjectives. Then decide if the sentences are **T** (true) or **F** (false).

1 Basketball players are usually **taller** than soccer players. (tall) **T**

2 The driest place on Earth is in Antarctica. (dry) **T**

3 Chris Hemsworth is **older** than Chris Evans. (old) **F**

4 The Istanbul Cevahir shopping mall is **the biggest** in the world. (big) **F**

5 A hippo is **more dangerous** than a lion. (dangerous) **T**

6 New York is **the most expensive** city to live in. (expensive) **F**

56 REVIEW | UNIT 4

- 4** Put the words in the correct order.

- 1** lifeguard / you're / too / be / young / to / a
You're too young to be a lifeguard.
- 2** a / money / I / soda / to / don't / have / enough / buy
I don't have enough money to buy a soda.
- 3** room / there / too / people / were / the / many / in
There were too many people in the room.
- 4** much / week / I / last / spent / too / money
I spent too much money last week.

- 5** Complete the blog with **too** + adjective, **too much** / **too many** or **enough**, or a comparative or superlative adjective.

All About Denise



Appearance She's ¹ **taller** (tall) than me, and she has ² **longer** (long) hair. So, I'm ³ **shorter** (short) than her in two ways!

Personality She always makes me laugh. She's the ⁴ **funniest** (funny) and ⁵ **happiest** (happy) person I know!

Sports Denise's favorite sport is basketball. Unfortunately, she can't get into the school team because there are ⁶ **too many** good players, so she only plays for fun.

Jobs She wants to be a firefighter. She's ⁷ **braver** (brave) than me – I think that job is ⁸ **too dangerous** (dangerous). There are a lot more things to say about Denise, but I don't have ⁹ **enough** time now. I have ¹⁰ **too much** homework.

Self-Assessment

- I can talk about money. 😞 😐 😊
- I can talk about caring jobs. 😞 😐 😊
- I can use *could* and *couldn't*. 😞 😐 😊
- I can use comparative and superlative adjectives. 😞 😐 😊
- I can use *too*, *too much*, *too many*, and *(not) enough*. 😞 😐 😊

Review the Unit Theme

- 1** Remind students of the unit title: *What do you value most?* Put students into pairs. Have them discuss the following questions:
- Do you save money? Why / Why not? What do you value that doesn't cost money? Is it possible to have too much money? Share answers as a class.*

Self-Assessment

- 2** Encourage students to be honest when circling the appropriate emoji, thinking back to how hard they found each exercise on the page. Depending on what they need to focus on, encourage them to ask for extra homework from the Workbook.

Lesson Aim 2: I can organize my homework.

At this stage, students should be starting to take more responsibility for their learning, organizing their work and out-of-class activities, and thinking about their learning preferences.

Discuss

If students have a planner where they write down their homework assignments, ask them to share this in small groups and discuss whose looks the most organized.

- 5 min** **6** Put students into groups, and ask them to guess who among them is the biggest "homework superstar." Students then do the quiz and share their results. Elicit a few results from the class.

- 5 min** **7** Allow students plenty of time to deal with this individually and then compare their answers with a partner's. After feedback, ask students to discuss Esma's homework planner in pairs and say what they like and don't like about it. Elicit ideas from the whole class.

SHAPE IT!

- 4 min** **8** In pairs, students show each other their planners and explain their choices before making any necessary changes.

Extend It!

Challenge students to use this technique for one month. Quickly check their homework planners once a week. Praise students who keep it going for an entire month.

LEARN TO LEARN

LEARN TO ... ORGANIZE YOUR HOMEWORK

When you organize your homework, you study and use your time better.

6 Do the quiz. Find out your score. Do you agree with what it says about you? Discuss the results with a partner.

Homework Superstar?

Knowing What to Do
 When your teacher gives you homework, do you...
 a write it in your notebook or homework planner?
 b write it on your hand?
 c listen but then forget?

Organizing Your Time
 When do you do your homework?
 a After school or on the weekend.
 b Sometimes after school, sometimes before.
 c Always while I'm having breakfast!

Deciding What Comes First
 You have too much homework and not enough time. Do you...
 a do the most important things first?
 b do the easiest things first?
 c look at your books but never start?

Concentrating
 While you're doing your homework, do you...
 a put your phone on silent?
 b try not to look at your phone?
 c spend a lot of time checking your phone?

Results

a = 2 points b = 1 point c = 0 points

6-8: You're a superstar! You organize your homework well.

3-5: Not bad! You try to organize your homework, but our advice can help.

0-2: Oh, no! You really need our advice!

7 Complete Esma's homework planner with the words in the box.

difficult first For when? Homework hours Notes Other things Subject

Date	1. Subject	2. Homework	3. For when?	4. Notes
Mon Feb. 11	English	Page 27, Exercise 4	Mon Feb. 18	😊 Nice and easy!
Tues Feb. 12	Science	Label the parts of plants.	Thurs Feb. 14	It's ⁵ difficult - ask Jo for help.
Wed Feb. 13	History Math	Page 36 Study for the test.	Thurs Feb. 14 Fri Feb. 15	Do math ⁶ first - there's a LOT to study!
Thurs Feb. 14	English	Write story.	Tues Feb. 19	I need about two ⁷ hours
Fri Feb. 15		No homework!		
⁸ Other things : Remember Zoe's party on Saturday afternoon! 😊				

8 Copy Esma's design for a homework planner in your notebook, using the same headings. Then complete the planner with your homework for next week.

BACK TO SCHOOL!!

UNIT 4 | LEARN TO LEARN 57

Reflection and Homework

Workbook pp38-39

Warmer

Ask students, in pairs, to discuss what they remember spending money on in the last week and whether they're happy with what they bought. Elicit some ideas, along with relevant vocabulary (e.g., *unnecessary, a must, regret, good value*).

1 Allow students a minute of thinking time before discussing their ideas in pairs, and then elicit relevant ideas on the board.

2  4.12 To encourage faster reading, allow three minutes to read the text.

3 Students discuss the statements in pairs, according to what they remember of the text, before reading again and checking their answers in pairs.

4 After feedback, students, in pairs, find another unknown word in the text, find its meaning, and write an example sentence with it. Elicit a few examples from different pairs.

Explore It!

Alternatively, students, in pairs or groups, can write a question about teen spending and then find the answer for homework. Elicit the information in the following lesson.

Reflection and Homework

Prepare for Explore It! (p59). Students research about the oldest bookcases in the world.

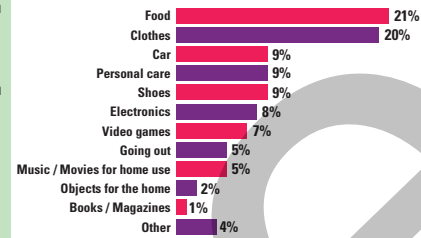
**SOCIAL STUDIES****The Best Things in Life Are (Almost) Free**

There is no doubt that money is **essential** to daily life. People earn money to buy food, pay the **bills**, or save for something special like a vacation or a present. Life becomes extremely difficult for people when there isn't enough money for their basic needs.

However, many people spend too much money on items they do not need. Marketing and advertising **encourage** people to buy an enormous range of products and services, and these days, with 24-hour internet access, it is easier than ever to spend money at the touch of a button.



How American teenagers spend their money, according to a recent survey



Some people believe that consuming so much is unhealthy, and we should make an effort to find interests that do not cost anything at all. If you want to do this, there are a number of options, and a good way to start is by looking at local websites. There are many free events for local communities, and you just need to select an activity that interests you. You could choose from music, dance, sports, art, tourism, walking, and many, many more.

Of course, you need access to a computer or phone to check a website. That costs money, but if it helps you to save money in the long run, then it is a good **investment**. Why not take a look today? It may be the first step in reducing your spending and starting a new low-cost life.

1 Discuss the questions.

- 1 Why do we need money?
- 2 What kinds of things can we do in our free time without money?

2 Read the article. Are your ideas from Exercise 1 mentioned?**3 Are the sentences T (true) or F (false)?**

- 1 People need money for their basic needs. **T**
- 2 Teenagers don't need vacations or presents. **F**
- 3 U.S. teenagers spend less than a quarter of their money on clothes. **T**
- 4 We can use technology to find free events. **T**
- 5 If you want to save money, you sometimes have to spend a little first. **T**

4 Complete the sentences with the words in bold.

- 1 I bought a cheap phone to save money, but it was a bad **investment** because it broke and I had to buy a new one.
- 2 That video game isn't an **essential** item. I think you should save your money.
- 3 Please don't **encourage** Ben to buy any more sneakers. He already has plenty of pairs.
- 4 Lisa has almost no money left each month after she pays the **bills**.

Explore It!

Guess the correct answer.

The average U.S. household spends more money on ... than on food.

- a** transportation **b** entertainment **c** healthcare

Find another interesting fact about spending in your country. Then write a question for your partner to answer.

UNIT 4 | EXTRA READING

Extend It!

Students look at the graph and discuss, in groups, whether the data is similar to the way they spend money.

Have fast finishers do this page in pairs to practice making and responding to requests politely. Assign roles as Student A and Student B so each student can both ask and answer requests. Encourage the use of **Useful Language** expressions such as *Could you do me a favor?* and *Would you mind...?* Remind students to vary their responses (positive, negative, or uncertain) and to give reasons when refusing. Circulate and note down good examples or areas for improvement to discuss later.

Unit 4 Communication

MAKING REQUESTS

Student A

- 1 Ask your partner the following favors. Use the *Useful Language* below.



- 1 lend me your camera



- 2 help me with my homework



- 3 go to the store with me

Useful Language
Could you do me a favor?
Would you mind ... ing ... ?
Thanks, I owe you one.
Please, it's really important!

- 2 Listen to your partner's requests. Reply positively or negatively to each one. Give a reason if you answer negatively. Use the *Useful Language* below.

Useful Language
Sure.
It depends.
I'm sorry, I can't.

MAKING REQUESTS

Student B

- 1 Listen to your partner's requests. Reply positively or negatively to each one. Give a reason if you answer negatively. Use the *Useful Language* below.

Useful Language
Sure.
It depends.
I'm sorry, I can't.

- 2 Ask your partner the following favors. Use the *Useful Language* below.



- 1 lend me your bike



- 2 make lunch



- 3 buy me ice cream

Useful Language
Could you do me a favor?
Would you mind ... ing ... ?
Thanks, I owe you one.
Please, it's really important!

Unit 5A What is your dream house?

Lesson Aim 1: I can talk about unusual homes.

Lesson 1 (T66-T67) = 45 minutes

► Start It!



1 In pairs, Student A opens the book, looks at the photo, and describes it to their partner. They look at the photo together and discuss if they would like to live there and why.



2 Describe your home to students. Say if it's an apartment, how big it is, how many rooms it has, if it's new or old, and if you like it and why. Invite questions. Then ask students to describe their own home in pairs.



3 & 4 Allow students to check in pairs after watching **video 5.1** the first time, and then play it again. Elicit the answers. Then show the video a third time without volume, and elicit vocabulary to describe the houses that it shows.

Class Challenge

The most isolated home in the world is on an island in the UK / **Iceland** / Japan.



5A

What is your dream house?

LEARNING OUTCOMES

I can ...

- understand texts about different homes and doing household chores
- describe a photograph
- write a description of a house
- understand how to use *(not) as + adjective + as*, *(not) + adjective + enough*, and *have to / don't have to*
- talk about furniture and household chores
- make spidergrams to record vocabulary, use techniques to answer multiple-choice questions, use word families, and a memory journey



Start It!

- 1 Look at the photo. Would you like to live in this house?
- 2 Before you watch, where do you live?
- 3 Why did people build homes in mountains? Watch and check.
- 4 What other unusual homes are there?

They felt safe. The caves stayed dry in the winter and cold in the summer



Watch video 5.1



Grammar in Action 5.2



Grammar in Action 5.3

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Unit Aims

Skills

I can ...

- understand a text about different homes p60
- describe a photograph p64
- write a description of a house p65
- understand a text about living in igloos pp66–67

Language

I can ...

- talk about furniture p59
- understand how to use *(not) as + adjective + as* and *(not) + adjective + enough* p61
- talk about household chores p62
- understand how to use *have to* and *don't have to* p63

Learn to Learn

I can ...

- use spidergrams p59
- answer multiple-choice questions p62
- understand word families p67
- use a memory journey p69

Extra Resources

- Finished? Student's Book p122
- Vocabulary Bank, Student's Book p132
- Workbook pp40–47
- Grammar Reference and Practice, Workbook pp96–97

Lesson Aim 2: I can talk about furniture.

Discuss

In teams, students have two minutes to write down as many furniture words as possible. The team with the most words wins.

2 min

5.01-5.02 Audioscripts pT158

1 5.01 Alternatively, students cover the pictures and work in teams. One student chooses a word and draws a picture. The first student on the team to guess what the picture is wins a point and is the next person to draw.

Target Vocabulary

armchair 'arm,tʃeə
bookcase 'buk-keɪs
carpet 'kɑːpɪt
ceiling 'siːlɪŋ
chest of drawers 'tʃest əv 'drɔːz
cupboard 'kʌbəd
desk desk
floor flɔː
fridge frɪdʒ
picture 'pɪktʃər
shelves 'ʃelvz
sink sɪŋk
wardrobe 'wɔːdrəʊb

2 & 3 5.02 ★★ After feedback, put students into pairs to write their own short description of a room. Then they read it aloud for another pair to guess the room.

Vocabulary Bank SB p132

Learn to Learn

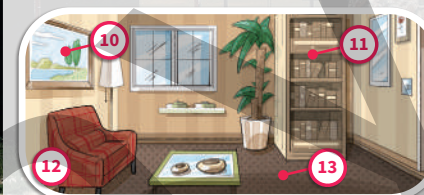
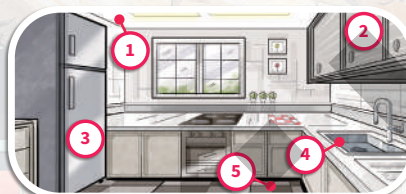
Spidergrams are visual aids that may help some students remember vocabulary related to one particular topic more efficiently. Students should try out different ways of recording vocabulary to find the ones best suited to them.

VOCABULARY

Furniture

1 5.01 Match the words in the box with 1-13 in the pictures. Listen, check, and repeat.

armchair	12	floor	5
bookcase	11	fridge	3
carpet	13	picture	10
ceiling	1	shelves	6
chest of drawers	9	sink	4
cupboard	2	wardrobe	7
desk	8		



2 5.02 Listen and match the speakers (1-4) with the rooms in the box. There is one extra room.

bathroom	2	kitchen	4	study	3
bedroom	1	living room			

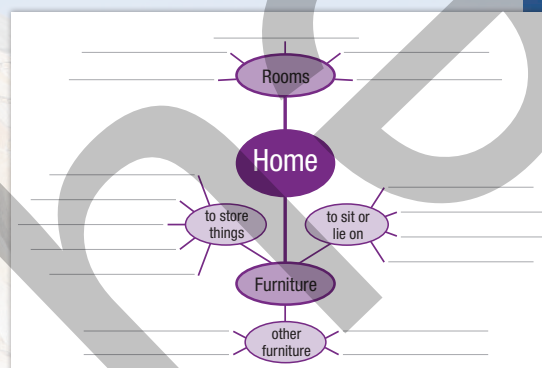
3 5.02 Listen again and circle the words in Exercise 1 that you hear.

LEARN TO LEARN

Using Spidergrams

Recording words in different ways will help you remember them. One way is to create spidergrams.

4 Complete the spidergram using words from Exercises 1 and 2 and your own ideas.



Use It!

5 Describe the furniture in a room in your home. Your partner listens and draws the room.

My bedroom has a wardrobe, a chest of drawers, and two pictures on the wall ...

Explore It!

Guess the correct answer.

The oldest bookcases in the world are ... years old.

a 200 b 400 c 600

Find another interesting fact about furniture. Then write a question for your partner.

4 8 min Copy the spidergram onto the board and ask volunteers to write the vocabulary on the board when conducting feedback.

5 5 min ★ Before the activity, you may want to elicit or review prepositions (e.g., in front of, behind, next to, to the left/right of, opposite).

Explore It!

2 min Ask students to present the answer they researched at home and ask the questions they wrote for their partner.

Reflection and Homework

Workbook p40

UNIT 5 | WHAT IS YOUR DREAM HOUSE? 59



Lesson Aim: I can understand a text about different homes.

Warmer

In groups, students describe the unusual houses they have researched for homework, share images of them, and discuss which is the most unusual and why.

- 1 🗣️ Allow students one minute of thinking time and allow dictionaries and translation software before discussing ideas in pairs. Then elicit relevant vocabulary, such as *round*, *small*, *thin/narrow*, etc.
- 2 5.03 🗣️ Allow two minutes to encourage faster reading.
- 3 After feedback, students write one more sentence with incorrect information and give it to their partner to correct.
- 4 ★★★ Ask students to cover the options in 1–5 and decide what the underlined pronouns refer to in the text. They then check the options and choose the correct ones.
- 5 Disallow dictionaries and translation software and encourage students to guess the meaning of words 1–6 only by looking at the context in the text.
- 6 🗣️ Encourage students to justify their answers, saying not only why they like one of the houses, but also what they dislike about the others. For question 3, students can talk about the unusual homes they researched for homework.



OPTIONAL READING A Magazine Article

- 1 Look at the pictures. Discuss the questions.
 - 1 What's unusual about these homes?
 - 2 Who do you think lives in them?
- 2 5.03 🗣️ Read the article. Match the pictures with the houses.

Amazing Homes

Everyone's home is special, but some homes are really

- 2 **Keret House, Poland**
A Polish architect designed this house for an Israeli author. It's in a space between two apartment buildings in Warsaw. To enter the house, you climb through a trap door in the floor of the living room. The living room is wide enough for a small sofa, but the back of the house is only as wide as a large armchair! There's a tiny bathroom upstairs and a tiny kitchen with a sink and a fridge ... but you need to stand in another room to open it!
- 1 **Nautilus House, Mexico**
Nautilus House isn't as tiny as Keret House, but it's also very strange. Its owners – a Mexican couple and their two children – thought ordinary houses weren't close enough to nature. They wanted their home to feel like a beautiful, colorful shell. Everything in Nautilus House is curved: the floors, the ceilings, and, of course, all the furniture.
- 3 **The PAS House, U.S.A.**
Lots of kids love skateboarding, but not many kids are as crazy about it as Pierre André Senizergues. Senizergues learned to skateboard at school in France and later became the world champion. He designed the PAS House as a dream home for skateboarders. You can skate in every room. You can even skate on the furniture there, and your mom won't yell at you!

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- 3 Read the article again and correct the sentences.
 - 1 The entrance to Keret House is through the kitchen.
The entrance to Keret House is through the living room.
 - 2 Five people live in Nautilus House.
Four people live in Nautilus House.
 - 3 The rooms in Nautilus House have straight walls.
The rooms in Nautilus House have curved walls.
 - 4 The PAS House is in France.
The PAS House is in the U.S.A.
 - 5 An architect had the idea for the PAS House.
A skateboarder had the idea for the PAS House.
- 4 Look at the words **highlighted** in the text. What do they refer to? **Circle** the correct answers.
 - 1 a Polish architect / Keret House
 - 2 the fridge / the sink
 - 3 ordinary houses / the owners
 - 4 the PAS house / skateboarding
 - 5 the PAS House / France
- 5 Match the words with the definitions.

1 architect	a a home for a sea animal
2 author	b a door in the floor
3 apartment building	c a writer
4 trap door	d not straight
5 shell	e a building with homes in it
6 curved	f a person who designs buildings
- 6 **Voice It!**
Discuss the questions.
 - 1 Which house do you like most?
 - 2 Why do you like it?
 - 3 Do you know any other unusual houses? Describe them.

Class Challenge

The narrowest house in the world is in Poland and it is 52 / 152 / 552 cm wide.

Warmer

► Play **video 5.2**, and ask students to discuss which bedroom they prefer and why. Elicit that bedroom 1 isn't big enough, and the other bedrooms aren't as nice as bedroom 3.



GRAMMAR IN ACTION

(Not) As ... As, (Not) ... Enough

	(Not) As + Adjective + As	(Not) Adjective + Enough
+	The back of the house is only ¹ as wide as (wide) a large armchair.	The living room is ³ wide enough (wide) for a small sofa.
-	Nautilus House isn't / is not ² as tiny as (tiny) Keret House.	They thought ordinary houses weren't / were not ⁴ close enough (close) to nature.



Watch video 5.2
What's wrong with bedroom 1? Why does the vlogger prefer bedroom 3?

Audioscript pT158

1 After feedback, point out that we normally pronounce as with a schwa /əz/ in full sentences.

2 ★ Point out that students have to read and understand the information on SB p60 in order to get the information they need.

Get It Right!

Remind students that nouns can come after enough (e.g., *I don't have enough time*), but not adjectives.

3 & 4 After feedback, students make extra sentences with the target language about their own homes (e.g., *My house isn't large enough for a pool.*).

5 ★ Students check their answers in pairs and discuss any differences before whole-class feedback.

6 & 7 You may want to turn this into a group game, with students taking turns reading their sentences aloud and guessing the correct ones, winning points as they go.

1 Complete the examples in the chart above with **as ... as** or **enough** and the words in parentheses. Use the article on page 60 to help you.

2 Circle the correct words. Check your answers in the article on page 60.

- Keret House is isn't as wide as other houses in Warsaw.
- It's / It's not large enough for a kitchen.
- The owners of Nautilus House think that straight walls are / are not as interesting as curved walls.

Get It Right!

We never put adjectives after **enough**.
I'm not tall enough. NOT ~~I'm not enough tall.~~

3 Complete the sentences with **as ... as** or **enough** and the adjective in parentheses.

- My bedroom isn't as big as my sister's. (big)
- I'm not tall enough to reach the top shelf. (tall)
- Is this sofa wide enough for three people? (wide)
- That phone is as expensive as a laptop! (expensive)

4 Complete the second sentence so that it has the same meaning as the first. Use **(not) as ... as** or **enough** and the adjective in parentheses.

- We can't put a sofa in this small room.
This room isn't large enough for a sofa. (large)
- My room is neater than my sister's room.
My sister's room isn't / is not as neat as mine. (neat)
- A microwave is quicker than a stove.
A stove isn't / is not as quick as a microwave. (quick)
- Enes is 18 now, so he can drive a car.
Enes is old enough to drive a car. (old)

5 Complete the text using **as ... as** or **enough** and the adjectives in parentheses. Then listen and check.

Kids' toys aren't cheap these days, but not many toys are ¹ as expensive as (expensive) the Astolat Dollhouse Castle. It's ² as tall as (tall) a small Christmas tree and ³ as heavy as (heavy) a horse.



The castle was the idea of an American artist, Elaine Diehl, and it took 13 years to build. It isn't really a toy. It's a work of art, and it's ⁴ good enough (good) to be in a museum.

The furniture is ⁵ small enough (small) to fit in your hand, and it's ⁶ as beautiful as (beautiful) the furniture in a real palace. The tiny sofas and beds are ⁷ as soft as (soft) the real things. The books on the shelves aren't ⁸ large enough (large) to read, but they have real pages. One thing that isn't small is the price - over \$8 million! Are you ⁹ rich enough (rich) to buy it?

Use It!

- In your notebook, write one true sentence and one false sentence about places in the world with **(not) as ... as** or **(not) ... enough**.
The Amazon River is as long as the Nile River.
- Say your sentences. Can your partner guess which sentence is true?

Finished? p122 Ex. 1, 2

UNIT 5 | WHAT IS YOUR DREAM HOUSE? 61

Grammar Game

In groups, students have three minutes to write as many true sentences about themselves as possible (e.g., *Sarah isn't as tall as James.*). The group with the most correct sentences wins.

Finished?

Students turn to p122 and do Exercise 1 and 2.

Reflection and Homework

Workbook p42

Warmer

Elicit the meaning of *chore* /tʃɔːr/ (a job or piece of work that is often boring or unpleasant but needs to be done regularly). Ask students to say a few chores that they do at home.

5.05-5.07 Audioscripts
ppT158-159

1 Drill the pronunciation of the phrases.

Target Vocabulary

do the dishes du ðə 'drɪʃəz
do the ironing du ðə 'aɪənɪŋ
do the laundry du ðə 'lɒndri
dust (the furniture) dʌst (ðə 'fɜːnɪtʃər)
load/empty the dishwasher lɒd/'emp-ti ðə 'dɪʃwəʃər
make the bed meɪk ðə bed
mop the floor mɒp ðə flɔː
sweep the floor swiːp ðə flɔː
vacuum (the carpet) 'væk-jum (ðə 'kɑːpɪt)

2 Challenge students to cover the box in Exercise 1 to complete the exercise, and then play the audio to check answers.

3 During feedback, find out what percentage of the class does chores a lot, a little, or not at all, and why.

4 Discuss any interesting differences between the percentages you got from the last activity and the statistics.

VOCABULARY AND LISTENING
Household Chores

1 Match the phrases in the box with the pictures. Listen, check, and repeat.

do the dishes	7	make the bed	1
do the ironing	3	mop the floor	5
do the laundry	2	sweep the floor	4
dust (the furniture)	9	vacuum (the carpet)	6
load/empty the dishwasher	8		



2 Complete the note with verbs from Exercise 1. Then listen and check.

Hi kids. Can you please help with some things around the house while I'm out?
Ollie: Please ¹ mop the floor and ² load the dishwasher with the plates and cups from breakfast. Can you also ³ dust the furniture in the living room, please, and ⁴ vacuum the carpet?
Mia: ⁵ Make your bed and ⁶ sweep the floor in your bedroom. Then can you please ⁷ do the ironing for me?
Thanks, kids. I'll see you this evening. Love, Dad

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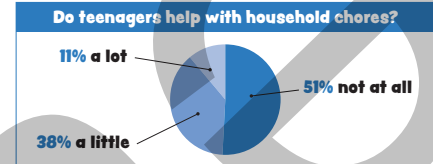
Use It!

3 How often do you do the chores in Exercise 1? Compare with your partner.

I do the dishes every day!

Street Interviews

4 Look at the results of a survey in the UK. Does the information surprise you?



LEARN TO LEARN

Answering Multiple-Choice Questions

Before you listen, read the questions and options carefully, and try to guess the answers.

5 Read the questions in Exercise 6. Discuss with a partner which answers are probably wrong.

6 You will hear some people talk about doing chores. Listen and circle the correct answers.

- What does Cindy do in the kitchen?
A She cooks dinner.
B She loads the dishwasher.
C She does the dishes.
- When do Kim and her sister do household chores?
A every morning
B on the weekend
C during school vacations
- What doesn't Kim like?
A cleaning the bathroom
B vacuuming the living room
C practicing the piano
- When Adam does the ironing, what else does he like doing?
A listening to music
B moving around
C doing his homework

Learn to Learn

Trying to predict answers prepares students for both the vocabulary and the ideas that they might hear and can help make listening less stressful.

5 Point out that all the people in the story are teenagers. Encourage students to justify their guesses during feedback.

6 Play the audio once and allow students to check ideas in pairs before listening again.

Vocabulary Bank SB p132

Reflection and Homework
Workbook p43

Warmer

► Play video 5.3 and elicit the answers to the two questions. (Syd has to load the dishwasher, and Harumi has to clean her school.)



Audioscript pT159

5.10 1 Stress that *have to* means "must," but *don't have to* doesn't mean "must not." It means "don't need to."

Pronunciation

5.08–5.09 Ask students to turn to SB pp141–142 for pronunciation practice of *have*: /f/ and /v/.

6 min 2 After feedback, read 1–5 to the students and check their understanding, asking *Is it necessary?* (1, 2, 5 – yes; 3, 4 – no).

6 min 3 ★★ Challenge stronger students to cover the options, fill in the blanks, and then check against the options.

4 min 4 After feedback, elicit extra example sentences from students, using the vocabulary on SB p62.

6 min 5 5.10 After feedback, put students into pairs to discuss whether they would like to live on a farm or not.

5 min 6 ★ Support weaker students by asking them to write down their questions before speaking.

GRAMMAR IN ACTION

Have To

	I/You/We/They	He/She/It
+	I ¹ have to clean the kitchen.	He has to make his bed.
-	I don't have to load the dishwasher.	He ³ doesn't have to do much.
?	² Do you have to do the dishes? Yes, I do . / No, I don't .	Does Jake have to help? Yes, he does . / No, he ⁴ doesn't .

> Pronunciation p141–142

Complete the examples in the chart above with the correct form of *have to* / *don't have to*.

2 Complete the sentences with the correct form of *have to*.

- Cindy **has to** (+) clean the kitchen.
- Kim and Maisie **have to** (+) do a lot of homework.
- They **don't have to** (–) do housework on school days.
- Jake **doesn't have to** (–) help a lot.
- Adam **has to** (+) do the ironing.

3 Circle the correct answer.

- I ... do the gardening this weekend because my parents are on vacation.
a has to b doesn't have to
c **have to**
- ... to do a lot of homework on weekends?
a Does you have b Do you has
c **Do you have**
- We ... go to school on Monday because it's a national holiday.
a don't have to b have to
c **doesn't have to**
- Dad ... do the cooking in the evenings because Mom works then.
a has to b doesn't have to
c **have to**

4 Complete the sentences with the correct form of *have to* and a verb from the box.

do help go work

- The children **don't have to** go to school in summer.
- Sam **doesn't have to** help with chores because he's only four.
- I **have to** do the ironing on Saturdays, and it's so boring.
- Does** your mom **have to** work on weekends?

5.10 5 Complete the text with the correct form of *have to* and the verbs in parentheses. Then listen and check.

¹ Do you **have to** help (help) with the housework?
² **Do** you **have to** make (make) your bed or clean the kitchen? Martha Pinter and her brother, Ben, ³ **have to** do (do) more than most young people their age. They live on a farm in Queensland, Australia, and the whole family ⁴ **has to** share (share) the work. Martha ⁵ **has to** get up (get up) early to milk the cows. In spring, she also ⁶ **has to** take (take) care of the new lambs – that's her favorite job. Ben ⁷ **has to** collect (collect) the hens' eggs before breakfast. But Martha and Ben ⁸ **don't have to** catch (not catch) the bus to school every day. There isn't a school near their farm, so they ⁹ **have to** have (have) all their lessons at home.



Use It!

6 Think of questions to ask your partner using *have to*. Ask and answer your questions.

Does your dad have to do the ironing on the weekend?

No, he doesn't. I have to do it!

Finished? p122 Ex. 3

UNIT 5 | WHAT IS YOUR DREAM HOUSE? 63

Grammar Game

Say one of the actions below and get students to say if they *have to*, *don't have to*, or *must not* do this action at school. The first student to say a correct sentence wins a point.

- wear a tie
- clean the classroom
- wear shorts
- do homework
- arrive late
- raise their hand to speak
- bring a laptop



Finished?

Students turn to p122 and do Exercise 3.

Reflection and Homework

Workbook p44



SHAPE IT! GRADE 7

MID-YEAR TEST LESSON 1 (45 MINUTES)

GRAMMAR

1 Circle the correct options.

- I was playing a video game ... I received a message.
a while b that c when
- I'm sorry, I ... you.
a 'm not understanding
b don't understand
c 'm not understand
- Jack plays baseball ...
a good b badly c bad
- There wasn't ... cheese in the fridge.
a some b a c any
- Catie was skateboarding when she ... her teacher.
a saw b was seeing c sees

2 Complete the sentences and questions with the correct words.

- A: Where did you go?
B: I _____ to the park.
- _____ there any people at the park yesterday?
- You're a slow reader. You read _____.
- My mom works during the week, but she _____ work on the weekend.
- I was walking _____ I found some money.

3 Write the sentences in the negative (-) or interrogative (?).

- Jack ate pizza. (?)

- There were some oranges on the table. (-)

- Chloe and Bethany were watching a movie. (?)

- The movie theater opens at 6 p.m. (-)

- There was some water on the floor. (?)

4 Underline and correct one mistake in each sentence.

- It was an accident on my street yesterday.

- I did my homework when I heard a strange sound.

- We isn't playing very well today.

- Your friends liked the movie yesterday?

- George studies at the moment.

5 Complete the conversation with the correct form of the verbs in the box.

do call listen not answer not remember

A: I ¹ _____ you last night at eight o'clock, but you ² _____. What ³ _____ you _____?

B: At eight o'clock? Sorry, I ⁴ _____ now. Oh, yes – I ⁵ _____ to very loud music!

6 Complete the text with the correct words.

I was ¹ _____ a video game yesterday
² _____ my friend Rachel called. She calls me ³ _____ day, but we
⁴ _____ usually have very long conversations. But yesterday's conversation
⁵ _____ very long!

7. Circle the correct options

- 1 I ... swim when I was five.
a could b can c have to
- 2 This is ... movie in the world!
the worse b the worst c the better
- 3 This room has ... furniture.
a too much b too many c as big
- 4 The kitchen isn't
a enough big b bigger. c big enough
- 5 You ... open the door in the plane! It's very dangerous.
a don't have to. b must not c shouldn't

8. Complete the text with the words in the box.
There are four extra words.

couldn't don't enough more
most
must not shouldn't than won't

I ¹ _____ play soccer last Saturday because I bruised my foot on Wednesday. The doctor says that I ² _____ play for three weeks! No excuses! If we ³ _____ win, I won't be very happy because it's one of our ⁴ _____ important games. I hope we're good ⁵ _____ the other team is ver strong.

9. Circle the correct options.

My sister is working in a kitchen in a restaurant this summer. She says it's ¹... boring job in the world because she ²... do a lot of dishes! However, she ³... cook. In my opinion, she ⁴... be happy about that! She isn't ⁵ ...! To be honest, she's a terrible cook!

- 1 a the more b the most c a very
- 2 a should b have to c has to
- 3 a must not b doesn't have to c couldn't
- 5 a could b must c should
- 5 a good enough b good too c too much good

10. Complete the conversation with one word or the correct form of the verbs in parentheses.

- A: Do you want to play a video game tonight?
We ¹ _____ (can not) play yesterday.
- B: I ² _____ (play) with you if I have enough time. But I have ³ _____ (do) some homework first.
- A: You get too ⁴ _____ homework!
- B: I know! But this year my homework isn't ⁵ _____ difficult as last year.

VOCABULARY

11. Circle the correct options.

James took his uniform from his ¹... . It was his first day working as a ²... . It was an exciting and dangerous job! He got dressed and put his new watch on his ³... . Then he walked into the street and immediately got ⁴... by a bee on his face. His left ⁵... was very red! "This isn't the best start to my first day!" he thought.

- | | | |
|--------------------|-------------|-------------|
| 1 a wardrobe | b fridge | c sink |
| 2 a police officer | b caregiver | c vet |
| 3 a shoulder | b elbow | c wrist |
| 4 a stung | b bitten | c scratched |
| 5 a chin | b cheek | c forehead |

12. Complete the sentences with the correct words.

- I walked _____ the store, but I didn't go in.
- Luke was _____ because he had nothing interesting to do.
- It wasn't raining, but the trees were moving because it was very _____.
- You eat chicken with a knife and _____.
- They went up the mountain and then they came _____.

13. Match the beginnings with the endings to make sentences. Then complete the words.

- | | |
|------------------------------------|--------------------------|
| 1 I felt a _____ while | ☐ |
| 2 <i>Big Brother</i> is an example | ☐ |
| 3 The actors and the director were | ☐ |
| 4 It was raining, | ☐ |
| 5 When you sleep, you | ☐ |
| a put your head on a p _____. | |
| b on the s _____ of the movie. | |
| c I was watching the horror movie. | |
| d so I got w _____. | |
| e of a r _____ s _____. | |

14. Circle the correct options.

Last week I was on a ¹... show! Before the show, the ²... artist put some color on my face. When I looked in the ³..., I looked like a completely different person! I felt very ⁴... before the show started and I didn't answer the questions very well. When I finally left the TV studio, it was very ⁵... and I got wet. It wasn't a great day!

- | | | |
|-----------------|-----------|------------|
| 1 a competition | b game | c question |
| 2 a series | b sound | c makeup |
| 3 a set | b plate | c mirror |
| 4 a surprised | b nervous | c angry |
| 5 a rainy | b warm | c cloudy |

LESSON 2

[45 MINUTES]

READING 1

15 Read the story.

The Country of the Blind

Once there was an explorer named Guillermo Núñez. One day, while he was climbing a mountain in Ecuador, he fell a great distance. However, he didn't die. He found a small community. The people there didn't have any contact with the rest of the world. Also, they were blind and thought that everyone else was blind, too. Núñez explained that he could see, but they didn't believe him.

Núñez stayed in the village and fell in love with a girl named Medina-Saroté. The head of the village told Núñez, "If you want to marry Medina-Saroté, we need to remove your eyes first."

Núñez didn't want to lose his eyes, but he agreed. However, the morning before his operation, he said to Medina-Saroté, "Come with me! We can escape from here!" But she replied, "The others are right - you're crazy! It's impossible to leave here!" So, very sadly, Núñez left the village without her.

Are sentences *T* (true), *F* (false), or *DS* (doesn't say)?

- 1 Guillermo Núñez didn't have serious injuries after he fell. ____
- 2 People never came to the village. ____
- 3 The inhabitants of the village couldn't hear. ____
- 4 Medina-Saroté was the daughter of the head of the village. ____
- 5 They removed Núñez's eyes. ____
- 6 Medina-Saroté didn't agree with Núñez. ____
- 7 It was impossible to leave the village. ____

16 Read the story again. Answer the questions.

- 1 Why was Núñez lucky?
- 2 Why were the people in the village wrong?
- 3 Why did Núñez agree to remove his eyes?

17 Find words or phrases from the text that mean the following.

- 1 without the ability to see _____
- 2 started to like a lot _____
- 3 most important person _____
- 4 become the husband/wife of _____
- 5 take out _____

READING 2

18 Read the article.

An American Hero

In November of 1984, Chuck Feeney was a wealthy man. He had a successful business and 8 billion dollars in the bank. At the end of the month, he flew to the Bahamas with his wife. However, they weren't going on vacation. His lawyer came, too. While Feeney was there, he signed some documents, but they weren't for new business deals. In the documents, he created a new charity and gave all his money to it.

Very few people knew about Feeney's actions. He continued to manage his business, so everyone thought he was still a billionaire. However, all his money now went to his charity. Why did Feeney decide to give all his money to charity - and to do it secretly? First of all, he never thought that possessions were the most important thing in life. Second, his parents taught him that you shouldn't talk about your achievements.

Today, Chuck Feeney lives in a small apartment. There aren't any pictures there to show the work of his charity. Chuck Feeney is too modest for that.

Are the sentences **T** (true), **F** (false), or **DS** (doesn't say)?

- 1 Feeney went to the Bahamas in November. ____
- 2 Feeney gave away a lot of money when he signed the documents. ____
- 3 Feeney didn't tell many people about what he did. ____
- 4 Feeney managed his new charity. ____
- 5 Feeney thinks that possessions are very important. ____
- 6 Feeney's mother and father died when he was a baby. ____
- 7 Feeney is very happy that he created his charity. ____

19 Read the article again. Answer the questions.

1. Who did Chucky Feeney go to the Bahamas with?
2. How did people's opinion of Chuck Feeney change after he signed the documents?
3. Why doesn't Feeney have any photos to show what he did?

20 Find words in the text that mean the following.

- 1 having good results _____
- 2 wrote his name on _____
- 3 contracts, agreements _____
- 4 be in control of _____
- 5 good things that you do _____

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 1-5a

Speaking topics:

1. The most popular TV shows in my country
2. Daily life in the past versus today
3. The power of stories in everyday life
4. Do We Need Money to Be Happy?
5. My favorite room at home

Writing topics:

1. Write a description of your favorite actor. Use the paragraph plan below to help you. Write at least 100 words.
2. Write a story with a sad or a happy ending. It can be a true story, or you can invent one. Write at least 100 words.
3. Write a description of your house. Write at least 100 words.
4. Choose one of the following topics. Then write an opinion essay saying if you agree. Write at least 100 words.

LESSON 3

[45 MINUTES]

1 What are you watching?

LEARNING OUTCOMES
I can ...
• understand, explain, describe, and evaluate different types of media
• understand the importance of media literacy
• understand the importance of media literacy
• understand the importance of media literacy
• understand the importance of media literacy

Start it!
1. Look at the photo. What is the boy doing?
2. Before you watch, what do you think TV shows?
3. What did John Legie build? Watch and check.
4. How do you think TV changed the world?

Watch it!
Grammar in Action 1.2 Grammar in Action 1.3 Grammar in Action 1.4 Grammar in Action 1.5 Grammar in Action 1.6

10 WHAT ARE YOU WATCHING? UNIT 1

2 How was the past different?

LEARNING OUTCOMES
I can ...
• understand, explain, describe, and evaluate different types of media
• understand the importance of media literacy
• understand the importance of media literacy
• understand the importance of media literacy
• understand the importance of media literacy

Start it!
1. Look at the photo. How old do you think the artwork is? Why?
2. Before you watch, what do you know about the ancient Egyptians?
3. What did the Egyptians use to make boats? Watch and check.
4. Name three things you would like to see in Egypt.

Watch it!
Grammar in Action 2.2 Grammar in Action 2.3 Grammar in Action 2.4 Grammar in Action 2.5 Grammar in Action 2.6

22 HOW WAS THE PAST DIFFERENT? UNIT 2

3 What do stories teach us?

LEARNING OUTCOMES
I can ...
• understand, explain, describe, and evaluate different types of media
• understand the importance of media literacy
• understand the importance of media literacy
• understand the importance of media literacy
• understand the importance of media literacy

Start it!
1. Look at the photo. What is the boy doing?
2. Before you watch, what do you think people did in their free time in the past?
3. What did storytellers do? Watch and check.
4. What's your favorite story? Do you know where it came from?

Watch it!
Grammar in Action 3.2 Grammar in Action 3.3 Grammar in Action 3.4 Grammar in Action 3.5 Grammar in Action 3.6

34 WHAT DO STORIES TEACH US? UNIT 3

4 What do you value most?

LEARNING OUTCOMES
I can ...
• understand, explain, describe, and evaluate different types of media
• understand the importance of media literacy
• understand the importance of media literacy
• understand the importance of media literacy
• understand the importance of media literacy

Start it!
1. Look at the photo. How does the boy feel?
2. Before you watch, how do you help other people?
3. How can helping others be good for you? Watch and check.
4. Which of the ways to help in the video do you like the best?

Watch it!
Grammar in Action 4.2 Grammar in Action 4.3 Grammar in Action 4.4 Grammar in Action 4.5 Grammar in Action 4.6

46 WHAT DO YOU VALUE MOST? UNIT 4

5 What is your dream house?

LEARNING OUTCOMES
I can ...
• understand, explain, describe, and evaluate different types of media
• understand the importance of media literacy
• understand the importance of media literacy
• understand the importance of media literacy
• understand the importance of media literacy

Start it!
1. Look at the photo. Would you like to live in this house?
2. Before you watch, where do you live?
3. Why did people build homes in mountains? Watch and check.
4. What other unusual homes are there?

Watch it!
Grammar in Action 5.2 Grammar in Action 5.3 Grammar in Action 5.4 Grammar in Action 5.5 Grammar in Action 5.6

58 WHAT IS YOUR DREAM HOUSE? UNIT 5

5B

What is your dream house?

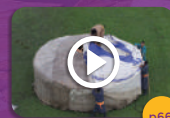
LEARNING OUTCOMES

I can ...

- understand texts about different homes and doing household chores
- describe a photograph
- write a description of a house
- understand how to use *(not) as + adjective + as*, *(not) + adjective + enough*, and *have to / don't have to*
- talk about furniture and household chores
- make spidergrams to record vocabulary, use techniques to answer multiple-choice questions, use word families, and a memory journey



Everyday
English 5.4



Globetrotters
5.5

58 WHAT IS YOUR DREAM HOUSE? | UNIT 5

Unit Aims

Skills

I can ...

- understand a text about different homes p60
- describe a photograph p64
- write a description of a house p65
- understand a text about living in igloos pp66–67

Language

I can ...

- talk about furniture p59
- understand how to use *(not) as + adjective + as* and *(not) + adjective + enough* p61
- talk about household chores p62
- understand how to use *have to* and *don't have to* p63

Learn to Learn

I can ...

- use spidergrams p59
- answer multiple-choice questions p62
- understand word families p67
- use a memory journey p69

Extra Resources

- Finished? Student's Book p122
- Vocabulary Bank, Student's Book p132
- Workbook pp40–47
- Grammar Reference and Practice, Workbook pp96–97

1 **5.11** ★★ Challenge students to listen and answer the question with their books closed.

2 **5.11** Use one of the pictures on SB p59 to check students' understanding of the phrases (e.g., *What's that at the bottom on the left?* *A trash can.*).

3 Play **video 5.4** and drill the pronunciation of the target phrases, focusing students' attention on the stressed words.

4 If appropriate, ask students to think of equivalent phrases in their language and test each other using the translations.

5 Encourage students to use photos of their own room, if appropriate. Alternatively, students could draw a simple sketch of their room to talk about.

6 Allow students to perform the conversation twice. The first time, they should focus only on content. The second time, they focus on language.

7 Students look at the other pair's photo for a minute before listening to (or the pair performing it). Then pairs give each other feedback.

SPEAKING

Discussing a Photo

1 Listen to the conversation. Who likes the room more, Oscar or Nina?

Oscar

OSCAR Hey, Nina. Look at this photo – it's Liam's bedroom in his new house.

NINA Oh! It looks big enough for two people. Does he have to share it?

OSCAR No, it's all his. Actually, it isn't as big as it looks. There's a large mirror in the ¹background, so it looks bigger. **What's that**

NINA Oh, yes, I see. ² thing on the wall?

OSCAR It's a clock. What do you think of the color of the walls?

NINA Hmm, I'm not convinced.

OSCAR Really? I think it looks awesome! I don't think much of those curtains, though.

NINA: Me neither. And what's that ³ at the bottom? Is it a carpet?

OSCAR Yes, I think so. I like it. And I love those pictures ⁴ on the left.

NINA Me too. They look great.



2 Complete the conversation with phrases from the **Useful Language** box. Then listen and check.

Useful Language

at the bottom/top in the background
on the left/right What's that ... ?

3 Look at the **Everyday English** box. Find and underline the phrases in the conversation.



Watch video 5.4 Everyday English

I'm not convinced.
It looks awesome!
Me neither.
Me too.

4 Match the phrases in the **Everyday English** box with the phrases that mean the same.

- I feel the same way (after a positive statement).
Me too.
- I feel the same way (after a negative statement).
Me neither.
- I don't think I like it. **I'm not convinced.**
- It looks great. **It looks awesome!**

PLAN

5 Write about a room. Take notes about the photo below or your own photo.



Who the room belongs to: _____

What is in it: _____

SPEAK

6 Practice discussing your room with your partner. Remember to use adjectives with (not) as ... as and enough, have to / don't have to, vocabulary from this unit, and phrases from the **Useful Language** and **Everyday English** boxes.

CHECK

7 Work with another pair. Listen to their conversation and complete the notes.

Who the room belongs to: _____

What is in it: _____

Lesson Aim 2: I can write a description of a house.

5 min 8 Allow students one minute to read the text to encourage faster reading.

3 min 9 Elicit more examples of the use of this language by eliciting sentences to describe the classroom from different students.

3 min 10 Allow students to share their plans with a partner to generate more ideas.

4 min 11 & 12 After writing, students highlight (not) as ... as, (not) enough, and have to / don't have to, and expressions from the *Useful Language* box in a bright color. This will help them with their self-assessment.

Finished?

Students turn to p122 and do Exercise 4.

Reflection and Homework

Prepare for Explore It! (p67). Students research an interesting fact about Inuits.

2 min

WRITING A Description of a House

8 Read Olivia's description of her dream house. Match the topics a-c with paragraphs 1-3.

- a What does the house have?
- b Where is the house?
- c What is the best thing about the house?

Describe Your Dream House and Win a Digital Camera!



- 1 **b** I'd like to tell you about my dream house. It's near the beach on a sunny island. It has to be near the ocean because I love swimming.
- 2 **a** The house has big windows and a fantastic view of the ocean. There's a lovely yard, too. It's large enough for people to play outdoor games, and it also has a swimming pool. As well as a pool, there's a skatepark. Inside the house, there's a huge fish tank. It's full of beautiful tropical fish.
- 3 **c** But the really special thing about my house is the technology. There are robots in every room. I think they're as intelligent as humans. They cook the meals and do the dishes. They make my bed, and they vacuum the living room as well. I don't have to do any chores.

Olivia Reed (13), Newcastle

9 Find and underline the *Useful Language* phrases in the description. Answer the questions.

- 1 Which go at the end of a sentence? as well, too
- 2 Which goes before a noun? as well as
- 3 Which often goes before a verb? also

Useful Language

also as well as well as too

PLAN

10 Plan a description of your own dream house. Take notes for three paragraphs.

- 1 Where your house is: _____
- 2 What rooms, furniture, and other things it has: _____
- 3 What the best thing in the house is: _____

WRITE

11 Write your description. Remember to include adjectives with (not) as ... as, enough, have to / don't have to, and phrases from the *Useful Language* box.

CHECK

- 12 Do you ...
- have three paragraphs?
 - describe what the house has?
 - describe one special thing in the house?

Finished? p122 Ex. 4

Background Information

Students may have limited knowledge of the indigenous peoples living in remote communities of Alaska, Canada, Greenland, and parts of Russia. They may be familiar with the term "Eskimo" but surprised to learn that this is a general term that refers to many different groups living in these parts of the world. Many of the indigenous peoples do not like the term, so students should avoid using it.

Warmer

In pairs, students discuss how people can live in very cold places. Ask them to make a list of ideas (e.g., *wear warm clothes, have a fireplace, eat a lot of fat*).

► Play **video 5.5** and ask students to answer the questions in groups. Elicit that "ger" means "house" in Mongolian.

4 min 1 Elicit relevant vocabulary, such as *snow, ice, igloo, tent, frozen, dome*.

5 min 2 **5.12** ★★ Ask students, in pairs, to write down an additional question they have about igloos and read the text to see if it mentions an answer.

7 min 3 Encourage students to underline language in the text that helped them match the headings with the paragraphs. Elicit this during feedback.



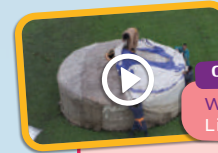
AROUND THE WORLD

READING

An Encyclopedia Entry

- 1 Look at the photos of homes on page 67. Where are these homes? What do you know about them?
The homes are in the Arctic Circle.
- 2 **5.12** Read the entry. Check your answers.
- 3 Read the entry again. Match headings a–e with paragraphs 1–5.

a Why Use Igloos?	d Life Inside an Igloo
b Keeping Warm	e How to Build an Igloo
c Who Are the Inuit?	



