

2<sup>nd</sup> edition

# Got it!

3

Teacher's Book

Sheila Dignen

OXFORD

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Sheila Dignen

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UNIVERSITY PRESS

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# Introduction

## Introducing *Got it! 2<sup>nd</sup> edition*

### Methodology

*Got it! 2<sup>nd</sup> edition* is a four-level American English course written specifically for secondary school students, with particular emphasis on meaningful communication and skills development. It covers levels A1 through B2 in the Common European Framework for Reference (CEFR).

The second edition has brand new content and builds on the strengths of the first edition, following thorough research into the needs of teachers and students.

Key features of the methodology are:

**Hands-on language presentation** Students immediately interact with the dialogue or text that opens each unit, check their understanding of meaning and context, and are given the chance to try out new structures;

**Guided discovery** Students explore the meaning and usage of new language before they move on to more formal presentation and practice;

**Communicative practice** Dialogue work and personalization are emphasized at each level, and pairwork activities and games are included throughout;

**Cultural awareness** A focus on the U.S. and other English-speaking countries is placed within the context of the wider world;

**Skills development** In every unit, students apply and extend what they have learned, through targeted skills lessons designed to build their competence in each individual skill;

**Self-assessment** Students regularly review and measure their progress against the Common European Framework of Reference;

**Learning across the curriculum** Interdisciplinary reading and project pages link the topics and language content of the main units to other areas of the school curriculum;

**Values** The topics in *Got it! 2<sup>nd</sup> edition* have been carefully chosen to stimulate reflection on a broad range of issues related to citizenship and the development of socially responsible values. These are highlighted in the teaching notes for each unit.

### Flexibility

A comprehensive and innovative package of components gives the teacher maximum support and flexibility. Whatever your teaching style, *Got it! 2<sup>nd</sup> edition* has everything you could possibly need to match your students' learning environment.

**Combined Student Book and Workbook** Available in full and split editions. Every student also has access to an online version of the Workbook with extra practice via a code supplied on a card in the print book.

**iTools** Featuring a fully interactive Student Book and Workbook, for use in class with interactive whiteboard, computer, or data projector.

**Video** Four video reports and eight authentic voxpop interviews with teenagers per level. Each report and voxpop video comes with an accompanying worksheet, and all are available on DVD (with additional on-screen comprehension questions) and on iTools.

**Online printable worksheets** More than 50 extra worksheets are available online, including pairwork activities and games, and review and extension worksheets for extra grammar and vocabulary practice.

**Flexible assessment options** Printable, editable course tests are available online at [www.oxfordlearn.com](http://www.oxfordlearn.com), along with a bank of extra test questions for each unit.

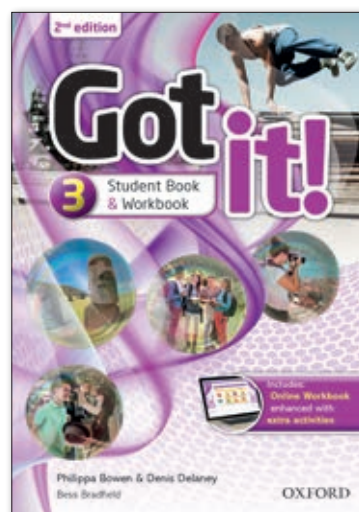
**Printable KET and PET practice tests** For level 2 there is a printable KET practice test, and for level 3 there is a printable PET practice test. Both are available online at [www.oxfordlearn.com](http://www.oxfordlearn.com).

## Overview of components

### Student Book and Workbook

The Student Book contains:

- eight teaching units;
- a Welcome unit, reviewing key language from the previous level. In the Starter level, the Welcome unit briefly reviews basic language typically covered at primary level;
- a Remember unit for mid-year language review and consolidation. In the split edition of *Got it! 2<sup>nd</sup> edition*, the Remember unit opens the second volume at each level;
- a Review unit covering grammar, vocabulary, and communication after every two units;
- a Culture club lesson in each Review unit, providing an insight into life in the U.S. and other English-speaking countries;
- regular self-assessment pages correlated to the Common European Framework of Reference;



- a Writing builder section, providing material to develop your students' writing skills and confidence;
- Puzzles for every unit;
- four Curriculum extra reading and project lessons;
- a complete Word list containing new vocabulary and phonetic transcriptions, organized by unit.