Globetrotters

Watch video 5.5
Living in a Ger

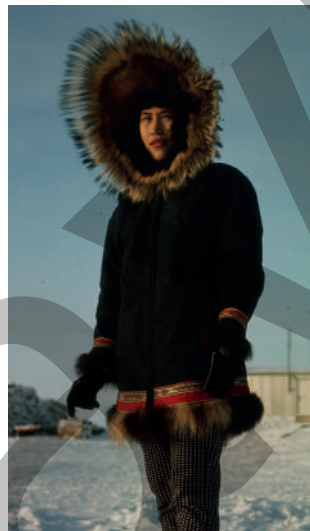
- What does "ger" mean in Mongolian?
- Would you like to live in a ger?

Voice It!

4 Discuss the questions.

- 1 Nomadic people have temporary houses, so "home" isn't a permanent building in a place. How else can people define "home"?
- 2 Besides your house, how do you define "home"?
- 3 How can you appreciate and celebrate your home?

LIFE IN AN INUIT IGLOO



- 1 **c** The Inuit are the native people of the Arctic Circle. Today, they usually live in modern houses in small villages. Until recently, however, they still used their famous houses made of snow – igloos.
- 2 **a** The Arctic isn't warm enough to farm, so the Inuit had a nomadic life. This means they traveled during the year to find food. Every winter and summer, the Inuit traveled thousands of kilometers across the frozen Arctic ocean. All nomads have to make temporary homes while they travel, and in summer, the Inuit lived in tents made from animal skins, called *tupiqs*. Igloos were their traditional winter homes.
- 3 **e** Snow is a perfect material for building. It's as light as wood and easy to cut. The snow has to be dry and hard enough to make good blocks because wet snow doesn't have the strength an igloo needs. The Inuit make a dome shape by putting the snow blocks in a spiral. This is quick to build and creates a very strong structure.
- 4 **b** The heat inside an igloo comes from people's bodies only, but this is warm enough to keep the igloo comfortable. This is because snow is a good insulator. In other words, it keeps the cold out and the warmth in. The entrance is a tunnel that goes under the walls. The heavy, cold air always stays in the tunnel and the light, warm air stays in the igloo.
- 5 **d** Igloos don't have windows, but there are small holes in the walls. These let in clean air and let out dangerous smoke from the small oil lamps. Traditionally, the Inuit didn't have any furniture, but a platform of snow just below the ceiling provided a simple sofa and bed in the warmest part of the igloo. Inuit families spent all winter in small igloos with no furniture, no bathroom ... and no Internet. Just imagine that!

66 WHAT IS YOUR DREAM HOUSE? | UNIT 5

7 min

4 Write *home* on the board. In groups of four, students brainstorm what *home* means (e.g., *a house or apartment, a family, a neighborhood, a community, a country, a culture*). Elicit a few ideas on the board before letting students discuss the questions.

Learn to Learn

Understanding how word families work and how words are formed is an advantage in both comprehension and production skills because it is a way of quickly expanding vocabulary.

5 & 6 After feedback, challenge students to think of extra adjectives ending in *-ful*, *-ic*, and *-ous* and what nouns they come from. The team with the most words wins. Elicit as many as practical on the board.

Class Challenge

The temperature in Death Valley in the U.S.A, which is the hottest place on Earth, is usually 38 / 47 / 57 degrees.

Explore It!

Students write their questions on a piece of paper and give it to you. Put students into teams and read out all the questions, awarding points for each correct guess and encouraging the writer of the question to add extra information.

LEARN TO LEARN

Word Families (2)

Many nouns have a related adjective. We usually form the related adjective or noun by adding extra letters. We sometimes need to change other letters, too.

Noun	Adjective	Extra Letters
beauty	beautiful	-ful
truth	true	-th

5 Complete the chart. Use the encyclopedia entry to help you.

Noun	tradition	² strength	comfort	⁴ warmth	danger
Adjective	¹ traditional	strong	³ comfortable	warm	⁵ dangerous

6 Complete the sentences with the correct form of the words in parentheses. Use the extra letters in the box.

-ful -ic -ly -ous -th

- My neighbor isn't very friendly. (friend)
- Andy's room is full of photos of famous people. (fame)
- Nadir found a helpful website for his homework. (help)
- Ava's yard is the length of a soccer field! (long)
- My sister runs a lot. She's really athletic. (athlete)



Explore It!

Guess the correct answer.

The Inuit live in Canada, Alaska, and ...

a Iceland. b Greenland. c Norway.

Find three more interesting facts about the Inuit. Choose your favorite fact and write a question for your partner.



The aim of this page is for students to review the grammar and vocabulary from the unit. You can either do it in class, as a timed progress test, or assign it for homework.

Vocabulary

4 min 1 Before the task, students play a guessing game in groups. They take turns saying the names of furniture in a room. The first group member to guess the correct room wins a point.

3 min 2 Ask students to review the vocabulary to talk about chores on SB p62 before attempting the task.

Grammar in Action

5 min 3 ★ Guide students to identify which blanks are followed by nouns or noun phrases and elicit that these will require *as ... as* because they will be comparisons.

6 min 4 Ask students to review the meaning of *have to* and *don't have to* on SB p63 before attempting the task. Elicit that *don't have to* means "it is not necessary."

Review the Unit Theme

3 min Remind students of the unit title: *What is your dream house?* Put students into pairs. Have them discuss the following questions: *What is the most useful piece of furniture in your house? Do you do any household chores? What? What is the best location for a house?* Share answers as a class.

5 REVIEW

VOCABULARY

1 Complete the sentences.

- The **shelves** on my walls are full of books.
- This room needs some nice **pictures** on the walls.
- Can you put this milk back in the **fridge** please?
- I do all my homework at the kitchen table because I don't have a **desk** in my room.
- We painted the **ceiling** blue. Look up!
- There's a lovely, soft **carpet** on the floor.

2 Complete the "to do" list from John's mom.

- Please clean your bedroom and make your **bed**.
- After breakfast, load the **dishwasher**.
- Please do the **laundry**, but don't do the **ironing**. I'll do that when I get home.

4 Complete the conversation. Use the words in parentheses with *as ... as*, *enough* or the correct form of *have to* / *don't have to*.

- RENA** Have you seen Bianca's new house? She told me it isn't **as nice as** (nice) her old one.
- MIKE** Really? The yard's amazing. It's **as large as** (large) a soccer field!
- RENA** Wow!
- MIKE** Well maybe it's not that big. But it's **big enough** (big) to play soccer, anyway.
- RENA** So why isn't she **as happy as** (happy) she was in her old house?
- MIKE** Because now she **has to share** (share) her room with her little sister.
- RENA** I have a little sister, so I know how she feels! **Does** she still **have to take** (take) the bus to school?
- MIKE** No, her new house is **close enough** (close) for her to walk. She and her sister are pleased because they **don't have to wake up** (wake up) as early as before.

GRAMMAR IN ACTION

3 Complete Katy's email with *as ... as* or *enough* and the adjective in parentheses.

Hi Lily,

I'm living in a new house. It isn't **as large as** (large) our old one, but it's **big enough** (big) for all of us, and we love it. We're in the middle of the country, but the nearest town is **close enough** (close) to go shopping or to the movies. We have a big yard. It isn't **as beautiful as** (beautiful) yours, but I like it! Anyway, it's **good enough** (good) for our pet rabbit. He's **as happy as** (happy) a baby, running around in the sunshine.

Write soon with your news.

Katy



Self-Assessment

- I can talk about rooms and furniture in a home.
- I can talk about household chores.
- I can use (not) *as* + adjective + *as*.
- I can use (not) adjective + *enough*.
- I can use *have to* / *don't have to*.



Self-Assessment

3 min Encourage the students to write one sentence with each piece of target language to help them decide which face to circle.

Lesson Aim 2: I can use a memory journey.

Students should be encouraged to try out different methods of recording and remembering vocabulary so that they can find methods that are suitable for them.

5 min **5 ★** Check that students understand the words in the box before starting the activity. Then focus their attention on the word *those* in step a, which will help them recognize that this step follows step c.

3 min **6 🗣️** Ask students to read the text and decide which steps (a–d) it shows.

4 min **7** Allow plenty of time for this task. If you think students may struggle with creativity, put them into pairs or small groups to generate more ideas.

3 min **8 🗣️** Monitor closely and help where needed. During feedback, elicit the most interesting journeys you heard while monitoring.



4 min **9 & 10 🗣️** Encourage students to do the activity on their own this time and ask them to give feedback or suggestions after listening to their partner's story.

🏠 Reflection and Homework

Workbook pp46–47

LEARN TO LEARN

LEARN TO ... USE A MEMORY JOURNEY

A memory journey connects images with words. It can help you remember lists of vocabulary.

5 Imagine you're going to use a memory journey to learn the words in the box for a test. Put steps a–d in order.

awesome beautiful dangerous
famous traditional warm

a **3** Imagine walking around your house, looking at those pieces of furniture.

b **4** Think of an image for each word you need to learn, and put it with one of the pieces of furniture. Be creative!

c **2** Think of six pieces of furniture in your house, for example, the shelves in your bedroom, the living room carpet, the kitchen sink.

d **1** Think of your house.

6 Read the example memory journey below. Which steps are included from Exercise 1? Discuss with a partner. **steps a–c**

First, I walk through the front door and into the living room. My dad and brother are having an awesome game of soccer on the carpet. Then I go into the kitchen. I see a famous singer cleaning the sink. After that, I go up to my bedroom. There's a dangerous snake on one of the shelves. Next ...

7 Follow the steps in Exercise 1 to make your own memory journey for the words in the box.

8 Describe your memory journey to your partner. Who has the strangest or funniest images?

9 Use rooms and objects in your school to make a memory journey for the words in the box.

comfortable curved friendly
helpful nervous strong

10 Close your book. Can you remember the words from Exercise 5? Describe your memory journey to your partner.

SHAPE IT!

SHAPE IT!

Culture Project

Lesson Aim: I can make a poster about a traditional home using facts and visuals.

Lesson 8 (T85-T86) = 45 minutes

1 Put students into groups and have them choose a traditional home from the examples or from their own ideas. Guide them to make a spidergram with categories such as History, People, Where, Interesting Facts, How to Build, Today. Assign roles so each student is responsible for one section. Remind them to use visuals (photos, maps, or drawings) and check each other's work before assembling the poster..

2 Have groups present their posters to the class. Remind students to include details from their spidergram, explain the home's unique features, and point to photos, maps, or drawings while speaking. Encourage clear and confident delivery.

3 Ask students to look at all posters and then discuss the guiding questions: Which poster is your favorite and why? Who lives in the home? What is unusual or interesting about it? Encourage them to give reasons and compare features across posters.



CULTURE PROJECT

A Poster

Everyone loves posters. They can decorate any room or space and they look great.

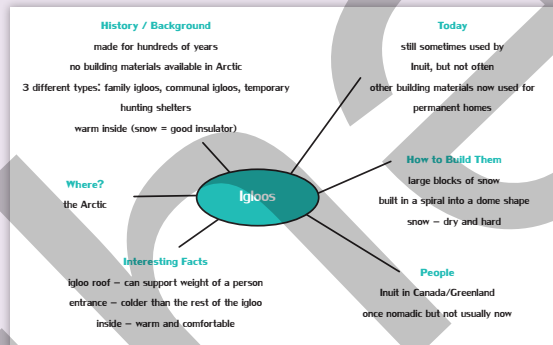
How to Design a Poster

Remember to think about the following ideas.

- Organize your information and remember to select the most interesting ideas.
- Include a short but interesting title for your poster.
- Give your poster a border to make it more attractive.
- Include photos, maps, and drawings.
- Make sure your handwriting is clear and use bright colors if possible.
- Check your grammar, spelling, and punctuation before you finish.

PLAN

1 Work in groups. Choose an unusual traditional home from around the world, for example, mud huts in Burkina Faso; stilt houses in Thailand; caves near Granada, Spain. Find information about this type of home and make a spidergram. Then complete the steps.



- Decide who will prepare each section.
- Plan the design of your poster.
- Prepare your own section. Use photos, maps, drawings, etc.
- Give your section to someone in your group to check.
- Work in your group to put the whole poster together.

PRESENT

2 Present your poster to the class. Remember to include facts about the home from your spidergram. Make sure to include photos, maps, and drawings, and follow the tips in *How to Design a Poster*.

CHECK

3 Look at your classmates' posters. Then answer and discuss the questions.

Which is your favorite poster? Why?

Who lives in the type of home shown in the poster?

What is unusual or interesting about this type of home?

Lesson Aim: I can make a poster about a traditional home using facts and visuals.

4 Ask students to read the information about igloos and work in pairs to create three quiz questions (e.g., *Where do Inuit people live?* / *Why are igloos warm inside?*). Then, have pairs exchange questions with another pair and answer each other's quiz.

Igloos: Warm Homes of Ice

History



An igloo is a small house made of snow. The Inuit people in the Arctic started making igloos hundreds of years ago. There were three different types: family igloos, communal igloos, and temporary homes used for hunting. The Inuit made igloos from snow because there were no other building materials available in the Arctic. Although snow is cold, igloos are warm homes because the air trapped in compact snow works as an insulator.

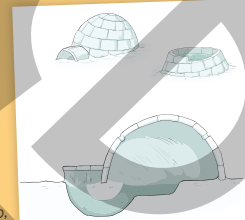
Where?

The Inuit people live in the Arctic.



How to Build Them

The Inuit make igloos from large blocks of snow. They put the blocks in a large circle and then keep adding blocks in a continuous spiral to make a dome shape. To enter an igloo, you go through a tunnel which is lower than the rest of the home. The Inuit build the tunnel in this way because the cold air stays in the tunnel, and this makes the rest of the home warmer. The snow has to be dry and hard to make a good igloo.



People



The Inuit who made igloos are from northern Canada and Greenland. They used to be nomadic people, but this way of life has mostly disappeared.

Interesting Facts

- The word *igloo* comes from the Inuit word *iglu*, which means "house."
- A well-built igloo can support the weight of a person standing on its roof.
- Even if it is freezing outside, it is warm and comfortable inside an igloo.

Today

The Inuit people still sometimes use igloos, but not often. Today, most Inuit live in permanent homes made of different construction materials. However, other traditional parts of the Inuit culture, including mythology, storytelling, and the use of native languages, continue to be strong.



UNIT 5 | CULTURE PROJECT

Unit 6 How can I stay safe?

Lesson Aim 1: I can talk about dangers.

Lesson 1 (T87-T88) = 45 minutes

Warmer



Write the word *danger* on the board and give students two minutes to brainstorm dangerous things, animals, and situations. Elicit these on the board. You could also do this as a game, splitting the students into teams. The team with the most words wins.

Start It!



1 After feedback, elicit more examples of dangerous things that students can find in the ocean.



2 & 3 Before playing **video 6.1**, elicit the meaning of *sidewalk* and encourage students, in pairs, to guess what *smartphone lanes* might be. Elicit a few ideas for the students to check in the video.



4 Encourage students to say why they do or don't do this.

6

How can I stay safe?

LEARNING OUTCOMES

I can ...

- understand texts about dangers at the beach and in the desert
- make suggestions
- write a blog post
- understand how to use *should/shouldn't*, *must/must not*, the zero conditional, and the first conditional
- talk about accidents and injuries and parts of the body
- use places to remember words, use pictures to predict a story, and give opinions about your partner's English
- work in a group and make an information pamphlet



Start It!

- 1 Look at the photo. What dangerous thing can you see?
- 2 Before you watch, when do you not have your phone with you?
- 3 Where are there special smartphone lanes? Watch and check.
- 4 Do you use your phone while walking down the street?

on the sidewalks in some cities in China



Watch video 6.1



Grammar in Action 6.2



Grammar in Action 6.3



Everyday English 6.4

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Unit Aims

Skills

I can ...

- understand a text about dangers at the beach and in the desert p72
- make suggestions p76
- write a blog post p77
- work in a group and make an information pamphlet pp78-79

Language

I can ...

- talk about accidents and injuries p71
- understand how to use *should/shouldn't* and *must/must not* p73
- talk about parts of the body p74
- understand how to use zero and first conditionals p75

Learn to Learn

I can ...

- use places to remember words p71
- use pictures to predict a story p74
- give useful opinions about my partner's English p81

Extra Resources

- Finished? Student's Book p123
- Vocabulary Bank, Student's Book p133
- Grammar Reference and Practice, Workbook pp98-99
- Workbook pp48-55

Lesson Aim 2: I can talk about accidents and injuries.

6.01-6.02 Audioscripts pT159-160

- 1 6.01 ★★ Students cover the box and look at the pictures. In pairs, they try to fill the blanks and then check with the box.

Target Vocabulary

break **breik**
bruise **bruz**
burn **bɜ:n**
cut **kʌt**
fall off **fɔ:l ɒf**
get bitten **get 'bɪtən**
get stung **get stʌŋ**
hit **hɪt**
scratch **skrætʃ**
slip **slɪp**
sprain **spreɪn**
trip over **trɪp 'oʊ-vər**

Get It Right!

- 1 min Point out that we don't say *I hit the head* or *Lisa burned the hand*. Instead, we use possessive adjectives (e.g., *my*, *her*).

- 2 6.02 After feedback, students play a game in groups. Students take turns miming phrases from Exercise 1. The first student to guess the phrase wins a point and mimes the next word.

Vocabulary Bank SB p133

Learn to Learn

Associating new vocabulary with places, people, and times increases the chances that it will be remembered.

- 3 & 4 7 min Encourage personalization. Students think of places where these things have happened to them.

VOCABULARY Accidents and Injuries

- 1 6.01 Complete the phrases with the words in the box. Listen, check, and repeat.

break bruise burn cut fall off get bitten
get stung hit scratch slip sprain trip over

1 cut your finger

2 slip

3 get stung by a bee

4 get bitten by a mosquito

5 hit your head

6 burn your hand

7 scratch your arm

8 break your leg

9 trip over a chair

10 fall off your horse

11 sprain your ankle

12 bruise your leg

Get It Right!

We usually use words like **my**, **your**, **his**, **her** when we talk about parts of the body.

I hit my head. Did Lisa burn her hand?

get stung by a bee

- 2 6.02 Listen. Write the accidents and injuries from Exercise 1 that you can hear.

1 slip (on the ice)
2 fall off your bike
3 trip over a cat
4 burn your hand/finger

LEARN TO LEARN

Using Places to Remember Words

It can help you to remember new words if you think of where they might happen.

- 3 Think of a place where each accident in Exercise 1 might happen.

trip over a chair – in the classroom

- 4 Test your partner. Say a place that you thought of in Exercise 3. Your partner guesses the accident or injury you thought of.

The kitchen. Cut your finger?

Use It!

- 5 Think about a time when one of the accidents or injuries happened to you or someone you know. Tell your partner about it.

My sister sprained her ankle last month.

How did that happen?

Explore It!

Is the sentence **T** (true) or **F** (false)?

All bees can sting. **F**

Find another interesting fact about an animal that bites or stings. Then write a question for your partner to answer.

UNIT 6 | HOW CAN I STAY SAFE? 71

- 5 3 min Allow a few minutes of thinking time before asking students to discuss the questions in pairs. For an extra challenge, tell students they may lie, and their partner must ask questions to guess if the story is true or not.

Explore It!

- 2 min Ask students to research the answer at home and find the other facts about bees.

Extend It!

- 3 min In groups, students make up a story called "Fred's Unlucky Day" using the vocabulary from Exercise 1. The story begins with "Yesterday, Fred had a really bad day. In the morning, he was making breakfast and he ..."

Reflection and Homework

Workbook p48

Presentation of Homework



Ask students to present the answer they researched at home and ask the questions they wrote for their partner.

Warmer



In groups, students brainstorm all the dangers at the beach they can think of. Elicit ideas and relevant vocabulary on the board.

1 Give pairs some time and encourage them to match the phrases with the pictures. After the discussion, allow the students to check their answers using dictionaries.

2 Disallow dictionaries and translation software, as it would preempt the following activity.

3 Remind students that it is not necessary to be familiar with a word to understand its meaning in context. To check comprehension, ask students to think of more sentences containing the words from this activity. Have volunteers write their sentences on the board.

4 Fast finishers can write one more sentence about the text, true or false. Elicit these sentences during feedback and ask the class to decide if they are true or false.

5 Allow students a minute of thinking time before discussing the questions. Monitor closely and note useful vocabulary the students needed to express their opinions. Elicit this

READING An Online Article

1 Check the meaning of the words in the box. Can you see some of these things in the photos?

animals that sting broken glass large waves
quicksand rip currents shark attack

2 Read the article. Which danger in Exercise 1 is not in the article? **large waves**

3 Find words in the article that mean ...

- difficult to find (para. 1) **hidden**
- quickly (para. 2) **swiftly**
- something dangerous from an animal (para. 4) **venom**
- move your body to get free (para. 5) **struggle**
- when the ocean goes in and out at different times of the day (para. 5) **tide**

4 Are the sentences **T** (true) or **F** (false)?

- Some beaches are more dangerous than others. **T**
- Rip currents move away from the beach. **T**
- Crocodiles don't live near the ocean. **F**
- The blue-ringed octopus is a large and ugly animal. **F**
- One blue-ringed octopus can kill a lot of people. **T**
- All British beaches are safe. **F**

Voice It!

5 Discuss the questions.

- What other dangers at the beach can you think of?
- What other dangerous places do some people like to visit? Why do they go there?

Finished? p123

DANGERS AT THE BEACH

Beaches promise sun, sand, and fun and are usually safe places to go, but accidents can happen. You can slip and break your leg, or step on some glass and cut your foot. Ouch! Some beaches around the world have hidden dangers, however, and you should take extra care.



HAWAII

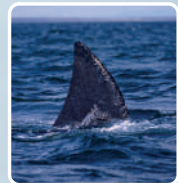
It's great for surfing, but beaches in Hawaii also have dangerous rip currents. Rip currents happen when water moves swiftly away from the beach. They are difficult to see and can move very fast.

They can take people far out to sea, so swimmers must not try to swim against them. Instead, they should swim sideways along the beach until they get to safer waters.

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AUSTRALIA

Everyone knows that huge sharks sometimes swim near Australian beaches, and crocodiles can also come very near. You must always be careful. Never swim when there isn't a lifeguard on the beach.



Sharks and crocodiles aren't the only danger on Australia's beaches. The beautiful Australian blue-ringed octopus, for example, is as small as your hand. But you must not go near them. They have enough venom to kill ten people!



UK

The sand can be as unsafe as the ocean, and on some British beaches it can kill! Dangerous quicksand is full of water, and it's very easy for people to sink in it. You shouldn't kick or struggle. You must move very slowly and carefully to get out before the tide comes in!



on the board during feedback and then ask students to discuss the questions again with a new partner.

Extend It!

1 Ask students, in pairs, to underline three or four other unknown vocabulary items in the text. Together they look up the meaning of the words or phrases and write a short exercise like the one in Exercise 3. Pairs swap their exercises and complete them. Monitor closely and elicit the most useful definitions with the whole class.

Class Challenge

The animal that is responsible for killing the most people is the shark / mosquito / crocodile.

Finished?

Students turn to p123 and do Exercise 1.

Reflection and Homework

Workbook p49

Warmer

► Play **video 6.2** and elicit that you must not put anything on the burn and you should hold it under cold water for 20 minutes. For a sprained ankle, you should put some ice on it to stop the swelling.



6.05-6.07 Audioscripts ppT160

1 After feedback, point out that we don't use *to* after *must* or *should*. Then elicit that both *must* and *should* can be used to give advice, but *must* is used more for rules.

> Pronunciation

6.04-6.06 Ask students to turn to SB p142 for pronunciation practice of /ʌ/ and /ʊ/.

2 Fast finishers can expand on the sentences (e.g., *1 ... because there might be some broken glass.*)

3 ★ Ask students to decide if each sentence is advice, strong advice, or a rule.

4 **6.07** Before the activity, allow students, in pairs, to discuss one piece of advice and one rule about cycling. Elicit a few examples on the board.

5 & 6 Encourage students to personalize the activity and write about other activities, especially ones that they do themselves.

GRAMMAR IN ACTION

Should/Shouldn't and Must/Must not

	Should for Advice	Must for Strong Advice or a Rule
+	You ¹ <i>should</i> take extra care.	You ³ <i>must</i> always be careful.
-	You ² <i>shouldn't</i> kick or struggle.	Swimmers ⁴ <i>must not</i> try to swim against them.

> Pronunciation p142

Complete the examples in the chart above with *should/shouldn't* or *must/must not*. Use the article on page 72 to help you.

2 Correct the sentences about the article on page 72.

1 You shouldn't wear sandals on the beach.
You should wear sandals on the beach.

2 In a rip current, you must swim toward the beach.

In a rip current, you must not swim toward the beach.

3 You should swim near the blue-ringed octopus.

You must not swim near the blue-ringed octopus.

4 In quicksand, you should kick and jump to get out.

In quicksand, you shouldn't kick and jump to get out.

3 Circle the correct words.

1 You *should* / *shouldn't* swim here. The water isn't clean.

2 You *must* / *must not* speak while you're doing an exam.

3 I think everyone *should* / *must* play a sport. Exercise is good for you.

4 You *must* / *should* wear a seatbelt in the car. It's the law.

5 I think you *should* / *must* learn to speak another language.

6 You *shouldn't* / *must not* go outside in shorts. It's cold today.

4 Complete the teacher's message with *should/shouldn't* or *must/must not*. Then listen and check.

Mrs. Harrison <jharrison@WGHschool.org>

To: All students

Subject: Cycling

Hi everyone,

Now that spring is here, I think you ¹ *should* all think about walking or cycling to school if you can.

Cycling is fun and healthy, but you ² *must* be careful. For example, you ³ *shouldn't* ride when the weather is bad, and you ⁴ *must* wear a helmet. That's extremely important. However, you also ⁵ *must not* forget that there are rules on the road for cyclists, and you ⁶ *must* learn these rules.

The school website has some good advice, such as which clothes you ⁷ *should* wear when riding your bike, and I think all cyclists ⁸ *should* read it carefully.

One more thing: we need to know which students are cycling to school, so you ⁹ *must* tell Mrs. Jones if you plan to ride your bike. That's a school rule, so you ¹⁰ *must not* forget!

Use It!

5 In your notebook, write rules and advice for staying safe while doing these activities.

ice skating mountain biking rock climbing surfing

6 Read your rules and advice to your partner, but don't say the activities. Can your partner guess them?

You should wear a wetsuit to do this. But you must not do it in bad weather. What is it?

Surfing?

Finished? p123 Ex. 2

UNIT 6 | HOW CAN I STAY SAFE? 73

Grammar Game

5 min Write one of these situations on the board: *at the beach, at school, at the gym, on a plane*. In groups, students have two minutes to write as many sentences with *should(n't)* or *must not* as possible. They swap ideas with another team, who can challenge the sentences if they seem inaccurate. Encourage discussions if possible (e.g., *You don't have to wear sunscreen at the beach all the time.*). Repeat with other situations.

Finished?

Students turn to p123 and do Exercise 2.

Reflection and Homework
Workbook p50



Warmer

In groups, students have two minutes to brainstorm all the body vocabulary they know.



Audiocscripts pT160

1 After feedback, play the audio again and ask students to point to their own body parts when they hear them.

Target Vocabulary

cheek *tʃɪk*
 chest *tʃɛst*
 chin *tʃɪn*
 elbow *'el·bou*
 forehead *'fɔːhed*
 heel *hiːl*
 knee *niː*
 neck *nek*
 shoulder *'ʃəʊldər*
 teeth *tiːθ*
 toe *toʊ*
 wrist *rɪst*

2 Fast finishers can write one more fill-in-the-blank sentence using a different word from Exercise 1. Elicit these during feedback.

3 Challenge students to name the body part within five seconds, before pointing to others.

Vocabulary Bank SB p133

VOCABULARY AND LISTENING
Parts of the Body

1 Match the words in the box with 1-12 in the photo. Listen, check, and repeat.

cheek	2	forehead	1	shoulder	6
chest	7	heel	11	teeth	3
chin	4	knee	10	toe	12
elbow	9	neck	5	wrist	8



2 Complete the sentences with words from Exercise 1.

- Your wrist is between your hand and your arm.
- People have ten fingers and ten toes.
- Children have 20 teeth and adults have 32.
- Your forehead is just above your eyes.
- Your knee is in the middle of your leg.
- Your shoulder is at the top of your arm.

Use It!

3 Point to a part of the body from Exercise 1. Name the part your partner points to.

A Radio Interview

LEARN TO LEARN

Using Pictures to Predict a Story

Before you listen, look carefully at any pictures and use them to imagine a story.

4 Look at the pictures in Exercise 6. With your partner, choose one picture from each set of three and use them to make a story.

5 Listen to the interview. What parts of your story were the same?

6 Listen again. Circle the correct answers.

1 What job does Pam do?



2 What was Jamie doing before his accident?



3 What did Jamie do?



4 What injuries did Jamie get?



7 Work with your partner to tell Jamie's story. Use the pictures to help you.

8 EXAM Look again at the pictures in Exercise 6. Write Jamie's story in your notebook. Use 35 words or more.

Learn to Learn

Pictures are another way for students to predict what a reading or listening text might include. Guessing what a text contains may help students feel less anxious about it.

4 After students discuss the pictures, elicit different versions of the story and write useful vocabulary on the board.

5 & 6 Students check their ideas in pairs.

7 Change pairs once or twice to allow students to repeat the story. This will help improve fluency and build confidence.

8 EXAM Remind students to use the pictures to help them.

Extend It!

In pairs, students invent a new short story and draw three simple pictures to go with it. They give the drawings to a different pair, who try to guess the story from the pictures.

Reflection and Homework

Workbook p51

Warmer

► Play video 6.3.

Elicit that you should not put out your hands. You should keep your hands and elbows in and roll onto your shoulder. If you do this, it won't hurt as badly, and rolling can protect you when you fall.



GRAMMAR IN ACTION

Zero Conditional and First Conditional



Watch video 6.3
How can you fall off a skateboard safely?
Is this a good way to fall?

Zero Conditional		First Conditional	
Action/Situation	Result	Action/Situation	Result
When a crocodile gets you,	that's the end!	If you swim in safe places,	you won't be in any danger.
¹ Result	² Action/Situation	³ Action/Situation	⁴ Result
A croc sometimes opens its mouth	if you hit it in the eye.	You won't see any crocodiles	if you're on vacation in Spain.

6.10 Audioscript pT160



1 Point out that the *if/when* clause can come either before or after the result clause, but if it comes before, the two clauses need to be separated by a comma.



2 ★ Point out that each sentence has an *if/when* clause and a result clause. Suggest that students circle each *if* and *when* to help them match the sentence halves.



3 6.10 ★★ Fast finishers work in pairs to discuss why the zero or first conditional is used in each case (i.e., Is it about a general truth or a specific situation?).



4 Support students by pointing out that snakes don't run. Remind them that the verb will change if the subject is third person singular (*jaguar*).



5 & 6 Monitor to make sure students are forming correct sentences. Write any errors on the board for the whole class to correct at the end of the activity.

1 Complete the headings in the chart above with *Action/Situation* or *Result*.

2 Match 1–5 with a–e. Then complete the results with the correct form of the verb in parentheses.

- 1 When people aren't careful, a
- 2 If you don't go near a crocodile, d
- 3 If a crocodile grabs you, b
- 4 When a crocodile wants to cool down, e
- 5 If a crocodile loses a tooth, c

- a accidents *happen* (happen).
- b it *will try* (try) to pull you under the water.
- c another one *will grow* (grow).
- d it *will* probably *ignore* (ignore) you.
- e it *opens* (open) its mouth.

6.10 3 Complete the email with the correct form of the verbs in parentheses. Then listen and check.

So you're going to visit Queensland. Great idea! If you ¹like (like) beaches and forests, you ²love (love) Port Douglas. It's amazing. It usually ³takes (take) about an hour to get there if you ⁴take (take) a bus from the airport. Buses are frequent, so if you ⁵miss (miss) one, you ⁶won't have (not have) a long wait. Of course, if you ⁷don't mind (not mind) spending more money, there ⁸are (be) always taxis at the airport, too! If you ⁹visit (visit) Four Mile Beach, you ¹⁰will have (have) a great time surfing. But be careful! If you ¹¹don't see (not see) anyone else in the water, it probably ¹²means (mean) there are sharks or jellyfish in the ocean! Have fun and take care!

4 Complete the information about the Amazon jungle. Use the words in the box.

go have hide run away

Snakes
Snakes ¹hide if they hear people coming.
Most snake venom isn't fatal
if you ²go straight to the hospital.
Bigger Animals ³run
You probably won't see any jaguars because they ⁴away
⁵has when they feel



5 Imagine you're planning a jungle vacation. Write what you will do if the following things happen.

- 1 If I see a snake on the path, I'll wait for it to go away.
- 2 If I'm very hot and I find a river, _____
- 3 If I get bitten by a spider, _____
- 4 If I get lost, _____

Use It!

6 Say the second half of your sentences from Exercise 5. Can your partner guess the first half?

I'll look for a river to follow.

If I get lost?

Finished? p123 Ex. 3

UNIT 6 | HOW CAN I STAY SAFE? 75

Grammar Game

6 min Put students into groups. On the board, write: *If school is closed next week, I ...* One student finishes the sentence (e.g., *I'll stay home.*). The next student repeats this last idea and continues: *If I stay home, I'll watch TV.* The next student continues with *If I watch TV, ...*. The group continues like this for three minutes. Elicit the final stories from teams and ask for the best ones to be repeated for the whole class.

Finished?

Students turn to p123 and do Exercise 3.

Reflection and Homework

Workbook p52



Warmer

Tell students you want to try a new sport but don't know which one yet. In pairs, students discuss which sport they'd recommend and why. Elicit a few ideas.



6.11 Audioscript ppT160-161

1 **6.11** **★★★★** Play the audio without focusing students on the photo and ask them to discuss what they heard. Elicit that Hayley is giving Dan suggestions about buying a bike.

2 **6.11** **★★★★** Books closed. In pairs, students try to remember the complete phrases in the text (e.g., *How about joining my bike club?*) and write them down.

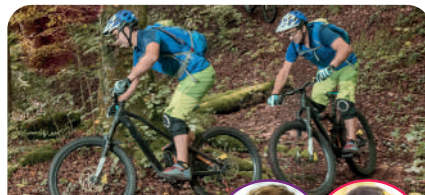
3 **6.11** **★★★★** Play **video 6.4** and drill pronunciation of the phrases, especially of *awesome* /'ɔːsəm/.

4 **6.11** **★★★★** Challenge students to create a short conversation using all the phrases, for example:
– *My buddies recommended an awesome beach for surfing, so I'll have a go at it.*
– *Good job!*

5 & 6 **6.11** **★★★★** In pairs, students develop their ideas from the warmer. They then rehearse the conversation, repeating it again if necessary to make sure they include the language from the unit.

SPEAKING Making Suggestions

1 **6.11** Listen to the conversation. Who knows more about mountain bikes, Dan or Hayley, **Hayley**.



DAN Awesome mountain bike, Hayley. Thanks, Dan.
HAYLEY I'd like to get one, too. Do you think I should buy one online?
HAYLEY Not really. Some online stores aren't reliable. Their bikes aren't very safe. Anyway, *'make sure you don't* buy one without trying it first. *Why don't you* try The Bike Shack in town? They're really good.
DAN OK. *I'll have a go at it.* *you should definitely*
HAYLEY And ³ buy a good helmet, too. You can really hurt yourself if you fall off, so you must not ride without one.
DAN Good idea. I think I should find some buddies to ride with, too. What do you think?
HAYLEY Sure. ⁴ *How about* joining my bike club? We go out every weekend.
DAN Yeah! Good job, Hayley. I'll do that.

2 **6.11** Complete the conversation with the phrases from the **Useful Language** box. Then listen and check.

Useful Language

How about ...ing ...? Why don't you ...?
Make sure you don't ... You should definitely ...

3 Look at the **Everyday English** box. Find and underline the phrases in the conversation.



Watch video 6.4 Everyday English

Awesome buddies
I'll have a go at it. Good job

4 Complete the sentences with the **Everyday English** phrases.

- 1** **Awesome** snowboard, Maya!
- 2** Skateboarding? That sounds hard, but **I'll have a go at it**.
- 3** You remembered your camera! **Good job**, Beth!
- 4** That's Alfie. He's one of my surfing **buddies**.

PLAN

5 Work in pairs. Choose a sport and think of advice for someone trying it for the first time. Take notes.

What you should or must do:

What you shouldn't or must not do:

SPEAK

6 Practice a conversation asking for and giving advice about the sport. Remember to use *should/shouldn't* and *must/must not*, vocabulary from this unit, and phrases from the **Useful Language** and **Everyday English** boxes.

CHECK

7 Work with another pair. Listen to their conversation and complete the notes.

What you should or must do:

What you shouldn't or must not do:

The best suggestion:

Finished? Unit 6 Communication

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7 **6.11** After students have performed their conversation in pairs, ask them to change partners and repeat the conversations in order to promote fluency.

Finished?

Students complete Unit 6 Communication.

Reflection and Homework

Ask students to write a paragraph of 100 words giving advice about the sport they discussed in this lesson.



Warmer

In small groups, students read each other's paragraphs they wrote for homework and ask each other follow-up questions about them.

5 min

WRITING

A Blog Post

- 1 Look at the photo. What do you think the blog post is about? Read it and check.

MATT'S BLOG

Thanks for all your comments on my posts. Here are my answers to your questions.

- 1 **b**
There are cheap boards, but it's best to avoid them. If you want a good board, you need to spend more. I'd say at least \$100. Also, make sure you get the right size deck. If you have small feet, you'll need a narrow deck. If it's too wide, you won't be able to control the board.
- 2 **c**
Yes! When you're a beginner, accidents happen. That's why you need a helmet. It must be a proper skateboarder's helmet, and it must be the right size. If it moves when you shake your head, it's too big.
- 3 **a**
If you ask me, the street is too dangerous. A skatepark is the best place, but if there isn't one near you, any park will be good.
That's all for now. Have fun, but stay safe!



- 2 Match questions a–c with paragraphs 1–3.
- a Can I skate in the street?
b What board should I buy?
c Should I wear a helmet?

- 3 Read the blog post again. Which of these opinions does Matt have?

- 1 Cheap skateboards aren't very good. ☒
2 You won't get a good skateboard for less than \$100. ☒
3 For some people, narrow skateboards are best. ☒
4 Your helmet shouldn't move when you wear it. ☒
5 The only safe place for skateboarding is a skatepark. ☐

- 4 Complete the phrases in the *Useful Language* box with words that Matt uses for giving advice.

Useful Language

- 1 I'd say 3 That's why
2 make sure If you 4 ask me

- 5 Complete the sentences with the *Useful Language* phrases.

- 1 If you fall off a board, you can really hurt your head. **That's why** skateboarders wear helmets.
2 If **you ask me**, all skateboarders should wear knee and elbow pads as well.
3 **Make sure** you keep your board in good condition.
4 Many people skate on their own, but **I'd say** it's more fun and safer to skate with friends.

PLAN

- 6 Plan a blog post to give safety advice. Choose an activity and think of three questions about doing it safely. Take notes for the answers.

- 1 _____
2 _____
3 _____

WRITE

- 7 Write your blog post. Remember to include an introduction, three questions and answers, an ending, and phrases from the *Useful Language* box.

CHECK

- 8 Do you ...
- answer each question?
 - use *should/shouldn't* and *must/must not*?
 - use vocabulary from this unit?

Finished? p123 Ex. 4

UNIT 6 | HOW CAN I STAY SAFE? 77

Finished?

Students turn to p123 and do Exercise 4.

Reflection and Homework

Workbook p53

In preparation for the **Science Project** (pp78–79), ask students to research a remote and dangerous place, such as Death Valley in the U.S.A., and find out at least four dangerous things about it.

2 min

Warmer

In groups, students share information about the remote places they researched for homework.



6.12 Audioscript pT161

- 1** Encourage students to look quickly at the pamphlet, without reading it in detail, as they can predict a lot about the text from the visual information and how it is organized.
- 2** Display the text, if possible, and ask volunteers to come and underline or point to the parts of the text where the answers can be found.
- 3** After feedback, ask students to find and underline examples of conditional sentences in the text.

How to Work in Groups

At this stage, students should be able to reflect on how they wish to organize themselves while working in groups, making conscious decisions about the process and the allocation of responsibilities. You may want to elicit from students what the consequences are in real life when one or more people in a group don't do their fair share of work in a project.

SCIENCE PROJECT

An Information Pamphlet

- 1** Look at the information pamphlet. What is it about?
 - a The dangers of the desert
 - b How animals live in the desert
- 2** Read the pamphlet again. Are the sentences **T** (true) or **F** (false)?
 - 1 All deserts are hot and dry. **F**
 - 2 Birds can help you in the desert. **T**
 - 3 If you drink water, you won't get heat cramps. **F**
 - 4 A *haboob* is a desert animal. **F**
 - 5 You shouldn't wear sandals in the desert. **T**
 - 6 Scorpions live in dark places. **T**
- 3** Complete the chart. Put the five dangers in the desert in the correct groups.

Desert Animals	Desert Weather	Our Bodies in the Desert
snakes scorpions	sandstorms	thirst heat cramps

How to Work in Groups

- 4** Listen and decide which student worked in these ways. Write **J** (John), **I** (Isla), or **P** (Poppy).
 - 1 The group decided what the different jobs were for the project. Each person did a different job. **I**
 - 2 The group shared the writing on the project. Each person wrote a different section. **J**
 - 3 Each person worked alone first. Then they chose different sections of each person's work to make their poster. **P**
- 5** Which of the ways of working do you think is best? Why? Share your ideas with a partner.

78 HOW CAN I STAY SAFE? | UNIT 6

Desert Survival

Fact File

- ❖ A desert is a place with less than 250 mm of rain per year.
- ❖ Around 30% of the land on the Earth is desert.
- ❖ Only 20% of deserts are sandy. Some have snow.
- ❖ Highest temperature in a desert: 56.7°C (Death Valley, U.S.A.)
- ❖ Lowest temperature in a desert: -89.2°C (Antarctica)

Deserts are extremely big, extremely dry, and extremely dangerous! If you are lost in one, here are some of the dangers you should know about.



Thirst

What's the danger?
You can't live without water for more than three days.
What should you do?

Walk slowly and rest often. If you don't, you'll lose a lot of water as sweat.

Drink a little and often.

If you see birds, follow them. They'll take you to the nearest water.

Heat Cramps

What's the danger?

As well as water, your body needs salt. When you sweat, you lose a lot of salt. If you lose too much, your legs and arms will begin to hurt. This is called heat cramp, and in the desert it can be dangerous.

What should you do?

Make sure you carry salt tablets with you. They can save your life!



- 4 & 5** After doing Exercise 4, allow students two minutes of thinking time to form an opinion before they discuss the ways of working. If appropriate, divide the class into different groups according to which ways of working they liked best.

6 min **6** Ask students to share the information about a remote place that they researched for homework, and choose the most interesting. Stress that no matter which strategy from Exercise 4 students want to try, they still must make decisions together at the beginning regarding content, structure, and visuals.

6 min **7** One student in each group stands next to their pamphlet and answers questions about it while the others walk around looking at other posters and asking extra questions.

5 min **8** Before this activity, ask students individually to write a number from 1 to 5 on a piece of paper, where 1 means "We worked very well together" and 5 means "We didn't work well together at all." Each group puts all the pieces of paper together, shuffles them, and reveals the numbers so that everyone can get an idea of how the others felt about their collaboration.

Class Challenge

2 min The largest desert in the world is the Sahara desert / the Gobi desert / Antarctica.



Sandstorms

What's the danger?
When it gets windy in the desert,

sandstorms happen. In Arabic, these huge walls of sand are called haboob. They are sometimes more than a kilometer high and can move at 40 kilometers per hour.

What should you do?

If a haboob is coming, you must hide. Sandstorms usually last for a few minutes, but sometimes they last three hours!



Snakes

What's the danger?
If you're in the Arizona Desert and you hear a rattle, it's probably a

rattlesnake, and its bite can kill.

What should you do?

Wear strong boots, not sandals. If you see a snake, move carefully away. If it bites you, you must find a doctor as soon as you can.



Scorpions

What's the danger?
There are 2,000 different types of scorpions and 30 of them can kill.

What should you do?

Scorpions live under rocks, so you should be careful where you put your hands!



PLAN

6 Work in groups to plan an information pamphlet. Choose a remote place. Then follow the steps below.

- Decide how your group will work together.
- Decide on the sections your information pamphlet will include.
- Decide what images and diagrams you could include.
- Make a first draft of your pamphlet.
- Share your first draft with another group to get their feedback.

PRESENT

7 Display your information pamphlet on your classroom wall. Remember to include different sections, interesting facts and pictures, and the tips in *How to Work in Groups*.

CHECK

8 Ask different groups how they worked. Did they work in the same way as you? Who worked in a group best?

The aim of this page is for students to review the grammar and vocabulary from the unit. You can either do it in class, as a timed progress test, or assign it for homework.

6 REVIEW

VOCABULARY

1 Circle the correct words.

- Sue touched a hot pan and burned / sprained her fingers.
- Juan slipped / scratched on some ice.
- Jane bruised / fell off her bike.
- Andy got bitten / stung by a bee.
- Masha fell off / tripped over a plant in the garden.
- I cut / broke my finger with a knife.

2 Match the words in the box with the descriptions. You can use the words more than once.

cheek chin elbow forehead
heel knee shoulder toe wrist

- We have two or more of these.
cheek, elbow, heel, knee, shoulder, toe, wrist
- These are parts of your arm.
elbow, shoulder, wrist
- These are parts of your leg and foot.
knee, toe
- These are parts of your face.
cheek, chin, forehead

GRAMMAR IN ACTION

3 Complete the sentences with *should/shouldn't* or *must/must not* and the verbs in the box.

sleep stay talk wear

- You must wear a seatbelt in the car.
- You shouldn't stay in the sun too long.
- You should sleep for eight hours at night.
- You must not talk on your phone while you're riding a bike.

4 Complete the sentences with the zero or first conditional.

- If you aren't (not be) more careful, you 'll / will have (have) an accident.
- When Gina goes (go) skateboarding, she always wears (wear) a helmet.
- If someone breaks (break) a leg, it hurts (hurt) a lot.
- If the weather gets (get) worse, the climbers will be (be) stuck on the mountain.
- Snakes don't usually bite (not bite) you if you don't disturb (not disturb) them.

5 Circle the best words to complete the notes.

Stay Safe in the Forest

Before you go, you should / shouldn't tell someone where you're going. If you get lost, it is / will be easier to find you.

You must / must not take a map. If you don't / won't follow a map, you'll probably get lost.



You shouldn't / must not eat mushrooms. Some are very dangerous – if you eat / will eat them, you can get extremely sick. You should / shouldn't run away from a bear. If you stay calm and walk away slowly, you will be / are OK.



Self-Assessment

I can talk about accidents and injuries.



I can talk about parts of the body.



I can use *should/shouldn't* and *must/must not*.



I can use the zero conditional and first conditional.



Vocabulary

1 You could turn this into a game in teams. Give students one minute to review the vocabulary on SB p71 and then close their books. Read each sentence aloud, replacing the options with a *Beep!* The first team to call out the correct answer wins a point.

2 Before the exercise, review the vocabulary. In small teams, students challenge each other in pairs. A student from one team points to a part of the body, and the other team wins a point if they can name it. Teams take turns. The team with the most points after three minutes wins.

Grammar in Action

3 During feedback, encourage students to say if they agree or disagree with the statements and explain why.

4 Ask students to review SB p75 before doing this exercise.

5 Students can work in pairs to compare answers. Allow them to discuss any answers that are different before checking as a class.

Review the Unit Theme

Remind students of the unit title: *How can I stay safe?* Put students into pairs. Have them discuss the following questions: *What parts of the body can you name? What are some common injuries? How can they happen? How can you stay safe at the beach? Share answers as a class.*

Self-Assessment

Allow students a few minutes to look back at the page and the whole unit. On the board, write: *I need more practice with ...* and encourage students to tell you what they need. Give them additional homework from the Workbook as necessary.

Lesson Aim 2: I can give useful opinions about my partner's English.

Peer-feedback is a useful classroom tool, and it strengthens students' self-assessment and self-correction skills, as well. At this stage, students should be able to give each other constructive feedback and see this as an opportunity to improve.

3 min **6** After feedback, elicit why options a–c are not advisable, guiding students to say what the consequences of these comments might be.

4 min **7** Point out that intonation is important when giving an opinion. If someone's intonation is very flat, the opinion could sound negative, even if the words are positive.

7 min **8 & 9** You may want to give students some things to think about when listening to their partner. For example:

- pronunciation (How well could you understand your partner?)
- language (Was their message clear? Was your partner's grammar full of mistakes?)
- vocabulary (Did your partner use interesting vocabulary?)



LEARN TO LEARN

LEARN TO ... GIVE USEFUL OPINIONS ABOUT YOUR PARTNER'S ENGLISH

Be polite when you give opinions about your partner's English. You can help each other improve.

6 Read the advice about how to give useful opinions. Complete the advice with **should** or **shouldn't**.

What you **1** **should** do to help your partner improve their English

You **2** **shouldn't**...

- a say what you think in a mean way.
- b talk about your partner's personality.
- c say that something is better or worse than it is.

You **3** **should**...

- d say what you think, but also be nice.
- e say positive things.
- f give ideas for how your partner can improve.

7 Match 1–6 with the advice (a–f) in Exercise 1.

- 1** b Well done! You're a really interesting person.
- 2** d That wasn't your best English, but I know you can do better.
- 3** c That was the worst presentation ever!
- 4** f You made some mistakes with the first conditional. Why don't you study the grammar from the unit again?
- 5** e You used a lot of adjectives to describe things. That was really nice!
- 6** a Your English was awful!



8 Invent a story about an accident. Use one word or phrase from each box, and think about the answers to the questions below.

crocodile knife mirror
scissors snake

break cut get bitten hit slip

- What were you doing when the accident happened?
- What happened?
- How did you feel?
- Did anybody help you?
- What happened then?
- What should people do to avoid a similar accident?

9 Take turns telling your stories. While your partner is speaking, think about what they do well and how they can improve.



10 Give three helpful opinions about your partner's English. Use the phrases in the box.

I liked the way you ...
Why don't you ... ?
You made some mistakes with ...
You used ... That was nice!



2 min **10** Make sure that students have at least two minutes of thinking time to organize their ideas and plan how they are going to give each other feedback. Remind students that their feedback should be helpful and positive. Monitor and help, as needed, and take note of sentences you hear that you think might be too direct or impolite. Write these examples on the board, and during feedback, ask the class how to change them.

Reflection and Homework

Workbook pp54–55



Warmer

In groups, students have two minutes to brainstorm animals that can poison people. If necessary, explain that *poison* is something that can make people extremely sick if they eat or drink it or if it gets into their blood. The team with the most animals wins.

1 Point out that being able to read scientific texts in English is very useful, as a large amount of research is published in this language. Elicit students' ideas about the article title and photo, and write them on the board so that students can use them as a reference while reading the text later.

2  Give students three minutes to read the text, and encourage them to circle key words that helped them check their ideas from Exercise 1. Elicit these during feedback.

3 Encourage students to discuss the missing information with a partner before reading again to check their answers.

4 ★★ Fast finishers work together to write an extra half-sentence using information from the text. Elicit these after feedback and ask the rest of the class to complete the sentences.

5 After feedback, students, in pairs, find another unknown word in the text, find its meaning, and write an example sentence with it. Elicit a few examples from different pairs.



SCIENCE

Small but deadly

Imagine you are trekking through a rainforest. You're amazed at the rich variety of wildlife, although you're nervous about meeting a jaguar or a boa constrictor. Suddenly, you see something bright and yellow on a plant. You move closer and realize that it is a tiny frog. "Frogs aren't dangerous," you think, and you hold out your hand ...

Stop! The animal in front of you is *Phylllobates terribilis*, or the golden poison frog. It is the most poisonous land animal in the world.

The golden poison frog is an amphibian that lives in the rainforests of Colombia. It is only about 5 cm long and weighs less than 25 grams. It is a **carnivore**, and it eats ants, beetles, and centipedes that only live in the rainforest. Scientists believe this specific diet produces the poison that the frogs secrete from their backs. If a human touches a golden poison frog, it can cause **swelling**, nausea, paralysis, or even death.



Incredibly, these frogs may also be good for humans. Scientists are investigating how they can use frog poisons in medicines to treat heart conditions. However, **deforestation** and pollution mean the golden poison frog is in danger. If we do not protect the tropical rainforests, this beautiful but **deadly** animal will soon disappear.

So, if you see one of these creatures in the jungle, keep your distance and leave it alone. Then you will both stay safe.

1 Look at the title and photo. What information can you guess about this frog?

2  Read the article. Were your ideas correct?

3 Complete the fact file about the golden poison frog.

SCIENTIFIC NAME:	1	<u>Phylllobates terribilis</u>
TYPE OF ANIMAL:	2	<u>amphibian</u>
SIZE:	3	<u>5 cm</u>
WEIGHT:	4	<u>less than 25 grams</u>
DIET:	5	<u>ants, beetles, centipedes</u>
HOME:	6	<u>rainforests of Colombia</u>

4 Complete the sentences.

- The golden poison frog can hurt people if they touch it.
- It can help people because its poison might go into medicines to treat heart conditions.

5 Complete the sentences with the words in bold.

- This snake has a **deadly** bite. It can kill you.
- There was **swelling** on his toe where he was stung. His toe was bigger than usual.
- Because of **deforestation**, a lot of animals have lost their homes.
- An animal that eats meat (for example, a cat) is a **carnivore**.

Explore It!

Guess the correct answer.

The golden poison frog has enough poison to kill ...

- a a cat. **b** 20,000 mice. c an elephant.

Find another interesting fact about a dangerous animal. Then write a question for your partner to answer.



UNIT 6 | EXTRA READING

Explore It!

Allow students to work in groups to create a question. Collect and read the questions aloud. The groups discuss and write down their answers together. To check answers, ask each group to stand up and explain the answer to the question they wrote.

Have fast finishers do this page in pairs to practice making and responding to requests politely. Assign roles as Student A and Student B so each student can both ask and answer requests. Encourage the use of **Useful Language** expressions such as *Could you do me a favor?* and *Would you mind...?* Remind students to vary their responses (positive, negative, or uncertain) and to give reasons when refusing. Circulate and note down good examples or areas for improvement to discuss later.

Unit 6 Communication

MAKING SUGGESTIONS

Student A

- 1 You want to do the following things. Ask your partner for suggestions. Respond positively or negatively to what your partner says using the *Useful Language* below. Start the conversation with:

I want to What do you think?



- 1 give my mom a nice present



- 2 improve my English



- 3 start a blog

Useful Language
Awesome
I'll have a go at it
Good job
Thanks, but I'm not sure about that.

- 2 Listen to your partner's ideas and make suggestions using the *Useful Language* below.

Useful Language
How about ... ing ...?
Why don't you ...?
You should definitely ...
Make sure you don't ...

MAKING SUGGESTIONS

Student B

- 1 Listen to your partner's ideas and make suggestions using the *Useful Language* below.

Useful Language
How about ... ing ...?
Why don't you ...?
You should definitely ...
Make sure you don't ...

- 2 You want to do the following things. Ask your partner for suggestions. Respond positively or negatively to what your partner says using the *Useful Language* below. Start the conversation with:

I want to What do you think?



- 1 do something special for my birthday



- 2 decorate my bedroom



- 3 make a vlog

Useful Language
Awesome
I'll have a go at it.
Good job
Thanks, but I'm not sure about that.

Unit 7 Are you connected?

Lesson Aim 1: I can talk about technology.

Lesson 1 (T101-T102) = 45 minutes

Warmer

In groups, students have two minutes to brainstorm all the technological devices they can think of. The group with the most wins.



7

Are you connected?

LEARNING OUTCOMES

I can ...

- understand texts about technology
- give instructions to explain how to use something
- write an article
- understand how to use the present perfect: affirmative and negative, *will/won't*, *may*, *might*, and infinitives of purpose
- talk about and describe technology and transportation
- use collocations, recognize opinions, use words that describe sounds, and make and use flashcards.

Start It!



1 After eliciting that this a self-driving car, elicit students' opinions about whether they would like to ride in one.



2 Write on the board: *Today, I have used ...* and invite students to discuss ways of finishing the sentence in groups. This will prepare them for the language focus on SB p85.



3 Ask students to guess the year when this happened, before playing video 7.1.

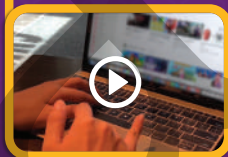


4 Allow students a minute of thinking time to choose one piece of technology they couldn't live without, and reasons why. Then students discuss in groups.



Start It!

- 1 Look at the photo. What type of car is it? **a driverless car**
- 2 Before you watch, what technology have you used today?
- 3 Who planned the first programmable computer? Watch and check.
- 4 Which technology would be most difficult to live without? **Charles Babbage in 1837**



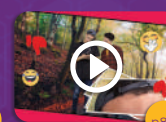
Watch video 7.1



Grammar in Action 7.2



Grammar in Action 7.3



Everyday English 7.4



Globetrotters 7.5

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Unit Aims

Skills

I can ...

- understand a text about technology p84
- give instructions to explain how to use something p88
- write an article p89
- understand a text about technology in Seoul pp90-91

Language

I can ...

- talk about and describe technology p83
- understand how to use the present perfect: affirmative and negative p85
- talk about and describe transportation p86
- understand how to use *will/won't*, *may*, *might*, and infinitives of purpose p87

Learn to Learn

I can ...

- use collocations p83
- recognize opinions p86
- use words that describe sounds p91
- make and use flashcards p93

Extra Resources

- Finished? Student's Book p124
- Vocabulary Bank, Student's Book p134
- Workbook pp56-63
- Grammar Reference and Practice, Workbook pp100-101

Lesson Aim 2: I can talk about and describe technology.

7.01-7.04 Audioscripts pT161

- 1** **7.01** ★★ Student A chooses one word and describes it as much as possible without saying the word, and Student B guesses the word.

Target Vocabulary

app æp
chip tʃɪp
device dɪ'vaɪs
download 'daʊn'ləʊd
emoji 'i:mou'dʒi
message 'mesɪdʒ
screen skrin
social media
'sou:ʃəl 'mi:di-ə
software 'sɔ:ft'weə
upload ʌp'ləʊd
video chat 'vɪdi:ou tʃæt

- 2** **7.02** Fast finishers can make one extra fill-in-the-blank sentence using another word from Exercise 1. Elicit this during feedback.

Vocabulary Bank SB p134

Pronunciation

7.03-7.05 Students can turn to SB p142 for pronunciation practice of the letter i.

Learn to Learn

Point out that it isn't only verbs and nouns that go together to make collocations. We can also have adjective-noun and noun-noun collocations.

- 3 & 4** During feedback, elicit all the possible answers together with extra collocations that students might know (e.g., *send an email*).

VOCABULARY Communication and Technology

- 1** Match the words in the box with 1-11 in the picture. Listen, check, and repeat.

app	4	emoji	11	software	8
chip	5	message	10	upload	1
device	6	screen	3	video chat	7
download	2	social media	9		

- 2** Complete the sentences with words from Exercise 1. Then listen and check.

- My phone fell out of my pocket this morning and the screen broke.
- I can't do a video chat with you right now. I don't have a camera on my laptop.
- Most of my friends upload photos to social media sites like Instagram.
- Look at this app – it's great for practicing new English words. Why don't you download it, too?

Pronunciation p142

LEARN TO LEARN

Collocations

Some words are often used together – we call these collocations. Learn them as phrases.

- 3** Complete these collocations with words from Exercise 1. There is sometimes more than one possible answer.

- download software
- use a messaging app
- electronic device
- send a message
- computer chip / screen / software
- upload / download photos

- 4** Take turns starting and finishing the collocations you made in Exercise 3.

Send a ...

Send a message?



Use It!

- 5** Use words from Exercise 1 to write three sentences about you or people you know.

1 My brother has a lot of apps on his phone.

2

3

4

- 6** Compare your sentences.

I spend about three hours a day in front of a screen.

I only spend about two hours.

Explore It!

Is the sentence *T* (true) or *F* (false)?

People with nomophobia feel scared when they don't have their phone with them. **T**
Find another interesting fact about technology. Then write a question for your partner to answer.

UNIT 7 | ARE YOU CONNECTED? 83

- 5 & 6** Remind students to personalize new vocabulary, when possible, to help them remember it more easily.

Explore It!

- Have students research about nomophobia and present it in next lesson.

Extend It!

- In groups, students write five personal questions using the target vocabulary (e.g., *What app do you use every day?*) and carry out a class survey, walking around and interviewing as many students as possible in five minutes. They then organize and present their findings to the class.

Reflection and Homework

Workbook p56

Presentation of Homework

Students present what they found from their research about nomophobia.

1 Elicit that the object in the photo on the left is an early cell phone. Take the opportunity to practice comparatives, eliciting that it was *bigger, slower, heavier*, etc., than modern smartphones.

2 Alternatively, students read the introduction and answer the question. Then Student A reads the *Communication*, paragraph, Student B *Entertainment*, and Student C *Sharing*. Students then tell each other what they read in their paragraph.

3 Before students attempt the task, ask them to find and circle all the numbers in the text.

4 Inform students that, at this level, the answers to the questions won't always be clearly stated in the text but will sometimes have to be inferred from whole paragraphs.

5 Encourage students to check their spelling of *billion*, *million*, and *thousand*.

6 Allow students a few minutes of thinking time to form opinions and think of reasons. Then ask students to work in pairs or small groups. Elicit contrasting ideas during feedback if possible.

Finished?

Students turn to p124 and do Exercise 1.

READING A Magazine Article

1 Look at the photos. What do you think the article is about?

2 Read the article and check your answer.
how technology has changed over the years



Smartphones and Us

Noah Smith investigates how smartphones have changed our lives.

In 1994, the IBM Simon arrived. It was a small computer that made calls! OK, it weighed half a kilogram and it didn't have a camera, but it was technically a smartphone. Today's devices are smaller, faster, and more fun. Nearly 3 billion people own one, and they have transformed our lives.

Communication
Smartphone technology has given us many ways to communicate, but the most popular is messaging. Users of one very well-known app, for example, send 60 billion messages every day!

And then there's video. Once, video calls were science fiction – they still are for my grandparents – but for my generation, video chats have become completely normal.

Entertainment
Gaming apps let us play our favorite games anywhere, anytime on our phones – and that's usually the real reason why my sister hasn't done her homework! She isn't alone. About 200 million people in the U.S.A. play online games, and globally the industry is worth billions of dollars. Personally, I'd rather listen to my favorite bands. Smartphones are great for that, too!

Sharing
Smartphones haven't made us nicer people, but together with social media, they've made it easier for us to have hundreds of "friends." Around 2.5 billion of us have created social media profiles. We post status updates, upload our photos, and share videos. Many of us have shared our whole lives online. Which reminds me – I haven't updated my status today!



3 Read the article again. Write what the numbers refer to.

- 1 half a kilogram **the weight of the IBM Simon**
- 2 nearly 3 billion **people who own smartphones**
- 3 60 billion **messages sent every day**
- 4 about 200 million **people who play online games**
- 5 2.5 billion **people with social media profiles**

4 Circle the correct answers.

- 1 What couldn't computers do before 1994?
A make calls B send emails C save documents
- 2 What was unusual about the IBM Simon compared to modern devices?
A It was smaller and faster.
B It had an excellent camera.
C It weighed half a kilogram.
- 3 What is the most popular form of smartphone communication?
A phone calls B messages C video chats
- 4 What does Noah's sister enjoy doing?
A playing games B sharing photos
C listening to music

5 Complete the words for the numbers. Then listen and check.

- 1 1,000,000,000,000 = one **trillion**
- 2 1,000,000,000 = one **billion**
- 3 1,000,000 = one **million**
- 4 1,000 = one **thousand**
- 5 100 = one **hundred**

Voice It!

6 Do you agree with the statements below? Discuss with your partner, using the phrases in the box.

I strongly agree. I agree. I'm not sure.
I disagree. I strongly disagree.

- 1 People use their smartphones too much.
- 2 Children under ten shouldn't have a smartphone.
- 3 There should be no smartphones in schools.
- 4 I couldn't live without a smartphone.

Finished? p124 Ex. 1

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Class Challenge

Ray Tomlinson sent the first email in history in 1971. The email read "Can you read this?" / "Hello." / "qwertyuiop."

Extend It!

In groups, students choose a technological device (e.g., a TV, tablet, or smart watch). Then they collaborate to think of three ways this device is useful to us and prepare to tell the class about it.

Reflection and Homework

Workbook p57

Warmer

► Play **video 7.2**. Elicit that Sophia has learned how to create a vlog, how to use a camera, how to do sound and lighting, and how to edit. The vlog has given her many friends.



Audioscript pT161

1 Elicit that the present perfect focuses on the present results of a past action, not the details of an event in the past. For example, in 1, the focus is on the fact that our lives are different now, not on when or how the transformation happened.

2 Ask students to think of how other technological devices have changed over the years, eliciting sentences with the present perfect.

3 Ask students to practice the conversation in pairs, using contractions. Monitor closely and ask for a volunteer pair to perform it for the class.

4 Remind students that they can check the list of irregular verbs on SB p143 to find the past participles.

5 & 6 Encourage students to extend the activity using other activities (not only the ones in the box).

GRAMMAR IN ACTION

Present Perfect: Affirmative and Negative

I/You/We/They	He/She/It
+ Smartphones ¹ have transformed our lives.	Technology ³ has given us many ways to communicate.
- Smartphones ² haven't made us nicer people.	My sister ⁴ hasn't done her homework.

1 Complete the examples in the chart above with the correct form of **have (not)**. Use the article on page 84 to help you.

2 Complete the sentences with the present perfect form of the verbs in parentheses.

- Smartphones **have changed** our lives. (change)
- They **have become** easier to carry. (become)
- Smartphone technology **has become** more interesting. (become)
- Smartphones **have made** it possible to communicate with more people. (make)
- Noah **hasn't updated** his online status. (not update)

3 Complete the conversation with the present perfect form of the verbs. Then listen and check.

ask find leave look lose
not charge not hear not see put

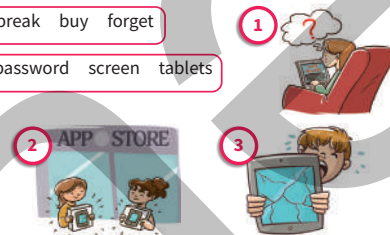
- JACK** What's wrong, Kim?
KIM I ¹ **'ve lost** my phone. Do you know where it is?
JACK No, I don't. I ² **haven't heard** it ring, either. Maybe it's in your coat pocket.
KIM I ³ **'ve looked** in all my pockets. It's not there.
JACK Maybe you ⁴ **'ve left** it in Mom's car.
KIM No, I don't think so. I used it this afternoon, but I can't remember where I left it.
JACK Maybe Mom ⁵ **'s / has put** it somewhere.
KIM No, I ⁶ **'ve asked** her and she says she ⁷ **hasn't seen** it. Jack, can you call me?
JACK I think so. I ⁸ **haven't charged** my phone, but I think it has enough power left. Hang on ... OK, I'm calling you ...
KIM Here, look! I ⁹ **'ve found** it. It was in my bag all the time.



Watch video 7.2
Name two things Sophia has learned.
What's the best thing that the vlog has given her?

4 Answer the questions with present perfect sentences. Use the words in the boxes.

break buy forget
password screen tablets



- Why can't Orla use her laptop?
She's forgotten her password.
- Why are Elena and Ruby so happy?
They've bought new tablets.
- Why is Andrey upset?
He's broken the screen.

Use It!

5 Write three sentences about what you have or haven't done today. Use the ideas in the box.

chat / on social media check / my emails
upload / a photo watch / TV

- I've watched TV.
-
-
-

6 Tell your partner about the things you've done.

I haven't uploaded a photo, but I've played my favorite computer game.

Finished? p124 Ex. 2

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Grammar Game

4 min Write *Today Billy is feeling ... because ...* on the board, and then fill the first blank with a feeling (e.g., *angry*). Teams have two minutes to write down as many reasons as possible (e.g., *His mother has asked him to stop playing video games.*). The team with the most reasons wins. Repeat with other vocabulary.

Finished?

Students turn to p124 and do Exercise 2.

Reflection and Homework

Workbook p58

Warmer

Ask: *What is the longest trip you have ever been on?*
Students discuss the question in pairs. Monitor closely to gauge what the students already know of the target vocabulary of the lesson.

7.09-7.10 Audioscripts ppT161-162

1 7.09 After feedback, students test each other. Student A says a noun, and Student B says the corresponding verb.

Target Vocabulary

catch / take *kætʃ / teik*
get into *get 'in-tu*
get off *get of*
get on *get an*
get out of *get aut əv*
go by *gou bar*
go on *gou an*

Get It Right!

Encourage students to create a spidergram in their notebooks using the target language and ask two volunteers to draw their diagrams on the board.

2 ★★★ Fast finishers can write an extra fill-in-the-blank sentence for the whole class.

3 Monitor closely and collect mistakes to be corrected on the board.

4 & 5 7.10 Tell students that a *hyperloop* is a proposed idea for a network of underground tunnels where cars or pods can travel at very high speeds across huge distances, avoiding traffic.

Vocabulary Bank SB p134

VOCABULARY AND LISTENING

Getting Around

1 7.09 Complete the phrases with the verbs in the box. Listen, check, and repeat.

catch/take get into get off get on
get out of go by go on



Get It Right!

We use **take** and **catch** with planes and with public transportation. But we can't say *catch-a-taxi*.
We **get on** and **off** public transportation or a bike. But we **get into** and **out of** a car.
We use **go by** with all transportation. But we say **go on foot**, not *go-by-foot*.

2 Complete the sentences with verbs from Exercise 1.

- I'm **getting off** this bus at the next stop.
- My dad has **taken** a taxi to the airport.
- Yesterday we **went** to the island **by** ferry.
- I bought my ticket from the driver when I **got on** the bus.
- Don't forget to turn off the lights before you **get out of** the car.

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Use It!

3 Tell your partner about two different ways to get to these places from your home.

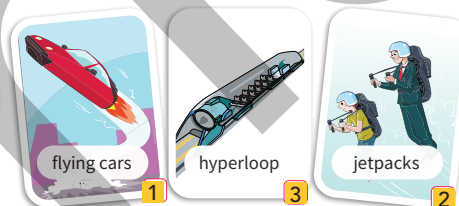
your school a town in your country New York

To get to school, I can go on foot to the bus stop and then catch a bus. Or I can go by bike.

A Radio Interview

4 Look at the forms of transportation in Exercise 5. Will we use them in the future? Discuss with a partner.

5 Listen to the radio interview. Put the forms of transportation in the order you hear them (1-3).



LEARN TO LEARN

Recognizing Opinions

It's important to understand the difference between facts and opinions. When people give an opinion, they often begin with phrases like these:

In my view ... In my opinion ... I (don't) think ...

6 7.10 Listen again. Which of these opinions does the professor have?

- Flying cars aren't the answer to traffic jams. ☒
- There will be a lot of flying cars soon. ☐
- People won't use jetpacks to get to work. ☒
- The hyperloop is just science fiction. ☐
- The hyperloop will change our lives. ☒

Learn to Learn

Understanding the difference between facts and opinions is an important critical-thinking skill that enables students to make sense of what they hear or read in their everyday lives, on TV and in the news, for example.

6 7.10 In pairs, students discuss the statements before listening again. Challenge stronger students to write down phrases that indicate that the speakers are expressing an opinion (e.g., *I think*).

Extend It!

In groups, students discuss their opinions about the predictions in Exercise 6, using the phrases given to express opinions.

Reflection and Homework

Workbook p59

Warmer



► Play **video 7.3**. Elicit that James won't be an actor. He'll learn about special effects and may interview people on the street.

7.11 Audioscript pT162



1 Point out that *may* and *might* have the same meaning, and we can use either when we are not sure.



2 ★ Before students attempt the task, consolidate the meaning of the verbs using facial expressions and gestures. Say *will* with a serious face and a gesture that means certainty in the students' culture. Then say *might* with an unsure face and a culturally appropriate gesture, such as a shrug.



3 7.11 After feedback, play the audio again and ask students to use facial expressions and gestures when they hear *will/won't* and *might*.



4 During feedback, encourage students to justify their answers, and elicit contrasting ideas if possible.



5 & 6 Make sure students understand that we use *to + a reason* when we want to explain why something is happening.



7 Encourage students to make the sentences true for them and as memorable as possible.

GRAMMAR IN ACTION

Will/Won't, May, and Might



Watch video 7.3
What won't James be in ten years' time?
How will he make the vlog look better?

	Certain Predictions	Uncertain Predictions
+	It ¹ will really change our lives.	We may have jetpacks one day just for fun. We might see hyperloops between big cities.
-	We ² won't see a lot of flying cars.	They ³ may not be useful for getting to work. We might not need to wait much longer.

1 Complete the examples in the chart above.

2 Are these predictions **C** (certain) or **U** (uncertain)?

- Cars might be less noisy. **U**
- Every family will have a flying car. **C**
- Fifty years from now, children may go to school by jetpack. **U**
- Jetpacks won't be very useful for most people. **C**
- Everyone will travel by hyperloop. **C**
- Some people might not want to travel on a hyperloop. **U**

3 Listen to Danielle talking about transportation in the future. Which of the predictions in Exercise 2 does she make?

1, 2, 4, 6



4 Complete the sentences about the future with *will/won't* or *may/might (not)*. Then compare your opinions in pairs.

- People _____ have their own airplanes.
- People _____ go to work by bike.
- We _____ need smartphones.
- We _____ use paper.
- There _____ be books and magazines.

Infinitives of Purpose

To + Infinitive

A lot of us catch a bus ¹ **to go** (go) to work.
² **To solve** (solve) the problem, we should invent flying cars.
It takes a lot of energy ³ **to lift** (lift) a person off the ground.

5 Complete the examples in the chart above with the correct form of the words in parentheses.

6 Match 1–5 with a–e.

- | | |
|---------------------------|--------------------------|
| 1 Can I borrow your phone | a to have lunch? |
| 2 Is there a printer | b to check your emails. |
| 3 You can use my laptop | c to make a call? |
| 4 Why don't we stop | d we decided to fly. |
| 5 To get there sooner, | e to print these photos? |



7 Complete the sentences with your own ideas and tell your partner.

- I went to _____ to _____
- I bought a _____ to _____
- I took a _____ to _____

I went to Chicago to visit my cousin last summer.



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Grammar Game

4 min Write on the board: *Today, I bought a newspaper to ...* Students, in teams, have three minutes to brainstorm all the possible uses of a newspaper (e.g., *read it, make a paper plane, cover the floor while I paint my room*). Elicit the students' ideas using *to + infinitive*. The class votes for the most creative uses of the newspaper.

Finished?

Students turn to p124 and do Exercise 3.

Reflection and Homework

Workbook p60



Warmer

In groups, students discuss their experiences of trying to explain to their older relatives how to use technological devices. This might generate some funny stories. Monitor and elicit these from the whole class.



7.12 Audioscript pT162

1 7.12 ★★★★★ Students listen and answer the question with their books closed.

2 7.12 Elicit that these phrases are used to soften the instructions. In some languages, including English, imperatives can be quite strong and direct, so we can use phrases like these instead.

3 ▶ Play **video 7.4** and drill the students' pronunciation.

4 If appropriate, encourage students to think of how these phrases translate into their own language.

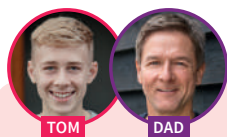
5 Brainstorm different types of technology, write them on the board, and invite students to choose one of them to write about. They should explain this to someone who has never used the technology before.

6 If possible, encourage students to have the type of technology with them, and demonstrate using it. Student A can give instructions while Student B follows the instructions.

SPEAKING Giving Instructions

1 Listen to the conversation. What is Tom explaining to his dad?

- a How to take a photo
- b How to record a video



TOM So, Dad, before ¹you start, switch the camera to video mode. Have you done that?

DAD Like this?

TOM Yes, that's right. It needs to be in video mode to record a video. Now, look at this little screen.

DAD I can't see anything.

TOM Ah. Remember ²not to put your hand in front of the camera!

DAD Is this better?

TOM Not quite. Look, you need to keep your fingers here. That's it. Now, do you see this button?

DAD This one?

TOM No, not that one. This one here. It's ³really important that it's turned on if you want to record sound. Oh, and ⁴make sure that the light is red. That means you're recording. Got it?

DAD Yes, I think so. Thanks, Tom!



3 Look at the *Everyday English* box. Find and underline the phrases in the conversation.



Watch video 7.4
Everyday English

Got it? Like this?
Not quite. That's it.

4 Match the phrases in the *Everyday English* box with their meanings.

- 1 That's right. That's it.
- 2 Do you understand? Got it?
- 3 This way? Like this?
- 4 Not exactly. Not quite.

PLAN

5 Work in pairs. Plan some instructions for using an electronic device. Write your ideas below. What you are teaching people to do:

The steps that are needed to use the device:

- 1 _____
- 2 _____
- 3 _____
- 4 _____

SPEAK

6 Work in pairs. Practice a conversation giving instructions for your device. Remember to use infinitives of purpose, vocabulary from this unit, and phrases from the *Useful Language* and *Everyday English* boxes.

CHECK

7 Work with another pair. Listen to their conversation and complete the notes.

What are the instructions for?

Are the instructions clear? _____

2 Complete the conversation with the phrases from the *Useful Language* box. Then listen and check.

Useful Language

Before you start, ...
It's really important that ...
Make sure that ...
Remember (not) to ...

7 Pairs listen to each other's instructions, and then give each other feedback (e.g., *Were the instructions clear? Could you use the technology now? How can you make the instructions better?*).

Reflection and Homework

Workbook p61

In preparation for the next lesson, ask students to look around their homes and take notes on what technology they use (e.g., for cooking, cleaning, and entertainment).

Warmer

In groups, students compare the technology they use in their homes.

5 min

1 Elicit that the students are using tablets and an electronic whiteboard in their classroom. If your school does not use much technology, ask students to brainstorm technology they'd like to see in the classroom.

2 Set a strict time limit to encourage skimming.

3 ★★★ After feedback, allow students a few minutes, in pairs, to discuss whether they think robots will ever replace teachers and why.

4 Elicit what is different about *such as*: it cannot be used at the beginning of a sentence like all the other phrases.

5 Ask the class what times in the past and future they would like to write about (e.g., 30 years ago, 30 years in the future). Make sure that the whole class is focusing on the same time periods.

6 You may want students to use three different color pens, as in the text in Exercise 2, to focus their attention on text structure and tense usage. The green paragraph, for stronger students, could also feature the present perfect.

WRITING An Article

1 What are the students in the photo doing? What technology do you use at school?



2 Read the article. Underline the modern technology words it mentions.

School Technology

- Teaching has changed a lot. For instance, in the past, teachers used blackboards, and children wrote everything with pen and paper. *What's more*, the only technology in classrooms was a TV or perhaps a cassette player.
- Today, in contrast, teachers use a lot of technology. For example, most classrooms have *Wi-Fi*. In addition, teachers use *interactive whiteboards*, and children use *tablets* to do exercises or play games. With technology such as *video chat*, classes can work with students in another country. This makes learning easier and more fun.
- Some people think that *robots* might teach students one day. However, I don't think that will happen. Teachers help us learn things, but they take care of us, too. Robots can't do that. The technology may change over time, but the best teachers will always be real people.

3 Read the article again. Are the sentences **T** (true) or **F** (false)?

- In the past, there was a lot of technology in the classroom. **F**
- It's normal now for classrooms to be connected to the Internet. **T**
- Today, students chat with their classmates using video chat. **F**
- Robots will replace teachers. **F**

Useful Language

Giving examples:

For instance, For example, such as

Adding more information:

In addition, What's more,

4 Read the phrases in the *Useful Language* box. Then **circle** the correct words.

- Tablets are often cheaper than laptops.
What's more, / *For example,* they're easier to carry.
- The first cell phones could only make calls.
In addition, / *For instance,* they were huge.
- In the future, schools might use technology
such as / *what's more* 3-D printing.

PLAN

5 Plan an article about technology in the home. Think about cooking, cleaning, and entertainment. Take notes for three paragraphs.

- Technology at home in the past: _____
- Technology at home today: _____
- Predictions for the future: _____

WRITE

6 Write your article. Remember to include three paragraphs, past and present tenses, predictions with *will/won't* and *may/might (not)*, and phrases from the *Useful Language* box.

CHECK

7 Do you ...

- describe technology in the past?
- describe technology in the present?
- make certain and uncertain predictions for the future?

Finished? p124 Ex. 4

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7 After students have checked their own work, they give it to another student to read and comment on. Ask them to say what predictions they agree and disagree with, and why.

Finished?

Students turn to p124 and do Exercise 4.

Reflection and Homework

2 min

Workbook p61

In preparation for **Explore It!** (p91), students research an interesting fact about South Korea.

Background information

Help students find South Korea, an Asian country on a peninsula between China and Japan, on a map. South Korea is known for technology, shopping, pop music, the sport of taekwondo, and a dish called *kimchi*.

Warmer

In groups, students discuss types of voice-activated technology, whether they use it, and why they like it or dislike it.

► Play **video 7.5** and ask students to answer the questions. Robots do tasks such as building cars, answering questions, carrying luggage, and doing chores, and they also do dangerous jobs. Elicit that an *android* is a type of robot that looks and behaves just like a person. Then ask the students, in pairs, to discuss which of the robot functions in the video they think is most important in society and why.

1 Ask students, in pairs, to guess how technology fits into each photo (e.g., *Maybe a robot prepared the children's food.*).

2 Set a strict time limit to encourage faster skimming. During feedback, elicit the key words in the texts that indicate the photo they correspond to.

- 1 wakes up / Seoul
- 2 breakfast / sister
- 3 bus / glued to their screens
- 4 train
- 5 school / robot helper



AROUND THE WORLD

READING

An Article

1 Look at the photos on page 91. Where do you think this is? What is happening in each photo?

2 Read the article. Match photos a–e with paragraphs 1–5.

3 Answer the questions.

- 1 Where does Seo-yun keep her smartphone at night? *Next to her bed.*
- 2 What are her two ways of getting to school? *going on foot, taking the bus*
- 3 How does Seo-yun pay for her bus journey? *with her smartphone*
- 4 What are the other passengers doing on the bus? *They're using their smartphones and tablets.*



Globetrotters

Watch video 7.5
Hello, Robots!

- What things do you use robots for?
- What is an android?
- What do you think the future of robots will be?

Voice It!

4 Discuss the questions.

- 1 How does Seo-yun's family use technology to connect with the world?
- 2 How does technology improve human connection?
- 3 What are its negative effects?

One Morning in the High-Tech Capital of the World

1 c 6:30 a.m.

An alarm buzzes and Seo-yun's phone wakes her up for another day in Seoul, the world's "tech capital." In the bathroom, she tells the voice-activated shower to start. Water gushes from the shower, but it's too cold. "Warmer, please!" Seo-yun calls out.

2 a 7:20 a.m.

In the kitchen, Dad makes breakfast. While they wait, Seo-yun and her sister, Ji-woo, watch cartoons on the "family hub" – a huge tablet screen built into the fridge door. They hear a "ping" from Seo-yun's phone – one of her friends has sent a message. Will she go to school on foot or take the bus? Seo-yun asks the family's voice-activated device to check for rain while she checks her travel app to see what the traffic is like.

3 e 8:00 a.m.

Seo-yun has decided to take the bus. There's a beep as she swipes her phone over a sensor when she gets on, and then she takes a seat. On the way, she reads an online comic, and she puts in earphones to enjoy all the bangs, crashes, and other sound effects without disturbing other passengers. She doesn't need to worry, though. They're all glued to their screens, too!

4 d 8:10 a.m.

Seo-yun's mom has taken the KTX bullet train to meet colleagues in Busan. The train roars between the two cities at nearly 300 kph. During the journey, she has a video chat with her boss. The journey may soon be much quicker. The government wants to build a new kind of train line called a hyperloop, with trains that zoom along at 1,000 kph.

5 b 8:20 a.m.

Ji-woo has arrived at school, and the teacher's robot helper, iRobi, comes to Ji-woo with a whirl of electric wheels. iRobi marks her attendance and uses face recognition to check her mood. "Excited?" asks iRobi. Of course. Today Ji-woo might have a gymnastics class with Genibo, the school's robot dog. That's education – Korean style!

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3 Have students underline key words in the questions and use them to find the information in the text.

4 Before students discuss the questions, write *connection* on the board and elicit the technology connections that they use regularly (e.g., *phone, Internet, text messaging*).

Class Challenge

The word *robot* means "something that has to work" and comes from the Russian / Chinese / **Czech** language.

Learn to Learn

Understanding onomatopoeic words (i.e., words that sound like the sound they refer to) will help to increase students' comprehension of texts, especially fiction, so that they may find it easier to read for pleasure.



5 Point out to students that the words sound like the sounds they refer to. Ask: *Are there any words like this in your language?*



6 Encourage students to practice saying the words out loud to guess their meaning.

Explore It!



Alternatively, ask students to work in groups to make a short "South Korea quiz." The groups then swap questions or read the questions aloud for the whole class.



LEARN TO LEARN

Words that Describe Sounds

There are many English words that sound similar to the sounds they describe.

5 Find words in the article for these sounds.

- 1 three sounds that a smartphone makes (paras 1, 2, and 3) **buzzes** **ping** **beep**
- 2 the sound of water coming out fast (para. 1) **gushes**
- 3 two loud sounds when one thing hits another (para. 3) **bangs** **crashes**
- 4 the sound of a machine working quietly (para. 5) **whir**

6 Work in pairs. Say the words in the box and discuss what sounds you think they describe. Then use a dictionary to check.

crack hiccup hiss meow pop splash woof



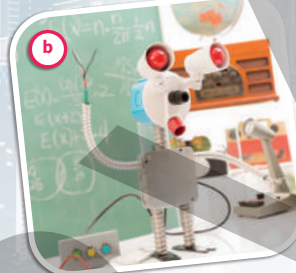
Explore It!

Guess the correct answer.

South Korea has the world's fastest ...

a internet speeds. **b** trains. **c** ferries.

Find another interesting fact about South Korea. Then write a question for your partner to answer.

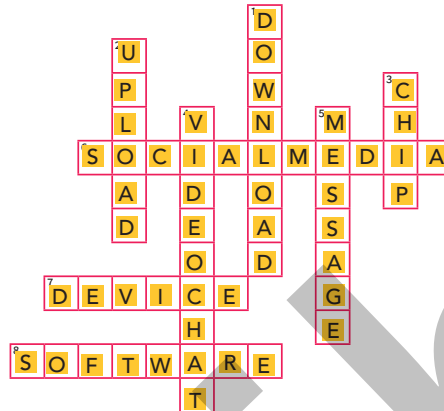


The aim of this page is for students to review the grammar and vocabulary from the unit. You can either do it in class, as a timed progress test, or assign it for homework.

7 REVIEW

VOCABULARY

1 Complete the crossword.



Across

- 6 Facebook and Instagram are examples of this.
- 7 A general word for an electronic gadget.
- 8 All the programs that tell a computer what to do.

Down

- 1 Take a file, photo, video, etc. from the Internet and put it onto your device.
- 2 Put a file from your device onto the Internet.
- 3 The "brain" inside your computer or phone.
- 4 This is when you see and talk to someone using your computer or phone.
- 5 A short text that you send to someone.

2 Circle the correct words.

- 1 Eva caught / went by the bus outside the bank.
- 2 Jo traveled from Boston to New York on / by train.
- 3 Nina went to the library by / on foot.
- 4 Zehra got off / out the tram at the last stop.
- 5 Luke took / caught a taxi from home and got out / off at the airport.

GRAMMAR IN ACTION

3 Complete the sentences with the present perfect form of the verbs in parentheses.

- 1 How annoying! My phone is on silent and I just realized that I 've missed five calls. (miss)
- 2 You don't need to call a taxi. I 've booked one with this app. (book)
- 3 I don't know what Dina's brother looks like. She hasn't shared any photos of him. (not share)
- 4 I haven't downloaded their new album. I heard it isn't very good. (not download)

4 Circle the correct answers.

- 1 The bus ... leave at 10:02 exactly. It's never late.
a may b will c won't
- 2 They ... be able to do it, but they're trying.
a can't b might c may not
- 3 Hamza bought some tools ... his bike.
a fix b to fix c for fix
- 4 We don't have enough ink ... the photos.
a to print b for to print c for print

Self-Assessment

I can talk about communication and technology.



I can talk about getting around.



I can use the present perfect to make affirmative and negative sentences and questions.



I can use will/won't, may, and might to make predictions.



I can use to + infinitive to talk about purpose.



Vocabulary

1 In groups, students brainstorm vocabulary related to technology and communication before completing the exercise. Write appropriate words on the board to help them.

2 ★★ Alternately, ask students to close their books. Read each sentence aloud to the class, replacing the options with a Beep! The first team to shout Buzz! and give the correct answer wins a point.

Grammar in Action

3 ★ Before students attempt the task, review with them the form of the present perfect (have/has + past participle) and the past participle of the verbs in parentheses if needed.

4 Challenge fast finishers to prepare an extra sentence with three options. Elicit these after feedback for the whole class to complete.

Review the Unit Theme

Remind students of the unit title: Are you connected? Put students into pairs. Have them discuss the following questions: How does technology help us communicate? What are the advantages and disadvantages of modern technology? How do forms of transportation connect us? Share answers as a class.

Self-Assessment

Encourage students to ask you for extra homework for each language area they weren't completely happy with.

Lesson Aim 2: I can make and use flashcards.

One drawback of flashcards is that they can be more difficult to store and therefore can be lost. If appropriate, you may want to adapt this page to train students to use online flashcard apps, which have the advantage of being easily accessible, especially if students have smartphones.

5 Ask students, in pairs, to cover the green cards and guess what they might say before matching the cards' fronts and backs.

6 Allow students time to do this individually and then check in pairs.

7 If the students are using flashcard software, introduce them to extra features and options, such as adding pictures, translations, automatic definitions, and so on.

SHAPE IT!

8 As students guess the information on each other's cards, reassure them that a good card will be memorable but doesn't necessarily need to have an obvious answer for everyone. Some guessing is to be expected, as in the example.

9 During feedback, elicit students' feelings about using flashcards, and point out that different learners will prefer different ways of recording vocabulary.

LEARN TO LEARN

LEARN TO ... MAKE AND USE FLASHCARDS

You can use flashcards to learn collocations and phrases with prepositions.

5 Match the front and back of the flashcards.

1 use a messaging

2 get into / a car

3 addition

4 download

5 instance

a upload

b app

c for

d get out of

e in

SHAPE IT!

6 Match the flashcards in Exercise 1 with the different types of flashcard a–c below.

- a a phrase with the preposition missing 3 5
- b a collocation with one word missing 1
- c opposite collocations with one of them missing 2 4

7 Choose five collocations or phrases with prepositions from Unit 7. Use them to make the different types of flashcards in Exercise 2.

8 Show the front of your flashcards from Exercise 3 to your partner. Can they guess what is on the back of each flashcard?

Mobile ... Voice-activated ...

No, it begins with the letter "e."

Electronic device?

Yes! That's right!

9 Discuss the questions with your partner.

Which are ...

- 1 easier to make: flashcards with phrases with prepositions or flashcards with collocations?
- 2 easier to remember with flashcards: phrases with prepositions or collocations?

Reflection and Homework

Workbook pp62–63

Lesson Aim: I can design and present a 3-D room plan that includes modern technology and a new invention.

Warmer

Show students a simple room layout (e.g., a classroom or bedroom) and ask what kinds of modern technology could make it more useful or interesting. Then introduce the How to Design a Room Plan box.

- 1 Ask students to work in groups and choose a room to design. Have them decide whether to draw their plan digitally or on paper. Guide them to discuss what modern technologies to include and where to place them. Encourage creativity by asking each group to invent one new technological device and describe what it does. Remind students to label items clearly and write short, correct sentences for each feature.
- 2 Invite groups to present their 3-D room plans to the class. Remind them to describe each technological device, explain its purpose, and highlight their invention. Encourage students to speak clearly, use visuals effectively, and follow the tips in the How to Design a Room Plan box.
- 3 Have students observe each presentation carefully. Then lead a class discussion using the questions: Which room plan is your favorite and why? What modern devices does it include? What new invention did they create? Encourage students to compare ideas and share feedback.

CULTURE PROJECT

A 3-D Room Plan



How to Design a Room Plan

Remember to think about the following ideas.

- Choose the room or area you are going to design, and draw a plan for it.
- Think about the modern technology that you can include and add it to the plan.
- Label the plan where necessary by adding information in call-out boxes.
- Check that your plan is clear and easy to understand.
- Check that your spelling and grammar in the call-out boxes

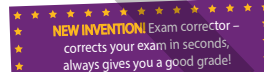
PLAN

1 Work in groups. Choose a room in a building and think about the modern technology you want it to have. Then complete the steps.

- Draw an outline which shows the shape of your room. Decide if your plan will be digital or on paper.
- Decide what modern technology is in the room, what it does, and where it should go.
- Invent a new technological device to put in your room.
- Include other items of furniture.

OUR IDEAL CLASSROOM

- ✓ Fridge with built-in tablet
- ✓ Class robot (iRobi) – check attendance, organize on-screen lessons
- ✓ Large video screen (students chat with students in other schools)
- ✓ Sink (students wash their hands) – works on voice recognition



- Decide who will prepare each section.
- Prepare your section. Write sentences about each of the technological devices and what they will do.
- Give your section to someone in your group to check.
- Work in your group to put the room plan together.

PRESENT

2 Present your room plan to the class. Remember to include different technological devices, give a description of each device, and follow the tips in the *How to Design a Room Plan*.

CHECK

3 Look at your classmates' room plans. Then answer and discuss the questions.

What is your favorite room plan? Why?

What technological devices does it include?

What new invention does it include?

Lesson Aim: I can design and present a 3-D room plan that includes modern technology and a new invention.

4 Ask students to read the sample text *Our Ideal Classroom*. Then, in pairs, have them list all the technological devices mentioned and match each one with its function. Finish by asking: Which of these inventions would you most like in your classroom, and why?

Our Ideal Classroom

Our classroom will have a large TV screen so we can have a video chat with our friends in schools in other countries. We will be able to speak so many languages!

The sink will be voice activated. We will be able to wash our hands by giving the sink simple instructions, for example: *Start! Warmer! Colder!*

The fridge in our classroom will have a built-in tablet where we can go online. We will also be able to leave our food and drinks in it and get them when we feel hungry or thirsty.

iRobi will be able to take attendance and organize on-screen lessons so our teacher will have more time with us individually!

There will be a device to check exams. We will scan our exams and the computer will give us our grades in two seconds – and they will always be good grades!

UNIT 7 | CULTURE PROJECT

Unit 8 What is success?

Lesson Aim 1: I can talk about achievements.

Lesson 1 (T115-T116) = 45 minutes

Warmer

In groups, students look at the photo and brainstorm adjectives that might describe how the girl is feeling.



8

What is success?

LEARNING OUTCOMES

I can ...

- understand comments on a webpage and a talk about a young inventor
- answer questions in a job interview
- write a competition entry
- understand how to use present perfect for experience, and reflexive and indefinite pronouns
- talk about exceptional jobs and qualities, and achievements
- form people words, take notes, and make a vocabulary study plan
- manage my time and create a timeline

Start It!



1 & 2 Use the photo to elicit the meaning of *achievement* /ə'tʃɪv.mənt/. Elicit that it's something very good and difficult that someone has succeeded in doing.



3 Brainstorm why fire has changed human society with the whole class before playing video 8.1.



4 Give students a minute of thinking time, and then allow group discussions before eliciting ideas with the whole class.



Start It!

- 1 Look at the photo. What did the girl and her mother do? **They won medals in a race / sports event.**
- 2 Before you watch, think of three great human achievements.
- 3 Why do people say fire is a great human achievement? Watch and check **Fire changed how people live.**
- 4 Think of three personal achievements for you.



Watch video 8.1



Grammar in Action 8.2



Grammar in Action 8.3



Everyday English 8.4

94 WHAT IS SUCCESS? | UNIT 8

Unit Aims

Skills

I can ...

- understand online comments p96
- answer questions in a job interview p100
- write a competition entry p101
- create a timeline pp102–103

Language

I can ...

- talk about exceptional jobs and qualities p95
- understand how to use the present perfect for experience p97
- use phrasal verbs to talk about achievement p98
- understand how to use reflexive and indefinite pronouns p99

Learn to Learn

I can ...

- form people words p95
- take notes p98
- make a vocabulary study plan p105

Extra Resources

- Finished? Student's Book p125
- Vocabulary Bank, Student's Book p135
- Workbook pp64–71
- Grammar Reference and Practice, Workbook pp102–103

Lesson Aim 2: I can talk about exceptional jobs and qualities.

8.01-8.02 Audioscripts ppT162-163

- 1 8.01** ★★ ★★ Alternatively, Student A chooses a job from the box and mimes it. The first student to guess the word wins a point and mimes the next one.

Target Vocabulary

athlete 'æθ-lit
businessman/
businesswoman
'bɪz-nɪs-mæn /
'bɪz-nɪs-wʊm-ən
composer kəm'pou-zər
engineer en-dʒə-nɪər
inventor in'ven-tər
mathematician
,mæθ-mə'tɪ-ʃən
scientist 'saɪ-ən-tɪst
writer 'raɪ-tər

- 2 8.02** ★ Before the activity, write the target vocabulary on the board. In small groups, students discuss the meaning of the words they know. For any words they don't know, get different students to look them up in a dictionary and teach them to the group.

Vocabulary Bank SB p135

Learn to Learn

- 4 min** Point out that there is no difference in pronunciation between -er and -or, which are pronounced as /ər/. You could also mention that -person can also be used with some jobs when we don't want to say that it's a man or a woman (e.g., businessperson).

VOCABULARY Exceptional Jobs and Qualities

- 1 8.01** Match the jobs with the photos. Listen, check, and repeat.

athlete	5	inventor	8
businessman/ businesswoman	7	mathematician	6
composer	3	scientist	2
engineer	1	writer	4



- 2 8.02** Circle the correct words. Then listen and check.

- Athletes like runners and swimmers have incredible creativity / strength.
- The scientist Albert Einstein was famous for his great intelligence / strength.
- At just four years old, Mozart showed a lot of skill / determination as a composer.
- J. K. Rowling's creativity / intelligence as a writer made her famous around the world.
- Ada Lovelace was an English mathematician. Her talent / creativity for math helped to make the modern computer possible.
- The inventor Thomas Edison worked with a lot of determination / talent over many years to make his light bulb work.

LEARN TO LEARN

Word Formation: People Words

To form nouns to describe people, we often add extra letters to a verb or a noun. We sometimes need to change other letters.

- 3** Complete the chart with words from Exercise 1.

Verb / Noun	Suffix	People Word
invent	-or	1 <u>inventor</u>
compose	-er	2 <u>composer</u>
write	-er	3 <u>writer</u>
mathematics	-ian	4 <u>mathematician</u>
science	-ist	5 <u>scientist</u>
business	-man -woman	6 <u>businessman</u> 7 <u>businesswoman</u>

- 4** Test your partner. Ask who ... ?

Who writes music? A composer.

Use It!

- 5** Choose three jobs from Exercise 1. Take notes about the special qualities the jobs need.

-
-
-

- 6** Discuss your ideas.

I think a writer needs a lot of talent and creativity.

Explore It!

Guess the correct answer.

How old was Louis Braille when he invented his famous alphabet for the blind?

a 10 b 15 c 25

Find another interesting fact about an amazing achievement. Then write a question for your partner to answer.



UNIT 8 | WHAT IS SUCCESS? 95

- 3 & 4 5 min** ★★ ★★ Students test each other's spelling in pairs. Student A asks a question (e.g., Who writes music?). Student B writes down the answer, and Student A checks the spelling.

- 5 & 6 6 min** ★ Remind students to think of reasons why a job needs particular qualities. Encourage them to discuss each other's ideas, saying if they agree or disagree.

Explore It!

After feedback, ask students, in groups, to discuss the achievements they talked about and choose the most amazing one, justifying their answer during feedback.

Reflection and Homework

Workbook p64

Warmer

In groups, students discuss the social media that they use and whether they often write or respond to comments.



- 1 Encourage students to use the qualities from SB p95 when they discuss the questions.



- 2 8.03 To encourage faster reading, give students two minutes to read the text.



- 3 EXAM Encourage students to tell each other, in pairs, where they found the information.



- 4 After feedback, students test each other in pairs. Student A says an expression from one of the columns, and Student B says *do* or *make*.



- 5 Allow some thinking time for students to form an opinion. Have students work in groups to list teenage achievements from real life, books, or stories they have read.

Extend It!



Ask students to copy the chart from Exercise 4 in their notebooks. Brainstorm other expressions with *do* (e.g., *your homework*) and *make* (e.g., *a mistake*) and get students to add these to the chart.

Class Challenge



Blaise Pascal was 16 / 22 / 35 when he invented his first calculator.

Finished?

Students turn to p125 and do Exercise 1.

READING

Online Comments

- 1 Look at the photos and discuss the questions.
1 Are the people successful?
2 What do you need to be successful in these areas?



- 2 Read the online comments. In which area is each person successful? 1 science 2 business 3 music



Teenagers Taking the World by Storm

Yesterday's article about teenagers' achievements has made a big impression. We've never had so many comments!