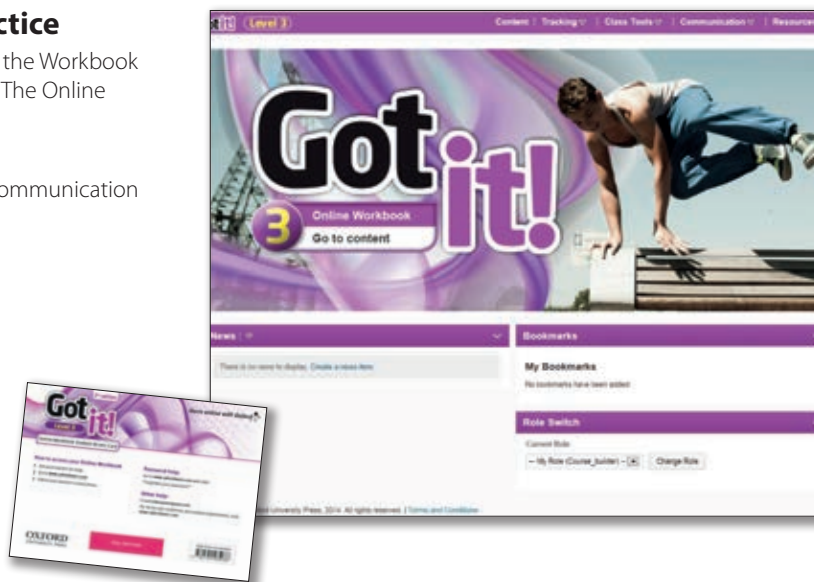
The Workbook contains:

- additional practice for each teaching unit, covering grammar, vocabulary, communication, reading, and writing;
- detailed grammar notes and word lists, included at the start of each Workbook unit for ease of reference.

## Online Workbook and Extra Practice

All students have access to an online version of the Workbook via a code supplied on a card in the print book. The Online Workbook includes:

- all the activities in the print Workbook;
- extra practice in vocabulary, grammar, and communication for every unit;
- a Picture dictionary;
- extra Review activities;
- regular interactive Progress quizzes;
- automatic grading, providing the student with instant feedback;
- a Gradebook, showing students' scores.



## Online Teacher's Resources www.oxfordlearn.com

All the course resources are supplied online in the Resources section of the Online Workbook. Students will not be able to see these resources. There are extra worksheets and all the assessment materials.

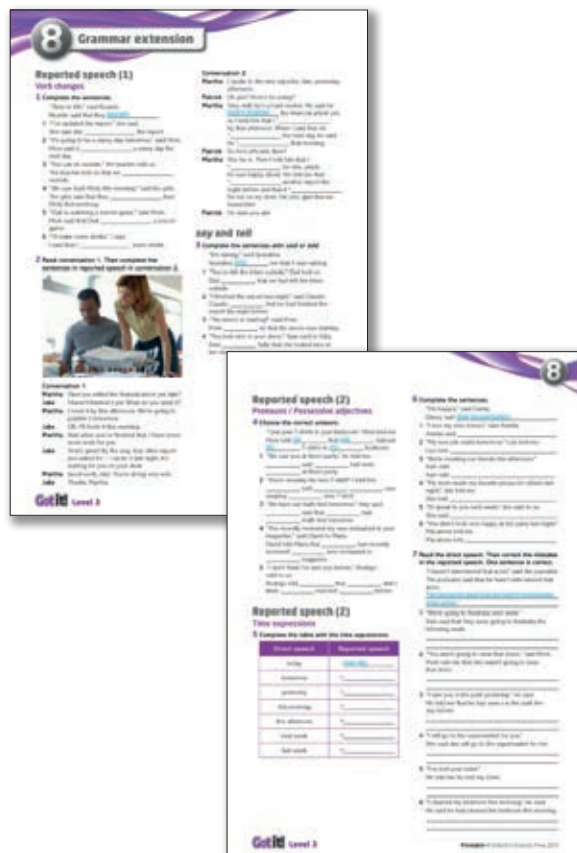
The extra resources provide support material for consolidation, extension, mixed-ability classes, and assessment.