- 1 Krtin Nithiyandam is only 17, but the intelligence and creativity of this British teen are amazing. He hasn't been to college, but he's done laboratory research into Alzheimer's disease and is the inventor of a new test for it. He's worked with Cambridge University scientists and has won awards. Genius!
smartypants 11 m ago



- 2 Have you ever heard of Mikaila Ulmer? This Texas kid has won one of the U.S.A.'s most famous game shows, has made a fortune, and has even met the president. She started a lemonade business and entered a TV competition for entrepreneurs. She won and made a deal worth millions of dollars. I haven't tried her lemonade, but it's called BeeSweet. Mikaila gives money to charities that protect bees, and she's even written a book. For a 13-year-old businesswoman, she's doing pretty well!
Marion_T 56 m ago



- 3 We've heard about some incredible prodigies, but how about Alma Deutscher? She's an incredible 12-year-old musician from England. Home-schooled, Alma started playing the piano at two and showed talent even then. She's given concerts all over the world, and she's also a composer. She's composed pieces for whole orchestras and has even written an opera. I'm doing my best to learn the violin, so when I saw Alma on television, I was amazed. With all that skill, I wonder ... has she ever played a wrong note? I doubt it!
Bowfrog 1h 10 m ago

- 3 EXAM Read the comments again. Then mark (✓) the correct column.

Who ...	Krtin	Mikaila	Alma
1 is only 12 years old?			✓
2 is 17 years old?	✓		
3 invented a medical test?	✓		
4 sold lemonade?		✓	
5 plays the piano?			✓
6 helps protect bees?		✓	

- 4 Find and underline phrases in the comments with *do* or *make*. Complete the chart with two more examples for each.

Do	Make
laboratory research	a big impression
pretty well	a fortune
my best	a deal

Voice It!

- 5 Discuss the questions.

- 1 Who do you think has had the most effect on people's lives: Krtin, Mikaila, or Alma? Why?
2 Do you know of another young person who has achieved a lot?

Finished? p125 Ex. 1

Reflection and Homework



Workbook p65

Warmer

► Play **video 8.2** and ask students to raise their hands when the vlogger mentions an activity they have also done. Elicit that Joann has never lost an art competition and that she's been to the UK, Spain, and Portugal.

8.06 Audioscript pT163

1 Point out that **ever** has the meaning of "at any time up to now." Then elicit that **never** has the meaning of "not at any time."

Get It Right!

2 Explain that **ever** is used in questions while **never** is not common in questions.

> Pronunciation

8.04-8.05 Students can turn to SB p142 for practice of intonation in questions.

2 Before the activity, tell students that a woman named Maya is cycling around the world for charity, and elicit a few questions they could ask her.

3 Fast finishers can write extra questions about other high-achieving teenagers that were mentioned in the last lesson. Elicit these during feedback and ask the class for the answers.

4 Tell students that they can make more questions using their own ideas, as well as those in the box.

5 Encourage students to ask follow-up questions to find out more about each other's experiences.

GRAMMAR IN ACTION

Present Perfect for Experience

	I/We/You/They	He/She/It
+	We've heard about some incredible prodigies. I haven't tried her lemonade. We've ¹ never had so many comments.	He's worked with Cambridge University scientists. He hasn't been to college.
-		
?	Have you ² ever heard of Mikaila Ulmer? Yes, I have . / No, I haven't .	Has she ³ ever played a wrong note? Yes, she has . / No, she hasn't .

> Pronunciation p142

1 Complete the examples in the chart above with **ever** or **never**. Use the online comments on page 96 to help you.

Get It Right!

We use an affirmative verb with **never**.

I've never played golf. NOT I haven't never played golf.

8.06 **2** Maya Flynn is cycling around the world for charity. Complete the interview with the present perfect form of the verbs. Then listen and check.

PAUL How far ¹ have you **cycled** (you / cycle), Maya?

MAYA ² I've **ridden** (I / ride) 15,000 km so far. I have another 12,000 to go!

PAUL How many countries ³ have you **crossed** (you / cross)?

MAYA ⁴ I've **been** (I / be) to three continents so far, and ⁵ I've **visited** (I / visit) 12 countries.

PAUL ⁶ Have you **had** (you / have) any funny experiences along the way?

MAYA Well, an emu chased me in the Australian outback. ⁷ I've **never experienced** (I / never experience) that before!

PAUL No, not many people have! And how ⁸ has your **bicycle been** (your bicycle / be)?

MAYA ⁹ It **hasn't had** (it / not have) any problems at all. It's a great bike.

PAUL So how much money ¹⁰ have you **made** (you / make)?

MAYA ¹¹ I **haven't reached** (I / not reach) my target, but ¹² I've **made** (I / make) \$30,000 so far.

PAUL That's amazing! Good luck with the rest of your journey.



Watch video 8.2
Has Joann ever lost an art competition?
Which countries has Joann been to?

3 Write questions and short answers about the people in the online comments on page 96.

1 Krtin / work / in a laboratory?

Has Krtin **worked** in a laboratory?

Yes, he **has**.

2 Mikaila and Alma / be / to college?

Have Mikaila and Alma **been** to college?

No, they **haven't**.

3 Marion_T / try / BeeSweet lemonade?

Has Marion_T **tried** BeeSweet lemonade?

No, she **hasn't**.

4 Bowfrog / hear / Alma play?

Has Bowfrog **heard** Alma play?

Yes, he/she **has**.

Use It!

4 Use the words in the box and write questions with the present perfect and **ever** in your notebooks.

be on TV climb a mountain
perform in a concert raise money for charity
win a competition win a race

5 Ask and answer your questions.

Have you ever won a competition?

Yes, I have. I won an art competition in elementary school.

Finished? p125 Ex. 2

UNIT 8 | WHAT IS SUCCESS? 97

Grammar Game

7 min Students write down three experiences they have had, using the present perfect. One of them should be a lie. Students say their three experiences, and their group asks questions to guess which one is the lie. Monitor closely to check students are switching to the simple past when discussing the details of the events.

Finished?

Students turn to p125 and do Exercise 2.

Reflection and Homework

Workbook p66

Warmer

Students discuss the meaning of the advice *Never give up. Don't quit. Keep trying.*

8.08 Audioscript pT163

1 8.07 After feedback, if appropriate, ask students to make flashcards (see SB p93) to test each other on the phrasal verbs.

Target Vocabulary

come up with *kam ap wið*
give up *giv ap*
keep up with *kip ap wið*
look up to *luk ap tu*
set up *set ap*
show off *ʃou əf*
take part in *teik part in*
work out *wɜ:k aʊt*

2 Put students into small groups and encourage them to ask follow-up questions to find out more about each other.

3 Write these prompts on the board to help students guess the situation: *homework, no electricity, candle, dark, no batteries, flashlight.*

4 8.08 Remind students that they are listening for the general idea and should not worry if they don't understand all the details at this point.

Vocabulary Bank SB p135

Learn to Learn

At this stage, students should be learning to write concise and clear notes, omitting articles and other small grammar words.

VOCABULARY AND LISTENING

Phrasal Verbs: Achievement

1 Listen and repeat the verbs in the box. Complete the sentences with the correct form of the verbs. Then match them with the pictures.

come up with give up
keep up with look up to set up
show off take part in work out

- The professor was so happy when he finally came up with the answer! **g**
- Marcus loves to take part in charity races. **e**
- Martha is nearly at the top. She isn't going to give up now! **d**
- The others can't keep up with Grandma. **f**
- My brother set up his own business when he was ten. **h**
- Thalia really looks up to her mom. She wants to be just like her one day. **a**
- The math problem is hard to work out. **c**
- Aiden likes showing / to show off on the court! **b**



98 WHAT IS SUCCESS? | UNIT 8

Use It!

2 Use phrasal verbs from Exercise 1 to write three examples from your own life. Compare with a partner.

-
-
-

I wasn't very good at the piano, but I didn't give up.

The girl is doing her homework. It's difficult because she doesn't have electricity (and can't afford batteries for her flashlight).

A Talk

3 Discuss the questions.

- 1 What is the girl doing? 2 What is difficult for her?



4 8.08 Listen to a talk. Were your ideas right?

LEARN TO LEARN

Taking Notes

Write key words when you listen. Then use your notes to remember the ideas that you heard.

5 8.08 Listen again and take notes for each heading.

Personal details

¹Ann Makosinski – inventor – Canadian

(parents Polish/Filipino)

Her flashlight – how it works

²

Why she thought of the idea

³

Her achievements

⁴

Her E-Drink mug – how it works

⁵

Possible answers:

- 2 heat from hand – energy – no battery
- 3 friend, Philippines – no electricity – couldn't afford batteries
- 4 science competition – 1st prize \$25,000 – TV, newspapers
- 5 mug – heat from coffee – charges phone

6 Explain how Ann's inventions work. Use your notes from Exercise 5.

5 8.08 Allow students, in pairs, to discuss what they remember under each heading, taking notes on the side so that they may check their ideas when they listen again.

6 Allow students time to rehearse alone and ask you questions if necessary. Students then take turns explaining the inventions.

Reflection and Homework

Workbook p67

Warmer



► Play **video 8.3** and elicit that (according to the vlogger) everyone should learn to speak English, and everyone should know or understand himself or herself.

8.09-8.10 Audioscripts pT163



1 Explain that we often use reflexive pronouns when the subject and the object of the verb are talking about the same person (e.g., *I saw myself*, not *I saw me*).



2 For question 3, elicit that the reflexive pronoun is used to mean "on her own" or "without anyone's help."



3 **8.09** ★ Guide students to circle the subject of each sentence before they attempt the task.



4 Allow students a minute of thinking time to form opinions and make notes before speaking.



5 After feedback, point out that we use *someone/something/somewhere* and *anyone/anything/anywhere* to mean "one person," "one thing," "one place." However, we use *some-* in positive statements and *any-* in negative statements and questions.



6 **8.10** Point out that *no-* means "not one" and *every-* means "all." Ask students to compare answers in pairs and explain all their choices during feedback.



7 Explain that after these pronouns, we use the verbs in the third person singular (e.g., *everyone is*). Change pairs often to allow students to practice the task more than once.

GRAMMAR IN ACTION

Reflexive Pronouns

Singular	I → ¹ <i>myself</i>	you → yourself	he → himself	she → ⁴ <i>herself</i>	it → itself
Plural	we → ² <i>ourselves</i>	you → ³ <i>yourselves</i>	they → themselves		

1 Complete the examples in the chart above.

2 Complete the sentences about the talk on page 98 with reflexive pronouns.

- Ann taught *herself* the science she needed.
- Ann's flashlight switches *itself* off.
- Ann made the flashlight *herself*.
- Her inventions don't need batteries. They power *themselves* in other ways.
- If we believe in *ourselves*, we can achieve anything.

3 Match 1-6 with a-f. Then listen and check.

- I surprised *c*.
- John and I introduced *a*.
- Jane, make sure that you take care of *f*.
- Mike has taught *e*.
- You and Vicky should make *d*.
- Stan and Ollie prepared *b*.

- ourselves to the new neighbors.
- themselves well for the match.
- myself when I did so well on my exams.
- yourselves some sandwiches for lunch.
- himself Spanish and French.
- yourself while I'm away.

Use It!

4 Discuss the questions.

- Have you taught yourself a skill? What?
- How do you reward yourself when you've done something good?
- Where do you imagine yourself ten years from now?

I taught myself to swim when I was eight.



Watch video 8.3
What skill should everyone learn?
Who does the vlogger say that everyone should know?

Indefinite Pronouns

People	Things	Places
someone (somebody)	¹ <i>something</i>	somewhere
everyone (everybody)	everything	³ <i>everywhere</i>
no one (nobody)	² <i>nothing</i>	nowhere
anyone (anybody)	anything	⁴ <i>anywhere</i>

Ann Makosinski is *someone* I really look up to.
Anything is possible.
No one has thought of these ideas before.

5 Complete the columns in the chart above.

6 **8.10** Circle the correct words in the article. Then listen and check.

TEENAGER SAILS INTO RECORD BOOKS

Dutch teenager Laura Dekker has become the youngest person ever to sail solo around the world. Laura is only 16 years old. *No one* / *Anyone* so young has achieved this before. Sailing is *something* / *nothing* her whole family is *crazy* about, and Laura learned *anything* / *everything* she knows about it from her parents. By the time she was 13, there wasn't *anywhere* / *nowhere* she couldn't sail by herself. *Everyone* / *Someone* has a dream, and Laura's achievement shows that *something* / *nothing* is impossible if you want it enough.



Use It!

7 Complete the sentences. Then compare with your partner.

Everyone in my family likes _____
I don't know anyone who has _____
Something I really want to do is _____
_____ is somewhere I want to visit one day.

Finished? p125 Ex. 3

UNIT 8 | WHAT IS SUCCESS? 99

Grammar Game

8 min Divide the class into two teams. On the board, write *Does anyone on the other team ...?* Read one of the phrases below. The teams must guess if *someone/no one/everyone* in the other group does that activity. They win a point if they guess correctly.

know how to swim speak Spanish
go horseback riding play the guitar
ride/cycle to school dislike ice cream
watch soccer
have family in another country

Reflection and Homework



Workbook p68

Warmer

In small groups, students share ideas about what jobs they might have in the future. Elicit different ideas from the whole class.



Audioscript pT164



1 **8.11** ★★ Challenge students to listen and answer the question with their books closed.



2 **8.11** After feedback, review the use of the present perfect by eliciting that it is used to talk about past actions with a clear consequence in the present.



3 Play **video 8.4** and drill the pronunciation of the target phrases, focusing students' attention on sentence stress.



4 Encourage students to explain the meaning of the phrases in their own words in English.



5 Encourage personalization here by allowing students to choose a job they mentioned in the warmer rather than the ones in the box. Monitor closely to correct mistakes with grammar, and assist with vocabulary when needed.



6 Ask students to work in pairs. Tell them one student speaks while the other one listens, then they will switch. Give them time to repeat the task if they wish.

SPEAKING An Interview

1 Listen to the conversation. What does Angie want to do?

- a learn to cook very well
- b organize a team



JO So, Angie, why do you want to join our training program?

ANGIE Well, 'I'm passionate about' food. I've taught myself a lot about it, but the training will give me the chance to learn new skills.

JO So have you ever worked in a kitchen?

ANGIE Yes, 'I've had plenty of experience' working in a restaurant. My grandparents run a restaurant, and I help them on weekends.

JO Oh, really? And what skills have you developed?

ANGIE 'I've learned the basics of' cooking. But the main thing is 'I've learned how to' be a good team player.

JO That's interesting. Tell me more.

ANGIE Well, I also help the wait staff, you know. We take orders from customers and that kind of thing.

2 Complete the conversation with the phrases from the Useful Language box. Then listen and check.

Useful Language

- I've learned the basics of ...
- I'm passionate about ...
- I've had plenty of experience ...
- I've learned how to ...

3 Look at the **Everyday English** box. Find and underline the phrases in the conversation.



Watch video 8.4 Everyday English

Tell me more. that kind of thing
the main thing is you know

4 Match the **Everyday English** phrases with their uses.

You want to ...

- 1 get more information. **Tell me more.**
- 2 refer to similar examples. **that kind of thing**
- 3 say your most important point. **the main thing is**
- 4 check the person understands. **you know**

PLAN

5 Work with a partner. In your notebook, take notes on questions to ask in a job interview for one of these jobs.

computer programmer fashion designer
gardener photographer zookeeper

SPEAK

6 Practice the interview with your partner. Remember to use the present perfect to talk about experiences, vocabulary from this unit, and phrases from the **Useful Language** and **Everyday English** boxes.

CHECK

7 Work with another pair. Listen to their interview and complete the notes.

What questions did the interviewer ask?

What experience does the interviewee have?

Should the person get the job?

Finished? Unit 8 Communication

100 WHAT IS SUCCESS? | UNIT 8



7 Put pairs together in groups of four. While each pair performs their conversation, one student from the other pair takes notes on content and the other student is responsible for noticing any language mistakes.

Finished?

Students complete Unit 8 communication.

Reflection and Homework



Workbook p69

Have students write a short paragraph using the new topic vocabulary. Then, ask them to bring their paragraphs to the next class.

Warmer

In groups, students discuss the achievements they thought about for homework. Monitoring this will give you an indication of whether the students will have enough ideas to write about later on, or whether the activity will need to be adapted.

1 Write the questions on the board, and then ask students to look at the advertisement for five seconds before closing their books. Students check in pairs before feedback.

2 To encourage faster reading, give students two minutes for this and disallow the use of dictionaries.

3 Ask students to underline the parts of the text where the answers can be found and check their answers in pairs before feedback.

4 If possible, elicit further ways of expressing the same ideas (e.g., *I recommend getting a teacher. You could get a teacher.*).

5 If, during the warmer activity, students seemed to lack ideas, allow them to make up an achievement. They can be creative as long as they take the task seriously.

6 & 7 Make sure students include the language from the unit,

WRITING

A Competition Entry

1 Read the advertisement. What sort of competition is this? What is the prize?

It's a writing competition. The prize is ten lessons in hang-gliding, rock climbing, or scuba diving.

CALLING ALL HIGH-FLYERS!

Write to us about your greatest achievement and you might win this month's incredible prize:

Tell us:

- what you have achieved
- what advice you have for others.
- how you achieved it

10 hang-gliding, rock climbing, or scuba diving lessons.

2 Read Ajani's competition entry. What has he achieved? He's learned English. He's won a national story writing competition.

My name is Ajani. My family came to the UK from Afghanistan when I was seven.

My greatest achievement is learning English. When I first arrived, I couldn't understand anyone. At school, I couldn't read or write, and everything was very difficult. However, after a lot of effort, I've managed to learn English. I've even won a national story-writing competition.

How did I do it? First of all, I had a wonderful teacher named Mrs. Connor. She helped me to develop my writing skills. But I also taught myself. I've read plenty of books in English, I've watched a lot of lessons on the Internet, and I've practiced speaking with friends.

If you want to learn a language, my advice to you is to believe in yourself and never give up.



3 Read Ajani's entry again. Are the sentences **T** (true) or **F** (false)?

- 1 Ajani is not from England. **T**
- 2 He came to the UK by himself. **F**
- 3 He still doesn't speak much English. **F**
- 4 He speaks English when he's with friends. **T**
- 5 He thinks you need determination to succeed. **T**

Useful Language

after a lot of effort My advice to you is ...
How did I do it? my greatest achievement

4 Rewrite the sentences using the phrases in the Useful Language box. You might need to write two sentences.

- 1 I think you should get a teacher.
My advice to you is to get a teacher.
- 2 The team worked hard and won the prize.
After a lot of effort, the team won the prize. / The team won the prize after a lot of effort.
- 3 Do you want to know how I learned to fly a plane?
I learned to fly a plane. How did I do it?
- 4 Learning French was the best thing I have done.
Learning French was my greatest achievement. / My greatest achievement was learning French.

PLAN

5 Plan your own competition entry. In your notebook, take notes for four paragraphs about one of your achievements.

- 1 Introduce yourself.
- 2 Explain the achievement.
- 3 Explain how you achieved it.
- 4 Give advice for other people.

WRITE

6 Write your competition entry. Remember to include the present perfect, reflexive pronouns, vocabulary from this unit, and phrases from the Useful Language box.

CHECK

- 7** Do you ...
- have four paragraphs?
 - explain your achievement clearly?
 - give useful advice?

Finished? p125 Ex. 4

UNIT 8 | WHAT IS SUCCESS? 101

giving them time to redraft their text if needed. Then ask students to display their texts around the room and read as many as possible. The class then votes for the three greatest achievements.

Finished?

Students turn to p125 and do Exercise 4.

Reflection and Homework

Workbook p69

Warmer

Give students a minute to think about an important invention from the last 20 years, and then ask them to share their ideas in groups. Elicit contrasting ideas and encourage students to give reasons.

**Audioscript pT164**

1 Disallow the use of dictionaries and translation software, and encourage students to guess the meaning of unknown words from context.

2 Ask students to discuss the questions in pairs before rereading the text.

How to Manage Your Time

At this stage, students should start reflecting on their time-management skills, making decisions about how they are going to manage their time effectively and in collaboration with other people.

3 After feedback, ask students to brainstorm real-life tasks where time-management skills are important (e.g., essay writing for school, projects at work). Elicit these with the whole class, together with the potential consequences of not following steps a–h in the box.

4 After the first listening, hand the audioscript to students, if possible, and play the audio again.

**TECHNOLOGY PROJECT****A Timeline**

1 Read texts 1–6 on the timeline quickly. Then match them with the pictures (A–F).

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

2 For each question, choose the correct inventor. Some questions have more than one answer.

Which inventor or inventors ...

- 1 worked with a brother? **d, f** a Eilmer of Malmesbury
- 2 studied how birds fly? **b** b Leonardo da Vinci
- 3 had an accident? **a, c** c Denis Bolor
- 4 wasn't European? **f** d Joseph-Michel Montgolfier
- 5 didn't fly the machine himself? **b, d** e Jules Giffard
- 6 designed an aircraft with an engine? **e, f** f Orville Wright

How to Manage Your Time

3 Look at some ideas to think about before you start a project. Mark (✓) the ideas connected to planning your time.

- a Decide on a topic for the project. ☐
- b Think about all the tasks you need to do in the time available. ☒
- c Prioritize tasks – decide what's most and least important. ☒
- d Include some extra time. ☒
- e Decide who will do what. ☐
- f Set long-term deadlines. ☒
- g Set short-term deadlines. ☒
- h Review your project regularly to see if you are keeping to your deadlines. ☒

4 Listen to two students planning a project. Which ideas in Exercise 3 do they talk about?

b c d f g

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Class Challenge

The first ever passenger flight took off in St. Petersburg and landed in Tampa, U.S.A., in 1841 / **1914** / 1941.

1

Eilmer of Malmesbury, England, has had a great idea. He ties himself to a pair of wings and jumps off the top of a tower. Eilmer flies for 200 meters. No one has ever flown so far. However, Eilmer hasn't thought about the landing! He hurts himself badly, but also gets himself a place in the history books.

1010

4

French businessman Joseph-Michel Montgolfier and his brother, Jacques-Étienne, have invented the world's first hot-air balloon. Now they make a second flight with passengers. But they don't put themselves on board. The three lucky passengers are a hen, a duck, and a sheep!

1783

5

French engineer Jules Giffard connects a steam engine to a huge balloon. It's the first "airship." People have never seen anything like it before. It's the first aircraft that someone can steer. However, the first time Giffard sets off in his airship, it flies around in circles. He can't steer it against the strong Paris winds!

1852

5 Given the scope of the project, you may want to give students time to make decisions and discuss the time-management aspect of the project before carrying out their tasks at home. Allow time for project updates during the following lessons until the groups are ready to present their work.

6 & 7 Ask groups to double-check their work before displaying it, and then have one student from each group stand next to their display, answering questions, while all the others walk around the room looking at other displays and asking questions.

For more work on technology, students can turn to SB p140. See pT126 for teaching notes.

Extend It!

4 min Encourage students to reflect critically on their time-management and collaboration skills. Shuffle the groups and ask students to share how they managed their time in their groups, what worked well, and what they should change next time. Elicit positive and less positive experiences from the whole class.

HIGH (AND NOT SO HIGH) ACHIEVERS THE EARLY HISTORY OF FLIGHT

2

The brilliant Italian scientist and inventor Leonardo da Vinci has looked into how birds fly. Using his discoveries, he designs the world's first flying machine – the Ornithopter. But he has the intelligence not to try it himself! Later, other people try out similar designs, but no one gets very far.

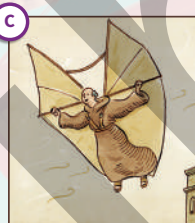
A



B



C



D



E



PLAN

5 Work in groups. Plan a timeline. Choose one of the inventions in the box or choose your own. Then complete the steps below.

the Internet the bicycle
the computer the skyscraper

- Decide what tasks you need to do to complete your timeline and how long each will take.
- Set long-term and short-term deadlines and include some extra time.
- Decide who will do each task.
- Research the information you need.
- Find or make pictures for your timeline.

PRESENT

6 Display your timeline on the classroom wall. Remember to include important dates, people and events, interesting pictures, and the tips in **How to Manage Your Time**.

CHECK

7 Look at your classmates' timelines. Which ones have interesting facts? Discuss in your group.

3

Frenchman Denis Bolor has come up with his own flying machine that uses wings with springs. Poor Bolor tries to show off his idea and kills himself when the springs break.

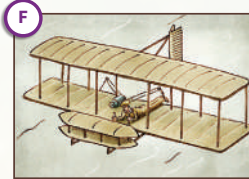
1536

6

It's 10:35 a.m. on December 17. American engineer Orville Wright has lifted himself into the air. He's flying the Wright Flyer, a motor-powered airplane he designed with his brother Wilbur. Orville keeps the Flyer in the air for 12 seconds and travels 37 meters. It isn't a long-distance flight, but it has changed the world forever.

1903

F



The aim of this page is for students to review the grammar and vocabulary from the unit. You can either do it in class, as a timed progress test, or assign it for homework.

8 REVIEW

Vocabulary

1 ★ Invite students to review the vocabulary on related to Unit 8 before attempting this task. Elicit the vocabulary on the board for the students to use as they complete sentences 1–7.

2 Before students attempt the task, give them one minute, in pairs, to combine words in the two boxes to make phrasal verbs. Elicit what each phrasal verb means (e.g., *give up* means “to stop doing something”).

Grammar in Action

3 ★★★ Challenge students to explain why the verb changes to the simple past in 1, 3, 4, and 5 (the focus turns to the details of the past event, not the result in the present).

4 Before the activity, ask students to review reflexive pronouns and indefinite pronouns on SB p99.

VOCABULARY

- Complete the sentences with the words for jobs and qualities.
 - She's going to succeed. She's got plenty of **determination**.
 - You need a lot of **skill** to be a concert pianist.
 - Creativity** is important if you want to be a good designer.
 - I don't have enough **strength** in my arms to do rock climbing.
 - Nick has written some brilliant songs. I think he'll be a professional **composer**.
 - I am terrible at math. I could never be a **mathematician**!
 - I could be an **inventor**. I have a lot of ideas for new machines.

- Complete the sentences with words from both boxes. Use the correct form of the verbs. Use some words more than once.

come give keep set work

out up with

- I did ballet for three years, but I **gave up** because I wasn't good at it.
- Mira is running too fast for me. I can't **keep up with** her.
- We'll need to arrive early to **set up** our cookie table at the market.
- Do you know the answer? I can't **work** it **out**.
- Amol has **come up with** a brilliant idea for our team project.

GRAMMAR IN ACTION

- Complete the questions with **ever** and the verbs in the box. Then write the short answers.

have ride see try visit

- A **Have** you **ever seen** a snake?

B **Yes, I have**. I saw one in our yard.
- A **Has** your brother **ever had** an accident in his car?

B **No, he hasn't**. He's a very careful driver.
- A **Have** your parents **ever visited** the U.S.A.?

B **Yes they have**. They went there six years ago.
- A **Have** you **ever tried** to invent something?

B **Yes, I have**, but it wasn't successful!
- A **Has** Fiona **ever ridden** a horse?

B **Yes, she has**. Unfortunately, she fell off!

- Circle the correct words.

- Dan set up a business *themselves* / **himself**.
- We built our house *myself* / **ourselves**.
- You won't achieve *anything* / **anywhere** if you don't try.
- This computer has taught *itself* / **myself** to play chess.
- Is there *no one* / **anyone** who knows Patrick's address?

Self-Assessment

I can talk about exceptional jobs and qualities.



I can use phrasal verbs to talk about achievement.



I can use the present perfect to talk about experiences.



I can use reflexive pronouns.



I can use indefinite pronouns.



Review the Unit Theme

5 min Remind students of the unit title: *What is success?* Put students into pairs. Have them discuss the following questions: *What does it mean to be exceptional? What experiences and achievements make you unique? Where do you see yourself in 20 years?* Share answers as a class.

Self-Assessment

5 min Ask students to look back at the Review page and the rest of the unit to decide how confident they feel about each topic. Encourage students to ask for extra practice materials on any topics they don't feel comfortable with.

Lesson Aim 2: I can make a vocabulary study plan.

Students should be starting to reflect on their learning practices outside the classroom, taking steps toward becoming responsible for their own learning routines.

5 Allow students time to complete the quiz, but ask them to cover the results at the bottom.

6 Students work in pairs. Encourage them to add relevant information and develop the quiz into a conversation.

7 Encourage students to discuss the results in pairs or small groups, and elicit a few reactions.

8 Discuss the ideas as a whole class and elicit some opinions.

9 Refer students back to SB p93 for instructions and ideas on making flashcards.



10 Give students a vocabulary test after ten days have passed. After feedback, encourage them to compare their results and their study plans in groups.



LEARN TO LEARN

LEARN TO ... MAKE A VOCABULARY STUDY PLAN

You can learn vocabulary better by studying it more than once. A study plan can help you do this.

5 Do the quiz. Circle your answers and find out your score.

Do you need a vocabulary study plan?

FIND OUT!

Do you ...

- write new vocabulary in your notebook?
always / sometimes / never
- use flashcards to learn vocabulary?
always / sometimes / never
- look at your vocabulary notes when you do your homework?
always / sometimes / never
- study your vocabulary notes before a test?
always / sometimes / never
- study your vocabulary notes more than three times a week?
always / sometimes / never

Results

always = 2 points sometimes = 1 point never = 0 point

8–10: Well done! You study vocabulary well, but why not try a new study plan?

4–7: Not bad, but a study plan can help you.

0–3: Oh, no! You really need a study plan!

7 Ask your partner the quiz questions. Underline their answers.

8 Compare scores with your partner. Do you both agree with what it says about you?

9 Match 1–3 with a–c. Which sentence surprises you most? Discuss with your partner.

- We remember vocabulary better when we study it once and **b**.
 - When you use flashcards to learn vocabulary, **c**.
 - It's necessary to see, hear, or say a word **a**.
- a** 17 times before we remember it well.
b then a few days later (but not the next day).
c you remember it better.

10 Make a list of eight words from this unit that you want to learn. Make flashcards.



6 Follow steps 1–4 to make a 10-day vocabulary study plan.

- Write the dates on the plan, starting with tomorrow's date.
- On the shaded days, test yourself with your flashcards from Exercise 5.
- When you finish studying each day, write "Yes!" in the "Done?" box.
- On day 11, answer the question and circle "a lot" or "a little."

Day	1	2	3	4	5	6	7	8	9	10	11
Date											How much has the plan helped me learn vocabulary?
Done?											

Reflection and Homework

Workbook p70



Warmer

In groups, students brainstorm famous inventions for two minutes. Elicit a few on the board, and elicit any extra information about them that students might know. Point out that reading technology-themed texts in English is a good way to pick up vocabulary that can be useful for describing projects, results, and ideas.

1 If students don't know what the object is, invite them to read the title and subheading of the text, and elicit what "small screen" means.

2 ^{8.13} To encourage faster skimming, allow students three minutes to read the text. Disallow the use of dictionaries and translation software.

3 Encourage students to discuss the order of the events with a partner before rereading the text to check.

4 Allow a few minutes of thinking time for students to form an opinion and search for relevant vocabulary in a dictionary, if available. Then monitor closely and take note of useful vocabulary and grammar to point out during feedback.

5 Challenge students to explain how they were able to guess the meaning of the words in bold (e.g., with *crops*, the clue in the text is *farm*).

TECHNOLOGY

1 Look at the photos. Do you know what the invention is and who invented it?

^{8.13} 2 Read the article. Check your answers to Exercise 1.

3 Put the events in order.

- a ☒ 1 Farnsworth entered invention competitions.
- b ☐ He went to college.
- c ☐ He had an idea while he was working on his family's farm.
- d ☐ Businesses took up his ideas.
- e ☐ He produced the first version of a fully electronic television.
- f ☐ He had to get a job.

4 Imagine you're going to spend 24 hours without looking at any type of screen. How can you spend your time? Discuss your ideas with a partner.

5 Match the words in bold with the definitions.

- 1 plants that farmers grow _____
- 2 change slowly over a long time _____
- 3 stop doing something before you have completely finished _____
- 4 first example of an invention _____

Explore It!

Guess the correct statement.

- a After his invention, Philo Farnsworth had a television in every room of his house.
- b Philo Farnsworth became one of the first television news presenters.
- c Philo Farnsworth didn't like television and didn't allow his family to watch it.

Find another interesting fact about television. Then write a question for your partner to answer.



Philo Farnsworth:

A Big Influence on the Small Screen

The television is probably the world's most popular form of entertainment. On average, people around the world watch three hours of television per day, and in Europe and North America, it is closer to four hours. But who is responsible for this amazing invention?



It isn't an easy question to answer because, over the years, different people developed different types of televisions. One of these was Philo Farnsworth, a farmer's son from Utah in the U.S.A. He built the first all-electronic TV set. This young man's creativity and determination made a big difference in the development of the small screen.



Farnsworth was always interested in inventions. As a young teenager, he took part in invention competitions and made mechanical gadgets that helped with household chores. In 1921, at the age of 15, he came up with the basic idea for a totally electronic television. He was looking at the parallel lines of **crops** on his family's farm when he realized that he could separate images into parallel lines of light, which he could transform into television images.

Farnsworth was a brilliant student and started college, but he was forced to **drop out** and work after his father died. However, he continued to work on his invention. Finally, in 1928, he finalized his **prototype** TV. His invention continued to **evolve** and improve, and throughout his career, different companies produced different versions of it. The television continues to evolve quickly – today's flat-screen smart TVs will surely look old-fashioned to future generations.

UNIT 8 | EXTRA READING

Explore It!

If appropriate, ask students to search for the information online using their smartphone or tablet. If this is not possible, students can work in small groups to create a question.

Extend It!

Students research an inventor from their country and what they invented. They then prepare a short presentation about the inventor in groups.

Have fast finishers work in pairs on this page to practice asking and answering interview questions. Assign one student as the interviewer and the other as the applicant, then have them switch roles after completing both tasks. Encourage them to use the **Useful Language** prompts to ask thoughtful questions and give clear, confident answers. Remind them to speak in full sentences and maintain eye contact. Monitor pairs and provide quick corrections or feedback on tone and fluency.

Unit 8 Communication

AN INTERVIEW

Student A

- 1 You are going for an interview for a job as a sales assistant in a clothing store. Your partner is the interviewer. Answer his/her questions. Before you start, think about these questions. Use the *Useful Language* below.



- Why do you want this job?
- Have you ever worked in a clothing store?
- What useful skills do you have?
- What personal qualities make you good for this job?
- Do you have any questions?

Useful Language
I'm passionate about ...
I've had plenty of/some/no experience ...
I've learned the basics of ...
I've learned how to ...

- 2 You need a babysitter for your two small children. You are going to interview your partner for the job. Before you start, think of questions to ask him/her. Use the *Useful Language* below.



Useful Language
Why do you want to work as a babysitter?
Have you ever worked with children?
Have you ever worked as a babysitter?
Why are you a good person for this job?
Tell me more.
That's interesting.
Do you have any questions?

AN INTERVIEW

Student B

- 1 Your partner wants to work as a sales assistant in your clothing store. You are going to interview him/her. Before you start, think of questions to ask him/her. Use the *Useful Language* below.



Useful Language
Why do you want to work here?
Have you ever worked in a store?
Have you ever worked in a clothing store?
Why are you a good person for this job?
Tell me more.
That's interesting.
Do you have any questions?

- 2 You are going for an interview for a job as a babysitter. Your partner is the interviewer. Answer his/her questions. Before you start, think about these questions. Use the *Useful Language* below.

- Why do you want this job?
- Have you ever worked as a babysitter?
- What useful skills have you got?
- What personal qualities make you good for this job?
- Do you have any questions?



Useful Language
I'm passionate about ...
I've had plenty of/some/no experience ...
I've learned the basics of ...
I've learned how to ...

Unit 9 How do you express yourself?

Lesson Aim 1: I can talk about music and dance.

Lesson 1 (T129-T130) = 45 minutes

Warmer

Students make a list of all the dance styles they know (e.g., *hip-hop*, *ballet*, *waltz*). Elicit a few ideas from the class.



9

How do you express yourself?

LEARNING OUTCOMES

I can ...

- understand texts about music
- make polite refusals
- write a review
- understand how to use *going to*, *will*, the present continuous for the future, and the simple present for the future
- talk about and describe musical instruments and genres, and dance styles
- recognize stress patterns, distinguish between speakers, use referencing, and practice your English during vacation

► Start It!



1 & 2 Ask students to discuss how the man feels. Elicit that he's dancing and having fun.



3 Ask students: *Is it possible to enjoy music if you can't hear it?* Elicit ideas before playing video 9.1. Elicit that the people can feel the music.



4 Use this question as an opportunity to find out what students know about musical instruments.



Start It!

- 1 Look at the photo. What do you think the man is doing?
- 2 Before you watch, how does music make you feel?
- 3 How do people who can't hear enjoy music? Watch and check. **They feel the music.**
- 4 What instruments do you play or do you want to play?



Watch video 9.1



Grammar in Action 9.2



Grammar in Action 9.3



Everyday English 9.4



Globetrotters 9.5

106 HOW DO YOU EXPRESS YOURSELF? | UNIT 9

Unit Aims

Skills

I can ...

- understand texts about music p108, p114
- make polite refusals p112
- write a review p113

Language

I can ...

- talk about musical instruments and genres p106
- understand how to use *going to* and *will* for the future p109
- talk about dance styles p110
- understand how to use the present continuous and simple present for the future p111

Learn to Learn

I can ...

- recognize stress patterns p107
- distinguish between speakers p110
- use referencing in texts p115
- practice English during vacation p117

Extra Resources

- Finished? Student's Book p126
- Vocabulary Bank, Student's Book p136
- Workbook pp72-79
- Grammar Reference and Practice, Workbook pp104-105

Lesson Aim 2: I can talk about musical instruments and genres.

Discuss

In groups, students discuss what type of music and which bands/singers they like. Write appropriate vocabulary on the board.



9.01-9.02 Audioscripts pT164



1 9.01 ★★ Students cover the boxes and work in pairs to guess the instruments and genres. Then have them look at the boxes to check their answers.

Target Vocabulary

Genres

classical 'klæ-sɪ-kəl

folk fɒk

hip-hop 'hɪp-hɒp

jazz dʒæz

reggae 're-geɪ

rock rɒk

Instruments

bass beɪs

drums drʌmz

guitar ɡɪ'tɑː

keyboard 'ki-bɔːd

microphone 'maɪ-kroʊ-fəʊn

saxophone 'sæks-ə-fəʊn

trumpet 'trʌm-pɪt

violin 'vaɪ-əlɪn



2 Give students three minutes to brainstorm as many genres and instruments as possible, and write them on the board.



Vocabulary Bank SB p136

Get It Right!



Explain that *the* is generally used with an instrument after *play*.

VOCABULARY

Musical Instruments and Genres

1 Match the words in the boxes with the genres (1-6) and musical instruments (7-14) in the pictures. Listen, check, and repeat.

classical 6 hip-hop 4 reggae 3
folk 1 jazz 2 rock 5

bass 13 microphone 12
drums 11 saxophone 9
guitar 8 trumpet 14
keyboard 10 violin 7



2 How many other musical instruments and genres can you think of?

Get It Right!

We say **play football, tennis, golf**, etc.

And we also say **play the piano, the guitar, the trumpet**, etc.

LEARN TO LEARN

Stress Patterns

It's important to learn which syllable is stressed when you learn a new word.

3 Complete the chart with the words in Exercise 1. Then listen and check. Can you add one more word to some groups?

0	folk	jazz, rock, bass, drums (rap, blues, flute, harp)
Oo		hip-hop, reggae, keyboard, trumpet (techno, country, organ, banjo)
oO		guitar (new wave, bassoon)
Ooo	classical	microphone, saxophone (opera, piccolo, triangle)
ooO		violin (mandolin, double bass)

4 Take turns clapping the rhythm of a word from Exercise 1. Your partner guesses the word.

Use It!

5 Discuss the questions.

- What kind of music do you like listening to?
- Can you or your friends or family play a musical instrument? Which one?
- Which instruments do you like the sound of?

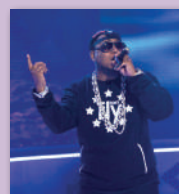
Explore It!

Guess the correct answer.

Chicago rapper Twista is one of the fastest rappers in the world. What's the fastest he can rap?

- 10 syllables per second
- 20 syllables per second
- 30 syllables per second

Find another interesting fact about music. Then write a question for your partner to answer.



UNIT 9 | HOW DO YOU EXPRESS YOURSELF? 107

Learn to Learn

Point out that, unlike some other languages, stress in English words can go in different places, and not just on the first syllable. If you don't pronounce an English word with the stress on the correct syllable, it can make you difficult to understand.



3 9.02 ★ Play the audio once and drill each word, asking students to raise both hands (or jump, if appropriate) when pronouncing the stressed syllable.



4 If you wish to make the activity quieter, you can ask students to hum the word instead.



5 Allow students a few minutes of thinking time to prepare their answers.

Explore It!



Ask students to research about Twista at home and present their answer next lesson.

Reflection and Homework

Workbook p72



Presentation of Homework

Ask students to present their findings from the research.

Warmer

In small groups, students discuss whether they have ever been to a concert or live music event, using vocabulary from SB p107.

1★ Ask students to look at the box in Exercise 2 to predict the genres being shown in the pictures. Encourage students to discuss their answers in pairs before sharing with you.

2 9.03 To encourage faster skimming, give students two minutes to read the text and disallow the use of dictionaries at this stage.

3 During feedback, elicit further information (e.g.,
1 Who is the performer?
2 What's the instrument?
3 Which people?
4 Who plays the violin? etc.).

4 ★★★ Fast finishers find another unknown word in the text and look up the meaning. Elicit these during feedback.

5 Allow time for students to form an opinion. You may want to take this opportunity to quickly review comparative and superlative adjectives.

READING An Events Guide

1 Look at the photos of four musicians. What kind of music do you think they play?

2 Read the events guide. Match musicians 1-4 with the genres that they are going to perform.

blues	2	pop	4
country	3	raga	1

3 Match concerts A-D with these features. Sometimes there is more than one concert.

- 1 A has only one performer
- 2 B includes an electronic instrument
- 3 B is free for some people
- 4 B, C has more than two performers
- 5 C, D includes a violin
- 6 B, C starts before eight o'clock
- 7 A, C is cheaper for college students
- 8 D starts the latest

4 Find adjectives in the guide that mean ...

- 1 alone — solo
- 2 very excited — thrilled
- 3 famous — well-known
- 4 very unusual — unique
- 5 surprising — unexpected
- 6 talented — gifted

Voice It!

5 Put the concerts in the events guide in order from most interesting to least interesting. Explain your choices to your partner.

Finished? p126 Ex. 1

1 Angus "The Beard" Beardsley

2 Bunny Scraggs

3 Dr. Jay

4 Janet Glyndebourne

WATERSIDE ARTS CENTER **What's on at the Waterside**

A Tuesday 8 p.m.
Bunny Scraggs
\$8.00, \$3.00 (student discount)
We think this show will surprise reggae fans. The Dubster Brothers' bassist also plays blues piano, and he's going to share that talent tonight. In this solo performance, Bunny's going to play and sing his favorite blues classics. However, if you want to hear some of the Dubster Brothers' hits, we're sure Bunny won't disappoint!

B Thursday 7 p.m.
Janet Glyndebourne and the Donuts
\$5, no charge for under 16s
We're thrilled to welcome Janet Glyndebourne to Waterside. However, the well-known opera star isn't going to sing Mozart. Instead, she's going to join Kim Green on synthesizer and Bod on percussion, and they're going to play a concert of pure pop. We're sure it will be a great evening!

C Saturday 7:30 p.m.
Dr Jay and the Rodeo Band
\$10.00, \$4.00 (student discount)
For one night only, hip-hop artist Dr. Jay is going to lead country favorites the Rodeo Band (Helen Smith on banjo and vocals, Liam Jones on double bass, Lucy-Anne Flynn on violin). Are you really going to miss this unique event? We're sure you won't want to!

D Sunday 9:30 p.m.
Angus Beardsley Plays Raga
\$15.00, \$7.00
Rock legends Axel Heads have announced that they aren't going to tour again. Their fans will miss them, but we have some unexpected news! The band's bass player, Angus "The Beard" Beardsley, is also a gifted violinist. On Saturday he's going to team up with sitar player Jagjit Rakha to perform Indian raga. But is "The Beard" going to sing in Hindi, too? Come and find out!

Extend It!

Ask students to walk around the class, speaking to as many classmates as possible, to find someone who has put the four events in the same order. Students then work with this new partner to discuss their favorite music and bands.

Finished?

Students turn to p126 and do Exercise 1.

Reflection and Homework

Workbook p73

Warmer



► Play **video 9.2**. Elicit that Fiona is going to the All-Stars Festival (featuring hip-hop and electronic dance music). Evita is going to listen to rock music. Ask students to discuss, in pairs, which music they would prefer to listen to.

Audioscript pT164



1 Challenge students to complete the chart before checking on SB p108.



2 ★ Guide students to decide if the subjects of the sentences are singular or plural and to choose if they need *is* or *are going to*.



3 9.04 Ask students to work in pairs and complete the exercise. After feedback, encourage students to practice the dialogue.

Get It Right!



Remind students that we use *will* when we believe we know what will happen. An *intention* is a plan we have made for something in the future.



4 & 5 Ask students to compare answers in pairs before checking with the whole class.



6 ★ Draw a chart with two columns, *intentions* and *predictions*. Write *go to the movies* under *intentions* and elicit *I am going to go to the movies*. Then allow time for students to make their own chart before discussing it in pairs.

GRAMMAR IN ACTION

Going To

	I/He/She/It	You/We/They
+	He ¹ is going to share that talent tonight.	They ³ 're going to play a concert of pure pop.
-	Janet isn't going to sing Mozart.	Axel Heads ⁴ aren't going to our again.
?	² Is "The Beard" going to sing in Hindi?	Are you really going to miss this unique event?

1 Complete the examples in the chart above with the correct form of **going to**. Use the events guide on page 108 to help you.

2 Complete the sentences about the events guide with the correct form of **going to**.

- The concerts **aren't going to start** (not start) before 7 p.m.
- Two concerts **are going to take** (take) place on the weekend.
- Bunny Scraggs **is going to play** (play) blues piano.
- Janet Glyndebourne **isn't going to perform** (not perform) classical music.

3 9.04 Complete the conversation with the correct form of **going to**. Then listen and check.

- AMY Hi, Josh. ¹ **Are you going to go** (you / go) out tomorrow evening?
- JOSH No, ² **I'm going to stay** (I / stay) at home and watch a movie. What about you?
- AMY Yeah, Dr. Jay is at the Waterside. ³ **I'm not going to miss** (I / not miss) that.
- JOSH Wow! Really?
- AMY Yeah, really. ⁴ **I'm going to buy** (I / buy) my ticket this morning.
- JOSH Hmm. Sounds interesting. ⁵ **Is Aneta going to join** (Aneta / join) you?
- AMY No! ⁶ **She isn't going to come** (she / not come). She can't stand Dr. Jay. Why don't you come?
- JOSH OK, you've convinced me. But how ⁷ **are we going to get** (we / get) there?
- ⁸ **We aren't going to walk** (we / not walk), are we?
- AMY ⁹ **My dad's going to give** (my dad / give) us a ride.

Will and Going To

Get It Right!

We often use **will** for predictions and **going to** for intentions.

We're sure it will be a great evening.

Bunny is going to play his favorite blues classics.

4 Decide if these sentences are **P** (predictions) or **I** (intentions). Then complete the sentences and check your answers on page 108.

- We think this show **will** surprise reggae fans. **P**
- We're sure Bunny **won't** disappoint! **P**
- She **'s going to** join Kim Green. **I**
- Dr. Jay **is going to** lead the Rodeo Band. **I**

5 Complete Lia's message to Max. Use the verbs in the box with **going to** or **will**.

be buy fail go like not be able play

Hey Max. ¹ **Are** you and Mo **going to go** to Jo's party? I think it ² **'ll / will be** fun. Jo's brother has a band, and they ³ **'re going to play** at the party. I'm sure you ⁴ **'ll / will like** them.

⁵ **Are** you **going to buy** tickets for the Z Men concert? I probably ⁶ **won't be able** to go. We have a test that week, and I ⁷ **'ll / will fail** it if I don't study.

Use It!

6 Tell your partner about your intentions and predictions for the weekend.

Finished? p126 Ex. 2

UNIT 9 | HOW DO YOU EXPRESS YOURSELF? 109

Grammar Game



Put students in pairs. They take turns writing down an activity they are going to do on the weekend. Their partner can ask up to ten questions to guess the activity (e.g., *Are you going to do this at home or outside?*). They win a point if they guess correctly.

Finished?

Students turn to p126 and do Exercise 2.

Reflection and Homework



Workbook p74

Warmer

In groups, students discuss whether they can dance, which types of dance they have tried, and which they'd like to try.



9.05-9.06 Audioscripts pT165



1 9.05 After feedback, if some students feel confident, ask for volunteers to mime a type of dance for the rest of the class to guess.

Target Vocabulary

ballet dancing
bæ'leɪ 'dænsɪŋ
ballroom dancing
'bɔːl-rʊm 'dænsɪŋ
breakdancing
'breɪk 'dænsɪŋ
disco dancing
'dɪs-kou 'dænsɪŋ
folk dance fəʊk dæns
modern dance
'mɒ-dərn dæns
salsa dancing
'sɜːl-sə 'dænsɪŋ
swing swɪŋ
tap dancing tæp 'dænsɪŋ
Zumba 'zʌm-bə



2 Put students into groups. Encourage them to discuss different possibilities or make guesses if they are not sure about something.



3 9.06 Remind students that they should focus mainly on key ideas and not worry too much about understanding all the details.



Vocabulary Bank SB
p136

VOCABULARY AND LISTENING
Dance Styles

1 Match the words in the box with the photos. Listen, check, and repeat.

ballet dancing	5	modern dance	6
ballroom dancing	1	salsa dancing	8
breakdancing	7	swing	2
disco dancing	10	tap dancing	3
folk dance	4	Zumba	9



2 Discuss the dance styles in Exercise 1.

- What type of music accompanies the styles?
- What do people usually wear for these styles?
- Which dance style do you think looks best? Why?

A Discussion

3 Listen to a conversation between four students. What are they talking about?

- a show they have seen
- a show they are planning

LEARN TO LEARN

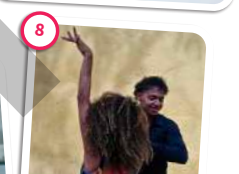
Distinguishing Between Speakers

When you listen to a group of people speaking, but you cannot see them, it can be difficult to understand who says what. For each person, consider these things:

- Are they male or female?
- Are they old or young?
- Do they say any names?

4 EXAM Listen again and match the people with the tasks. There are two extra tasks.

- | | | |
|----------|---|-------------------------|
| 1 Imogen | c | a recording the show |
| 2 Marta | f | b meeting the dancers |
| 3 Adam | d | c writing the program |
| 4 Jack | a | d organizing the music |
| | | e selling tickets |
| | | f putting out the seats |



5 Discuss the questions.

- Have you ever helped organize a school show or a similar event?
- What do you think is the most difficult part of organizing a show?

110 HOW DO YOU EXPRESS YOURSELF? | UNIT 9

Learn to Learn

Listening to a conversation between a group of speakers is one of the most difficult challenges for listeners, so students shouldn't feel demotivated if they have trouble with this. They should instead use these techniques to support them.



4 9.06 EXAM Write the four names on the board and play the audio again. Pause the audio after each answer and have students say who did the task.



5 ★★ Ask students to discuss how difficult it might be to become a professional dancer.

Reflection and Homework

Workbook p75



Warmer



► Play **video 9.3** and elicit that Paulo is going to a family party on Saturday night. The movie begins at 7:30 p.m. (and also 9:30 p.m.).

9.06-9.08 Audioscripts pT165



1 Elicit that the actions in the chart refer to the future and that we use the present continuous for arrangements in the future. Elicit a few examples from students.

> Pronunciation



9.07 Students turn to SB p142 for practice of sentence stress.



2 9.06 As you check answers, encourage students to use the contracted forms (e.g., aren't) that are more common in speaking.



3 9.08 ★ Ask students to decide if the subjects of the sentences are singular or plural and to decide if they need *is* or *are*.



4 & 5 Explain that the simple present is used to talk about future events that are fixed and scheduled, such as movie showtimes, travel departures, and store hours.



6 Extend this activity by allowing students to talk about other events that might be planned, such as a school trip or exam.

GRAMMAR IN ACTION

Present Continuous for Future



Watch video 9.3
What is Paulo doing on Saturday night?
What time does the movie begin?

Present Continuous for Future Plans

- 1 I **'m writing** the program.
2 I **'m not doing** anything on Friday afternoon.
3 **Are** you **recording** the show, Adam?

> Pronunciation p142

1 Complete the examples in the chart above.

9.06 2 Listen again to the conversation between Imogen and her friends on page 110. Correct the sentences.

- 1 The teachers are having a party on Friday afternoon.
They aren't having a party. They're having a meeting.
2 Ten dance groups are performing.

*Ten dance groups aren't performing.
Six dance groups are performing.*

3 Jack is recording the show on his phone.

*He isn't recording the show on his phone.
He's recording it on his sister's video camera.*

9.08 3 Complete Lilia's post with the present continuous form of the verbs in the box. Then listen and check.

bring come leave meet not do perform play return

Thank you, New Haven! You were a fabulous audience last night! We ¹*'re returning* in April, so I hope we'll see some of you again. Later today, we ²*'re leaving* for Hartford. We ³*'re performing* a new play there called *The Bell*, and I ⁴*'m playing* a girl who has the power to see the future. Hey, Hartford! If you ⁵*'s coming* anything on Friday night, come along. Guess who ⁶*'s coming* to see us on our first night – Jennifer Lawrence! She ⁷*'s bringing* some friends, and we ⁸*'re meeting* them backstage after the performance. Wow!



aren't doing / 're not doing

Simple Present for Future

Simple Present for Scheduled Events

It ¹*begins* (begin) at seven-thirty.
The doors ²*don't open* (open) until seven o'clock.
What time ³*does* the show *start* (start)?

4 Complete the examples in the chart above with the correct form of the verbs in parentheses.

5 Complete sentences 1–4 using the simple present for the future.

DANCE-FEST

Barnsley Dance Festival, Saturday, June 21

12:30–2:00: African Beat Workshop
Learn traditional African dances.

3:00–4:00: The Langley Dance School
Watch the world's favorite ballet, Swan Lake.

6:15–7:00: Tarantella Talk
Gianna Romano gives a talk about one of Italy's most famous dances.

7:30–9:00: The Bronx River Combo
See this New York street dance group doing hip-hop, krumping, and more.

end last start take

- 1 The festival *starts* at lunchtime.
2 African Beat *takes* place first.
3 The ballet *doesn't last* for more than an hour.
4 The Bronx River Combo's performance *doesn't end* until 9 p.m.

Use It!

6 Ask and answer the questions about each event at Dance-Fest.

- 1 What time does it start and end?
2 What is happening in the event?

Finished? p126 Ex. 3

UNIT 9 | HOW DO YOU EXPRESS YOURSELF? 111

Grammar Game



Students write a future plan on a piece of paper (e.g., *I'm traveling to Rome*). It doesn't need to be a true plan. They give it to another student who must show it to the rest of the group but must not read it. Then that student has to guess what their plan is by asking questions (e.g., *Am I going somewhere?*).

Finished?

Students turn to p126 and do Exercise 3.

Reflection and Homework



Workbook p76

Warmer



In groups, students make a list of reasons why they might want to refuse (i.e., say that you will not accept) an invitation to an event (e.g., *I think it's boring. I'm tired.*), and a list of excuses (e.g., *I have to do homework. My mom doesn't want me to.*).

Audioscript pT165

1 ★★ Challenge students to listen and answer the question with their books closed. Elicit that Harry's going to a jazz festival. Jess can't go on Saturday because her cousin Helen is visiting her and Helen can't stand jazz. She can't go on Friday because she has a guitar lesson.

2 Go through the phrases with students and elicit that *feel like* means "want to."

3 ▶ Play video 9.4 and drill the pronunciation of the target phrases, focusing students' attention on which words are stressed.

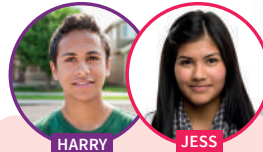
4 Encourage students, to think of equivalent phrases in their own language.

5 ★★ Tell students that they can make the conversation humorous, as this might make the language more memorable. For example, the event could run over many days and the invitee could keep refusing, finding an excuse for every day.

SPEAKING

Making Polite Refusals

1 Listen to the conversation. What event is Harry going to? Why can't Jess go?



HARRY Hi, Jess. I'm going to book tickets for the jazz festival on Saturday. ¹ *Do you feel like* coming along?

JESS ² *I'd love to, but* my cousin Helen's visiting me, and I'll be with her all day long.

HARRY ³ *She's welcome to* join us if she wants.

JESS That's really nice of you, Harry, but Helen can't stand jazz!

HARRY Oh, that's too bad. Look, they're playing for two nights. *What are you up to* on Friday?

JESS ⁴ *Would you like to* come then instead?

HARRY Hmm. What time does it start?

JESS 7:30.

HARRY Oh, that's no good either, Harry. I have a guitar lesson and it starts at 7:15.

HARRY OK. Never mind, Jess. Maybe another time.

JESS Sure. ⁵ *Thanks for asking, though*. I'm sure it'll be a great concert.

2 Complete the conversation with phrases from the *Useful Language* box. Then listen and check.

Useful Language

Do you feel like ...? I'd love to, but ...
(She's) welcome to ... Thanks for asking, though
Would you like to ...?

3 Look at the *Everyday English* box. Find and underline the phrases in the conversation.



Watch video 9.4
Everyday English

all day long Never mind. That's no good.
That's too bad. What are you up to?

4 Match the phrases in the *Everyday English* box with their meanings.

- 1 That isn't convenient. That's no good.
- 2 It doesn't matter. Never mind.
- 3 for the whole day all day long
- 4 That's sad. That's too bad.
- 5 What plans do you have? What are you up to?

PLAN

5 Work with a partner. Think of an event to go to and reasons why one of you can't go.

SPEAK

6 In pairs, practice a conversation making polite refusals. Remember to use *going to*, *will*, the simple present and present continuous, vocabulary from this unit, and phrases from the *Useful Language* and *Everyday English* boxes.

CHECK

7 Work with another pair. Listen to their conversation and complete the notes.

What event do they talk about?

Why can't one of them go?

112 HOW DO YOU EXPRESS YOURSELF? | UNIT 9

6 Ask students to repeat the conversation at least twice in order to promote fluency as well as accuracy in the use of the target language.

7 Monitor and choose one or two conversations that include examples of good language use, and ask students to perform these for the whole class.

Reflection and Homework



Workbook p77

In preparation for the next lesson, ask students to find out about music events happening soon in their area.

Warmer

In groups, students share the information they researched for homework about music events happening in their area.

3 min

4 min

1 Give students 2 minutes to encourage faster reading. After reading completed, give students 2 more minutes and allow them to discuss their answers in pairs.

5 min

2 Allow students to discuss the sentences in pairs before reading again and checking their ideas.

5 min

3 ★★★★★ During feedback, brainstorm extra adjectives and synonyms that students could use, such as *hilarious, wonderful, or disappointing*.

4 min

4 Point out that reviews are more successful when they use interesting and engaging language like the phrases in the *Useful Language* box.

6 min

5 Put students into pairs and give them up to five minutes to discuss concerts or shows they have been to and what they thought about them. Then ask students to decide alone what they are going to write about.

11 min

6 & 7 After writing their reviews, students can swap reviews with a partner and discuss their strengths and things that could be improved. Allow students to write a second draft if there is time.

WRITING

A Review

1 Read the review quickly. Which dance styles can you see in this show? **hip-hop and ballet (hiplet)**



"Hiplet" – A New Dance Experience!

Crash Dance Crew is a dance group from London. Their show, *City Dreams*, tells the story of three teenagers who have come to the city to make a new life for themselves. The show is a unique mix of hip-hop and ballet called hiplet. Three musicians on keyboards, vocals, and turntable play a mix of rap and electro funk.

It's an action-packed story, but there are some very funny moments, too. The costumes

are colorful, and I was impressed by the music. However, the highlight of the show is the dancing. The mix of styles works well. On the downside, tickets are expensive and there's no student discount.

Crash Dance Crew play at the Miami Olympia Theater next week. After that, they're touring other cities in the U.S.A. All in all, if you love dance, this superb show is a must-see.

2 Read the review again and correct these sentences.

1 The performers are from Miami.

The performers are from London.

2 An orchestra plays the music for the show.

Three musicians play the music for the show.

3 The writer liked the music most.

The writer liked the dancing most.

4 Tickets are cheaper for students.

Tickets aren't cheaper for students. / There's no student discount.

5 The show is only happening in Miami.

The show is happening in other cities in the U.S.A.

new – life, unique – the mix of music,
action-packed – the story, funny – moments
in the story, colorful – the costumes,
expensive – the tickets, superb – the show

3 In a review, it's a good idea to use lots of adjectives. Find and underline all the adjectives in the dance show review. Discuss with a partner what they describe.

4 Find and underline the *Useful Language* phrases in the review. Then match them with phrases a–e.

Useful Language

¹All in all **d**

²If you love (dance), this (show) is a must-see. **e**

³I was impressed by ... **b**

⁴On the downside **c**

⁵The highlight of the show is ... **a**

a The best part is

b I loved

c It's disappointing that

d In summary

e Fans of (dance) will love this

PLAN

5 Plan a review of a concert or show you have seen. Take notes for three paragraphs in your notebook.

1 A general description of the show

2 Details about the dancing, music, costumes, etc. and your opinions of them

3 A summary of your opinion of the show

WRITE

6 Write your review. Remember to give your opinions and to include adjectives, the simple present to describe the show, and phrases from the *Useful Language* box.

CHECK

7 Do you ...

- use three paragraphs?
- say what you liked and didn't like?
- summarize your opinions at the end?

Finished? p126 Ex. 4

UNIT 9 | HOW DO YOU EXPRESS YOURSELF? 113

Extend It!

Students display their reviews around the classroom and then read each other's reviews. Elicit from the class which event sounds most interesting and why.

5 min

Finished?

Students turn to p126 and do Exercise 4.

Reflection and Homework

Workbook p77

In preparation for **Explore It!** (p115), students research three interesting facts about Spanish traditions.

2 min

Background Information

Cultures all over the world have traditional regional dances. Students may be familiar with some of these, such as tango (Argentina), samba (Brazil), danzon (Cuba), Russian squat dance, Indian classical dance, and many others. In the United States, square dancing, swing, and hula are included in traditional folk dance genres.

Warmer

► Play **video 9.5** and ask students to discuss the questions in groups. Elicit that the dance comes from Bavaria, a region of Germany.

Put students into groups. Give them two minutes to list all the facts they know about Spain. They should not use the ones they researched for homework, as these will be used later for the *Explore It!* activity. Elicit any interesting facts and share them with the class.

Class Challenge

In Spain, there is a festival every August, where people throw oranges / **tomatoes** / money at each other.

1 Draw a chart with two columns on the board, *what we know* and *what we would like to know*. Elicit ideas from students and add them to the chart.



AROUND THE WORLD

READING

A Travel Article

1 Look at the photo of the dance on page 115. Discuss the questions.

- What do you know about this dance?
- What more would you like to know about it?

2 Read the article. Does it mention any of your ideas from Exercise 1?

3 Read the article again and answer the questions in your notebook.

- How long does the Festival de Jerez last? *Two weeks*
- Who goes to the festival?
- What can you do at the festival?
- What traditions does flamenco come from?
- When did performers start using guitars?
- What mistake do people often make about flamenco?
- What part of a flamenco performance can the audience take part in?

Voice It!

4 Discuss the questions.

- Folk dance is a form of cultural expression. Is folk dance an important part of your culture?
- How is cultural expression important for a community?



Globetrotters

Watch video 9.5
The Schuhplattler

- Which dances from other countries do you know?
- Where is the *Schuhplattler* dance from?

Festival de Jerez: A Flamenco Heaven

by Dan Philips

Every year, the Spanish city of Jerez puts on a festival of flamenco dance that lasts for two wonderful weeks. For me and flamenco fans around the world, it's the highlight of the year. People from over 30 different countries will show up here, all crazy about flamenco.

Every day, there are performances of flamenco. Some take place in the beautiful Villamarta Theater, but most happen in the small flamenco clubs all around Jerez, known as peñas. And if you're interested in taking it up yourself, the greatest flamenco teachers from around the world are going to give classes.

The festival begins on February 23 and ends on March 10. Don't miss out!

SOME HISTORY

Flamenco is typically Spanish, but it has a long international history. Over five centuries ago, the Roma came to Europe from India and brought their traditional music. Their traditions mixed with local traditions from the south of Spain and those of Jewish and North African immigrants, and the result was flamenco.

The 19th century was the "golden age" of flamenco. The first flamenco schools opened then, in Seville, Cádiz, and Jerez. Performers began to use guitars, and dance became more important. Flamenco became the art we know today.

A GUIDE FOR BEGINNERS

Instruments: The two most important of these are the guitar and the castanets, but you might see performances with trumpets, violins, or even a whole orchestra.

Songs: People often think that flamenco is only dancing. In fact, the songs, called cante, are the real heart of it. The words are often by Spain's most famous poets.

Dance: Zapateado is the dance that flamenco dancers do. They stamp their feet and click their castanets in fast, complicated rhythms. Nobody nods off during a flamenco concert!

Jaleo: This is the hand-clapping and shouting that make flamenco so exciting. The clapping, called palmas, is much more difficult than it looks. But anyone can join in the shouting, so don't be shy!

114 HOW DO YOU EXPRESS YOURSELF? | UNIT 9



6 min

2 Ask students to read the text, using the chart on the board as a guide to what to find. Elicit how much information from the board is actually in the text.



7 min

3 Allow students, in pairs, to discuss where they might find the answers to questions 1–7 in the text before rereading.



5 min

4 Write *cultural expression* on the board. In groups of four, students brainstorm forms that their culture is known for and ways people participate in and celebrate that culture. Elicit a few ideas on the board before letting students discuss the questions.

Learn to Learn

At this level, students should be able to read longer texts that have more complex sentences and understand how information is organized. Part of this involves recognizing cohesive devices, such as pronouns and determiners to refer to people, things, and actions mentioned earlier in the text.

5 If possible, display the text on the board and ask strong students to draw arrows on the text to help other students better visualize the references.

6 ★ Ask students to try to infer the meaning of the phrasal verbs from context, and then allow them to use a dictionary to check their guesses. Remind them to check the whole phrasal verb, not just part of it.

Explore It!

3 min Remind students to use the facts about Spanish traditions that they researched for homework. Monitor closely and pick the most interesting facts. Ask the students who wrote these questions to ask them for the class to answer.

LEARN TO LEARN

Referencing

Writers often use words such as *this* and *that* to refer back to something they have already mentioned in the text.

5 What do underlined words 1–6 in the article refer to?

- | | |
|-----------------------|------------------------------|
| 1 <u>the festival</u> | 4 <u>traditions</u> |
| 2 <u>performances</u> | 5 <u>in the 19th century</u> |
| 3 <u>the Roma's</u> | 6 <u>instruments</u> |

6 Find and underline six phrasal verbs in the article with the verbs below. Complete the sentences using the correct form.

join miss nod put show take

- Buy tickets early so you don't miss out.
- My mom took up flamenco guitar last year.
- They put on the biggest concerts in the Villamarta Theater.
- This music is so boring – it's making me nod off.
- We showed up late and couldn't get into the concert.
- Would you like to join in the dance with us?

Explore It!

Guess the correct answer.

Jerez is also home to a world-famous ... school.

- a rock climbing b horseback riding
c film

Find three more interesting facts about Spanish traditions. Choose your favorite fact and write a question for your partner to answer.



The aim of this page is for students to review the grammar and vocabulary from the unit. You can either do it in class, as a timed progress test, or assign it for homework.

9 REVIEW

VOCABULARY

1 Write the names of the musical instruments.



2 Complete the dance styles.

- Folk dances are old, traditional dances.
- Couples usually wear formal clothes for ballroom dancing.
- You can hear a dancer's steps when they're tap dancing.
- Break dancing is a street dance that often goes with hip-hop music.
- People need to train for years to become professional ballet dancers.

GRAMMAR IN ACTION

3 Complete the sentences with the verbs in the box. Use the correct form of *going to* or *will*.

be enjoy learn meet not be
not visit show tour

- My favorite band **is going to tour** the U.S.A., but they probably **won't visit** my town.
- Erin thinks we **won't be** able to learn these dance steps, but we **'re going to show** her that we can.
- James has decided he **'s going to learn** the piano, and I think he **'ll enjoy** it.
- 'm going to meet** Rosie at the salsa class, but I'm sure she **'ll be** late, as usual!

4 Complete the sentences with the simple present or present continuous form of the verbs.

- Adriana **is bringing** (bring) her guitar to the party on Saturday.
- We need to hurry. The show **starts** (start) in five minutes.
- Leyla and Jeb **aren't coming** (not come) to the theater tomorrow. They have too much homework.
- There's a bus that **gets** (get) to the concert hall at 7:15.
- The concert **doesn't end** (not end) until 11 o'clock. That's pretty late.
- What **are** you **doing** (do) tomorrow night? Do you want to come to my concert?

Vocabulary

1 After feedback, ask students to look back at SB p107. In groups, one student chooses an instrument and mimes playing it. The first student to guess wins a point and mimes the next instrument.

2 After feedback, have students in pairs describe the dance genres and say whether or not they like them.

Grammar in Action

3 ★ Guide students to decide which actions are predictions and which are intentions before getting them to do the task.

4 ★ Ask students to decide which actions are plans and which are scheduled events before they complete the sentences.

Self-Assessment

- I can talk about musical instruments and genres.
- I can talk about dance styles.
- I can use *will* and *going to* to talk about predictions and intentions.
- I can use the present continuous and the simple present to talk about future plans and scheduled events.



Extend It!

3 min In pairs, students make two fill-in-the-blank sentences that require *will*, *going to*, the present continuous, or the simple present to talk about the future. Pairs swap sentences and complete them before checking their answers in groups. Elicit the best ones for the whole class to attempt.

Review the Unit Theme

5 min Remind students of the unit title: *How do you express yourself?* Put students into pairs. Have them discuss the following questions: *How can people use music to express themselves? Do you prefer to make music or listen to music? Explain. What dance styles are you familiar with? Why do you think people like to dance? Share answers as a class.*

Self-Assessment

2 min Encourage students to think about how difficult the activities on this page were for them in order to circle the appropriate emoji. Supply extra homework from the Workbook to students who circled some sad emojis.

Lesson Aim 2: I can practice my English during vacation.

It is important at this stage that students work toward becoming more independent and autonomous in their learning. This lesson will help raise awareness of different strategies they can try to continue developing their English during vacation.

Discuss

In groups, students brainstorm ideas about what they could do to continue practicing English during vacation. Elicit relevant ideas from the class.

5 After feedback, explain the phrase *Use it or lose it!*, which means that if any skill is not practiced, it can easily be forgotten.

6 Monitor closely and assist where necessary. After feedback, ask students, in groups, to say which ideas they would like to try, and why.

7 Elicit ideas from the whole class and write them on the board. Again, ask students to say which ideas they would like to try, and why.

8 & 9 You may want to add a reward element. Ask students to add in their plan a reward for each of the activities they plan to do (e.g., *Every time I record a voice message for my aunt, I will ask my mom if I can play video games for half an hour.*).



LEARN TO LEARN

LEARN TO ... PRACTICE YOUR ENGLISH DURING VACATION

It's important to practice English during vacation, especially when the vacation is long.

5 Read the conversation between Ali and Gunay. Then circle the correct answers.

ALI Two months without English classes!

GUNAY But if we don't practice, we'll forget everything.

ALI I don't want that! We've learned a lot this year.

GUNAY Well, why don't we make a list of things we can do in English during the vacation?

ALI That's a great idea!

GUNAY **ALI**

- 1 They're speaking ... the school year.
a during b at the end of
- 2 They don't want to ... their English.
a forget b use
- 3 They're going to ...
a ask for help. b think of ways to practice.

6 Ali and Gunay begin their list. What do ideas 1–6 practice? Write **S** (speaking), **L** (listening), **R** (reading), or **W** (writing).

Things to Do in English over the Summer

- 1 Podcasts (easy ones on English online) **L**
- 2 Keep a scrapbook of places we visit. **R** **W**
- 3 Change the language of our phone apps to English. **R**
- 4 Pay attention to station and airport announcements in English when we travel. **L**
- 5 Send messages to each other in English! **R** **W**
- 6 Help a tourist who speaks English. **S** **L**
- 7
- 8
- 9
- 10

7 Work in pairs. Think of four more ways to practice English during vacation – one for speaking, listening, reading, and writing. Write them in Ali and Gunay's list (7–10).



8 Make a plan for practicing English during vacation.

- 1 Choose four of the ten ideas from the list and write them under "Ideas" in the chart.
- 2 Decide when or how often you are going to do these things. Complete the chart.

	Ideas	When? / How Often?
Speaking	Record a voice message for my aunt in English.	Once a week.
Listening	Listen to airport announcements.	When I fly to see my cousin.
Speaking		
Listening		
Reading		
Writing		

9 Tell your partner what you're going to do. Are there any things you can do together?

For speaking, I'm going to record a voice message for my aunt once a week.

Why don't you record one for me, too?
Then I can send you one back!

Great idea! That will help our listening as well!

Reflection and Homework

Workbook pp78–79

Warmer

► Show students a musical webpage and ask them to discuss how each piece of information is presented. Then lead them to "How to Design a Webpage" box.

1 Have groups present their webpages to the class. Ask them to speak clearly, describe the steps in sequence, and support their ideas with visuals. Remind them to be creative while keeping it brief.

2 Students should listen attentively to their classmates' presentations and take notes as they watch. Afterwards, the class comes together for a group discussion using the guiding questions: Which festival they liked the most? How the information was described? And what else they would like to learn about the festival? Encourage learners to give constructive feedback and point out the most effective features.



CULTURE PROJECT

A Webpage



We all use webpages every day. But have you ever thought about designing one?

How to Design a Webpage

Remember to think about the following ideas.

- Choose an interesting and relevant name for your webpage.
- Make sure your webpage is attractive and well designed, with photos and useful descriptions of events.
- Think about what a visitor will want to know about the festival. Make sure all the necessary information is included, but don't give too much detail.
- Organize the information you want to include under headings.
- Include maps and other useful information such as how to get there, accommodation, etc.

PLAN

1 Work in groups. Choose a festival from around the world and find information about it. Then complete the steps.

- Write the name of the festival.
- Decide what information you want to include in your festival webpage. Then make a spidergram.



- Find an online template for your webpage.
- Organize your information and decide who will prepare each section.
- Prepare your section. Use photos, maps, and drawings.
- Give your section to someone in your group to check.
- Work in your group to put the webpage together.

PRESENT

2 Present your webpage to the class. Answer any questions your classmates have. Remember to include the different categories of information about the festival. Make sure to use photos, maps, and drawings, and follow the tips in *How to Design a Webpage*.

CHECK

3 Look at your classmates' webpages. Then answer and discuss the questions.

Which festival is the most interesting? Why?

How is the information organized on the webpage?

What else would you like to know about the festival?

3 Direct students' attention to the sample webpage about the Flamenco Festival shown on the page. Encourage them to observe how the content is arranged — for example, the order of the sections, the use of headings, short pieces of text, and supporting images. Point out that the images make the information clearer and easier to understand. Afterwards, link this example to the "How to Design a Webpage" box, emphasizing that in their own project, students should also focus on using clear steps, pictures, and brief texts.



Fabulous Flamenco: the Jerez Festival

Jerez de la Frontera, Andalucia, Spain
February 23 – March 10

Introduction

The Jerez Festival is an annual international festival which celebrates flamenco music and dance. People come from all over the world to this festival, which is the most important flamenco festival in the world.

History

The city of Jerez de la Frontera has been an important center for flamenco culture for centuries. Flamenco music is part of the culture of southern Spain but includes a mixture of North African, Roma, and Jewish influences.

Festival Events

Flamenco performances will take place every day in many places in the city: in theaters, tablaos or small flamenco clubs, and even local bars. The best dancers, singers, and musicians from around the world perform during the festival. You will be able to go to classes on flamenco culture or to learn Flamenco dancing.

Where to Stay

Jerez has a large range of accommodation, from small hostels to large international hotels.

Getting There

Jerez has an international airport and a train station.



UNIT 9 | CULTURE PROJECT

FINISHED? ANSWER KEY

The aim of these pages is to allow students who have already finished the lesson to practice the target language for the corresponding Student's Book page in a game-like way.

Unit 1 SB p118

- 1 2 soap operas 4 the news
3 cooking shows 5 cartoons
- 2 In A, David is reading. In B, he's playing the guitar.
In A, Julie and Sandro are drinking coffee/tea. In B, they're watching TV.
In A, Azra is sleeping / lying on the sofa.
In A, Kerem and George are laughing. In B, they're shouting/arguing.

- 3 2 slowly 4 hard
3 well 5 clearly
- 4 1 costume
2 director
3 artist
4 engineer
5 operator
6 lights
Mystery word: script

Unit 2 SB p119

1

P	E	T	V	W	A	R	M	C
S	H	O	C	E	G	H	K	L
N	D	H	O	T	O	I	R	O
O	F	E	L	O	L	C	U	U
W	I	N	D	Y	P	Y	I	D
Y	P	P	O	S	U	N	N	Y

- 2 2 ate – eat
3 swam – swim
4 drank – drink
5 heard – hear
6 took – take

- 3 Suggested answers:
There weren't any students in the classroom.
There wasn't any money in the wallet.
There were some children in the park.
There was a sofa in the living room.
Other possible answers:
There weren't any students in the living room.
There wasn't any money in the room/classroom.

- 4 comb, cup, spoon, knife, hairbrush, bowl, scissors, toothbrush, plate

Unit 3 SB p120

- 1 2
- | | | |
|---|---|---|
| e | o | l |
| r | n | s |
| l | e | r |
| y | s | v |
- lonely
- 4
- | | | |
|---|---|---|
| e | d | r |
| y | i | f |
| r | g | a |
| o | n | s |
- angry
- 3
- | | | |
|---|---|---|
| u | s | u |
| n | e | o |
| t | r | v |
| i | d | e |
- nervous
- 5
- | | | |
|---|---|---|
| e | l | u |
| u | s | p |
| m | e | r |
| t | b | a |
- upset

- 2 Possible answers:
They were texting / playing games on their phones.
Theo was coming out of the shower / walking across the bathroom.
Mr. and Mrs. Lopez were sitting on the sofa. They were sleeping.
Grandma was walking/coming into the room. She was listening to music.

- 3 Were you studying for an exam two days ago?
Did you go shopping with friends last Saturday?
How many selfies did you take yesterday?
Who were you sitting next to in your last class?
Students' own answers

- 4 2 down 6 over
3 past 7 down
4 across 8 into
5 up 9 peanut

Unit 4 SB p121

1	A	O	S	E	L	L	C	N	J	D
	W	C	O	F	R	E	A	S	V	O
	B	O	R	R	O	W	Y	P	Y	C
	S	S	Y	G	W	R	P	E	U	H
	C	T	E	H	E	A	R	N	I	A
	P	L	P	N	H	N	T	D	S	N
	D	S	A	V	E	W	M	R	N	G
	N	V	Y	D	P	L	E	N	D	E

2 2 502,000 m² 3 1,200 4 15 million

3 Possible answers:

2 There isn't / There's not enough water. /
The plant/pot/soil is too dry.

3 There isn't enough pizza / They don't have
enough pizza.

4 The shoes are too big (for him).

4 Possible answers:

2 She's a (preschool) teacher. She's reading a story
to the children.

3 She's a volunteer. She's picking up trash. /
They're volunteers. They're picking up trash.

4 He's a police officer. He's talking to two/some
children.

Unit 5 SB p122

1 Across

5 fridge

6 shelves

7 armchair

Down

1 drawers

3 carpet

4 sink

5 floor

2 2 as comfortable as; large enough – an armchair

3 as soft as; big enough – a carpet

4 as long and wide as; tall enough – the ceiling

3 Possible answers:

I don't have to eat a lot of chocolate.

I don't have to watch TV shows for five hours.

I have to work hard at school.

I have to sleep for eight hours every night.

4 loading the dishwasher

doing the dishes

making your bed

cleaning the bathroom

vacuuming the stairs

Unit 6 SB p123

1 2 hit

3 tripped

4 fell

5 sprained

6 burned

The boy's name is Stefan.

2 2 a movie theater

3 (security at) an airport

4 a forest

3 2 two

3 Mary

4 a towel

5 an egg

4 2 teeth/mouth

3 forehead

4 toes

5 elbow

6 cheek

Unit 7 SB p124

1	2	d	o	b
		f	w	f
		l	n	l
		d	a	o

download

3	t	d	e
	a	e	v
	s	c	i
	j	e	p

device

4	h	d	a
	n	u	o
	l	p	l
	w	v	q

upload

5	h	m	e
	e	g	s
	n	a	s
	e	g	p

message

2 2 charged

3 lost

4 smashed

5 has had

3 2 We will/won't/might/may have 3D-printers to
make furniture at home.

3 We will/won't/might/may have hoverboards to get
around town.

4 We will/won't/might/may have hologram teachers
to teach us at home.

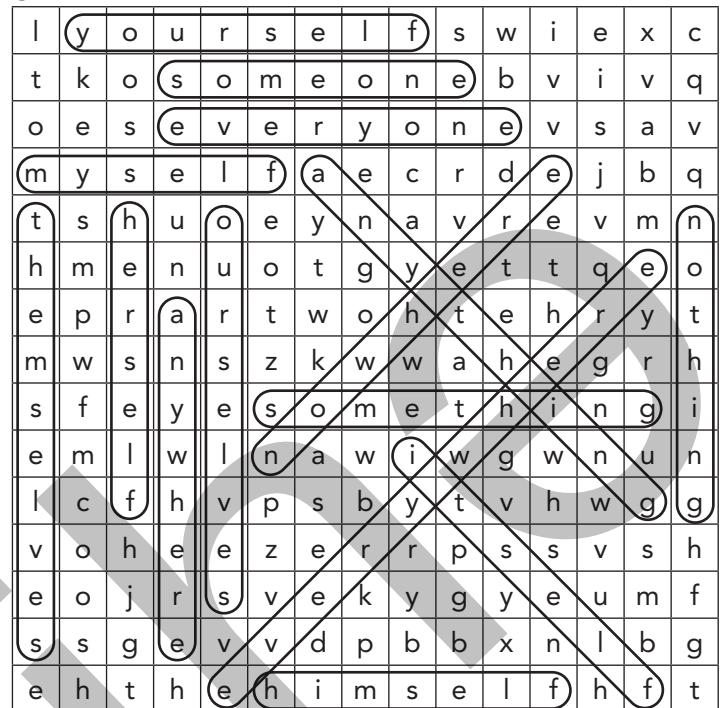
5 We will/won't/might/may have translator headsets
to understand and speak any language.

4 ferry, bus, train, plane, taxi, tram, catch, take, get
into, go by

Unit 8 SB p125

- 1 2 scientist
3 athlete
4 businessman
5 mathematician
6 composer
7 engineer
Mystery word: inventor
- 2 2 written a book?
3 seen an elephant?
4 met anyone famous?

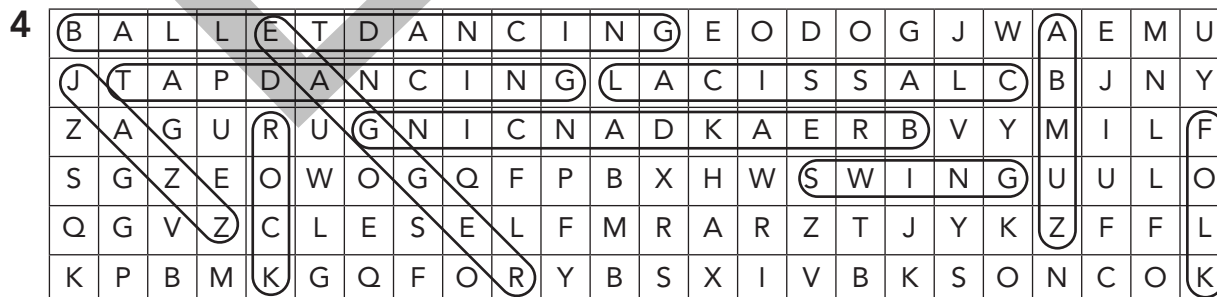
3



- 4 2 part 3 with 4 work 5 give/set 6 set/give
7 keep 8 show

Unit 9 SB p126

- 1 Instruments:
2 bass (guitar)
3 keyboard
4 violin
5 drums
Possible genres:
2 rock
3 hip-hop
4 classical
5 reggae
- 2 Chloe isn't going to play the guitar. She's going to play the keyboard.
Pablo isn't going to take up ballroom dancing. He's going to take up tap dancing.
Olivia and Leo aren't going to learn tap dancing. They're going to learn ballroom dancing.
- 3 1 (I'm meeting my friends on Saturday) evening and we're going to see a movie at the theater.
2 Ben and I are going to a rock concert in Chicago. Our train leaves at three o'clock.



VOCABULARY BANK ANSWER KEY

The aim of the Vocabulary Bank pages is to offer students more practice of the unit vocabulary. They can be assigned as homework, as a class test, or as further tasks for fast finishers.

Welcome Unit SB p127

- 1 1 go
2 goes
3 play
4 take
5 do
- 2 1 F 2 F 3 T 4 F 5 T 6 T
- 3 Students' own answers

Unit 1 SB p128

- 1 Students' own answers
- 2 1 makeup artist
2 costumes
3 script
4 sound engineer
5 director
- 3 Students' own answers

Unit 2 SB p129

- 1 1 snowy
2 rain
3 sunny
4 cloud
5 dry
Mystery word: windy
- 2 1 knife
2 pillow
3 plate
4 toothbrush
5 mirror
- 3 Possible answers:
1 bedroom: blanket, comb, hairbrush, lamp, mirror, pillow
2 kitchen: bowl, cup, fork, knife, plate, scissors, spoon
3 bathroom: comb, hairbrush, mirror, toothbrush

Unit 3 SB p130

- 1 1 tired
2 bored
3 upset
4 lonely
5 surprised
- 2 1 c 2 e 3 b 4 a 5 d
- 3 Students' own answers

Unit 4 SB p131

- 1 1 pays
2 spend/save
3 earn
4 borrow
5 cost
- 2 1 T 2 F 3 F 4 T 5 F
- 3 1 Ooo
2 ooOo
3 oO ooo
4 ooO
5 Oo ooo

Unit 5 SB p132

- 1 sink, picture, floor, cupboard, ceiling, carpet, bookcase, wardrobe
- 2 1 dishes
2 dishwasher
3 bed
4 furniture
5 carpet
- 3 Students' own answers

Unit 6 SB p133

- 1 1 My dad burned his hand on the stove.
2 Lena fell off her horse and broke her leg.
3 Sara tripped and sprained her ankle.
4 Dan hit his head on a cupboard door.
5 I got stung on my neck by a bee.
- 2 1 cheek
2 forehead
3 teeth
4 neck
5 knee
6 chest

3 Students' own answers

Unit 7 SB p134

- 1 1 c 2 e 3 b 4 a 5 d
- 2 Students' own answers
- 3 1 You should get off the bus near the museum.
2 Dad goes to work on foot. / Dad goes to work by train.
3 We got into a taxi and went to the airport.
4 They caught / took a plane to Japan. / They went by plane to Japan.
5 Get on the train at Portland station.

Unit 8 SB p135

- 1 Students' own answers
- 2 1 looks up to
2 give up
3 came up with
4 keep up with
5 set up
- 3 Students' own answers

Unit 9 SB p136

- 1 1 drum(s)
2 microphone
3 keyboard
4 trumpet
5 violin
- 2 1 T 2 F 3 F 4 T 5 T
- 3 Students' own answers

Unit 1: Tip

We join the pronouns (*I, you, he, etc.*) to the auxiliary verb *to be* to make a contraction of one syllable. *We're listening* has four syllables with the stress on the beginning of the main verb. Have students practice the sentences with the correct stress and pronouncing the contractions as one word.

Unit 2: Tip

Ask students to guess the rules for the pronunciation of *-ed* endings. Share the chart below with them.

/ɪd/	/t/	/d/
T wanted	C danced	B robbed
D needed	CH watched	G tagged
	GH laughed	L called
	K looked	M seemed
	P helped	N opened
	SH washed	R cleared
	SS missed	S used
	X fixed	V loved
		Z amazed

Words that end in a vowel sound use the /d/ pronunciation for *-ed* (e.g., *enjoyed, followed, played, tried*).

Unit 3: Tip

Tell students that with two-syllable adjectives, the stress often falls on the first syllable but is sometimes on the second.

Have students look up words they find difficult to pronounce in an online dictionary and listen to the recordings of the pronunciation. Many students struggle with *tired* and *bored*. Remind them that these are both one-syllable words with a soft *r* sound.

PRONUNCIATION

UNIT 1

Contractions: *To Be*

1 Listen and repeat.

- I am** sitting in my bedroom. > **I'm** sitting in my bedroom.
- He is** taking a selfie. > **He's** taking a selfie.
- You are** walking on the moon. > **You're** walking on the moon.
- We are** listening to music. > **We're** listening to music.

2 Listen and (circle) the option you hear. Practice saying the sentences.

- They are / They're listening to music.
- She is / She's reading a blog.
- He is / He's skiing in France.
- You are / You're watching TV.
- It is / It's eating.

UNIT 2

/t/, /d/, and /ɪd/

1 Listen and repeat.

- /t/ walked 2 /d/ lived 3 /ɪd/ wanted

2 Write the verbs in the correct column.

agreed arrived changed cooked
decided helped looked
survived traveled wanted

1 /t/ or /d/	2 /ɪd/
agreed,	decided, wanted

3 Listen and check.

UNIT 3

Word Stress in Adjectives

1 How many syllables do these adjectives have?

afraid 2 angry 2 bored 1
nervous 2 excited 3 lonely 2
upset 2 surprised 2 tired 1

2 Listen and check.

3 Match the words in Exercise 1 with their stress patterns. Complete the chart.

1 oO	2 Oo	3 oOo	4 O
afraid upset, surprised	nervous, angry, lonely	excited	bored, tired

4 Listen and repeat the sentences.

- Sam's afraid of dogs.
- My best friend is very upset.
- I'm worried about exams.
- I studied all night and I'm very tired.
- I feel embarrassed when I forget someone's name.

UNIT 4

-er Ending Sounds

1 Listen and repeat.

/ər/ garbage collector preschool teacher
fitter better

2 Listen and repeat the sentences.

- My sister's a firefighter.
- The teacher is happier than the actor.
- Life is better when you're healthier.

UNIT 5

Have: /f/ vs /v/

1 Listen and (circle) the option you hear: /f/ or /v/.

- Jenny and Peter **have** to make their beds every day. (f) / /v/
- I **have** a new bed. /f/ / (v)
- George and Helen **have** to make dinner every Saturday. (f) / /v/
- Tom doesn't **have** to help in the house. (f) / /v/
- Do you **have** an extra pencil? /f/ / (v)
- Sam and Dan don't **have** to do much. (f) / /v/

PRONUNCIATION 137

Unit 4: Tip

Even though the spelling at the ends of these words can be *-or* or *-er*, the sound you say is exactly the same.

Unit 5: Tip

Ask students when the pronunciation is /hæf/ (in *have to*) and when it is /hæv/ (when *have* is the main verb). This is a good moment to have students practice the *v* sound. Have them place their top front teeth just behind their bottom lip and make it vibrate. When they say *f*, they should blow air through their top teeth, and there is no vibration.

Unit 6: Tip

It can be difficult to tell the difference between these two sounds. To make the /ʌ/ sound, the mouth is open and the jaw is dropped. The sound comes from the throat. Have students say several words that contain this sound (e.g., *mother, brother, uncle, son, cousin*). Alternatively, have them practice these sentences: *My uncle is my mother's brother. My cousin is my uncle's son. It's fun to have lunch on Sunday in London.*

To make the /ʊ/ sound, the mouth doesn't open as wide, and the lips make a round shape (e.g., *cook, look, book; I could look in the cookbook*). In Exercise 4, the sentences mix the two sounds. Have students write the sounds above the words in the sentences. She cut her foot, but she couldn't call her cousin. I must put some books in the cupboard.

Unit 7: Tip

Ask students which words contain a long *i* sound (words with /aɪ/) and which have a short *i* sound (/ɪ/).

Show them the lists of minimal pairs below.

bit	bite
fin	fine
lick	like
lit	light
pin	pine
rim	rhyme
sit	sight

Ask them if they can detect any patterns with the spellings that let us know what the sound is (e.g., the words ending in -e and -ight tend to have the /aɪ/ sound).

- 2** Listen and repeat the sentences.
- 1 I **have** to do the gardening this weekend.
 - 2 My brothers **have** a really big wardrobe.
 - 3 We don't **have** to go to school on Monday.
 - 4 We **have** a bookcase in the living room.
 - 5 Does Jake **have** to do the dishes?

UNIT 6

/ʌ/ and /ʊ/

- 1** Listen and repeat.
- 1 /ʌ/ must must not
 - 2 /ʊ/ should cook full

2 Write the words in the correct column.

1 /ʌ/	2 /ʊ/
brother, cousin, cut, stung	could, foot, put

- 3** Listen, check, and repeat.
- 4** Listen and repeat the sentences.
- 1 She cut her foot, but she couldn't call her cousin.
 - 2 I must put some books in the cupboard.

UNIT 7

The Letter i

- 1** Listen and repeat.
- 1 /ɪ/ chip film kick
 - 2 /aɪ/ like online hi

2 Write the words in the correct column.

1 /ɪ/	2 /aɪ/
Internet, printer, video, will	bike, device, online, Wi-Fi, write

- 3** Listen, check, and repeat.

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- 4** Listen and repeat the sentences.
- 1 James can't get Wi-Fi, so he doesn't have Internet.
 - 2 I can watch videos online on my new device.

UNIT 8

Intonation in Questions

- 1** Listen and repeat.
- 1 Was Mozart a scientist?
 - 2 Where do you live?
 - 3 Have you cycled 100 kilometers?
 - 4 What did you do last night?
- 2** Circle the question endings where Nick's voice goes up. Underline the endings where it goes down.
- NICK How long have you been a teacher?
- MR. K Well, Nick. It's been 20 years now.
- NICK Really? That's a long time! Do you like it?
- MR. K Yes, but some days are harder than others.
- NICK What do you like best about it?
- MR. K The best thing is seeing students improve.
- NICK That's great. Do you think you'll be a teacher for the next 20 years?
- MR. K Well, I hope so!

- 3** Listen, check, and repeat.

UNIT 9

Sentence Stress

- 1** How many syllables do these sentences have? Underline the words you think are stressed.
- 1 We're going to play jazz. 6
 - 2 We'll buy a new guitar. 6
 - 3 Is Jake playing the drums? 6
 - 4 We're going to a free concert. 8
- 2** Listen, check, and repeat.
- 3** Clap the rhythm of these sentences.
- 1 She often sings in a band.
 - 2 Is the piano your favorite instrument?
 - 3 The concert starts at eight o'clock.
 - 4 Adam is organizing the music.

Unit 8: Tip

We pronounce open questions differently from yes/no questions. Have students identify which questions are open (asking for information) and which are yes/no questions.

Unit 9: Tip

Remind students that stress is important when speaking English if you want people to understand you. Ask students what type of words they need to stress in English (main verbs, adjective, and nouns).

STUDENT'S BOOK AUDIOSCRIPTS

Welcome Unit

 S.01 1 read books, read magazines

2 chat online

3 go shopping

4 go for a bike ride

5 hang out with friends

6 listen to music

7 make cookies, make videos

8 play an instrument

9 take photos

10 write a blog

 S.02 1 [musical instrument]

2 A Ready? Say cheese!

B & C Cheeeeeese!

3 A Aiden ... Aiden ...

B Sorry! I can't hear you. Hang on a minute.

4 A OK, are we ready?

B Yes, we are! Let's go!

5 A Let's go to the sports store now.

B Good idea. We can look at the sneakers.

6 This is my favorite recipe: cinnamon chocolate chip cookies. They're delicious! Now, let's see. What's next?

7 This one is about movies. There are a lot of reviews and interviews in it. I buy it every week. But I also get a sports one that comes out every month.

 S.03 1 gymnastics

2 rugby

3 sailing

4 track and field

5 swimming

6 basketball

7 table tennis

8 hockey

Not in the pictures: volleyball, windsurfing

 S.05 I like my new school. I don't know all the students in my class yet, but I sit next to a boy named Jorge in my English class. He plays basketball every day, but he doesn't like other sports.

Do you get a lot of homework? Our teachers don't give us a lot. I go to homework club on Wednesdays. Some of the older students help us. They're nice. After homework club, I don't get home until about 6:30 p.m.

 S.06

1 tablet

2 headphones

3 money

4 bus pass

5 portable charger

6 keys

7 phone

8 passport

9 camera

10 laptop

 S.07

ALEX Hi ... Is this the coding club?

EMMA Sorry. This is the photography club. I'm Emma, by the way.

ALEX Hi, I'm Alex.

EMMA Are you new here?

ALEX Yes, I am, and I'm lost. I don't have a map of the school.

EMMA Don't worry! I love helping people. Do you want to come to the photography club? Look ... we have two new cameras this semester. I hate using my phone for photos, and these cameras are really cool.

ALEX No, thanks. I want the coding club. I don't like taking photos.

EMMA Oh, that's too bad.

ALEX Do you like taking photos?

EMMA I love it, so this is the club for me. OK ... coding club ... let me see ... Oh, there's Libby. She goes to the coding club every week. Libby! Libby, this is Alex. He's new here. Alex, meet Libby.

ALEX & LIBBY Hi.

EMMA So Libby, Alex wants to go to the coding club.

LIBBY No problem. Follow me. So, do you have your own laptop?

ALEX Uh ... no ... I don't, but I have a tablet. Is that OK?

LIBBY Don't worry! They have a lot of laptops there. You can borrow one.

ALEX So, what's the teacher like?

LIBBY Mr. Adams? He's great. He sometimes thinks he's Bill Gates, and he loves telling stories.

ALEX Do you have your own computer?

LIBBY Yes, I do. I like writing computer programs for it.

ALEX Wow! That's cool.

LIBBY Yes, it is, but I'm really busy and I don't have much free time. I want to write more! I don't mind helping you write some programs.

ALEX Really? Thanks, Libby. What's the club like?

LIBBY It's fun! OK, here we are ...



5.08 We have a new student in our class. Her name's Paola. What do we have in common? A lot! She has brown hair and blue eyes – just like me!

Does she have any brothers and sisters? Yes, she does. She has two little sisters, just like me. She doesn't have any brothers. We have the same phones and headphones!

We don't have school today because it's a holiday. I'd like to call Paola – but I don't have her phone number. It's annoying!

Unit 1



1.01 1 soap opera

2 drama

3 reality show

4 talk show

5 documentary

6 cartoon

7 streaming series

8 game show

Not in the photos: comedy, cooking show, sports show, the news



1.02 1 A So, what do you think of *Laugh a Minute*?

B I love it! I can't stop laughing. Look ...

2 Oh, I hope she can win the money, but I'm not sure she can do it ... Oh, come on!

3 A So, have you watched the latest episode yet?

B No, not yet.

A Oh ... well, guess what happens? I can tell you. It's so exciting!

B No, be quiet. Don't tell me now. I want to watch it tonight.

A OK, well be prepared for a surprise ... a big surprise.

4 A OK, so what's happening now? Can you explain?

B Well, Miguel is meeting Veronica, but Xavier doesn't know. Xavier isn't happy with Miguel, so they aren't speaking to each other and ...

A OK, OK, stop! I think I get it now.

5 A Oh, no ... now those bugs are moving all over him. NO! Now he's eating them ... that's disgusting!

B I bet they taste delicious with some salt!

6 A So, do you like that show?

B No way! That's for little kids.

A True, but it's really funny and it makes me laugh.



1.05 1 They are listening to music.

2 She's reading a blog.

3 He is skiing in France.

4 You're watching TV.

5 It is eating.



1.06 ROSA What are you doing right now, Toni?

TONI I'm talking to you.

ROSA Ha, ha. Very funny! Are you studying for the math test?

TONI No, I'm watching a talk show. Why are you calling me?

ROSA Well, this math homework is giving me a headache. Can you help me?

TONI Sorry, Rosa. I can't talk now. They're interviewing Ed Sheeran. I'll call you back, OK? Bye.

ROSA Great. Thanks a lot, Toni.

- 1.07
- | | |
|------------------|-------------------|
| 1 set | 6 makeup artist |
| 2 lights | 7 camera operator |
| 3 actor | 8 script |
| 4 camera | 9 costume |
| 5 sound engineer | 10 director |

1.08 **MATT** Hi! I'm Matt and I'm from New Zealand. I live in the capital – Wellington – on the North Island. More than three million people visit the locations for movies like *The Lord of the Rings* here every year. Today, I'm visiting a movie workshop with my media studies class. We're waiting for our guide. Ah, here she is now.

CLARA Hi. I'm Clara, your guide. If you have any questions or I'm not explaining things clearly, let me know! Listen carefully – there's a quiz at the end and a prize! Yes ...

GIRL What do you do here?

CLARA We make costumes, we design and build models, and we design movie sets. First stop, costumes. Do you recognize any of these?

MATT There's Thor's helmet from *Thor* and Frodo's shirt from *Lord of the Rings* – wow!

CLARA Do you want to hold it?

MATT Yes, please! I can't believe I'm touching this. It's very light.

CLARA Yes, it is. It's because it isn't metal – it's plastic. Next, let's look at the bigatures.

GIRL The bigatures? What are they?

CLARA They're really large models of buildings or landscapes used for the filming of a movie. Some of them are nine meters high.

GIRL Why do you use bigatures?

CLARA To create scenes in places that don't exist in real life. So we take photos of the bigature, for example a castle, and then we put the images together with actors in front of them to create the scene. OK, let's move on. There's Martin. He's one of our camera operators, and he's working hard today. Shh ... talk quietly, please. Martin is working.

MATT What is he doing?

CLARA He's taking a photo of a model for one of the new *Avatar* movies.

MATT No way! *Avatar*'s my favorite movie!

CLARA OK, follow me ... Next, I'm taking you to see ...

1.09 Media studies is my favorite subject at school. I love it! This week, we're studying the history of film. We're learning all about talkies, CGI, and lots more! I don't know much about it. It takes a long time and a lot of people to make a movie.

Sorry! Time to go! My little brother is making a lot of noise downstairs. I think he's watching his favorite comedy with my mom and dad. They all love it, and they always laugh a lot.

What are you doing at school this week?

1.10 **EVA** What are you doing?

ALEX I'm watching the second episode of this new comedy series.

EVA But it's lunchtime.

ALEX I'm not having lunch today. Lunch can wait.

EVA So, what do you think of the show?

ALEX I love it! Do you like comedies?

EVA No, I don't. I'm not really into them. I prefer watching documentaries and dramas.

ALEX Everyone's watching this one. It's really cool! Why don't you watch it with me?

EVA I'm not sure.

ALEX I think you'll really like it.

EVA OK. Let's see.

ALEX Well? What do you think of it?

EVA Actually, it's not bad!

Unit 2



2.01

- | | |
|--------------------------------|------------------------|
| 1 dry, hot, and sunny | 4 foggy |
| 2 cold and snowy | 5 rainy, warm, and wet |
| 3 cloudy and windy | |
| Not in the photos: icy, stormy | |



2.04

- 1 /t/ or /d/ agreed arrived changed cooked
helped looked survived traveled
- 2 /ɪd/ decided wanted



2.05

On September 6, 1620, 102 people left England to travel 4,500 km to North America. They didn't agree with some of the religious views in Europe at that time, so they decided to start a new life.

They traveled on a ship called the *Mayflower*, and the journey took 66 days. The first half of the journey went well. Then the weather changed, and it was very cold and stormy. People got sick and some of them didn't survive.

In December, they arrived in Plymouth Bay. They didn't know anything about this new land, but the local Wampanoag people helped them find food and build houses.



2.06

- | | | |
|--------------|-----------|--------------|
| 1 fork | 6 comb | 11 hairbrush |
| 2 scissors | 7 mirror | 12 spoon |
| 3 knife | 8 plate | 13 lamp |
| 4 blanket | 9 bowl | 14 cup |
| 5 toothbrush | 10 pillow | |



2.07

- 1 [toothbrush]
- 2 Be careful. Try to cut the paper neatly.
- 3 Stop it! Hey! Ouch ...
- 4 DAD Stand still, please.
GIRL Ow! That hurts.
- 5 Mmm. That's delicious soup.
- 6 [knife]



2.08

RADIO HOST Good afternoon and welcome to *The History Hour*. Last week, there was an exhibition in Copenhagen about a

special teenager, and I went along to find out more from Ingrid Noren – a Danish historian.

RADIO HOST Wow! So here she is.

INGRID Yes. This is the Egtved girl. She's 3,000 years old! Archaeologists found her body in 1921 in Egtved, a small village in southern Denmark.

RADIO HOST What's special about her?

INGRID Before we found her, there wasn't really any information about clothes that people wore at that time.

RADIO HOST Really? What did you learn about her?

INGRID We know she died in 1370 BCE when she was between 16 and 18 years old. And we know she died in the summer because there were some summer flowers with her body.

RADIO HOST Ah! Were there any other things from the Bronze Age with her body?

INGRID Yes, there were. There was a blanket, a comb, a belt, some jewelry, and a cup.

RADIO HOST Why did she have those things?

INGRID We're not sure – we're working on that.

RADIO HOST I can imagine. So, what about her clothes?

INGRID Until we found the Egtved girl, there weren't any Bronze Age clothes to examine, and we didn't know much about Bronze Age fashion! When scientists examined her skirt and top, they discovered the wool didn't come from Danish sheep – there weren't any sheep in Denmark with that type of wool.

RADIO HOST Was she Danish?

INGRID No, she wasn't. She probably came from southern Germany – about 800 km from Egtved.

RADIO HOST Wow! That's a long way from home. Why was she in Denmark?

INGRID At that time, people traveled a lot, and there were a lot of people in northern Europe from different countries.

Germany and Denmark were two very powerful countries, so we think she was there to marry.

RADIO HOST Well, Ingrid, it was fascinating to talk to you today, now I'd like to ...

-  2.09
- 1 There were some humans in Africa 250,000 years ago. But they started to leave Africa in small groups about 120,000 years ago.
 - 2 There wasn't an alphabet with letters in Aztec society. But there was an alphabet – it had pictures instead of letters. Amazing!
 - 3 There were some university courses for students in Oxford in 1095. The courses were expensive, so they were mainly for rich people.
 - 4 There weren't any forks for eating food in ancient Greece. People used knives, spoons, and their hands! The first fork probably appeared in the eighth or ninth century in rich homes in Persia.
 - 5 There was a famous Roman cook named Apicius. He wrote one of the first recipe books in the first century CE. You can still make his recipes today!

 2.10 CARLA Hi, Andy. How was your weekend?

ANDY It was OK, thanks.

CARLA What did you do?

ANDY I went to the country for my grandpa's 70th birthday.

CARLA Cool! What was the weather like?

ANDY It was cold, wet, and windy.

CARLA That's a shame. Where did you stay?

ANDY We stayed on my grandpa's farm.

CARLA What was it like?

ANDY Well, there wasn't any Wi-Fi, and there were a lot of noisy sheep outside.

CARLA Really?

ANDY Yes, really. That region has more sheep than people.

CARLA Wow. You learn something new every day!

ANDY What about you? What did you do?

CARLA Nothing much. I watched TV and made some cupcakes.

ANDY Sounds good!

 2.11 SOPHIE Wow, Leo. The school history festival was a great idea. Everyone's displays are really interesting!

LEO Oh, hi, Sophie. Yes! I really liked Oliver's display about Viking ships.

SOPHIE Me, too! There were colorful pictures and surprising facts. I didn't know Vikings sailed all the way to Canada!

LEO Did the display say what year that happened?

SOPHIE I don't think so.

OLIVER Hey, guys!

SOPHIE Oh, hi, Oliver! We were just talking about your Viking ship display!

OLIVER What did you think?

LEO We both really like it.

SOPHIE It's very interesting. You found some cool facts!

OLIVER Oh, I'm glad you liked it. ... Is there anything I should change about it?

LEO Hmm. Well, actually, I'd like to know when the Vikings sailed to Canada.

OLIVER Oh, I have that in my notes, but I forgot to write it in my text. Do you think I have time to add it before the parents arrive?

SOPHIE I think so! It's really good! I'm going to look at some of the other displays.

LEO Me, too.

OLIVER OK, have fun! See you later!

Unit 3

 3.01 1 She isn't bored. She's angry.

2 He isn't embarrassed. He's tired.

3 She isn't worried. She's surprised.

4 He isn't tired. He's lonely.

5 He isn't afraid. He's upset.

6 She isn't excited. She's nervous.

 3.05 One day, a hare was telling the other animals how fast he could run. At that moment, a tortoise was walking

past. He heard the hare, and he offered to race him.

The race began. At first, the hare was running very fast and the tortoise was going very slowly. The hare was soon near the end of the race. The other animals weren't watching, so he decided to stop for a rest. He soon fell asleep. The tortoise continued to walk slowly while the hare was sleeping.

Finally, just as the tortoise was finishing the race, the hare woke up. The tortoise was the winner!

The moral of the story is: don't be too sure that something is easy. Sometimes things are more difficult than you think.



3.06

- | | | |
|-----------|---------|------------|
| 1 down | 5 into | 9 up |
| 2 out of | 6 under | 10 through |
| 3 over | 7 off | 11 along |
| 4 between | 8 past | 12 across |



3.07

- 1 Be careful! Don't fall down the stairs.
- 2 Who is that coming out of Bruno's house? Is it Carla?
- 3 Let's jump into the water together! Are you ready?
- 4 Don't cross the road between those cars! It's dangerous!
- 5 Why don't we swim across the lake to the other side? It isn't far.
- 6 Laura walked past me without saying hello.



3.08

RADIO HOST Good evening and welcome to this week's edition of *What's Your Story?* Today is Local Heroes' Day, so we want you to call us and share your stories. Do you have a story about a local hero? What did they do? So, first let's talk to Melissa. Hi there!

MELISSA Hi.

RADIO HOST So, Melissa, what's your story?

MELISSA It's not my story because it didn't happen to me, but I read about it and I think it's great. A man saved a boy's life on his wedding day in a park near my house.

RADIO HOST No way! What were the bride and groom doing in a park?

MELISSA

Well, a photographer was taking photos of Clayton and Brittany Cook after their wedding. While the photographer was preparing his camera, Clayton noticed three children, two boys and a girl, behind them.

RADIO HOST What were the children doing?

MELISSA They were playing in the park, but they were bored. Clayton was watching them because they were standing close to the lake.

RADIO HOST Uh-oh. What happened next?

MELISSA Well, while the photographer was taking photos of Brittany on her own, one of the children pushed another one into the water. There was a loud splash! The children were shouting because one of the boys was in the lake. When Clayton saw the boy, it was obvious that he couldn't swim and was having trouble.

RADIO HOST What did Clayton do?

MELISSA He immediately jumped into the water and pulled the boy out. The boy was upset, but he was OK.

RADIO HOST Thank goodness! And was Clayton wearing his wedding clothes when he jumped into the water?

MELISSA Yes, he was. They got very wet!

RADIO HOST I'm sure he didn't mind. What an amazing story, and what a hero Clayton was! A real-life Superman! Thanks for sharing. Now, next ...



3.09

- | | |
|-----|---|
| 1 A | Were you watching TV at 8 p.m. last night? |
| B | Yes, I was. |
| 2 A | What were you wearing yesterday? |
| B | I was wearing jeans and a hoodie. |
| 3 A | Was your brother chatting online at 5 p.m. yesterday? |
| B | No, he was wasn't. He was playing basketball. |
| 4 A | Where were Alice and her family living in 2017? |
| B | They were living in Mexico City. |

 3.10 I was walking to the bus stop one afternoon when I fell down on the icy street. I was carrying a heavy bag with all my school things, and I broke my glasses. I felt very embarrassed.

Other people were waiting for the bus, but they didn't help me. However, one woman picked up my bag and glasses, and she found an empty seat for me. While I was sitting there, she cleaned my face and gave me some water. But when I looked for her a few minutes later, there was no one there.

 3.11 DAVID Guess what happened yesterday.

LAURA No idea. What?

DAVID Well, it didn't happen to me; it happened to Adrian.

LAURA Go on.

DAVID He was at the new shopping mall.

LAURA You're kidding! What was he doing at a shopping mall? He hates shopping.

DAVID He was looking for new sneakers.

LAURA Really?

DAVID Yes, really. Now please stop interrupting. While he was looking at the sneakers, someone bumped into him.

LAURA Who was it?

DAVID It was LeBron James!

LAURA No way! That's amazing!

DAVID I know.

LAURA Did he take a photo?

DAVID No, he didn't. He was too embarrassed. Can you believe it?

LAURA What a great story!

Unit 4

 4.01 borrow change cost earn lend owe pay
save sell spend

 4.02 1 CASHIER OK, so your total is \$14.40. Cash or card? OK, that's ready for you now ... insert your card here.

2 BOY Dad, I don't have enough money to go to the movies with Jack tonight. Do you have some money I can use?

DAD Yes, I do. You can have some, but I want it back on the weekend.

BOY Of course!

3 GIRL 1 Wow! Look at those sneakers. They're really cool and they aren't very expensive. Why don't you get them?

GIRL 2 No, I can't. I want to have enough money for my trip to Greece next summer.

4 TELLER Hi, can I help you?

WOMAN Yes, I have U.S. dollars, but I need Polish zloty.

TELLER Sure, let's just see how much you can get today ...

5 SELLER Come on! Delicious fresh fruit, it's a bargain! We have apples, bananas, pears, pineapples ... go on, you know you want to ...

 4.04 It's the fourth Friday in November and it's Black Friday. It's the busiest shopping day of the year. Things are cheaper than usual today. Shoppers can get the best prices for the latest gadgets or the most stylish sneakers. In my opinion, Black Friday is the worst day of the year. People seem to be more interested in shopping than anything else! I think we could all be happier without spending money all the time.

 4.05 1 vet	5 preschool teacher
2 lawyer	6 nurse
3 firefighter	7 police officer
4 garbage collector	8 surgeon

Not in the photos: caregiver, lifeguard, paramedic, volunteer



4.08

1 I don't work now – I'm retired – so I have enough time to do something useful. You're never too old to help in a place like this. I serve meals at the homeless shelter three times a week, and sometimes we collect clothing and blankets for the people who come here.

The best thing: You feel like you're making a difference, really helping people.

The worst thing: Sometimes people need more help than we can give. But you do what you can.

2 I love my job, but it can be very busy. Sometimes I'm too busy to have lunch! We mostly take care of dogs and cats, but sometimes people bring birds and lizards in. Once, we even treated a pet tarantula!

The best thing: Helping people's pets feel better.

The worst thing: Seeing pets when they're very sick.

3 I'm 15. I work at the local swimming pool. I'm the one with red shorts, sitting near the diving board. And I'm there to make sure you stay safe. I only work during the summer, so I still have enough time to have fun with my friends.

The best thing: I have the skills to save someone's life, and I have enough money to buy things.

The worst thing: When younger kids make too much noise, or when they break the rules, running or splashing other people.

4 I'm not a doctor or a nurse, but I might save your life if you have a health emergency. I drive an ambulance and I wear a special uniform, and I can work during the day or at night.

The best thing: When you save someone's life.

The worst thing: The work can be very stressful.



4.09

I'm too young to have a full-time job, but every Saturday I'm a volunteer with a local vet. I help the receptionist when she doesn't have enough time to do everything. Last week, there were too many people in the waiting room – we didn't have enough chairs for them to sit on! Sometimes it gets too noisy for me, especially when there are too many animals and there isn't enough space in the waiting room.

The best thing: I love animals and I can spend all day with them!

The worst thing: Sometimes there's too much information for me, and I don't understand it all.



4.10

BILLY Hey, Rita. What's up? You look worried.

RITA I am. Could you do me a favor?

BILLY It depends. What do you need?

RITA Would you mind lending me \$20?

BILLY Oh. I'm sorry, I can't. I spent too much money on the weekend.

RITA OK, no problem. What about you, Greg?

GREG Maybe. What's it for?

RITA I want to buy a bag for Maisie's birthday. There's a really cute one that I want to get her, but I don't have enough money.

GREG When's her birthday?

RITA Yesterday! Please, Greg.

GREG Sure, since you asked so nicely. There you go.

RITA Thanks, Greg. You're the best! I owe you one.

GREG Actually, you owe me 20!



4.11

YUSUF OK, so we have enough time, and we all want to volunteer. What's the best way for us to volunteer in our community? Lara?

LARA Let's go to the after-school sports club – that's the easiest thing to do. We could watch the younger students and take care of them. That isn't too much work for us.

YUSUF That's an interesting idea. But I think we can do something that isn't at school. Also ...

THIAGO Excuse me Yusuf, can I make a suggestion?

YUSUF Sure, go ahead, Thiago.

THIAGO What about going to the nursing home and teaching the older people how to use computers and tablets?

YUSUF That's not a bad idea. Lara, what do you think?

LARA I'm not sure. We need permission to do that, and I don't know who to ask. I think it needs too much organization.

YUSUF Do you have any other ideas, Thiago?

THIAGO Yes, how about cleaning the park?

YUSUF I think that's a great idea. We all know the park isn't very clean, so people aren't using it. It's too dirty to play soccer or basketball there. What do you think, Lara?

LARA Yes, I like that idea, too. How about doing it on Saturday mornings? I think we all have enough time then. We can make a poster and ask other people to help us, too.

YUSUF OK, so we don't want to work with the younger students, and we aren't into the nursing home idea. Do we think the park is the best idea? Are there any more ideas? So we all agree: we clean the park and make it a better place for the whole community.

STUDENTS Yes!

YUSUF That's good enough for me! Let's get started and make a poster!

Unit 5

- 5.01
- | | | |
|------------|--------------------|-------------|
| 1 ceiling | 6 shelves | 10 picture |
| 2 cupboard | 7 wardrobe | 11 bookcase |
| 3 fridge | 8 desk | 12 armchair |
| 4 sink | 9 chest of drawers | 13 carpet |
| 5 floor | | |

- 5.02
- 1 This is a bright, sunny room, and my sister and I spend a lot of time here. My sister sleeps above me. We have a big chest of drawers and a big wardrobe for our clothes, which we share.
- 2 This was a nice room. It had a pretty wood ceiling and a big mirror on the wall. There was a nice big bath, but the sink was tiny and the toilet didn't work very well. So we built a new one!
- 3 I have a lot of pictures of my family on the wall, and there's a nice warm carpet on the floor. I have a large wood desk and lots of shelves with books and papers. I work from home, so I spend a lot of time in this room.

4 This room is very small, but my whole family likes spending time in here. There isn't a table or chairs, but there's a new fridge – it's really tall. And there are lots of cupboards. Above the sink, there's a window with a view of the yard.

5.04

Kids' toys aren't cheap these days, but not many toys are as expensive as the Astolat Dollhouse Castle. It's as tall as a small Christmas tree and as heavy as a horse. The castle was the idea of an American artist, Elaine Diehl, and it took thirteen years to build. It isn't really a toy. It's a work of art, and it's good enough to be in a museum.

The furniture is small enough to fit in your hand, and it's as beautiful as the furniture in a real palace. The tiny sofas and beds are as soft as the real things. The books on the shelves aren't large enough to read, but they have real pages. One thing that isn't small is the price – over eight million dollars! Are you rich enough to buy it?

- 5.05
- | | |
|-------------------|---|
| 1 make the bed | 6 vacuum the carpet |
| 2 do the laundry | 7 do the dishes |
| 3 do the ironing | 8 load the dishwasher, empty the dishwasher |
| 4 sweep the floor | 9 dust the furniture |
| 5 mop the floor | |

5.06

Hi, kids. Can you please help with some things around the house while I'm out?

Ollie: Please mop the kitchen floor and load the dishwasher with the plates and cups from breakfast. Can you also dust the furniture in the living room, please, and vacuum the carpet?

Mia: Make your bed and sweep the floor in your bedroom. Then can you please do the ironing for me?

Thanks, kids. I'll see you this evening.

Love, Dad

5.07

REPORTER Yesterday, I read that only half of teenagers in the United States help at home with household chores. Can this be true? Do American children have to help at home? To find out, I talked to some teenagers here in Houston, Texas.

Hello. We're doing a survey about how

much teenagers help at home. Can I ask you a few questions?

CINDY Sure.

REPORTER Thanks. What's your name, by the way?

CINDY I'm Cindy.

REPORTER OK, Cindy. So, do you help out with household chores?

CINDY Well ... yes, I do, but not much. I have to help in the kitchen, for example.

REPORTER Cooking?

CINDY No, I can't cook! I have to clean the kitchen after dinner, that's all.

REPORTER And do you have to do the dishes?

CINDY Yes, but at least I don't have to sweep and mop the floor. That's my brother's job.

REPORTER Hi there. What are your names, and do you have to help much at home?

KIM Hi, I'm Kim and this is my sister, Maisie. Well, we don't have to help on school days because we have to do a lot of homework for school and also I have to practice the piano. But on Saturday morning, we help with the housework. I do a lot of chores, actually.

REPORTER Really?

KIM Yeah! For example, I have to vacuum the living room. I hate that!

REPORTER Hello, what's your name?

ADAM I'm, Adam, and this is my little brother Jake.

REPORTER So, do you and Jake have to help your parents at home?

ADAM Well, Jake doesn't have much to do. He's only five. He has to clean his room and make his bed, but that's all.

REPORTER What about you, Adam?

ADAM Yes, I have to do some other chores around the house, but it isn't a problem. I don't mind.

REPORTER Do you have a favorite chore?

ADAM Well, yes. I prefer doing the ironing

because you don't have to move around. So, I can listen to music or watch TV at the same time. Yeah, ironing is cool!



Do you have to help with the housework? Do you have to make your bed or clean the kitchen? Martha Pinter and her brother, Ben, have to do more than most young people their age. They live on a farm in Queensland, Australia, and the whole family has to share the work. Martha has to get up early to milk the cows. In spring, she also has to take care of the new lambs – that's her favorite job. Ben has to collect the hens' eggs before breakfast. But Martha and Ben don't have to catch the bus to school every day. There isn't a school near their farm, so they have to have all their lessons at home.



OSCAR Hey, Nina. Look at this photo – it's Liam's bedroom in his new house.

NINA Oh! It looks big enough for two people. Does he have to share it?

OSCAR No, it's all his. Actually, it isn't as big as it looks. There's a large mirror in the background, so it looks bigger.

NINA Oh, yes, I see. What's that thing on the wall?

OSCAR It's a clock. What do you think of the color of the walls?

NINA Hmm. I'm not convinced.

OSCAR Really? I think it looks awesome! I don't think much of those curtains, though.

NINA Me neither. And what's that at the bottom? Is it a carpet?

OSCAR Yes, I think so. I like it. And I love those pictures on the left.

NINA Me, too. They look great.

Unit 6



- | | |
|----------------------------|------------------------|
| 1 cut your finger | 7 scratch your arm |
| 2 slip | 8 break your leg |
| 3 get stung by a bee | 9 trip over a chair |
| 4 get bitten by a mosquito | 10 fall off your horse |
| 5 hit your head | 11 sprain your ankle |
| 6 burn your hand | 12 bruise your leg |

- 6.02 1 [stung by a bee] Ow! 4 [slip on the ice]
 2 [fall off a bike] 5 [burn hand on match]
 Ouch!
 3 [trip over a cat]

- 6.05 1 /ʌ/ brother cousin cut stung
 2 /ʊ/ could foot put

6.07 Hi everyone,
 Now that spring is here, I think you should all think about walking or cycling to school if you can.
 Cycling is fun and healthy, but you must be careful. For example, you shouldn't ride when the weather is bad, and you must wear a helmet. That's extremely important. However, you also must not forget that there are rules on the road for cyclists, and you must learn these rules.

The school website has some good advice, such as which clothes you should wear when riding your bike, and I think all cyclists should read it carefully.

One more thing: we need to know which students are cycling to school, so you must tell Mrs. Jones if you plan to ride your bike. That's a school rule, so you must not forget!

- 6.08 1 forehead 5 neck 9 elbow
 2 cheek 6 shoulder 10 knee
 3 teeth 7 chest 11 heel
 4 chin 8 wrist 12 toe

6.09 STEVE Hi, and welcome back. Today we are talking about dangerous animals. A lot of dangerous animals live near or in the water, so you should always be careful when you're near the ocean or a river or a lake. Today we're going to talk about crocodiles! OK, you won't see any crocodiles if you're on vacation in Spain. But Australia is different. That's dangerous crocodile country. Photographer Pam Krommer works in Queensland and knows a lot about crocodiles. Welcome, Pam.

PAM Hello, Steve.

STEVE So, Pam. How often do crocodiles hurt people?

PAM Well, it happens, but not very often. There are

usually fewer than three crocodile attacks per year in Australia. If you swim in safe places, you won't be in any danger from crocodiles. But you must not swim if there are warning signs.

STEVE And when a crocodile gets you, that's the end, right?

PAM Not always. For example, a few years ago, a man named Jamie Verdi was fishing in Queensland, and suddenly a crocodile appeared and grabbed his leg in its mouth.

STEVE That's scary. All of his leg?

PAM As far as his knee.

STEVE So what did Jamie do?

PAM Well, he used his hands to hold onto a tree, but crocodiles are very strong. After a few minutes, the crocodile pulled Jamie into the water, right up to his neck.

STEVE And if that happens, you're in trouble!

PAM Oh, yes! But Jamie knew this: a croc sometimes opens its mouth if you hit it in the eye. It's your only chance, and it might not work, but you have to try it. So he hit the croc in the eye, it opened its mouth, and it swam away. The crocodile's teeth hurt Jamie's leg, and it also bit his arm badly, but he was alive!

STEVE Wow – what a story!

6.10 So you're going to visit Queensland. Great idea! If you like beaches and forests, you'll love Port Douglas. It's amazing. It usually takes about an hour to get there if you take a bus from the airport. Buses are frequent, so if you miss one, you won't have a long wait. Of course, if you don't mind spending more money, there are always taxis at the airport, too! If you visit Four Mile Beach, you'll have a great time surfing. But be careful! If you don't see anyone else in the water, it probably means there are sharks or jellyfish in the ocean! Have fun and take care!

6.11 DAN Awesome mountain bike, Hayley!

HAYLEY Thanks, Dan.

DAN I'd like to get one, too. Do you think I should buy one online?

HAYLEY Not really. Some online stores aren't reliable. Their bikes aren't very safe. Anyway, make sure you don't buy one without trying it first. Why don't you try The Bike Shack in town? They're really good.

DAN OK. I'll have a go at it.

HAYLEY And you should definitely buy a good helmet, too. You can really hurt yourself if you fall off, so you must not ride without one.

DAN Good idea. I think I should find some buddies to ride with, too. What do you think?

HAYLEY Sure. How about joining my bike club? We go out every weekend.

DAN Yeah! Good job, Hayley. I'll do that.

JOHN Hi. My name's John, and my group worked like this: each person in our group wrote about a different topic. I wrote about desert animals. Josh wrote about the weather. Vicky wrote about the problems people have in the desert, and Sophie wrote all the other facts about deserts. Then we put it all together.

ISLA Hello, I'm Isla. My group worked like this: I looked on the Internet to get all the information, Zara found all the pictures, and Martin wrote the texts. Then Harry checked the texts for mistakes and put everything together into a poster.

POPPY Hi, I'm Poppy and I was in a group with Leo, Daisy, and Max. This is how my group worked: first, we all made our own posters and showed them to the group. We read everyone's work and then used the best parts of all the posters to make our final group poster.

Unit 7

- | | | |
|------------|--------------|----------------|
| 1 upload | 5 chip | 9 social media |
| 2 download | 6 device | 10 message |
| 3 screen | 7 video chat | 11 emoji |
| 4 app | 8 software | |

1 My phone fell out of my pocket this morning and the screen broke.

2 I can't do a video chat with you right now. I don't

have a camera on my laptop.

3 Most of my friends upload photos to social media sites like Instagram.

4 Look at this app – it's great for practicing new English words. Why don't you download it, too?

- 1 /ɪ/ Internet printer video will
2 /aɪ/ bike device online Wi-Fi write

- 1 one trillion 4 one thousand
2 one billion 5 one hundred
3 one million

JACK What's wrong, Kim?

KIM I've lost my phone. Do you know where it is?

JACK No, I don't. I haven't heard it ring, either. Maybe it's in your coat pocket.

KIM I've looked in all my pockets. It's not there.

JACK Maybe you've left it in Mom's car.

KIM No, I don't think so. I used it this afternoon, but I can't remember where I left it.

JACK Maybe Mom's put it somewhere.

KIM No, I've asked her and she says she hasn't seen it. Jack, can you call me?

JACK I think so. I haven't charged my phone, but I think it has enough power left. Hang on ... OK, I'm calling you ...

KIM Here, look! I've found it. It was in my bag all the time.

- 1 go on foot
2 get on a train
3 go by tram
4 catch a plane, take a plane
5 get out of a car
6 take a taxi, get into a taxi
7 get off a bus

JIM

Welcome to *The Science Show*. Today's show is all about the future of transportation, and with me in the studio is Professor Annie

Walker from the University of New Hampshire.
Hello, Professor Walker.

ANNIE Hello, Jim.

JIM Annie, a lot of us catch a bus to go to work, but it takes hours because of the traffic. To solve the problem, some people think we should invent flying cars. Should we?

ANNIE No, I don't think so, Jim. Believe it or not, the first flying cars do actually exist. But you can't just get in your car and fly away. They need a runway to take off.

JIM So in your view, we won't see a lot of flying cars in the sky soon?

ANNIE No. Also, it won't be very safe if everyone is flying around in their own car.

JIM OK. So what about jetpacks? Scientists haven't created those for us yet, but we might not need to wait much longer.

ANNIE In my opinion, that won't ever happen, Jim. You see, it takes a lot of energy to lift a person off the ground, and the rockets on your back will be very heavy. I don't think we'll be able to stay in the air for more than a few minutes.

JIM So we may have them one day just for fun, but they may not be useful for getting to work.

ANNIE No, you won't take a jetpack to work, I'm afraid.

JIM Well, I think the future sounds quite disappointing, Professor. What's the good news?

ANNIE The good news is the hyperloop. It's a completely new kind of transportation, and in my opinion, it will really change our lives.

JIM What is it?

ANNIE It's similar to the subway in New York, but much, much faster. The trains don't have wheels. Instead they travel on something that is similar to skis, on a cushion of air. In a hyperloop, trains can travel more than a thousand kilometers per hour.

JIM That's amazing. But is this just science fiction?

ANNIE No, scientists have made a lot of progress. I think we might see hyperloops between big

cities in the next twenty years.

JIM I can't wait! Thanks, Professor Walker.

 7.11 What will transportation be like in the future? I think some things will change, but some things won't change. For example, I'm sure we'll have cars in the future, but they might be less noisy and dirty than they are now. But I also think every family will have a flying car. That will be fun. I'm not so sure about jetpacks, though. We might have jetpacks just for fun, but they won't be useful for most people. I mean, children won't go to school with a jet pack. I think there will be hyperloops, but I don't think everyone will travel on them. Some people might not want to travel on a hyperloop. They may be too scared. But I'll want to. I'm sure of that!

 7.12 TOM So, Dad, before you start, switch the camera to video mode. Have you done that?

DAD Like this?

TOM Yes, that's right. It needs to be in video mode to record a video. Now, look at this little screen.

DAD I can't see anything.

TOM Ah. Remember not to put your hand in front of the camera!

DAD Is this better?

TOM Not quite. Look, you need to keep your fingers here. That's it. Now, do you see this button?

DAD This one?

TOM No, not that one. This one here. It's really important that it's turned on if you want to record sound. Oh, and make sure that the light is red. That means you're recording. Got it?

DAD Yes, I think so. Thanks, Tom!

Unit 8

 8.01 1 engineer

5 athlete

2 scientist

6 mathematician

3 composer

7 businesswoman

4 writer

8 inventor

 8.02 1 Athletes like runners and swimmers have incredible strength.

- 2 The scientist Albert Einstein was famous for his great intelligence.
- 3 At just four years old, Mozart showed a lot of skill as a composer.
- 4 J. K. Rowling's creativity as a writer made her famous around the world.
- 5 Ada Lovelace was an English mathematician. Her talent for math helped to make the modern computer possible.
- 6 The inventor Thomas Edison worked with a lot of determination over many years to make his light bulb work.

 8.06 PAUL How far have you cycled, Maya?

MAYA I've ridden fifteen thousand kilometers so far. I have another twelve thousand to go!

PAUL How many countries have you crossed?

MAYA I've been to three continents so far, and I've visited twelve countries.

PAUL Have you had any funny experiences along the way?

MAYA Well, an emu chased me in the Australian outback. I've never experienced that before!

PAUL No, not many people have! And how has your bicycle been?

MAYA It hasn't had any problems at all. It's a great bike.

PAUL So how much money have you made?

MAYA I haven't reached my target, but I've made thirty thousand dollars so far.

PAUL That's amazing! Good luck with the rest of your journey.

 8.08 Ann Makosinski is a brilliant young inventor, and she's someone I really look up to. When I think about myself in five or ten years from now, I hope I will be as successful as she is.

Ann's dad is Polish and her mom is Filipino, but she's Canadian and grew up in Victoria. She came up with her first invention when she was only fifteen. Her idea was a flashlight that uses the heat from your hand for energy instead of batteries. The flashlight switches itself on when you hold it, and it switches itself off

when you put it down. It doesn't need a battery, so it can keep working for years and never runs out of energy. It's really simple, but also really clever.

How did Ann come up with this idea? Well, she has a friend who lives in the Philippines. This friend was having problems doing her homework because she didn't have electricity at home, and she couldn't afford batteries for her flashlight. So Ann looked into ways of making a flashlight that uses human body heat for power. She taught herself all the science behind the idea and figured out how to build it. Soon she had a working prototype, and she decided to take part in an international science competition called the Google Science Fair. She won first prize, worth twenty-five thousand dollars!

This great achievement has changed her life. She's been on TV and in newspapers around the world. She's also come up with another invention. She calls it the E-Drink, and it's a mug that uses the heat from your coffee to charge your phone. It's simple, clever, and kind to the environment. It's amazing that no one has thought of these ideas before. And that's why I look up to her so much. But can anyone be like Ann Makosinski? Yes, if we believe in ourselves, anything is possible. However, you can't achieve anything without hard work.

 8.09 1 I surprised myself when I did so well on my exams.

2 John and I introduced ourselves to the new neighbors.

3 Jane, make sure that you take care of yourself while I'm away.

4 Mike has taught himself Spanish and French.

5 You and Vicky should make yourselves some sandwiches for lunch.

6 Stan and Ollie prepared themselves well for the match.

 8.10 Teenager Sails into Record Books

Dutch teenager Laura Dekker has become the youngest person ever to sail solo around the world. Laura is only sixteen years old. No one so young has achieved this before. Sailing is something her whole family is crazy about, and Laura learned everything she knows about it from her parents. By the time she was thirteen, there wasn't anywhere she couldn't sail by herself. Everyone has a dream, and Laura's achievement shows that nothing is impossible if you want it enough.

 **8.11** JO So, Angie, why do you want to join our training program?

ANGIE Well, I'm passionate about food. I've taught myself a lot about it, but the training will give me the chance to learn new skills.

JO So have you ever worked in a kitchen?

ANGIE Yes, I've had plenty of experience working in a restaurant. My grandparents run a restaurant, and I help them on weekends.

JO Oh, really? And what skills have you developed?

ANGIE I've learned the basics of cooking. But the main thing is, I've learned how to be a good team player.

JO That's interesting. Tell me more.

ANGIE Well, I also help the wait staff, you know. We take orders from customers and that kind of thing.

 **8.12** BOY It's June 7 today. When do we need to get the whole project finished?

GIRL Let's give ourselves two weeks. So that's June 21.

BOY There's a lot to do. We need to research the topic, find pictures ...

GIRL Or draw them ourselves.

BOY Yes, or draw them ourselves. We also need to write the text, of course.

GIRL And check it for mistakes.

BOY Right. And if we're making a web page, someone needs to do the technical part!

GIRL That's a lot of things to do, and we don't have a lot of time.

BOY So what's the most important?

GIRL Well, doing research is really important because we need good ideas.

BOY OK. What about getting pictures?

GIRL Well, I think we can leave that to the end. It's not so important.

BOY Don't you think so? Hmm, I don't agree. Don't forget that if we want to make a web page ...

GIRL How long do you think it will take us to write the text?

BOY Oh, I don't know. Perhaps two days?

GIRL Two days? Hmm ... You're probably right, but let's say three, just in case something goes wrong. I mean, if we get lots of other homework, for example, we might need more time for the project text.

GIRL OK, so let's start with research. We can do that today and tomorrow.

BOY Right. Let's finish all our research by the end of tomorrow. What next?

Unit 9

 **9.01**

1 folk	6 classical	11 drums
2 jazz	7 violin	12 microphone
3 reggae	8 guitar	13 bass
4 hip-hop	9 saxophone	14 trumpet
5 rock	10 keyboard	

 **9.02** folk jazz rock bass drums hip-hop reggae
keyboard trumpet guitar classical microphone
saxophone violin

 **9.04** AMY Hi, Josh. Are you going to go out tomorrow evening?

JOSH No, I'm going to stay at home and watch a movie. What about you?

AMY Yeah. Dr. Jay is at the Waterside. I'm not going to miss that.

JOSH Wow! Really?

AMY Yeah, really. I'm going to buy my ticket this morning.

JOSH Hmm. Sounds interesting. Is Aneta going to join you?

AMY No! She's not going to come. She can't stand Dr. Jay. Why don't you come?

JOSH OK, you've convinced me. But how are we going to get there? We're not going to walk, are we?

AMY My dad's going to give us a ride.



9.05

- | | |
|--------------------|------------------|
| 1 ballroom dancing | 6 modern dance |
| 2 swing | 7 breakdancing |
| 3 tap dancing | 8 salsa dancing |
| 4 folk dance | 9 Zumba |
| 5 ballet dancing | 10 disco dancing |



9.06

IMOGEN OK, everyone, so the dance show is this Friday night. You all know that, don't you?

GROUP Yes, we know that.

IMOGEN Good. So we only have a few days to get ready.

JACK What time does the show start, Imogen?

IMOGEN It begins at 7:30. The teachers are having a meeting at five o'clock that ends at six, and our show begins at 7:30. Everyone is performing in the gymnasium.

MARTA How many different dance groups are performing?

ADAM I think there are six groups. Ballroom, breakdancing, modern dance, tap dancing, salsa ... What's the last one?

JACK Irish dancing!

ADAM Uh, yes, that's right.

IMOGEN Great! Now, the doors open to let the audience in at seven o'clock, so we need all the seats ready before then. Marta, can you put out the seats?

MARTA Sure, I'm not doing anything on Friday afternoon. I can come in early and put the seats out.

IMOGEN That's great. Thanks, Marta.

MARTA Is anyone recording the show?

IMOGEN Oh, yes, good point. Are you recording the show, Adam?

ADAM No, I'm not good with cameras. You're doing that, aren't you, Jack?

JACK Yep, that's me. I'm going to borrow my sister's video camera. She has a really good one.

IMOGEN Great. Now, what else? Oh, the music. Adam, you're organizing that, right?

ADAM Yes. I'm going to download all the tracks for the different groups tonight. It won't take me long.

IMOGEN Good. Thanks, Adam. So, that's almost everything, isn't it? No, wait! What about programs? Who's writing the program? I've forgotten.

GROUP You are!

IMOGEN I am? Oh, yes. I'm writing the program!



9.08

LILIA Thank you, New Haven! You were a fabulous audience last night! We're returning in April, so I hope we'll see some of you again.

Later today, we're leaving for Hartford. We're performing a new play there called *The Bell*, and I'm playing a girl who has the power to see the future. Hey, Hartford! If you're not doing anything on Friday night, come along. Guess who's coming to see us on our first night – Jennifer Lawrence! She's bringing some friends, and we're meeting them backstage after the performance. Wow!



9.09

HARRY Hi, Jess. I'm going to book tickets for the jazz festival on Saturday. Do you feel like coming along?

JESS I'd love to, but my cousin Helen's visiting me, and I'll be with her all day long.

HARRY She's welcome to join us if she wants.

JESS That's really nice of you, Harry, but Helen can't stand jazz!

HARRY Oh, that's too bad. Look, they're playing for two nights. What are you up to on Friday? Would you like to come then instead?

JESS Hmm. What time does it start?

HARRY 7:30.

JESS Oh, that's no good either, Harry. I have a guitar lesson and it starts at 7:15.

HARRY OK. Never mind, Jess. Maybe another time.

JESS Sure. Thanks for asking, though. I'm sure it'll be a great concert.

GRAMMAR IN ACTION 1

▶ Morning Routines

S.1

Hello, everybody. It's Sophia here. Today was our first day at school, and we were talking about our morning routine over vacation. How do you spend your mornings? Do you have a routine?
My friend Zara practices the piano every morning.
She always listens to music in the morning. But she doesn't listen to pop music. She only listens to piano music.
I guess that's why she's good at the piano. And my friend Dan often goes to a climbing gym with his dad in the morning. He's very fit. Does he like PE class? Guess what? No, he doesn't.
Me? I don't have a routine. I usually write in the morning. I like to write short stories. I don't check my phone before breakfast. What about you? What's your summer morning routine? Tell me in the comments. Bye!

Grammar in Action

Simple Present

Which language does the vlogger use? We use the simple present to talk about things that happen regularly.

I usually write in the morning.
My friend Dan often goes to a climbing gym.

We can use adverbs of frequency like *usually* and *often* with the simple present.
To form negative sentences, we use *do not/doesn't* + infinitive without *to*.

I don't check my phone before breakfast.
She doesn't listen to pop music.

To form simple present questions we use *Do/Does*.

Do you have a routine?

Yes, I do. / No, I don't.

How do you spend your mornings?
Does he like PE class?

Yes, he does. / No, he doesn't.

Adverbs of Frequency

We use adverbs of frequency to say how often we do things. From the most, or all the time, *always*, to the least, *never*.

always, usually, often, sometimes, never

Use It!

Complete the sentences.

He **often** does homework at the library.

Now you try.

She **never** takes selfies.

They **always** play basketball after school.

Our teacher doesn't **usually** give us homework on Fridays.

GRAMMAR IN ACTION 2

▶ Love, Don't Mind, Hate

S.2

Hey there. It's James and this is my first vlog. We've been playing this cool new game in English class at school. And I want to show it to you. It's called *Love, Don't Mind, Hate*. You have to say how you feel about three things. And you can only use each word once.
Smartphone. Ugh. I hate using my phone. It's old and it has a broken screen. I'm going to get a new one soon.
We have a new computer at home. I love using it because it's so fast! I don't have any video games, but I don't mind playing them.
I love hanging out with friends. It's my favorite thing to do.
I hate going shopping! I never do it.
I don't mind watching TV. I love watching the new sci-fi series called *The Expanse*. It's amazing. Do you have a favorite TV show? Tell me the TV shows you love, don't mind, and hate in the comments.
Bye! See you next time.

Grammar in Action

Love, Like, Don't Mind, Hate + *-ing, Have/Has/Don't Have/Doesn't Have*

Which language does the vlogger use?

Love + *-ing* says we strongly like doing something.

I love hanging out with friends.

Like + -ing is less strong.

I like playing sports.

Don't mind + -ing means doing something is OK.

I don't mind playing them.

Hate + -ing says we strongly don't like something.

I hate using my phone.

Have/Has

We use *have/has* to talk about our things or relationships.

We have a new computer at home.

To form the negative, we use *do/does + not + have*.

I don't have any video games.

Notice the word order for questions.

Do you have a favorite TV show?

Yes, I do. / No, I don't.

Use It!

Look at the photos and make statements with the verbs in parentheses.

I like taking photos.

I have a new camera.

Now you try.

We don't mind watching TV.

We don't have a favorite show.

She loves reading books.

She has a lot of books.

They don't like cleaning the kitchen.

They have a lot of dishes to wash.

START IT!

1.1 The History of Television

It's the year 1926.

People love watching movies in theaters. These movies are black and white, and without sound. Many people have a radio at home, but there are no TVs.

Then this man, John Logie Baird, builds something new: a television. He calls it a "televisor." He shows it to a group of people in London.

For the first time in history, people can see a "live" picture on a TV: the picture of a face. OK, it isn't very clear – but it's amazing, and it changes the world and our lives.

Many countries start testing television stations. They can send audio and visuals over the air. However, in the early days, only a few people have a TV and can watch. TVs are still very expensive. They are very heavy and have very small screens.

This changes in the 1950s, the golden age of television. TV is very popular. Families enjoy sitting in their living rooms, to watch one of their favorite TV shows. Now you can see your favorite star in your own home! There is no social media on TV, but teenagers love it. They love watching dance shows.

Fun and exciting shows are also very popular.

Then, in the 1970s, almost everyone can watch color TV. Things are different today. We still love TV, but we don't need a TV set to watch it. Thanks to online streaming and internet TV, we can watch TV on a phone, tablet, or computer. And it doesn't matter what time it is or where we are.

TV is a big part of modern life. What do you think: is this a good thing or a bad thing?

GRAMMAR IN ACTION 1

1.2 What TV Shows Are You Watching?

Hi, everyone. I'm bored. It's Friday night and I'm staying home. I don't have anything fun to do! So, I want to know what you're doing right now. Oh, of course! I know what you're doing. You're watching me! But I also know that a lot of us do two things at the same time. So, what else are you doing right now? Are you watching TV? Are you doing homework? Tell me in the comments. Sylvia G isn't watching TV at the moment. She's watching a Star Wars movie! And my vlog. Ben and Nick are playing a video game! I guess they aren't watching TV or a movie. But they are watching my vlog. Right? You know what? I'm not watching a movie or TV right now. But I am doing two things at once: I'm chatting and vlogging. Well, I'm going to do one thing now – watch my favorite TV show! Bye!

Grammar in Action

Present Continuous

Which language does the vlogger use?

We use the present continuous to talk about things happening now.

We use *to be* plus the verb with *-ing* to form the present continuous.

I'm staying home.
She's watching a Star Wars movie.
Ben and Nick are playing a video game.

We use the negative form of *to be* to form negative sentences.

I'm not watching a movie or TV right now.
Sylvia G isn't watching TV at the moment.
They aren't watching TV or a movie.

Notice the order of words in questions.

Am I vlogging?

Yes, I am. / No, I'm not.

Is she watching TV tonight?

Yes, she is. / No, she isn't.

What else are you doing right now?
Are you watching TV?

Use It!

Look at the photos and answer the questions.

What's he doing now?

He's listening to music.

Now you try.

What are they doing at the moment?

They're watching TV.

Is he playing basketball today?

No, he isn't.

Where are they studying?

They're studying at the library.

What are they doing?

They're playing video games.

GRAMMAR IN ACTION 2

▶ How to Vlog!

1.3

Hello! Today, I'm doing this vlog for my media studies class. I love vlogging.
Every day people all over the world watch vlogs.

So today I want to tell *you* how to vlog. Here are five tips to start vlogging.

Tip 1

You can use a camera that has a microphone, or you can use your phone.
And you'll need a computer.

Tip 2

Always check your sound ... and lights.

Tip 3

Outline what you want to say. You don't have to write a script, but ... take some notes so that you can explain things well.

Tip 4

Just be yourself. "Butdontspeaktooquickly."

But don't speak too quickly!

Tip 5

Have fun when you prepare the video on your computer. You can easily ... make ... a dull ... video ... more fun!

That's all for today! But don't forget to follow my vlog! Bye!

Grammar in Action

Simple Present and Present Continuous

Which language does the vlogger use?

We use the simple present to talk about facts, habits, and routines.

Every day people all over the world watch vlogs.

With the simple present, we use time expressions like *every day* or adverbs of frequency like *always*.

We use the present continuous to talk about things happening now or actions in progress.

Today, I'm doing this vlog for my media studies class.

With the present continuous, we use time expressions like *today*.

Adverbs of Manner

We use adverbs of manner to say *how* something is done.

We usually add *-ly* to the adjective.

Don't speak too quickly!

When an adjective ends in *-y*, the spelling changes to *-ily*.

You can easily ... make ... a dull ... video ... more fun!

Irregular adjectives change completely, like *good* – *well*.

Take some notes so that you can explain things well.

Use It!

Look at the photos and answer the questions.

When do they watch movies?

They watch movies every week.

Now you try!

What are they doing right now?

They're making a movie.

How is she playing tennis today?

She's playing well.

How is he playing today?

He's playing the guitar badly.

GLOBETROTTERS

🎬 Indian Cinema 1.5

Lights, camera, action!

Welcome to India – the country that makes the most movies in the world!

India produces almost 2,000 movies a year, twice as many as Hollywood. And every year, Indians buy more than 2 billion movie tickets!

Mumbai, on the west coast, is the movie capital, and home to Bollywood. Bollywood produces movies in Hindi. Over 540 million people speak Hindi.

The name Bollywood comes from Mumbai's old name, Bombay, and Hollywood.

Did you know that there is also a Tollywood, Kollywood, and Sandalwood? Each area in India makes movies in their own language.

Lots of Indian movies mix different styles, like action, drama, and comedy.

They are called *masala* movies, like the Indian spice mix. Most Bollywood movies are musicals.

The actors dance loudly and happily. And they sing beautifully.

Well, some actors sing nicely, but some sing badly, so they need some help from playback singers. Playback singers record songs in a studio and then sound engineers add the songs to the movies. The real actors don't sing at all. Playback singers are also big stars in Bollywood!

The actors have to change their costumes and makeup many times. Here the makeup artist is helping superstar Shah Rukh Khan prepare for his next scene. Bollywood makes movies quickly – people often write the scripts quietly just before filming. Sometimes the actors film scenes for four different movies at a time – all on the same set!

Movies are popular in India, and all kinds of TV shows are too, like the news, sports shows, cooking shows, and documentaries.

Movies and TV shows are big business in India.

So, do you want to become a movie star? Why don't you try it in India?

START IT!

2.1 Travel Like an Egyptian

The Nile.

Almost 7,000 km long and one of the longest rivers in the world.

It runs straight through Egypt, from south to north, and brings life to the desert.

The first people to live near the Nile and use the river were the ancient Egyptians.

Ancient Egypt was one of the most advanced civilizations for almost 3,000 years.

They wrote beautifully in hieroglyphs and built amazing things, like the pyramids and the sphinx.

They also built excellent boats to travel on the Nile. The river was perfect for traveling. When the boats were traveling north, they moved with the water; when the boats were traveling south, they also used the wind and a sail.

The ancient Egyptians made their first boats out of a plant called papyrus.

Later they also used wood. They used simple boats for fishing and crossing the river.

There were bigger boats with sails for carrying animals, plants, food, and things for sale – and for taking heavy stones for building from Aswan all the way up to the pyramids.

Do you know how far that is? Almost 1,000 km!

The journey took about 2 weeks when the water was high and fast; but almost 2 months when the water was low and slow.

On such journeys, the ancient Egyptians also loved going sightseeing.

Just think: this boy and young woman lived about 2,000 years ago. At that time, the pyramids were already over 2,500 years old!

Some visitors wrote their names on the walls. Even today, tourists use boats to explore Egypt. These modern boats look a lot like the old boats. They are called feluccas.

People use them for similar things, like fishing. Boats are still a popular sight on the Nile.

Would you like to travel by boat on the Nile?

GRAMMAR IN ACTION 1

2.2 My Trip to France

Hello! Let me tell you about my trip to France!

Last weekend, my parents and I took a trip.

We left Newhaven, England to travel to Dieppe, France.

We traveled in a ship called a ferry. It took about four hours to get to France. It was sunny and cool. The ocean wasn't rough. We had a pleasant journey.

We arrived in Dieppe. We saw lots of fishing boats. We walked on a rocky beach.

Then, we were hungry, so we ate seafood.

The next day, we saw this castle.

And I ate this delicious roll! But, we weren't lucky on the journey back. The weather was stormy. I didn't feel very well.

But, I enjoyed going to France!

Bye!

Grammar in Action

Simple Past

Which language does the vlogger use?

We use the simple past to talk about actions that happened in the past.

Some verbs are irregular, like *see* – *saw*.

We saw lots of fishing boats.

The past tense of *to be* is *was/were*.

It was sunny and cool.

We were hungry.

To form the negative simple past, we use *did not* + the infinitive without *to*.

I didn't feel very well.

With the verb *to be* we use *was/were* + *not*.

The ocean wasn't rough.

We weren't lucky on the journey back.

To form questions we use *did* + infinitive without *to*.

Did she feel well?

Yes, she did. / No, she didn't.

With the verb *to be* we use *was/were*.

Was it a cool day?

Yes, it was. / No, it wasn't.

Were the people hungry?

Yes, they were. / No, they weren't.

Use It!

Watch the video and complete the sentences using the simple past.

*It **was** rainy.*

Now you try!

*They **had** breakfast this morning.*

*They **didn't** feel tired.*

*Did they **travel** by plane?*

*No, they **didn't**.*

GRAMMAR IN ACTION 2

The Viking Age

2.3

Hello! Today, I want to practice my presentation for history class. It's about the Viking exhibition. Who were the Vikings?

The Vikings were people who lived around 1,000 years ago.

They lived in Scandinavian countries like Denmark and Sweden.

They traveled by ship to Iceland and England and even to the Middle East.

The Vikings weren't peaceful. They raided villages and stole things.

The exhibition showed many different objects.

There was a Viking ship ... and there were some coins.

There was a photo of the kind of long house the Vikings lived in, but there wasn't any information about what they ate.

There weren't any Viking hats, because they didn't actually wear those.

They did have Viking hats in the gift shop, though!

It was an interesting exhibition. I hope you liked my presentation. Let me know in the comments! That's all. Bye.

Grammar in Action

There Was/Were

Which language does the vlogger use?

We use *there was* or *there were* to talk about situations in the past.

There was a Viking ship.

There were some coins.

The negative past tense of *to be* is *wasn't/weren't*.

There wasn't any information about what they ate.

There weren't any Viking hats.

Notice the word order for questions.

Was there a Viking ship at the exhibition?

*Yes, there **was**. / No, there **wasn't**.*

Were there any coins at the exhibition?

*Yes, there **were**. / No, there **weren't**.*

We use *some* and *any* with plural countable nouns and uncountable nouns.

Use It!

Look at the picture. Then say if the sentences are true or false.

There was a mirror.

True.

Now you try!

There weren't any spoons.

True.

There were some pillows.

True.

There weren't any scissors.

False.

START IT!

▶ So the Story Goes

3.1

A long time ago, there were no TVs, smartphones, or computers.

In fact, most people didn't even know how to read. So, what did they do in their free time?

They listened to stories! Storytelling is one of the oldest forms of entertainment. Telling someone a story was – and still is – a way to feel close to others, to share memories, and to teach important lessons. Storytellers were like actors.

They made the stories and characters exciting.

They didn't read the stories; they remembered them.

These stories connected the past with the present. This was important in cultures without a written language.

Often, storytellers traveled from village to village and shared stories with others, bringing new stories back with them.

People in different countries told stories in different ways.

Some even used song and dance!

These stories were usually about the same things: tales of ordinary life, or more exciting stories filled with drama, comedy and action, love and adventures. We know these old stories because people collected them. There were a number of famous European story collectors, like Charles Perrault.

He lived in France in the seventeenth century and wrote beautifully. As an old man, he started to collect popular old stories for children, such as *Little Red Riding Hood* or *The Sleeping Beauty*.

Jacob Grimm and his younger brother Wilhelm also collected stories.

The Brothers Grimm lived in Germany and collected most of their stories in the early nineteenth century.

They loved listening to old stories and decided to write them in books so that nobody forgot them. They collected more than 200 stories!

Their collection includes famous stories like *Hansel and Gretel* and *Snow White*.

Many of these stories are very old, but they are still popular.

Why? Because everyone likes a good story.

What are your favorite stories?

GRAMMAR IN ACTION 1

▶ Practice!

3.2

Hello! I have a story for you today about the first time I made a vlog.

As you know, I like making vlogs. I think I'm pretty good at it.

And I don't seem very nervous, do I?

Well, it wasn't always like that.

The first time I tried vlogging went like this ...

I was talking to the camera, but I was so nervous. I was afraid I was boring.

That video was so bad! I wasn't speaking clearly or looking at the camera.

So, I did it over, and over, and over.

And things were getting better, and better, and better!

At first, people weren't watching my vlogs. But now, over 300 people are following me.

So, the moral of the story is: Practice, practice, practice!

That's all. Bye!

Grammar in Action

Past Continuous

Which language does the vlogger use?

We use the past continuous to talk about actions in progress at a specific time in the past or actions interrupted by another action.

To form the past continuous, we use the past of *to be*: *was/were* + the verb + *-ing*.

I was talking to the camera.

Things were getting better.

The negative past tense of *to be* is *wasn't* or *weren't*.

I wasn't speaking clearly.

At first, people weren't watching my vlogs.

Use It!

Complete the sentences with the past continuous form of the verbs.

He **was dancing**.

Now you try!

They **were playing** music for hours.

It **was sleeping** in a tree.

We **weren't having** fun.

GRAMMAR IN ACTION 2

3.3 My Favorite Photo

Hello! Do you like taking photos? I love it. This photo is one of my favorites because it's the funniest. What do you think? Were these horses smiling? One day, my sister and I went for a walk in the country. While my sister and I were walking, we saw some horses. I wanted to take their photo, but they were scared of us. My sister had an apple with her. Horses love apples. She held it out and the horses came over. When I took this photo, she was holding the apple over my camera. The horse really wanted that apple. So my sister gave it to him. Do you have a story about one of your photos? Share it! Bye!

Grammar in Action

Past Continuous: Questions

Which language does the vlogger use?

We use the past continuous to talk about actions in progress at a specific time in the past or actions interrupted by another action.

To form past continuous questions, we use the past of the verb *to be*: *was* or *were* + verb + *-ing*.

Notice the word order of the questions.

Was his sister holding an apple?

Yes, she was. / No, she wasn't.

Were these horses smiling?

Yes, they were. / No, they weren't.

Simple Past and Past Continuous

We use the simple past for short actions that interrupt a longer action in the past continuous.

While my sister and I were walking, we saw some horses.

The simple past action can also be at the beginning of the sentence.

When I took this photo, she was holding the apple over my camera.

Use It!

Complete the sentences with the correct form of the verbs.

*While they **were walking** through the park, they **saw** some deer.*

Now you try!

*When they **took** the photo, it **was raining**.*

*While they **were walking**, they **crossed** a narrow bridge.*

*As he **was thinking**, he **had** an idea.*

*As they **were eating**, she **got** a phone call.*

GLOBETROTTERS

3.5 A Bee's Story

Do you know the saying "as busy as a bee"?

Well, in Slovenia the bees are very busy, making almost two million kilograms of honey every year!

Slovenia is a small country in southern Europe. You can run up and down mountains, walk along beaches, go across rivers, and walk through beautiful forests.

Slovenia is home to about two million people and to many, many bees. Beekeeping is a very old tradition in Slovenia, and, in the past, almost every farm kept honeybees. People used the honey not only to make food and drinks sweet, but also to make medicine.

And they made candles out of the beeswax. Today,

almost 10,000 people have their own bees.

The Slovenian bees don't get angry or upset easily, and most people here aren't nervous around them or afraid of them.

Instead, they are interested in bees and get excited.

Slovenia even started World Bee Day!

This love of bees started another tradition in the middle of the 18th century. Artists started painting the wooden boxes for the bees with scenes and characters from history and popular folk tales.

Why were they doing this?

A long time ago, many painters traveled through the country.

When they were tired and they were not sleeping under the stars, they stayed on farms.

To thank the farmers, they painted the pictures over the bees' doors.

Some people think the pictures probably helped the bees fly into the right box.

And the pictures told stories.

At that time, most people couldn't read or write, but

they understood the pictures on the beautifully painted boxes – and people still do.

Aren't these beautiful pictures a little bit like modern-day comics?

START IT!

▶ Helping Hands 4.1

Helping others is fun!
And every year, millions of people do it in their spare time – for free.
Why do they do this? Because they want to make a difference!
There are so many ways you can help.
You can do it in the evening, on the weekend, or when you are on vacation.
You can often do just about anything in or near your hometown.
So, what type of helper are you?
Do you like building things? Then help on a building project!
These projects build and repair houses for families with little money.
Did you know that helping others can teach you new skills?
And these skills can help you find a job in the future.
Last year, these teenagers learned how to build a house.
And this group repaired a community center.
Working on a team is a great way to meet new friends.
Do you love being outside and getting your hands dirty?
Then help out on an organic farm!
Did you know that helping others is good for you? It can make you healthier and keep you fit.
These teenagers are learning all about life on a farm.
They're growing vegetables and taking care of animals.
It doesn't matter if it's hot or cold, foggy or sunny.
They're having lots of fun.
Or do you like caring for others? Then help older people!
Did you know you can really improve their lives?
Every year, many young people help elderly men and women so that they can continue to live in their own home.
They go shopping for the person, keep them company, and read to them. And, usually, the young people learn a lot, too.
There's no time to feel bored and lonely.
Remember: what you give is what you get!
When was the last time you made a difference?

GRAMMAR IN ACTION 1

▶ When I Was Young ... 4.2

Hello! Welcome to my vlog.
I've been thinking about what I was like when I was younger. I've changed so much! For example, I really wanted a horse when I was ten. But I didn't have any money!
And horses are the most expensive pet you can have!
So I couldn't buy a horse.
But I loved horses.
I drew pictures of them all the time. After a couple of years, I could draw horses very well.
Now that I'm older, I still like horses. But, there are other things I'm more interested in.
I have a job ... babysitting, and I'm saving my money so I can go to the Beyoncé concert!
Well, that's my story. What about you? What were you like when you were ten?

Grammar in Action

Could + Infinitive

Which language does the vlogger use?

We use the past tense of *can* – *could* to talk about a general ability in the past. We use *could* + the infinitive without *to*.

I could draw horses very well.
I couldn't buy a horse.

Notice the word order in questions.

Could she get a horse?

Yes, she **could**. / No, she **couldn't**.

Use It!

Complete the sentences using *could/couldn't*.

He **could** swim.

Now you try!

He **couldn't** sing well.

She **could** run fast.

Could they charge their laptop with solar power?

Yes, they **could**.

Could you take your own food to school?

Yes, I **could**. I prepared it every morning.

Could you walk to school?

No, I **couldn't**. It was too far away.

GRAMMAR IN ACTION 2

Time to Volunteer

4.3

Hello! Do you volunteer in your community? A lot of students at my school volunteer, like my friend, Sally. She volunteers at the local vet's. Some people don't volunteer because they have too many things to do. They say, "I'm too busy to volunteer! I have too much homework." Or, "I don't have enough time." Let me tell you about my experience ... Well, one day, my IT teacher asked me to volunteer at the library with helping people use computers. When I solve a computer problem for people, I'm learning, too. And that helps me with my IT class at school. Plus, I really enjoy it! So, what can you do to help others and learn at the same time? Try it. You have enough time to do the important things. Bye!

Grammar in Action

Too, Too Much, Too Many

Which language does the vlogger use?

We use *too* to say that something is more than needed.

We can use *too* + adjective.

I'm too busy to volunteer!

We use *too* + *many* with plural countable nouns or *too* + *much* with uncountable nouns.

They have too many things to do.
I have too much homework.

(Not) + Enough + Noun

We use *enough* to talk about necessary amounts.

You have enough time.

We form the negative with *not* + *enough*.

I don't have enough time.

Use It!

Complete the sentences with *too*, *too much*, or *too many*.

He's carrying **too many** boxes.

Now you try.

She's **too** tired to study.

John spends **too much** time at work.

There are **too many** people at big concerts!

START IT!

▶ Home, Sweet Home 5.1

Where do you live?

Probably in a house or an apartment in a city or a town.

Just like many other teenagers.

In fact, more than 50% of the world's population lives in cities.

But some people don't like living in cities. They think they are too expensive and too busy. So, where do they live?

Some people live on islands. Like this. Or like this.

You're sure to be alone here!

Some people prefer to climb up a tree and live near the birds.

Or like a bird! Other people want to go up even higher than a tree. And live on a mountain. Like on Katshki Pillar in Georgia. But how do you get up there?

Some people live on or near another kind of mountain: a volcano!

Can you guess why? One reason is that the land is great for farming. And it's usually beautiful.

Did you know that people also live in mountains? In China, more than 30 million people do!

In Mesa Verde in Colorado, people were living in this mountain more than 1,000 years ago.

And some of these houses in Iran are more than 700 years old.

Why did people build homes in mountains?

They felt safe here. And these caves stayed dry in the winter and cold in the summer.

Just like the underground houses called dugouts in Coober Pedy, Australia. In the summer, it can get very hot here – up to 47 degrees Celsius! The best place to be is under the ground!

Some people don't like living under or even on the ground!

They prefer to live on the water, on what we call houseboats.

More than 30,000 people live on houseboats in the UK.

It's cheaper than normal houses and you can always have different neighbors!

Can you think of other unusual places to live?

GRAMMAR IN ACTION 1

▶ Which Do You Prefer? 5.2

Hello again! Today, we're going to play, "Which do you prefer?" Um, or I'm going to play it, and you can play along at home.

Which bedroom do you prefer?

Bedroom one is wide enough for a bed. But that's all! It isn't big enough.

Bedroom two: It's not clean enough! It's not clean at all!

Next bedroom, bedroom three: It's lovely! The other rooms aren't as lovely as this one.

Which building do you prefer?

This is the Guggenheim Museum in Bilbao, Spain.

And this is the Sydney Opera House in Australia.

The opera house is older, but the museum is as famous as the opera house. And the opera house isn't as interesting as the museum, but I prefer it. I think it's more beautiful.

So, which ones did you prefer?
Bye!

Grammar in Action

(Not) As ... As, (Not) ... Enough

Which language does the vlogger use?

We use *as* + adjective + *as* to compare the same quality of two things.

The museum is as famous as the opera house.

We form the negative with *not* + *as* + adjective + *as*.

The opera house isn't as interesting as the museum.

We use adjective + *enough* when something is sufficient.

Bedroom one is wide enough for a bed.

We form the negative with *not* + adjective + *enough*.

It isn't big enough.

Use It!

Complete the sentences using *is (not) + adjective + enough*.
The bookcase **isn't large enough** for all the books.

Now you try!

The room **isn't wide enough** for a sofa.

He **isn't old enough** to drive a car.

This room **isn't large enough** for my parents.

This room **isn't clean enough** to study in.

GRAMMAR IN ACTION 2

▶ Making Chores Fun

5.3

Hello! Today's question: How do you make chores fun?

I have to vacuum the living room, and I have to help clean the kitchen. It's kind of boring.

So how do you make chores fun?

Syd from Brazil says he has to load the dishwasher at his parents' restaurant!

Wow! That must be a lot of dishes.

Do you have to do the cooking, too?

No, I don't. But I want to learn.

Great!

OK, Brigit from Portugal: She has to help watch her baby brother.

It's fun because he's so cute!

Harumi from Japan says, "I don't have to clean at home. But we have to clean our school every day. Doing chores with friends can be fun!"

Thanks for the great ideas! Doing chores will be so much more fun now! Bye!

Grammar in Action

Have To

Which language does the vlogger use?

We use *have to* to talk about obligations.

I have to vacuum the living room.

We have to clean our school every day.

He has to load the dishwasher.

She has to help watch her baby brother.

To form the negative, we use *don't/doesn't + have to*.

I don't have to clean at home.

She doesn't have to clean at home.

We use *do* to form questions. Notice the word order.

Do you have to do the cooking, too?

Yes, I do. / No, I don't.

Does Syd have to help his parents?

Yes, he does. / No, he doesn't.

Use It!

Say the sentences using *have to* or *don't have to*.

She **has to** load the dishwasher.

Now you try!

They **have to** help with the gardening.

He **doesn't have to** vacuum.

We **don't have to** feed the cat.

GLOBETROTTERS

▶ Living in a Ger

5.5

Wide open spaces as far as the eye can see... This is Mongolia, a country of extremes, with temperatures jumping from -43 to 38 degrees Celsius.

Mongolia is a big country in Asia, but only three million people live here. About 1/3 of them have a nomadic life. These nomads love being free and living outdoors in traditional round tents, called gers. And they love taking care of their goats and sheep, horses, yaks, and camels.

They need lots of fresh grass to feed their animals, so they have to move to new places a couple of times a year. Every time they move, they have to take down their ger and pack everything. They can do this in less than 2 hours! For these nomads, the location is temporary, not their ger.

Ger is the Mongolian word for "home." And a home it is: there are comfortable beds, carpets on the floor, bookcases, and wardrobes.

Usually, they don't have armchairs, desks, sinks, or fridges. But they have pictures and TVs! They get electricity from the sun.

Do you think the ger is not big enough for the whole family? It is! Everyone lives in one room. There are many chores. The children have to make their beds and clean the living room. They don't have to vacuum or do the ironing, but they have to help outside.

They don't usually have dishwashers or washing machines, so they have to do the dishes and the laundry by hand. They cook on a wood stove in the middle of the ger. There are no windows, but a hole in the ceiling lets out the smoke.

These gers are just right for the weather here. They are very warm in the winter and stay cold and comfortable in the summer.

This is the Mongolian way of life! Do you like it?

Do you want to live in a ger?

START IT!

6.1 Heads Up!

Making calls.

Texting and sending messages.

Listening to music.

Playing games.

Taking pictures.

Yes, smartphones are amazing. Today, people use their phones all the time: while they are walking across the street, riding their bikes through town, eating a meal, and when they are hanging out with their friends.

Everywhere!

Do you also like to look at your screen most of the time? Probably.

But did you ever think about the dangers?

Ouch!

People are having accidents and getting hurt while using their phones.

That's because it's hard to concentrate on two things at the same time.

Many people think they can use their phone, drive, and watch for traffic.

Often they think they are walking in a straight line. And when they are wearing earphones, they can't hear some important sounds in time, for example, from a car. That can be very dangerous. This woman was lucky.

Because these dangers are so great, many cities are trying to find ways to make it safer for people who use their phones while walking.

In some cities in China, there are sidewalks with special "smartphone lanes": one side is for phone users and the other side is for people who are not using their phones. In Seoul in South Korea and Stockholm in Sweden, special signs tell pedestrians it's dangerous to use their phones while walking.

In London, England, some lampposts are padded to make them safer for phone users.

And don't cross the street while texting in Honolulu, in the U.S. or you will get into trouble with the police!

What do you think: are these things good? Or is there something you can do?

Why not put your phone away and your head up?

Don't use your phone while walking.

Or at least look up now and then to see where you are going!

GRAMMAR IN ACTION 1

6.2 Accidents in the Home

Hey there! We learned about health and safety at school today. It was pretty interesting.

I wanted to share with you some of the things we looked at.

Do you know what to do for a burn?

Well, if you get burnt, you must not put anything on it. And you should hold the burn under cold water for 20 minutes. Burns can be dangerous. That's why you must always be careful when cooking and around hot water. What about if you trip over? Maybe on some toys your little sister left on the stairs, like what happened to me!?

Well, first of all, you shouldn't leave things on the floor. And if you do fall and sprain an ankle, then you should put some ice on it to stop the swelling.

Well, those are just a few things we learned. Do you know any other health and safety advice? Let me know in the comments. Bye!

Grammar in Action

Should and Must

What language does the vlogger use?

We use *should* and *shouldn't* for advice.

You should hold the burn under cold water.

You shouldn't leave things on the floor.

We use *must* and *must not* for strong advice and rules.

You must always be careful when cooking.

You must not put anything on it.

Notice: We use *should* and *must* with the infinitive without *to*.

Use It!

Remember the rules and advice. Then look at the photos and complete the sentences with *should*, *shouldn't*, *must*, or *must not*.

Players **must** wear their uniforms.

You **must not** use your phone during exams.

You **should** take off your shoes at the front door.

You **must** be quiet in the library.

Players **must** wear their uniforms.

Now you try!

You **must not** use your phone during exams.

You **should** take off your shoes at the front door.

You **must** be quiet in the library.

GRAMMAR IN ACTION 2

▶ How to Fall Safely!

6.3

Hello! Today we're going to talk about how to fall ... safely! "Safely?" Isn't falling dangerous? It is.

When you learn a new sport, you fall down a lot. So it's important to learn how to fall down safely.

If you fall off a surfboard, you fall into the water. And water doesn't hurt that much.

But what about skateboarding?

If you fall off a skateboard, you'll try to stop yourself with your hands. And you'll probably hurt your wrists.

Instead of putting out your hands, keep your hands and elbows in and roll onto your shoulder. It won't hurt as bad if you do this. Rolling can protect you when you fall.

Remember that, next time you're biking, ice skating, or skateboarding!

That's all for today! See you next time!

Grammar in Action

Zero Conditional and First Conditional

Which language does the vlogger use?

We use the zero conditional to talk about possible situations in the present or situations and their results that are always true.

If you fall off a surfboard, you fall into the water.
Rolling can protect you when you fall.

The *if* or *when* clause is the condition or situation. The other clause is the result. Both parts of the sentence are in the simple present.

We use the first conditional to talk about possible situations in the future.

If you fall off a skateboard, you'll try to stop yourself with your hands.
It won't hurt as bad if you do this.

We use the simple present in the *if* clause. We use the simple future in the other clause.

Use It!

Make sentences. Use the first conditional with *if*.

*If you touch a wasp, it **will** sting you.*

Now you try!

*If you take a map, you **won't** get lost.*

*You'll be safer **if** you swim near the lifeguard.*

If you don't take a jacket, you'll feel cold.

START IT!

7.1 Changing Technology

What do *this* and *this* have in common? Well, they are both small.

And they are very useful.

If you think these are just normal old stones, think again. They are ancient tools, the first technology people ever developed.

These tools helped humans survive.

Over the next 3 million years, people learned how to make many more new and wonderful things. Most of these things made life easier and more comfortable. Can you imagine life without these things? Or without tablets?

But how did we get from this to this? Well, let's go back 2,000 years to the very first "tablet": the abacus. People used this device to count and keep track of money and other things for a very long time. Then, between 1642 and 1644, Blaise Pascal made the Pascaline, a calculator or adding machine that worked with gears and wheels. In 1837, Charles Babbage designed a programmable computer: the "analytical engine." Here you can see a model of the machine in a museum.

It took more than 100 years until the world saw the beginning of the modern computer age and the first programmable, electronic computers, like the ENIAC, from 1945.

These early computers were very big and heavy. You had to wait for days, not seconds, to complete a task. Nobody had a computer at home!

The first personal home computers arrived in 1976 with machines like this.

And they kept coming. People could finally buy and use a computer in their own home.

Your parents probably played video games on computers like these. Computers got smaller and faster – and light enough to carry around. In the 1990s, the Internet and computer networking made computers really powerful.

The rest is history!

What new technologies do you think there will be in the future?

GRAMMAR IN ACTION 1

7.2 How Vlogging Has Changed Me

Hello! A viewer wrote to me and asked: "How have you changed since you started your vlog?" This is a great question, and it really got me thinking.

I started this vlog about a year ago. Since then, I've learned how to create a vlog: how to use camera, do sound and lighting, and edit. It hasn't made me a technical genius, but I know a lot more now. But I think the best thing is that the vlog has given me so many friends! I chat online with people from all around the world now. It's exciting! Most of my friends upload photos to social media sites. But they haven't connected with people like I have. So, I think I've changed because I know more about the world now.

What about you? Have you learned anything new this year? Bye for now!

Grammar in Action

Present Perfect

Which language does the vlogger use?

We use the present perfect to talk about past actions with present results.

The form is *has/have* + past participle.

I've learned how to create a vlog.

The vlog has given me so many friends.

To form the negative, we use *has/have not* + the past participle.

They haven't connected with people like I have.
It hasn't made me a technical genius.

Use It!

What's wrong? Say what happened using the present perfect.

What's wrong?

*He **has broken** his tablet.*

Now you try!
What's wrong?
I haven't charged my phone.
What's wrong?
We have played this game already.
What's wrong?
He hasn't done well on the exam.

GRAMMAR IN ACTION 2

▶ What Will I Be? 7.3

Hello! Today I answer questions viewers like you have written in.
 Question 1: What will you be ten years from now?
 That's a big question! Let me see. I'll make movies or videos.
 I might work as a movie director, but I won't be an actor.
 Even though I like to vlog, I prefer to be behind the camera.
 Question 2: How will you change your vlog in the future?
 Hmm. To make a vlog look better, I'll learn about special effects. And I may interview people I meet on the street.
 Question 3: What invention will we see in the future?
 Hmm, I'd love to see flying cars! Someone has to invent them! Who knows ... it might be me. What invention do you think we'll see in the future? You can tell me in the comments. Bye!

Grammar in Action

Will/Won't, May, and Might

Which language does the vlogger use?

We use *will* (or *won't*) to make predictions we're certain will happen in the future.

I'll make movies or videos.
 I won't be an actor.

We use *may*, *might*, or *might not* to make predictions we're not certain will happen in the future.

I may interview people I meet on the street.
 I might work as a movie director.
 It might be me.

The form of the verb after *will*, *won't*, *may*, and *might* is the infinitive without *to*.

Use It!

Make sentences. Use *will*, *might*, or *may (not)*. More than one answer may be possible.
I'll buy a camera to take photos.

Now you try!

He may not want to travel by plane.
He might not want to travel by plane.
She won't be able to walk to school.
We may use jetpacks to get around town
We might use jetpacks to get around town.

GLOBETROTTERS

▶ Hello, Robots! 7.5

If you come to Japan, you might say hello to a robot. Japan is one of the leaders in robotics, and robots are everywhere. Even young schoolchildren learn how to build robots.
 Some robots look and behave just like people! They are called androids.
 Dentists practice on androids that have teeth.
 Other androids act in movies or work in hotels.
 But not all robots look like people.
 There are over a quarter of a million industrial robot workers.
 These robots can do a lot of hard work quickly, like building cars. At Tokyo airport and train stations, robots answer questions, carry luggage, and make sure everyone is safe. Robots can do household chores and work at restaurants and stores.
 Some robots can work in water or ride a bike.
 Other robots can do dangerous jobs and help firefighters and other rescue workers.
 People wear robotic suits to help in accidents. If you can't walk, exoskeletons will help you get around on foot again. They can also help you lift and carry heavy things, like boxes or people.
 Why have robots become so popular in Japan? Robots have been part of Japanese culture for a long time. The first robot in Japan was called Gakutensoku.
 It didn't have computer chips, software, webcams, or a screen, but it was high-tech in 1928!
 Japanese people often think of robots as friends or heroes. And Japan will need more robots because, by 2065, nearly 40 percent of the population will be 65 years or older.
 There won't be enough people to do all of the work. Robots like Robear or Paro the seal are already taking care of old people.
 What do you think is the future of robots?

START IT!

▶ Our Greatest Achievement

8.1

Many people believe that landing on the moon in 1969 was our greatest achievement. When astronaut Neil Armstrong stepped onto the moon, he said his famous words: "That's one small step for man, one giant leap for mankind." What did he mean? A giant leap is a very big jump. Armstrong only had to lift his foot and put it down on the moon. That was a small step. But it was amazing that humans were stepping onto the moon. What a leap – from flying kites to flying into space! What do you think our greatest achievement is? If you ask people on the street, you'll get different answers, such as climbing Mount Everest, building the pyramids of Giza, or painting the Mona Lisa. Some people say that learning how to make fire is our greatest achievement because it changed how people lived. Others think the Internet is the greatest achievement because you can travel the world from your armchair. And then, there are great achievements in music and literature. And many achievements in medicine that keep us safe from dangerous illnesses. If you are sick, you won't want to fly to the moon! And isn't learning how to walk one of our greatest achievements? It's difficult to agree on what our greatest achievement is. But what about your own greatest achievement? What have you been able to do? Something that makes you feel proud and happy. It doesn't have to change the world, just your life. Are you good at sports or at painting pictures? Maybe you can make wonderful things or make someone happy. If you think about it, making people laugh is a great achievement, too. You can do amazing things when you want to. You just have to try!

GRAMMAR IN ACTION 1

▶ My Friend Joann

8.2

Hello! Today, I'm interviewing my friend Joann for my school art project.
Hi, Joann.
Hello, Sophia.
 Let's start.
Have you ever won an art competition?
Yes, I have.
Has she ever lost an art competition?
Have you ever lost an art competition?
Um, no ... I don't think so.
 No, she hasn't.
You're very talented.
How many countries have you visited?
Three. The UK, Spain, and Portugal.
 Joann and I went to Spain together with our school!
Have you visited many museums?
Yes, I have. The Prado in Madrid is my favorite.
How about you?
I haven't been to lots of museums, but I like the Tate Modern in London.
 Oh! We're out of time. I have basketball practice in 10 minutes.
Time to go! Bye!
 Bye!

Grammar in Action

Present Perfect for Experience

Which language does the vlogger use?

We use the present perfect to talk about experiences in the past without saying when.

We use *has/have* + the past participle.

We have visited many countries.

She has visited the UK, Spain, and Portugal.

We use the negative form of *have* to form negative sentences.

I haven't been to lots of museums.

He hasn't read that book.

To form questions, we use *has/have* + *ever* + the past participle.

Have you ever won an art competition?

Yes, I have. / No, I haven't

Has she ever lost an art competition?

Yes, she has. / No, she hasn't.

Use It!

Look at the picture and complete the sentences.

Has he ever gone snowboarding?

Yes, he has.

Now you try!

Has she ever had a lot of money?

No, she hasn't.

Have you ever seen an emu?

No, I haven't.

Have they ever met someone famous?

Yes, they have.

Has he ever performed on stage?

Yes, he has.

GRAMMAR IN ACTION 2

Everyone Should ...

8.3

Today in class we did a debate about the most important things in life. Let's see if you agree with my ideas.

1 A skill everyone should learn

To cook? No, ... anywhere you go, somebody can cook. They can do it.

I think everyone should learn to speak English. People speak it all over the world, so it's really useful!

2 A place everybody should visit

Egypt? Rome?

It's important to visit somewhere very different. Somewhere far from where you live now.

3 Someone everyone should know

Everybody should know himself, or herself. If you can understand yourself, you can achieve anything.

4 Something nobody should be without

That's easy: Love! Love is all you need ...

And maybe a smartphone. Nothing is more useful than a smartphone these days.

Let me know what you think! Bye!

Grammar in Action

Reflexive Pronouns

Which language does the vlogger use?

We use reflexive pronouns when the same person or thing is both the subject and object of the verb.

The form is *-self* for singular subjects.

Everybody should know himself or herself.

If you can understand yourself, you can achieve anything.

We use *-selves* for plural subjects.

We've brought **ourselves** something to eat.

They usually cook for **themselves**.

Indefinite Pronouns

We use indefinite pronouns to refer to people, things, or places without saying exactly who or what they are.

For people, we use *-one* or *-body*.

someone, somebody, everyone, everybody, no one, nobody, anyone, anybody

For things, we use *-thing*.

something, everything, nothing, anything

For places, we use *-where*.

somewhere, everywhere, nowhere, anywhere

Anywhere you go, somebody can cook.

It's important to visit somewhere very different.

Nothing is more useful than a smartphone these days.

Use It!

Complete the sentences with reflexive and indefinite pronouns.

Cats always wash **themselves** after eating.

Now you try!

Someone left the lights on, but **no one** is home.

Camping isn't **something** I see **myself** doing this summer.

If there isn't **anybody** in the room, the bird will talk to **itself**.

START IT!

▶ Feel the Music

9.1

Have you ever thought about a world without music? Probably not. Music is an important part of life. Sometimes even before birth! Most people enjoy music at some point during the day. You might tap your feet or fingers to a tune on the radio or start dancing. Or maybe you sing to yourself, just for fun? If there is one thing that people all over the world have in common, it's music. Even if you come from different countries, you can speak the same language: the language of music. You can play music, compose music, and listen to music. But what do you do if you can't hear with your ears? You *feel* the music! Like Scottish musician Evelyn Glennie. Because she has lost most of her hearing, Evelyn uses every part of her body to feel and listen to the music. How does she do that? Music is a mix of sounds, from a voice or an instrument. And sounds are vibrations. If you turn up the music at home, you might feel and see the beat. Evelyn Glennie usually plays with nothing on her feet during her performances to feel the music better. Have you ever felt sad or happy when listening to music? Or even started to cry? That's because music can make you remember something and make you have strong feelings. A study has shown that people in the hospital feel better after listening to music. They were less afraid and less worried. And they needed less medicine for their pain. Amazing! Music is good for you! So, start singing or get your instrument and play a tune!

GRAMMAR IN ACTION 1

▶ Which Festival?

9.2

Hi. Today, I need your help because I've got a really important decision to make: which music festival to go to. There's The All-Stars Festival. The music will be hip-hop and electronic dance music. My friend Fiona is going to get tickets for this festival. She's not a music fan, and she's not going to listen to the music. She'll take photos the whole time. Or should I go to the Local Talent Festival? It has all kinds of music: from reggae and rock, to folk and jazz. My friend Evita likes rock. So I asked her, "Are you only going to watch the rock bands?" And she said, "Yes!" But I want to see all the bands! They're going to play together at the end of the festival! And some musicians aren't going to tour again. Which one do you think I should go to? Don't forget to tell me in the comments.

Grammar in Action

Going To

Which language does the vlogger use?

We use *going to* to talk about the future.

The form is *to be + going to + the infinitive without to*.

My friend Fiona is going to get tickets for this festival.

They're going to play together at the end of the festival.

To form the negative, we use *isn't/aren't + going to + the infinitive without to*.

She's not going to listen to the music.

Some musicians aren't going to tour again.

Notice the word order for questions.

Is Evita going to watch all the bands?

Are you only going to watch the rock bands?

Will and Going To

We use *will/won't* to make predictions about the future.

She'll take photos the whole time.

We use *going to* to talk about intentions.
They are going to watch TV.

Use It!

Talk about intentions using *to be + going to* or predictions using *will*.

What are they going to do this afternoon?

They're going to build a robot.

Now you try!

What do you think he'll do?

I think he'll dance.

Where are they going to go on Saturday?

They're going to go to the movies.

How will the movie be?

It'll be funny.

Where is she going to go on the weekend?

She's going to go to the mountains.

How will the weather be?

It'll be cold.

GRAMMAR IN ACTION 2

▶ The Trouble with Making Plans

9.3

Hello again, everyone!

Sometimes it's difficult to make plans, isn't it?

Does this ever happen to you?

Hi, Paulo! Are you doing anything on Saturday night?

Hey, James! Sorry, I'm going to a family party on Saturday night. But I'm not doing anything on Sunday.

I'm busy Sunday. OK. Next time.

Hey, Noah! Want to go to the sci-fi movie on Saturday night?

What time does the movie start?

It starts at 7:30.

Too bad! I can't make it! I'm playing football until 7:30.

OK. Next time.

Hey, Ali. What are you doing on Saturday night?

I'm going to see the new sci-fi movie. Want to come?

Sure! 7:30?

No, I'm going to the 9:30 show.

That's too late!

OK. Next time.

Oh, well! Time to watch TV.

What about you? What are you doing on Saturday night? Bye!

Grammar in Action

Present Continuous for Future

Which language does the vlogger use?

We use the present continuous to talk about fixed plans and arrangements in the future.

The form is *to be + verb + -ing*.

I'm playing football until 7:30.

I'm not doing anything on Sunday.

Notice the word order for questions.

Are you doing anything on Saturday night?

Simple Present for Scheduled Events

We use the simple present to talk about scheduled events in the future.

What time does the movie start?

It starts at 7:30.

Use It!

Look at the photos and answer the questions.

Are you doing anything on Tuesday?

I'm not doing anything on Tuesday.

Now you try!

Are you doing anything on Wednesday?

I'm cooking dinner for my family on Wednesday.

Are you doing anything on Thursday?

I'm seeing a play on Thursday evening.

What time does the game start on Friday?

The game starts at 6:30 on Friday evening.

GLOBETROTTERS

▶ The Schuhplattler

9.5

Clapping. Stamping. Hopping.

These actions are part of a dance called the Schuhplattler.

But what is it? It's not a form of tap dancing or modern dance. And it's not breakdance.

The Schuhplattler is a traditional folk dance from the eastern Alps.

It's very popular in Bavaria, in southeastern Germany.

There are many traditions in Bavaria, such as bringing the cows down from the mountains for the winter.

Or "finger wrestling," a sport in which you try to pull someone over the table. Ouch!

And there are many traditional dances.

Bavarian dancing is all about having fun. If there is something to celebrate, people will dance, usually

to a live band with trumpets, saxophones, drums, accordion, and guitar.

The Schuhplattler is the most famous folk dance in Bavaria. It began as a dance for two, just like ballroom dancing. The dancers wear traditional clothes that show where they come from.

Usually the name of their region is written right here.

The boys and men wear Lederhosen, leather shorts. The girls and women wear colorful dresses called Dirndl.

The girls spin across the stage, turning around and around. They have to be careful or they might fall off the stage.

At the same time, the boys show off their moves. Very often, only the boys perform on stage.

The performers stamp their feet and clap their hands.

Then they hit the bottom of their shoes (in German, *Schuhe*) with their hands held flat (or *platt*).

It's great exercise!

Some new boy bands have made the old-fashioned Schuhplattler very popular again.

Their music mixes German folk with rock, pop, and hip-hop.

It might look easy. But you should practice before you go on stage.

If you like dancing, you are going to love the Schuhplattler!

WORKBOOK ANSWER KEY

Welcome Unit pp4-7

VOCABULARY AND READING

1 b 6 c 11 d 8 e 9 f 4

- 2 2 rugby
3 track and field
4 sailing
5 hockey
6 gymnastics
7 volleyball
8 basketball
9 swimming
10 windsurfing

3 making pizza

- 4 2 doesn't cycle
3 good
4 speaks
5 eating

EXPLORE IT!

1 cm

GRAMMAR IN ACTION AND VOCABULARY

- 1 2 goes
3 don't see
4 write
5 makes
- 2 2 What sports does Carla do? Carla plays hockey and does gymnastics.
3 Where does Nico's father work? Nico's father works in a pizzeria.
4 What does Nico know a lot about? Nico knows a lot about pizza.
- 3 2 Iris is never late for hockey practice.
3 Paul always takes great photos.
4 Molly sometimes sits next to her friend.
5 Do you usually listen to loud music?

4

T	N	O	H	M	C	H	S	A	L	J	N
A	Z	Q	S	O	I	B	C	D	S	G	H
B	U	R	R	N	O	A	L	H	S	S	J
L	Y	D	K	E	Y	S	H	E	F	C	H
E	F	M	W	Y	R	P	S	A	O	H	G
T	V	L	S	I	E	T	D	D	P	A	C
F	K	S	C	P	A	S	S	P	O	R	T
K	V	W	J	H	D	S	U	H	R	G	O
L	A	P	T	O	P	D	B	O	T	E	S
O	B	U	P	N	L	P	D	N	A	R	A
U	C	A	M	E	R	A	C	E	B	R	L
T	E	Y	N	J	A	N	W	S	L	E	G
D	S	K	L	H	Q	L	D	A	E	D	F
B	U	S	P	A	S	S	P	N	M	O	V

LISTENING AND GRAMMAR IN ACTION

1 bus stop

2

	Gymnastics Class	Running Club	Photography Club	Play Video Games
Hannah	✓	✗	✓	✗
Joe	✗	✓	✗	✓

3 2 F 3 T 4 F 5 T 6 F

4 2 playing 3 speaking 4 using 5 writing
6 helping

5 2 Does, have; he does 3 Do, have; they don't
4 Do, have; you don't 5 Do, have; we do
6 Does, have; she does.

6 2 have 3 Do we have 4 do 5 has 6 listening
7 has 8 doesn't have 9 sharing 10 love

WRITING

1 on Sundays

2 2 T 3 F 4 F 5 F

- 1 Victor's favorite free-time activity ... (paragraph 2)
- 2 My name's ...; Victor's nine ... (paragraph 1)
- 3 He practices on Mondays, Wednesdays, Fridays,
and Saturdays! (paragraph 2)

4 My friend Mason has a big family. He has two brothers, two sisters, and 35 cousins. They all live on the same street! In Mason's house, there are a lot of pets. They have two dogs, three cats, four rabbits, and a parrot! They have a big house and a big yard, so there's lots of space!

Unit 1 pp8-15

1 2 sports show 3 documentary 4 drama
5 game show 6 talk show 7 soap opera
8 the news 9 comedy 10 cooking show
11 cartoon 12 reality show

2 2 cooking 3 talk show 4 comedy 5 the news
6 cartoons

3 2 the news 3 sports show 4 cartoon
5 game show 6 reality show

4 2 cooking shows 3 comedies 4 talk shows
5 soap operas 6 streaming series

60

1 Manny Ellis

2 2 fact 3 billion 4 live 5 support

3 2 a comedy show 3 at her friend's house
4 soccer 5 a documentary about the Olympics
6 on the side of the road / at the *Vuelta a España*

4 Students' own answers

1 2 is making 3 are watching 4 is sitting
5 isn't eating 6 Are you waiting

2 2 's/is preparing 3 're/are waiting 4 's/is making
5 aren't/are not crying; 're/are laughing
6 'm not/am not watching; 'm/am working

3 b What is Anita doing on the computer? 1
c Why are you all standing there? 3
d What is Miguel doing in the park? 4
e Why is Paul working late tonight? 2
f What are you watching on TV? 6

4 2 Are we listening to the instructor? No, we aren't.
3 Is she waiting for the next episode? Yes, she is.
4 Are they enjoying the show? No, they aren't.
5 Are you sending a message to a friend?
No, I'm not.
6 Am I helping you? Yes, you are.

5 2 'm using 3 'm writing 4 Are, taking
5 'm preparing 6 're learning 7 're working
8 'm looking forward to

[illegible]

2 2 e 3 d 4 a 5 c

3 1 Sydney, Australia 2 four 3 New Road

4 2 b 3 a 4 b 5 c 6 c

5 Students' own answers

GRAMMAR IN ACTION

1

Present Simple	Present Continuous
always every day every week never	at the moment right now this afternoon today

- 2 2 love 3 takes 4 're watching 5 don't come
6 make
- 3 2 I'm watching a good TV drama at the moment.
3 We sometimes eat our lunch outside in the summer.
4 The sound engineer never talks to the actors.
5 Are you listening to your teacher right now?
6 My sister is taking a guided tour of Sydney now.
- 4 2 Their little brothers are playing happily. happily
3 Our parents teach us to say "thank you" nice. nicely
4 Be carefully! That camera is very expensive! careful
5 You're doing your homework very good at the
moment. well
6 She's playing the guitar beautiful now. beautifully

- 5 2 quietly 3 slowly 4 loudly 5 hard 6 badly

WRITING

- 1 because his stories are funny, but they are never
mean or offensive
- 2 1 Australia 2 15 million people
3 He laughs so much that he cries.
- 3 a 2 b 3 c 1
- 4 1 and; c 2 but; a 3 or; b
- 5, 6, and 7 Students' own answers

REVIEW 1

- 1 1 h 2 f 3 e 4 d 5 a 6 g 7 b 8 c
- 2 1 camera operator 2 script 3 costume
4 director 5 lights 6 set 7 makeup artist
8 sound engineer 9 actor 10 digital camera
- 3 1 are you doing 2 'm/am writing 3 's/is working
4 Is he filming 5 's/is traveling 6 's/is cooking
7 are you sending 8 'm/am hoping
- 4 1 'm/am writing, email 2 watch, 're /arelistening
3 's/is saving, needs 4 Are, looking; sits 5 doesn't
go, 's/is working 6 are swimming, prefer 7 Are,
waiting; doesn't ... arrive 8 'm/am cooking, make

- 5 1 quiet 2 nice 3 happily 4 loudly 5 quickly
6 well 7 beautifully 8 pretty

- 6 1 b 2 c 3 a 4 a 5 b 6 c 7 c 8 a 9 b
10 c 11 a 12 c

Unit 2 pp16-23

VOCABULARY

- 1 foggy cold windy hot icy cloudy rainy
warm sunny wet stormy dry
- 2 2 icy 3 rainy 4 foggy 5 cloudy 6 windy
- 3 2 wet; a 3 foggy; d 4 snowy; b 5 windy; c
6 sunny; e
- 4 2 dry 3 warm 4 hot 5 rainy 6 snowy
- 5 2 cloud 3 ice 4 sun 5 wind 6 snow 7 fog
8 storm

EXPLORE IT!

180

READING

- 1 nothing
- 2 2 bury 3 hides 4 secret 5 treasure 6 clues
- 3 2 F 3 F 4 T 5 T 6 F
- 4 Students' own answers

GRAMMAR IN ACTION

- 1 2 took 3 enjoyed 4 read 5 wrote 6 were
- 2 b hike; 1 c Were; 6 d enjoy; 3 e did; 2 f write;
5
- 3 2 Did you swim in the ocean? No, I didn't.
3 Did you all go in the pool? Yes, we did.
4 Did your friends like the food? Yes, they did.
5 Did Tomas take lots of photos? Yes, he did.
6 Did Susie want to come home? No, she didn't.
- 4 2 We didn't enjoyed the bus trip. enjoy
3 Did you found a good tour guide last week? find
4 I did went out in the stormy weather. went
5 They stopped for food and drink. stopped
6 Did she be late for class yesterday? Was she
- 5 2 decided 3 didn't have 4 Did, ride 5 stayed
6 took care of 7 returned 8 wrote
9 became 10 traveled

VOCABULARY AND LISTENING

1 2 lamp 3 blanket 4 spoon 5 knife 6 pillow
7 bowl 8 fork 9 comb 10 plate 11 scissors
12 cup 13 hairbrush 14 toothbrush

2 b 12 c 5 d 11 e 2 f 4

3 Possible answers

Kitchen	Bathroom	Bedroom
bowl spoon	comb hairbrush	comb mirror
fork plate	scissors mirror	lamp hairbrush
scissors cup	toothbrush	pillow

4 museum, comb, jewelry, mirror

5 2 (just) 24 3 1930s 4 bed 5 head 6 (house) key

6 Students' own answers

GRAMMAR IN ACTION

1 2 There was 3 Were there 4 There wasn't
5 Was there 6 There were 7 There weren't

2 2 There weren't any interesting things in the display.
3 Were there many people at the exhibition?
4 There was an old woman with a baby.
5 Was there any jewelry in the box?
6 There were hundreds of tourists in Naples.

3 2 f 3 d 4 a 5 b 6 c

4 2 a 3 a 4 an 5 some 6 some 7 any 8 an

5 2 There were 3 some 4 any 5 a 6 some
7 an 8 some 9 an 10 There was
11 there weren't 12 some

WRITING

1 c

2 2 At first, 3 The weather was 4 there were a lot
of problems 5 Finally,

3 1 England to Scotland 2 weeks 3 good 4 Sven

4 2 d 3 f 4 c 5 a 6 e

5, 6, and 7 Students' own answers

REVIEW 2

1 1 foggy 2 rainy 3 cold 4 icy 5 warm
6 stormy/snowy 7 cloudy 8 dry 9 hot
10 snowy 11 wet; windy 12 sunny

2 1 scissors 2 lamp 3 comb; hairbrush
4 toothbrush 5 fork; spoon 6 blanket
7 bowl; plate 8 cup 9 pillow 10 mirror

3 1 worked 2 set 3 wanted 4 traveled 5 was
6 was 7 took 8 arrived

4 1 There weren't any mirrors in the bathroom.
2 Was there any information about Egyptian
mummies?
3 There were some interesting books in the
museum
shop.
4 There was an article about dinosaurs in the
newspaper.
5 Were there any good exhibitions in Berlin?
6 There wasn't a clear answer to my question.
7 There weren't any bowls in the kitchen.
8 There were some visitors from Portugal in our
school.

5 1 c 2 b 3 c 4 a 5 b 6 a 7 c 8 c 9 b
10 a 11 c 12 b

Unit 3 pp24-31

VOCABULARY

1

1	L	O	N	11	E	L	Y					
				M								
				2	B	O	R	E	D			
				3	A	F	R	A	I	D		
			4	N	E	R	V	O	U	S		
			5	W	O	R	R	I	E	D		
				6	A	N	G	R	Y			
			7	S	U	R	P	R	I	S	E	D
			8	U	P	S	E	T				
				9	E	X	C	I	T	E	D	
			10	T	I	R	E	D				

11 Students' own answers

2 2 angry 3 lonely 4 bored 5 embarrassed

3 2 nervous 3 tired 4 upset 5 excited

4 Students' own answers

EXPLORE IT!

horses

READING

1 1 c 2 a 3 b

2 2 chief 3 melts 4 rescue 5 beat 6 giant

3 2 F 3 F 4 F 5 T 6 T

4 Students' own answers

GRAMMAR IN ACTION

1 2 was making 3 wasn't sleeping 4 were sitting
5 was looking 6 weren't shopping

2 2 They weren't texting. They were talking.
3 He wasn't sleeping. He was watching TV.
4 We weren't sitting on the bus. We were waiting
for the bus.

3 2 was playing 3 was listening 4 wasn't dancing
5 was feeling 6 were jumping 7 were sleeping

4 2 was snowing 3 wasn't wearing 4 was standing
5 wasn't feeling 6 was talking/speaking
7 wasn't listening/speaking 8 was playing

VOCABULARY AND LISTENING

1 2 up 3 across 4 past 5 out of 6 through
7 into 8 between 9 down 10 along
11 over 12 off

2 2 under 3 over 4 through 5 off 6 into

3 2 into 3 between 4 under 5 over 6 across

4 Students' own answers

5 Students' own answers

6 2 c 3 c 4 b 5 b 6 c

7 Students' own answers

GRAMMAR IN ACTION

1 2 Was the woman wearing a long coat?
3 Were your friends skating down the street?
4 How many people were walking through the park?
5 Where were the children jumping into the river?

6 Why were the passengers getting off the bus?

2 2 Was he carrying a black bag? Yes, he was.

3 Were alarm bells ringing in the bank? Yes, they
were.

4 Was the police officer riding a motorcycle? No, he
wasn't.

5 Were the people helping the police officer? No,
they weren't.

6 Were the dogs running after the man? No, they
weren't.

3 2 was looking, found
3 didn't hear, was standing
4 were cycling, started
5 had, was doing
6 Were they sitting, hit

4 2 My friend was looking at her phone when the
teacher was seeing her. saw
3 While we were eating dinner, the cat was jumping
onto the table and surprised us! jumped
4 He was playing football when he was breaking his
leg. broke
5 Weren't you answering the phone when it rang?
Didn't you answer

5 2 was standing 3 didn't see 4 walked
5 was playing 6 stole 7 wasn't looking
8 was leaving 9 took

WRITING

1 Students' own answers

2 2 F 3 T 4 T 5 F

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

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

5, 6, and 7 Students' own answers

REVIEW 3

1 1 worried 2 embarrassed 3 bored 4 nervous
5 afraid 6 surprised 7 lonely 8 angry
9 excited 10 tired 11 upset

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

3 1 under 2 down 3 over 4 through 5 out of
6 up

4 1 were talking 2 were singing 3 were laughing
4 were discussing 5 were thinking

- 5 1 was she feeling nervous?
2 were they talking about?
3 was he visiting?
4 were you camping?
5 were you running?
6 was she waiting (for)?
- 6 1 were waiting, started 2 heard, was sitting
3 called, were taking 4 returned, was playing
5 ended, was crying/cried 6 was looking, found
- 7 1 c 2 b 3 a 4 c 5 a 6 c 7 a 8 b 9 a
10 c 11 a 12 c

Unit 4 pp32-39

VOCABULARY

- 1 2 change 3 earn 4 borrow 5 spend 6 sell
7 pay 8 lend 9 save 10 owe
- 2 2 lend 3 cost 4 earns 5 owing 6 sold
- 3 2 cost 3 pay 4 sell 5 change 6 spend
- 4 2 borrow 3 owe 4 lend 5 save 6 sell 7 cost
- 5 1 borrows 2 sells, buy 3 save, spend 4 earn, win

EXPLORE IT!

True. They print approximately \$974 million of real money and \$30 billion of Monopoly money.

READING

- 1 Students' own answers
- 2 2 pressure 3 part-time, common 4 employer
- 3 2 T 3 F 4 F 5 T
- 4 Students' own answers

GRAMMAR IN ACTION

- 1 2 a 3 d 4 c 5 f 6 b
- 2 Possible answers
2 When I was six, I could/couldn't count to ten in English.
3 When I was six, I could/couldn't ride a skateboard / skateboard/go skateboarding.
4 When I was six, I could/couldn't swim (100 meters).
5 When I was six, I could/couldn't make / bake a cake.
6 When I was six, I could/couldn't use a cell phone / smartphone.

- 3 2 happier 3 the most important 4 the most difficult 5 shorter 6 more helpful
- 4 2 Was your phone more expensive than mine?
3 What's worse than losing your wallet?
4 Monday is the quietest day in town.
5 These are the cheapest jeans in the store. / These jeans are the cheapest in the store.
6 Yesterday was the best day of my life.
- 5 2 older 3 the richest 4 more exciting
5 the most successful 6 the most expensive

VOCABULARY AND LISTENING



The gray letters make the word "volunteer."

- 2 2 vet 3 police officer 4 firefighter 5 caregiver
- 3 a hospital
- 4 2 a 3 c 4 a 5 c
- 5 Students' own answers

GRAMMAR IN ACTION

- 1 2 too expensive 3 too young 4 too hot
5 too busy 6 too hard
- 2 2 many 3 much 4 much 5 many 6 much
- 3 2 too much 3 too 4 too much 5 too
6 too many
- 4 2 There is enough food in the world for everyone. /

There is enough food for everyone in the world.
 3 Are there enough volunteers in your organization?
 4 We don't have enough information at the moment.

5 Is there enough space in this classroom?

- 5** 2 It's too noise in here for me; please be quiet. noisy
 3 The teacher gave us too much options to think about. many

4 There wasn't information enough on the poster.
 enough information

5 She was much young to be a caregiver. too

- 6** 2 too many 3 too much 4 too many 5 too
 6 enough

WRITING

1 No, he doesn't.

- 2** 2 First of all 3 Personally, I think 4 In conclusion
 5 I believe that

- 3** 1 working in a supermarket or a café
 2 If teens are doing these jobs, adults can't do them, and they need money more than teens.
 3 sleep longer and get up later
 4 enjoying free-time activities

4 a 2 b 4 c 1 d 3

5, 6, and 7 Students' own answers

REVIEW 4

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

2 1 paramedic 2 caregiver 3 lifeguard 4 surgeon
 5 volunteer 6 lawyer

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

4 1 worse 2 angrier 3 more worried 4 most upset
 5 most hard-working / hardest-working
 6 harder 7 more difficult 8 easiest

5 1 too 2 enough 3 too much 4 too many
 5 enough 6 too

6 1 b 2 b 3 c 4 c 5 a 6 c 7 b 8 a 9 c
 10 c 11 a 12 c

Unit 5 pp40-47

VOCABULARY

1 2 chest of drawers 3 ceiling 4 shelves
 5 picture 6 bookcase 7 desk 8 floor
 9 cupboard 10 wardrobe 11 carpet
 12 fridge 13 sink

2 2 floor 3 armchair 4 desk 5 pictures
 6 wardrobe

3 2 picture 3 chest of drawers 4 floor
 5 cupboard 6 sink

EXPLORE IT!

7,500

READING

1 Students' own answers

2 2 row 3 canal 4 barge 5 path 6 crowd

3 2 a 3 a 4 a 5 c 6 b

4 Students' own answers

GRAMMAR IN ACTION

1 2 n't as noisy as 3 n't as slow as 4 as old as
 5 n't as tall as 6 n't as colorful as

2 2 is as big as 3 is as good as 4 isn't as busy as
 5 isn't as fast as 6 is as old as

3 2 safe 3 hot 4 old 5 well

4 2 e 3 b 4 c 5 f 6 a

5 2 as tall as 3 soft enough 4 as comfortable as
 5 as expensive as 6 as nice as

VOCABULARY AND LISTENING

1 2 do 3 make 4 dust 5 load 6 do 7 sweep
 8 vacuum 9 do

2 2 vacuum the carpet 3 do the dishes 4 do the laundry
 5 load the dishwasher 6 make the bed

3 Milo

4 2 laundry 3 pay 4 some 5 likes
 6 their homework

5 Students' own answers

GRAMMAR IN ACTION

1 2 has to 3 don't have to 4 don't have to

5 have to

2 2 have to make 3 don't have to shop 4 doesn't have to do 5 don't have to wash 6 has to help

3 2 Do you have to help around the house?
3 Does the dog have to sleep outside?
4 Do you have to vacuum the bedroom carpet?
5 Do the children have to be in bed by nine?
6 Does Owen have to leave before breakfast?

4 2 don't have to mop
3 doesn't have to help/do
4 has to make
5 has to vacuum, doesn't have to do
6 has to make

5 2 have to clean up 3 have to put 4 don't have to mop 5 has to do 6 doesn't have to carry 7 has to take

WRITING

1 house b

2 2 too 3 as well 4 too 5 as well as

3 2 F 3 T 4 T

4 a 2 b 3 c 1

5, 6, and 7 Students' own answers

REVIEW 5

1 1 armchair 2 cupboard 3 wardrobe 4 shelves
5 sink 6 floor 7 chest of drawers 8 carpet
9 fridge 10 desk

2 1 make the bed 2 mop the floor 3 empty the dishwasher 4 do the dishes 5 sweep the floor
6 load the dishwasher 7 do the ironing
8 dust the furniture 9 vacuum the carpet

3 1 is as big as my house.
2 isn't as cold as (the weather/it was) yesterday.
3 isn't as relaxed as Jack.
4 isn't old enough to watch that movie.
5 is big enough (for me).
6 isn't as strong as Frank (he is).
7 sweet enough?
8 is as tall as her mother.

4 1 don't have to 2 have to 3 doesn't have to
4 don't have to 5 don't have to 6 has to
7 don't have to 8 have to

5 1 b 2 c 3 b 4 a 5 b 6 a 7 c 8 c 9 b
10 c 11 c 12 c

Unit 6 pp48-55

VOCABULARY

1 2 hit 3 bruise 4 sprain 5 cut 6 get stung
7 burn 8 fall off 9 slip 10 scratch 11 break
12 trip over

2 2 sprain 3 get cut 4 break

3 2 f 3 b 4 a 5 c 6 d

4 2 scratched 3 burn 4 get bitten 5 cut 6 hit

5 2 sprained 3 didn't break 4 tripped over
5 hit 6 bruised

EXPLORE IT!

Only female

READING

1 1 Burns 2 Do Not Eat or Drink!
3 Things Up Noses 4 Falls

2 2 candles 3 poison 4 risky 5 ladder 6 stuck

3 2 A candle near a curtain can start a fire.
3 a top bathroom cupboard
4 They think it's funny.
5 people over 65 and kids under 15
6 A young child can fall from it.

4 Students' own answers

GRAMMAR IN ACTION

1 2 shouldn't 3 should 4 should 5 shouldn't
6 should

2 2 should send 3 should be 4 shouldn't laugh
5 should do 6 shouldn't drink

3 2 shouldn't drink 3 should listen 4 shouldn't watch
5 should leave/put 6 should turn/switch

4 2 must not take photos
3 must not use your cell phone / must switch/turn off your cell phone
4 must wear a hat/helmet
5 must not cycle / ride your bike here
6 must wash your hands

5 2 should 3 must 4 must not 5 must 6 must

VOCABULARY AND LISTENING

1	A	K	E	E	H	C	C	L	V
	R	W	D	O	C	H	I	N	N
	F	O	R	E	H	E	A	D	M
	Y	B	K	J	T	S	F	K	E
	U	L	C	P	E	T	M	N	C
	L	E	E	H	E	X	Z	E	I
	A	C	N	S	T	T	O	E	A
	W	R	I	S	T	V	N	W	N
	R	E	D	L	U	O	H	S	R

2 2 cheeks 3 heel 4 neck 5 chests 6 knee
7 toes 8 wrist

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

4 2F 3T 4T 5F 6T

5 Students' own answers

GRAMMAR IN ACTION

1 2 get, are 3 cuts, touch 4 get, stay 5 falls, turns
6 stings, hurts

2 2 If we study hard, we do well on our tests.
3 When Helena feels sick, she doesn't come to school.
4 My little brother falls down if he runs too fast.
5 I feel really bad when I forget my friends' birthdays.
6 If you call the doctor after nine, nobody answers.

3 2 get, eat 3 doesn't rain, die 4 fall, walk
5 go, break

4 2 won't be 3 snows 4 aren't 5 runs

5 2 'll get 3 feel 4 'll think 5 make 6 will, know
7 look 8 will, recognize 9 will be 10 pack

WRITING

1 Students' own answers

2 1 make sure 2 If you ask me, 3 I'd say 4 That's why

3 1 B 2 S 3 K

4 2 b 3 b 4 c 5 c

5, 6, and 7 Students' own answers

REVIEW 6

[illegible]

2 1 forehead 2 heel 3 elbow 4 knee 5 chin
6 neck 7 chest 8 shoulder 9 cheek 10 teeth
11 wrist 12 toe

3 2 ☐ 3 ☐ 4 must 5 ☐ 6 must 7 must not

4 1 If you get stung by a bee, it hurts.
2 We won't get cold if we wear warm clothes.
3 If I see a red flag, I won't go swimming.
4 Nikita won't be happy if you wake him up.
5 When it rains, we usually play soccer indoors.
6 It is safer to wear a helmet when you go cycling.

5 1 c 2 a 3 b 4 c 5 b 6 c 7 b 8 a 9 b
10 c 11 a 12 c

Unit 7 pp56-63

VOCABULARY

1 upload download app chip social media
device video chat emoji screen software

2 2 video chat 3 device 4 software
5 social media 6 screen

3 2 download 3 app 4 emoji 5 screen 6 chip

4 send a message/photos, electronic devices/media, computer software/screen, upload photos/software, social media

- 5 2 screen 3 download 4 apps 5 message
6 video chatting

EXPLORE IT!

False. It's 110 times.

READING

- 1 Students' own answers
2 2 expert 3 properly 4 innovation 5 major
6 minds
3 2 F 3 T 4 T 5 T 6 F
4 Students' own answers

GRAMMAR IN ACTION

- 1 2 changed 3 chosen 4 done 5 heard
6 learned 7 designed 8 seen
2 2 has changed 3 has been 4 've seen 5 have
chosen 6 've done 7 've designed 8 has heard
3 2 Sergey hasn't forgotten his password.
3 Wanda hasn't broken her watch.
4 We haven't bought a new computer.
5 They haven't turned on the TV.
4 2 Alex hasn't read anything about Silicon Valley.
3 We've looked for some better information.
4 They've bought a new computer online.
5 He's used the latest software.
6 The boys haven't called their parents.
5 2 have bought 3 've downloaded 4 've decided
5 've started 6 have written 7 's chosen
8 haven't recorded

VOCABULARY AND LISTENING

- 1 2 get on a train 3 get off a bus 4 get out of a car
5 get into a taxi 6 go by tram 7 take a plane
2 2 e 3 a 4 b 5 f 6 c
3 2 by 3 on 4 taken 5 on 6 on 7 catch 8 of
4 No
5 2 b 3 b 4 c 5 c 6 a
6 Students' own answers

GRAMMAR IN ACTION

- 1 2 will 3 won't 4 won't 5 will
2 2 won't 3 may 4 may 5 will
3 2 c 3 c 4 a 5 b 6 c
4 2 First, my sister went online to check the train
times.
3 We walked to the station to buy the tickets (there).
4 I left the house at 6 a.m. to catch the first train.
5 My sister wanted to stop at a store to buy some
sandwiches.
6 We got on the train quickly to get the best seats.
5 2 to go 3 may buy 4 will travel 5 to drive
6 might fly

WRITING

- 1 a
2 2 more 3 example 4 as 5 addition
3 2 e 3 b 4 a 5 c
4 a 3 b 1 c 2
5, 6, and 7 Students' own answers

REVIEW 7

- 1 1 app 2 video chat 3 emoji 4 upload
5 social media 6 software 7 screen 8 chip
9 download 10 device 11 message
2 2 getting on a train / taking the subway
3 taking/getting on/catching a plane
4 getting out of a/the car 5 getting into a taxi
6 getting off a bus
3 1 haven't played 2 've finished 3 've made
4 've sent 5 hasn't replied 6 's flown
7 've checked 8 haven't heard
4 1 to print 2 might/may not have 3 'll buy
4 to get 5 won't take 6 to play
7 might/may be able to 8 to edit 9 'll be
5 1 a 2 a 3 c 4 a 5 c 6 c 7 b 8 a 9 c
10 a 11 a 12 b

Unit 8 pp64-71

VOCABULARY

1

1	B	U	S	I	N	E	S	S	M	A	N		
2	D	E	T	E	R	M	I	N	A	T	I	O	N
3	I	N	V	E	N	T	O	R					
4	A	T	H	L	E	T	E						
5	E	N	G	I	N	E	E	R					
6	C	O	M	P	O	S	E	R					
7	C	R	E	A	T	I	V	I	T	Y			
8	S	C	I	E	N	T	I	S	T				
9	W	R	I	T	E	R							
10	I	N	T	E	L	L	I	G	E	N	C	E	
11	S	K	I	L	L								
12	T	A	L	E	N	T							
13	S	T	R	E	N	G	T	H					

The word in gray is "mathematician."

- 2 2 creativity 3 determination 4 intelligence
5 strength
- 3 2 inventor, Tim Berners-Lee 3 Adele, composer
4 Marie Curie, scientist 5 Usain Bolt, athlete
6 writer, Suzanne Collins

EXPLORE IT!

200

READING

- 1 creative
- 2 2 wheelchair 3 face 4 extreme 5 tricks
- 3 2 DS 3 F 4 DS 5 T 6 F
- 4 Students' own answers

GRAMMAR IN ACTION

- 1 2 has won 3 has not been 4 hasn't seen
5 've raised 6 has cycled
- 2 2 c 3 f 4 e 5 b 6 a
- 3 2 A Has Fiona ever sung in a band?
B No, she hasn't, but she's sung in the bath tub/
shower.
3 A Have they ever swum in the ocean?
B No, they haven't, but they've swum in a
swimming pool.

- 4 A Has your dad ever made a cake?
B No, he hasn't, but he's made bread.

- 4 2 They never have been to the U.S. have never
3 Never you have ridden a horse. You have never
4 Have she ever broken her phone? Has
5 Stayed you ever in a five-star hotel?
Have you ever stayed
6 I'm happy to say I have ever lost my house keys.
never
- 5 2 've never explored 3 have been
4 've never surfed 5 have, ever tried 8 's done

VOCABULARY AND LISTENING

- 1 2 a 3 h 4 c 5 f 6 d 7 b 8 g
- 2 2 give up, b 3 looks up to, f 4 shows off, d
5 keep up with, c 6 taking part in, a
- 3 a shine, reflect b mold, Petri dish, bacteria
- 4 They were both (happy) accidents.
- 5 2 the middle of the road 3 an animal 4 bacteria
5 on vacation 6 killing
- 6 Students' own answers

GRAMMAR IN ACTION

- 1 2 yourselves 3 yourself 4 itself 5 ourselves
6 themselves
- 2 2 take care of themselves 3 taught ourselves
4 entered / has entered himself 5 made herself
6 imagine ourselves
- 3 2 She's looked everywhere for her phone.
3 Nobody knows what will happen tonight.
4 There was nowhere to sit on the bus.
5 Someone has broken my new camera.
6 Is there anything I can do to help?
- 4 2 e 3 f 4 a 5 c 6 d
- 5 2 everyone 3 somewhere 4 himself
5 something 6 Nobody 7 everywhere
8 themselves

WRITING

- 1 You have to describe how you have helped
someone who has faced a challenge.
- 2 He's made friends and is a drummer in their band.

3 1 greatest achievements 2 a lot of effort
3 did I do 4 advice to you

4 1 He has learning difficulties. 2 because he was
very shy 3 a drum 4 three

5, 6, and 7 Students' own answers

REVIEW 8

1 1 athlete 2 inventor 3 engineer
4 mathematician 5 scientist 6 composer
7 writer 8 businesswoman

2 1 creativity 2 talent 3 strength 4 intelligence
5 determination

3 1 keep up 2 look up to 3 take part in
4 work out 5 set up 6 come up with, give up

4 1 Have, heard 2 've, read 3 's, broken
4 Has, seen 5 Have, been

5 1 My cat has taught myself to open the fridge door.
Itself/himself/herself

2 Mrs. Howe is nobody who I've always looked up
to. somebody

3 Mary Ann saw themselves in a video clip on
YouTube. herself

4 We've looked anywhere for our lost door keys.
everywhere

5 You often talk to ourselves when you're alone. I've
heard you! yourself

6 I think there's anything wrong with my computer.
something

7 I've noticed that my brother looks at herself in the
mirror a lot. himself

8 There was anybody in the house; it was empty.
nobody

6 1 b 2 c 3 a 4 b 5 b 6 c 7 a 8 b 9 a
10 c 11 a 12 b

Unit 9 pp72-79

VOCABULARY

1

Instruments	Genres
violin bass guitar saxophone drums trumpet keyboard	folk classical rock hip-hop jazz

2 2 bass 3 guitar 4 trumpet 5 saxophone
6 violin 7 keyboard 8 microphone

3 2 hip-hop 3 folk 4 classical 5 jazz 6 reggae

4 1 reggae 2 guitar 3 violin

5 Students' own answers

EXPLORE IT!

13

READING

1 Students' own answers

2 2 set 3 provide 4 available 5 latest 6 mix

3 1 \$4 2 indoors 3 fruit juice 4 They can ask him
to play a song. 5 because he's the geography
teacher 6 They play a lot of musical instruments.

4 Students' own answers

GRAMMAR IN ACTION

1 2 She's going to watch TV.
3 He isn't going to answer the phone.
4 Faye's going to play the piano.
5 They're going to record a song.

2 2 aren't going to tell 3 's going to bring
4 're going to see 5 's going to be

3 2 I'm going to study singing.
3 Lily's/She's going to enter a talent competition.
4 Finn and Livvy are / They're going to run a
marathon.
5 Max and I are / We're going to get free concert
tickets.

4 2 won't 3 will 4 Will 5 won't

5 2 are you going to, 'll 3 's going to, 'll
4 aren't going to, won't

6 2 'm going to meet 3 'm going to ask 4 'll get
5 'm going to try 6 'll learn

VOCABULARY AND LISTENING

1 2 tap dancing 3 ballroom dancing
4 breakdancing 5 folk dance

2 2 Salsa 3 Swing 4 modern 5 Zumba

- 3** 1 four
 2 two males and two females
 3 two are native speakers (Jessica and Ralf),
 and two
 are non-native speakers (Enzo and Camila)

4 2 F 3 T 4 F 5 T 6 F

5 Students' own answers

GRAMMAR IN ACTION

- 1** 2 is helping 3 is teaching 4 is writing
 5 'm not playing 6 Are, coming
- 2** 2 They're performing three evening concerts in July.
 3 A journalist is interviewing the lead singer later.
 4 A TV camera operator is recording tomorrow's
 show.
 5 The drummer isn't playing with the band tonight.
 6 He's flying to New York next week to study music
 there.
- 3** 2 are watching 3 'm cooking 4 isn't coming
 5 are, arriving 6 aren't doing
- 4** 2 arrive 3 leaves 4 doesn't end
- 5** 2 do the singers arrive?
 3 does our train leave the next morning?
 4 does tomorrow's rehearsal end?
- 6** 2 are meeting 3 's coming 4 Aren't you watching
 5 're getting 6 does the show end 7 ends
 8 're going 9 're buying

WRITING

- 1** in the auditorium
- 2** 2 if you love 3 highlight 4 a must-see
 5 downside 6 All in all
- 3** 2 the story 3 the costumes 4 the makeup
 5 Chris Randall 6 Chris's voice
 7 the dancers' songs 8 the set
- 4, 5, and 6** Students' own answers

REVIEW 9

- 1** 1 violin; classical 2 folk, guitar 3 hip-hop,
 microphone 4 drums, trumpet 5 bass, keyboard
 6 saxophone, jazz
- 2** disco salsa tap ballroom breakdancing
 Zumba swing folk ballet modern
- 3** 1 are going to go 2 're going to meet
 3 'm going to finish 4 's going to bring
 5 will cost 6 won't rain 7 will be 8 'll have
- 4** 1 'm not doing 2 starts 3 are arriving
 4 Are you using 5 's writing 6 opens
 7 is happening 8 doesn't end
- 5** 1 b 2 a 3 c 4 b 5 c 6 a 7 b 8 a 9 b
 10 b 11 c 12 c

WELCOME

5.01 A Conversation

MRS. HAYES Good morning, Hannah. You look very athletic!

HANNAH Oh! Hello, Mrs. Hayes. I have a gymnastics class today. Do you do any sports, Mrs. Hayes?

MRS. HAYES Me? Oh, no, I don't. But I often see you in sports clothes. Do you go running on the weekend, too?

HANNAH Oh, no, that's my brother Joe's favorite activity. He runs with a club every Saturday morning and on Tuesday evenings, too. I don't run. I don't like it.

MRS. HAYES So what do you like doing?

HANNAH I sometimes go swimming during the week, and I go to this gymnastics class. That's on Saturdays, from ten to eleven-thirty.

MRS. HAYES Does Joe do gymnastics, too?

HANNAH No, Joe's very good at running and jumping, but he doesn't like gymnastics. I have a class today, but I don't go every weekend.

MRS. HAYES Oh, really? Why not?

HANNAH There's a photography club at school every month, and that's what I love doing. I take lots of photos because I have a new camera.

MRS. HAYES That's nice. And does your brother like taking photos, too?

HANNAH Joe? No, he doesn't. I'm the photographer in our family! But he loves playing video games, and he doesn't only play them, he writes new games, too. He's really good at coding, and that's something I hate doing! I don't like video games.

MRS. HAYES Well, it's clear you're both very busy on the weekends! And when do you do your homework?

HANNAH Hmm, that's a good question. I do it during the week. Ah, here comes my bus. Bye, Mrs. Hayes! Have a good weekend.

UNIT 1

1.01 A Guided Tour

LIBBY Hello, I'm Libby Adie and this is my podcast about my favorite soap opera! Today I'm taking a guided tour of the set where they film it, here in Sydney, Australia. I'm so excited! At the moment, I'm sitting on the bus on my way to the set. The set is actually a real street, but it isn't in the center of Sydney, it's on a quiet street outside the city.

In case you don't know, my favorite soap opera is called *Time of Our Lives*, and it's really popular with young Australian people my age. Actors Lauren Jones and Tom Bridges star in the series. Lauren Jones plays Adele Thomas, and Tom Bridges plays Jamie Johnson. The story follows the lives of the kids and teenagers from four families who live on an ordinary street in Sydney. The show looks at serious topics in the lives of young people, like relationships and problems at school. But there's also a lot of comedy with funny characters like Ray Jenkinson, the mail carrier who knows everything about everyone!

OK, OK, here we are! Wow! I can't believe I'm here! It looks really different from on TV! On the show, the street is called New Road, but in real life its name is Clifton Street. There are twenty houses on this street with about a hundred residents. Oh look, there's the Thomas house, how exciting! The lives of the real residents of Clifton Street change for two days every week. That's when the *Time of Our Lives* director uses their street as a TV set! He brings his camera operators, his sound engineers, and of course the actors here. Here comes the tour guide. It's time for the tour! How exciting!

TOUR GUIDE Welcome everyone to the tour of the set of *Time of Our Lives*. A lot of work goes into making the show: there are sixty actors, fifty crew members, including ten camera operators, five sound engineers, three costume designers, and a very busy makeup artist! We begin today's tour with a visit to the Thomas house, which visitors always find very interesting ... just follow me, please ...

UNIT 2

2.01 A Radio Show

RADIO HOST Hello, and welcome to *It's History*. Let's begin with this week's interview. Today we're talking to archaeologist Sam Kelly. Sam works at a history museum here in London, but Sam, you recently spent many months in Italy, right?

SAM Yes, that's right, I did. I worked with a team in Naples. Of course, that is in the area where the famous volcano eruption destroyed Pompeii.

RADIO HOST Ah yes, Vesuvius.

SAM Yes, Vesuvius erupted in that region, in the year 79 CE. In just 24 hours, the volcano buried not one, but two whole cities. Those cities were Pompeii and the smaller city of Herculaneum. Archaeologists in the 1930s discovered many everyday objects in both cities. We now have some of them in our museum. It's great that everyone can now see these fascinating things.

RADIO HOST What kinds of objects were there?

SAM Well, from Herculaneum, there was, for example, a baby's bed, some kitchen furniture, and other wooden objects. These are now in our museum here in London.

RADIO HOST Archaeologists discovered a lot of personal objects too, correct? It's always amazing to see, you know, a comb or a piece of jewelry. I can imagine a beautiful Pompeian woman combing her hair or looking at her face in a mirror.

SAM I agree, and we are still finding new things. Our team in Pompeii discovered the body of a man who died when a really big rock hit him on the head. Experts showed that he had a bad leg, so he probably couldn't run. He clearly tried to escape from danger, but he couldn't. Under his body, there was a bag with money in it, and what looked like his house key. All very interesting.

RADIO HOST Yes, absolutely. Now, perhaps you can describe for us ...

UNIT 3

3.01 A Radio Phone-in

RADIO HOST And now it's time for *A Funny Thing Happened*. Here is our first caller. He's calling from Providence, and your name young man is ...?

BRUNO Hi, I'm Bruno.

RADIO HOST Good morning, Bruno. Welcome to *A Funny Thing Happened*, the radio show about those funny things that happen! And you have a story about your trip to school, is that right?

BRUNO Yes. Well, I'm not sure it was so funny because it's about a man ... he was running out of a bank with a lot of money!

RADIO HOST OK ... so, what were you doing?

BRUNO Well, I was sitting on the bus on my way home from school. When I got off the bus, this man in a black sweater and a white baseball cap was running out of a bank and down the street. He was carrying a black bag and ...

RADIO HOST Oh ... I hope he wasn't carrying anything dangerous. Was he holding a knife or a gun?

BRUNO No, no, he wasn't. He was just carrying the bag and running out of the bank and down the street. But bells were ringing, you know, alarm bells were coming from inside the bank. So I wasn't surprised when I saw what happened next. A police officer was running after him! He was shouting, "Stop, stop!", but the man wasn't listening. There were a lot of people at the bus stop, and some people were standing across the street, too, but they weren't doing anything to stop the man.

RADIO HOST They were probably afraid. And then?

BRUNO Then I saw a woman. She was coming slowly down the street with two very old dogs. The man wasn't looking where he was going, so he fell over the dogs ... and then of course, the police officer caught him.

RADIO HOST Oh, no! Was the woman upset? And what about the poor dogs?

BRUNO They were all fine, luckily.

RADIO HOST Well, thanks very much, Bruno ... a story with a happy ending. And now, we have another caller on the line, and it is ...

UNIT 4

4.01 Monologues

- 1 **SURGEON** I studied for many years at a university for this job. Being a surgeon is very hard work, sometimes with too much pressure my team works long hours, often on the weekend. I have a young family, too, but I always make enough time for everyone. At times, when I'm doing an operation, I feel too tired and I'm not sure that I can continue. But the nurses on my team are great, and they work quietly and carefully with me. Of course, when someone is seriously sick, you do all you can to make them better.
- 2 **NURSE** For me, this is the best job in the world. When I was a kid, I dreamed about doing a job where I help and care for people, and a nurse does that ... and more. People think we just make beds and take food to people when they're sick, but that's not all. These days, we have a much more important role. We give medication, support the doctors, and make sure everyone feels safe and cared for. Sadly, many good nurses are leaving the profession because they don't earn enough money and work too many hours.
- 3 **VOLUNTEER** I come to this place three times a week after school, it's like a second home to me! Of course, I'm not a doctor or a nurse, and I don't get paid for what I do. But I work for two hours in the café, where visitors or people who are getting better after an operation can come and buy a cup of coffee or a cookie ... or are just lonely and want to chat. I worked here during my last summer vacation, too, so to work as a volunteer is no problem. In fact, it makes me feel useful. I love it.

UNIT 5

5.01 Street Interviews

- INTERVIEWER** Um, excuse me!
- MOM** Yes?
- INTERVIEWER** Could you please answer a few questions about how you share the chores at home?
- MOM** Sure, um, are you talking about household chores? Housework?
- INTERVIEWER** That's right. It's for a project I have to do for school. It's about the family and chores at home, for my social studies class.
- MOM** I see, well, Milo here is thirteen and Daisy's fourteen. They both help out, and of course their father does his share, too.
- INTERVIEWER** Daisy, are there any chores you don't like?
- DAISY** I hate mopping the floor. I have to wear rubber gloves. I don't like to get my hands dirty. So I don't do that very often.
- INTERVIEWER** So what do you like doing?
- DAISY** I like dusting the furniture because I like things to look nice! That's all.
- INTERVIEWER** OK, and now ... Milo, right? What do you do to help around the house?
- MILO** Mom and Dad give me extra spending money to do the laundry. And I sometimes do the ironing, too. So I do quite a lot.
- INTERVIEWER** Yes, you certainly do! And when do you do all that? Don't you have to do homework as well?
- MILO** Yes, but I do my chores on the weekend.
- MOM** My husband takes the dog for a walk every morning and evening. And he has to do some of the cleaning. And I clean up, too.
- INTERVIEWER** And who does the shopping and cooking?
- MOM** Well, we all like cooking. My husband does the shopping, and he or I cook dinner in the evening. Then we do the dishes together while the kids are doing their homework.
- INTERVIEWER** So, um, who does most of the chores?

MOM Well, Milo does a lot, he really does, but ...

DAISY Oh no, Mom, you and Dad do the most. Definitely. And Milo does more than me. I only do what I enjoy doing, and the rest of the family does everything else.

INTERVIEWER Well, that's very interesting. I have to go now. Thank you all for your help!

MOM You're welcome.

UNIT 6

6.01 A Radio Interview

RADIO HOST Welcome back to the show. Now, most scientists agree that dolphins are the smartest animals ... after people, of course! My next guest, fifteen-year-old Toby Davies has a great story about just how smart dolphins are. Toby?

TOBY Yes, well, I was on vacation in New Zealand. I was out on the family boat with my older brother Max, when we saw four or five dolphins swimming up to our boat.

RADIO HOST And was this something unusual?

TOBY Not really, no. Dolphins aren't dangerous. They're always interested in people, and if they see you in the water, they're usually very friendly. So Max and I jumped into the water. We were swimming and playing with the dolphins when suddenly, they started to form a circle around us. When I tried to swim outside their circle, one of them pushed my elbow and stopped me.

RADIO HOST Why did it do that?

TOBY We didn't understand at first, but then we saw a big shark coming closer to us. I could even see rows and rows of teeth inside its mouth. I was really afraid. Luckily, the dolphins were swimming around me and Max in smaller and smaller circles.

RADIO HOST I'm not surprised that you were afraid. What happened next?

TOBY The shark was clearly interested in us, and it didn't go away for a long time. I think we were in the water for nearly an hour. All that time, the dolphins swam around and around us, stopping the

shark from biting or killing us! My arms and legs were really tired, and I couldn't feel my fingers or toes.

RADIO HOST And finally?

TOBY The shark lost interest and swam away. Max climbed into the boat, but I was too tired to swim anymore. And you know, one dolphin swam up to me and pushed me on the shoulder to help me climb into the boat. And then the dolphins all swam away. Incredible, really.

RADIO HOST Yes, amazing! Thanks, Toby. Now, if you want to know about other hero animals, you'll love our webpage. It has tons of fantastic stories from our listeners. Go to [www ...](http://www...)

UNIT 7

7.01 A Radio Interview

RADIO HOST Welcome to *Getting Around*, with the latest news from the travel industry. Today, I've come to the Future of Travel and Transportation Technology Fair in Miami, Florida to find out where the tourists of tomorrow might go. And I've found two young people here ... Ellie and Joe, can I ask you some questions?

JOE Sure!

RADIO HOST You've come to one of the world's biggest tech fairs. Which do you think is the most interesting exhibit?

JOE The Transportation of Tomorrow display. I love the idea that we might use driverless cars to get around. I can't drive yet, but who knows, I may never need to!

RADIO HOST And what about you, Ellie? In your opinion, will people still travel by car in the future?

ELLIE I don't think everyday travel will be the same at all. In my opinion, there will be so many cars that we'll all get around faster by bike. That's my dream!

RADIO HOST So, aren't you interested in the science of future transportation?

ELLIE No, no, I am. I think people of our age should all be. But we should also be worried about air pollution and what transportation and travel do to our world. You know, I find the idea of new

futuristic forms of transportation really exciting.

RADIO HOST So, how do you think tourism will change in the future?

ELLIE Well, we've just been to that Rocket Science exhibit over there. It's all about space tourism. I think we'll see rockets taking us on vacations to Mars! I've seen photos and movies about space travel, but imagine seeing our world from space with your own eyes! In my opinion, real space travel will be possible in the future for ordinary people like us, not only for astronauts.

RADIO HOST What do you think, Joe? Is space tourism just science fiction?

JOE No, not at all! I think there will be rockets kind of like the enormous jet planes we have now. We'll get on these "super-rockets" to go on vacation, and they'll travel much faster than planes.

ELLIE In my view, tourist rockets will probably land on Mars in the next twenty years. But I think it'll be incredible just to fly up there in space.

RADIO HOST Fascinating! Thanks for that, guys. Now ...

UNIT 8

8.01 A Talk

OK, today I want to talk about "accidental" discoveries. Now, most inventions take years to develop. Inventors often work in teams and take part in scientific experiments to find an answer to a particular problem. However, there are some inventions or discoveries that happen when someone is not looking for them they happen by accident. Here are two stories of "happy accidents."

The first was an important invention for road safety. I'm talking about "cat's eyes." At night, if you're driving along a dark country road, you might think you see lights along the middle of the road but they're not lights. They are pieces of glass. When the car lights shine on them, they reflect the light back. It's a really clever invention. But I'm sure you're asking yourselves, why are they called cat's eyes?

Well, an Englishman named Percy Shaw was driving home in the dark on an English country road one night, when suddenly he saw his car lights reflecting in the

eyes of a real cat, and he had his brilliant idea! That was back in the nineteen thirties. Today, cat's eyes are still very important, and they're everywhere.

My second "happy accident" resulted in the discovery of the most important antibiotic in the world: penicillin. This was in the early twentieth century, when there were no antibiotics. In those days, a person might die from a small scratch or cut if infection got into it. A Scottish scientist named Sir Alexander Fleming was studying bacteria in Saint Mary's Hospital, London. He was growing bacteria in small glass containers, called Petri dishes. One day, someone left a Petri dish open by accident. Fleming returned from a two-week vacation and found that mold was growing in the dish. The mold was killing the bacteria. Fleming developed penicillin, the world's first antibiotic, from the mold. Penicillin has saved a lot of lives since then, and its discovery happened by accident, which I think is totally amazing.

UNIT 9

9.01 A Discussion

JESSICA Thanks for coming, everyone. Today, we're going to talk about the proposed new list of after-school activities. Mr. Carter has asked us to discuss them and then report back to him in our class at the end of the week. First of all, what did you all think of Mr. Carter's list of after-school classes on the bulletin board?

ENZO CAMILA I haven't seen it. What's on the list? He's suggesting some new dance class options, Enzo. He wants to know if anyone is interested in things like Zumba, swing, disco, and breakdancing classes.

ENZO JESSICA When do the classes start, Jessica? They start at the beginning of next semester.

RALPH The list isn't final yet, Enzo. But they're all dance and music classes so far.

ENZO Why are they all dance and music classes?

RALPH Well, one reason is the school wants to get more students interested in the arts. The other reason is that Mr. Carter's organizing a talent show for the end of the year.

ENZO I don't want to be in a show, really.

JESSICA You don't have to be in the show, Enzo. We can choose the classes we want to join or suggest alternatives. I'm doing the tap dancing class, it looks great. What about you, Ralph?

RALPH I'm not sure yet, Jessica, but I think the dance classes might be pretty popular.

CAMILA Not with me! And I'm really not interested in being in the show, either.

JESSICA They'll need someone to make costumes, do makeup, work on the lights, all that kind of thing, Camila. There might be classes for that, too.

CAMILA I'm not good with costumes and makeup! Anyway, I prefer something athletic, like basketball.

RALPH What about you, Enzo?

ENZO Hmm, maybe something related to IT, like a computer club.

RALPH OK, the rest of the class will be here in a minute. Let's see how many people are interested in the music and dance classes and make a list of other suggestions. I'll take notes. OK, hands up if you want to participate ...

EXAM TIPS

JOSH Hi, Stella. I hear you're going to be in the band, too!

STELLA Yes! Mr. Matthews has chosen all the band members for the talent show. I'm really excited because it's my first time playing in a band.

JOSH I played the piano in last year's show. It was so much fun! And I'm really happy they've chosen me again this year. But I'm playing the keyboard this time.

STELLA Yes, I think the keyboard would definitely work better than the piano for this year's talent show. I'm playing the trumpet.

JOSH And your friend Kristie Smith is in the band too, right?

STELLA Yes, she is. She's great on the violin, but she can play the bass guitar, too. So that's her instrument for the show.



1 BOY Sally, did you watch that new drama on channel 2 last night? It was really exciting!

SALLY I'm not really into drama series. I prefer watching comedies and soap operas.

2 GIRL What are you going to bring to the picnic, Joe?

JOE I think I'll make some sandwiches.

GIRL Oh, I've already made some. How about bringing some fruit or a cake for dessert?

JOE OK. I'll bring both fruit and a cake.

3 BOY Are you taking part in the volunteer program this year, Pippa?

PIPPA Yes, it sounds interesting. I'd like to join the volunteer team at the hospital.

BOY As a nurse maybe?

PIPPA No, I'd prefer to try being a paramedic for a week. That would be quite a challenge! But if there aren't any positions left, then I'll volunteer as a caregiver.

4 GIRL Hi, Marcus. Are you participating in sports day? I'm on the volleyball team.

MARCUS Good for you! I enjoy volleyball, too, but this year I'm not going to do a team sport. Alfie has asked me to play tennis with him, so I'll do that. And I'm going to compete in the swimming competition, too.

5 BOY You like science, don't you Jessie?

JESSIE I do, but it isn't my favorite subject.

BOY But you can still help me with my homework.

JESSIE Of course. I think science is interesting. It's just that I prefer geography.

BOY Oh, really? I love math best of all.

JESSIE Yes, me too! It's a great subject.



1 BOY Martin went to the indoor swimming pool with his friends on Saturday morning. They wanted to go to the park, but it was raining. In the afternoon, he met his parents at a restaurant for his mom's birthday. His parents went to the theater in the evening, but Martin went home with his brother.

2 GIRL My grandfather worked as both a firefighter and a police officer when he was younger. He wanted to work as a vet when he was a boy, but then he changed his mind. And as

SHAPE IT! GRADE 7

a teenager, he told me he was interested in being a paramedic, but then he joined the fire department and began his career as a firefighter before joining the police in his thirties.

- 3 BOY Tim had a bike accident last week and sprained his ankle. He also bruised his arms and legs pretty badly, but luckily, he didn't break anything. And because he was wearing a helmet, he didn't cut his head either.
- 4 BOY I usually go to school on foot, but if I'm late, I'll ride my bike. I don't need to catch the bus because I live near my school, and I never go by car.
- 5 GIRL Mina's bedroom is big enough for a double bed, and she also has a big desk so that she can do her homework. She doesn't need a wardrobe because there's a large closet to keep all her clothes and books in. She wants to get an armchair for her room next, but they're really expensive!

EXAM PRACTICE

Reading Practice p81

- 1 2 What day does Tom prefer playing tennis with his brother?
3 Why does Mason think art classes are difficult?
4 Who prefers studying alone to studying with other people?
5 How did Eva feel on the morning of her exam?
6 What, according to Josh, is the best thing about eating lunch at home?
- 2 1 What's Ben doing with his friends now?
2 What did Ben do last weekend with his aunt?
3 Where did Ben arrange to see his friend last week?
4 What does Ben do Monday to Friday after school?
5 Where does Ben go on Saturdays?
1 C 2 E 3 A 4 B 5 D
- 3 2 B; was nervous – felt worried 3 A; were tired – didn't have much energy 4 C; are upset – aren't very happy
- 4 2 with no difficulty 3 with care 4 show 5 right 6 scared

Reading Practice p83

- 1 2 preposition 3 possessive adjective 4 verb
5 determiner 6 question word 7 conjunction
- 2 1 a 2 off 3 his 4 have/need 5 much
6 Where 7 because
- 3 1 an 2 won 3 his 4 run 5 at/in 6 better
7 as 8 in
- 4 2 a 3 c 4 b 5 c 6 a
- 5 2 very, really 3 What, Which 4 need, have
5 Can, Could 6 on, off

Listening Practice p85

- 1 1 because they are both in the band / because they're happy to be in the band
2 musical instruments, types of music
3 at school / in a classroom
- 2 2 c 3 a 4 c 5 b

- 3 2 jobs 3 accidents and injuries 4 transportation
5 furniture

- 4 1 a, d 2 b, d 3 a, d 4 b, d 5 b, c

GRAMMAR PRACTICE

Grammar Practice Welcome

- 1 2 gets up 3 goes 4 watches 5 flies 6 tries
- 2 2 does 3 play 4 studies 5 catches
- 3 2 Harry reads the school magazine every week.
3 My sister doesn't hang out with friends in the evening.
4 My friends love my new blog.
5 Laura and Luis don't play hockey on Saturdays.
6 We do homework at the homework club.
- 4 2 Does Dan read your blog? No, he doesn't.
3 Do you play computer games with your friends? Yes, I/we do.
4 Does your sister write good stories? No, she doesn't.
5 Do Ruth and Ben go to the same school? Yes, they do.
- 5 2 are often 3 usually go 4 sometimes get
5 is never 6 usually listens
- 6 2 Molly doesn't mind getting up early.
3 We like going to the gym.
4 My dad hates listening to the radio.
5 Jen doesn't mind doing homework.
- 7 2 has 3 doesn't have 4 has 5 have 6 have
7 Do, have 8 Does, have

Grammar Practice Unit 1

- 1 2 walking 3 taking 4 writing 5 running
6 shopping
- 2 2 'm looking for 3 's sitting 4 isn't drinking
5 is making 6 aren't chatting
- 3 2 Are Rory and Holly watching a movie?
Yes, they are.
3 Is Alicia watching a movie? No, she isn't.
4 Is Jack studying grammar? Yes, he is.
5 Are Rory and Holly studying grammar?
No, they aren't.
6 Is Alicia studying grammar? Yes, she is.

- 4 2 My mom always makes the costumes for the show.
3 We aren't studying English today.
4 My best friend doesn't want to go to the movies.
5 I chat online with my friends on the weekend. /
On the weekend, I chat online with my friends.
6 I'm helping my mom at the moment.
- 5 2 'm not doing 3 visit 4 listens 5 makes
6 isn't talking
- 6 2 quickly 3 slowly 4 badly 5 well 6 carefully

Grammar Practice Unit 2

- 1 2 stayed 3 liked 4 smiled 5 cried 6 studied
7 planned 8 stopped
- 2 2 Joanna didn't go to school last week.
3 Megan and Sarah didn't feel tired after the trip.
4 The trip took ten hours!
5 I bought some new shoes.
- 3 2 Did Beth eat pizza? Yes, she did.
3 Did Maria and Sam go to the movies?
Yes, they did.
4 Did Maria and Sam eat pizza? No, they didn't.
5 Did Ivan go to the movies? Yes, he did.
6 Did Ivan eat pizza? No, he didn't.
- 4 2 did he go? 3 did they start school?
4 did she meet? 5 did he eat?
6 did they stay at home?
- 5 2 there weren't 3 there were 4 there wasn't
5 There were 6 there was 7 There weren't
- 6 2 an 3 any 4 a 5 a 6 some
- 7 2 Were there 3 Was there 4 Was there
5 Were there

Grammar Practice Unit 3

- 1 2 was taking 3 were chatting 4 were watching
5 was getting 6 were hiding
- 2 2 wasn't writing 3 weren't sitting 4 weren't riding
5 wasn't eating 6 weren't making
- 3 2 Where were they going last night?
3 Who was she talking to?
4 Why was he laughing at me?
5 Where were you and your mom staying?
6 What were your friends saying?

- 4 2 weren't 3 wasn't 4 was 5 were 6 was
- 5 2 was going, rang 3 fell, was walking
4 arrived, was dancing 5 was taking, arrived
6 was chatting, came
- 6 2 saw 3 was going 4 heard 5 was trying
6 shouted

Grammar Practice Unit 4

- 1 2 couldn't take 3 couldn't buy 4 could answer
5 couldn't hear 6 could ride
- 2 2 Could his brother speak Spanish?
3 Could Amy and David understand his accent?
4 Could Jeff skate when he was six?
5 Could you understand the science class
yesterday?
- 3 2 better 3 bigger 4 worse 5 more intelligent
- 4 1 B more dangerous 2 A best B better
3 A the easiest B easier
- 5 2 My mom has too much work.
3 I have too many clothes in my wardrobe.
4 I don't have enough money to buy a new laptop.
5 She doesn't have enough time to study.
- 6 2 too many 3 n't enough 4 too 5 too much
6 enough

Grammar Practice Unit 5

- 1 2 as big as 3 isn't as beautiful as
4 are as expensive as 5 isn't as light as
6 aren't as wide as
- 2 2 b 3 e 4 a 5 c
- 3 2 big enough 3 as big as 4 as comfortable as
5 as small as
- 4 2 have to 3 doesn't have to 4 don't have to
5 have to 6 don't have to
- 5 2 Do 3 has to 4 doesn't have to
5 don't have to 6 Does, does

Grammar Practice Unit 6

- 1 2 shouldn't go 3 should open 4 shouldn't stay
5 should go 6 shouldn't wear

2 2 must get up 3 must not eat 4 must not talk
5 must not stand 6 must brush

3 2 must wear 3 must look 4 must not walk
5 must take 6 must not climb

4 2 d 3 a 4 f 5 b 6 e

5 2 We'll, we go 3 they swim, they'll be
4 don't come, I won't be 5 he sees, he'll be

6 2 doesn't have 3 'll call 4 won't go 5 eat

Grammar Practice Unit 7

1 2 changed 3 studied 4 tried 5 dropped
6 planned

2 2 done 3 ridden 4 written 5 forgotten 6 seen

3 2 's/has 3 's/has 4 've/have 5 's/has 6 've/have

4 2 've forgotten 3 hasn't made 4 has broken
5 has bought 6 have changed

5 2 'll study 3 will be 4 will be 5 will do
6 'll work

6 2 might 3 will 4 may 5 may not 6 will

7 2 to change 3 to have 4 to speak 5 to take
6 to show

Grammar Practice Unit 8

1 2 never 3 Have, haven't 4 ever, has

2 2 Has Christina ever sprained her ankle?; has
3 Has Tony ever eaten Japanese food?; hasn't

4 Have your parents ever traveled to a different
country?; haven't

5 Has your sister ever learned a new language?; has

6 Have you ever spent too much money?; have

3 2 I've never invent anything! invented

3 Has your brother ever win a prize? won

4 She haven't been to a different country. hasn't

5 I haven't never seen a waterfall. have never

4 2 himself 3 themselves 4 ourselves 5 myself
6 itself

5 2 herself 3 myself 4 themselves 5 himself
6 ourselves

6 2 nothing 3 everywhere 4 Someone
5 nothing 6 anywhere

Grammar Practice Unit 9

1 2 isn't going to work 3 's going to perform
4 are going to buy 5 aren't going to go

2 2 is Tina going to work 3 are your parents going
to start 4 is your brother going to do 5 Are you
going to learn 6 Is your sister going to buy

3 2 are going to 3 are going to 4 will 5 will

4 2 Jess is watching ballet this weekend.

3 Marta and Adam are going out for pizza with their
friends tonight.

4 Marta and Adam are going to a concert this
weekend.

5 2 'm having 3 are going 4 are, going
5 'm meeting 6 's making

6 2 does, begin 3 lasts 4 has 5 ends
6 does, open

WELCOME BACK! Answer Key

LESSON 1

GRAMMAR & VOCABULARY

Ex1

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

Ex2

1. went
2. were
3. slowly
4. doesn't
5. when

Ex3

1. Did Jack eat pizza?
2. There weren't any oranges on the table.
3. Were Chloe and Bethany watching a movie?
4. The movie theater doesn't open at 6 p.m.
5. Was there any water on the floor?

Ex4

1. There was an accident on my street yesterday.
2. I was doing my homework when I heard a strange sound.
3. We aren't playing very well today.
4. Did your friends like the movie yesterday?
5. George is studying at the moment.

Ex5

1. called
2. didn't answer
3. were ... doing
4. don't remember
5. was listening

Ex6

1. playing
2. when
3. every
4. don't

5. was

Ex7

1. could

2. the worst

3. too much

4. big enough

5. must not

Ex8

1. couldn't

2. must not

3. don't

4. most

5. enough

Ex9

1. the most

2. has to

3. doesn't have to

4. should

5. good enough

Ex10

1. couldn't

2. will play

3. do

4. much

5. as

Ex11

1. wardrobe

2. police officer

3. wrist

4. stung

5. cheek

Ex12

1. past

2. bored

3. windy

4. fork

5. down

Ex13

1. I felt a ... c I was watching the horror movie.

2. Big Brother is an example ... e of a reality show.

3. The actors and the director were ... b on the set of the movie.

4. It was raining ... d so I got wet.

5. When you sleep, you ... a put your head on a pillow.

Ex14

1. game

2. makeup

3. mirror

4. nervous

5. rainy

LESSON 2

READING 1

Ex15

1. T
2. T
3. F
4. DS
5. F
6. T
7. F

Ex16

1. Because he survived the fall.

2. Because they thought everyone was blind.

3. Because he wanted to marry Medina-Saroté.

Ex17

1. blind
2. fell in love
3. head (of the village)
4. marry
5. remove

READING 2

Ex18

1. T
2. T
3. T
4. F
5. F
6. DS
7. DS

Ex19

1. His wife and his lawyer.
2. They still thought he was a billionaire.
3. Because he is modest.

Ex20

1. successful
2. signed
3. documents
4. manage
5. achievements

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Key: CLIL = Content and Language Integrated Learning, F = Finished, WU = Welcome Unit, U = Unit, VB = Vocabulary Bank

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