There are more than 50 printable worksheets for each level, covering the following areas:

- Vocabulary help and extension
- Grammar help and extension
- Reading and writing
- Pairwork
- Games
- Puzzles
- Video report activities
- Video voxpop activities

There is a wide range of materials for assessment, as follows:

- printable and editable course tests, including eight Unit tests and four Review tests per level. All course tests have A and B versions, to help prevent your students from cheating;
- a bank of Extra test questions, with extra grammar and vocabulary questions for every unit of the Student Book;
- regular interactive Progress quizzes with the Online Workbook;
- International-style practice examinations, linked to the *Got it! 2<sup>nd</sup> edition* syllabus;
- a printable KET practice test with Level 2, and a printable PET practice test with Level 3.



## iTools

iTools is designed to be used in the classroom with an interactive whiteboard. It can also be used with a computer linked to a monitor or data projector. Features include:

- fully interactive Student Book content including full class audio;
- answer keys and audio scripts that can be turned on or off;
- extra audio to accompany reading texts in Skills lessons;
- complete Workbook content with answer keys;
- the ability to alternate between corresponding Student Book and Workbook pages at the click of a button;
- interactive grammar presentations, with activities to complete as a whole class;
- video lessons containing complete video clips; students can view the video clips with or without scripts.



## DVD

Video material for *Got it!* is also available on two DVDs. The DVDs contain:

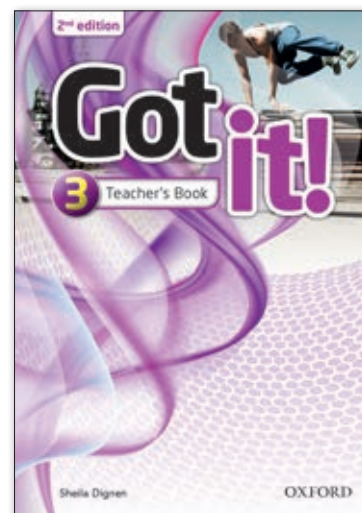
- four video reports per level, linked to the topical and linguistic content of the Student Book;
- on-screen interactive comprehension questions;
- printable worksheets for each video report;
- authentic voxpop interviews with American teenagers for every unit;
- printable worksheets to accompany each voxpop video;
- teaching notes with full scripts and answer keys.



## Teacher's Book

The Teacher's Book contains:

- teaching notes and at-a-glance answer keys for all the Student Book material;
- ideas for warm-ups and extra activities;
- suggestions for using authentic songs with specific topics or areas of language;
- background notes and cultural information on people and topics mentioned in the Student Book;
- audio scripts for all listening material;
- Workbook answer keys.



## Class Audio CDs

Each set of Class Audio CDs contains:

- all the listening material for the Student Book;
- audio for the Review tests.



# Using the Student Book

## Welcome unit

The Welcome unit offers six pages of vocabulary and grammar practice, covering language students have seen in the previous level. In the Starter level, students are given a brief overview of basic language they may have seen at primary level, before beginning the main syllabus in unit 1.

## Main units

Each main unit is divided as follows:

**Presentation and Language focus** 2 pages

**Vocabulary** 1 page

**Grammar** 1 page

**Communication** 1 page

**Grammar** 1 page

**Skills** 2 pages

## Presentation

The Presentation text on the left-hand page exposes students to the theme, grammar, vocabulary, and functions of the unit. The Language focus exercises on the right-hand page allow students to interact with the dialogue in more detail, encouraging them to explore, use, and personalize new language before it is formally presented and practiced on the Vocabulary and Grammar pages.

In the Starter level and Level 1, the text is a dialogue presented in a photostory format. The photostories reflect the aspirations of the students, using familiar contexts to motivate and engage them. Each unit focuses on a different episode in the lives of the central characters.

In the Starter level, the story takes place in a school. Jacob meets a new girl, Lucia. Lucia joins the school choir, and Jacob joins the choir so he can get to know her. Jacob's friends are mad about this because choir practice makes him late for soccer practice. Max tells Jacob to choose between choir and soccer. Jacob is sad and chooses choir, which means he will

miss the big soccer game. Lucia persuades Jacob at the last minute to play in the game. Jacob's friends go to watch the choir perform in a show, and realise that choir is actually cool.

In Level 1, we follow a story about two bands (Supernova and The Misfitz) competing against each other in a Battle of the Bands competition. Zac, the lead singer of Supernova, is behaving arrogantly and doesn't care about band practice. The other members of the band become frustrated with him. Zac decides to leave Supernova and join The Misfitz. This leaves Supernova without a singer at the last minute. Rosie, a member of Supernova, decides to sing at the contest, transforms her image, and amazes everybody! Supernova wins the contest. Zac is mad, but the Supernova band members are very happy.

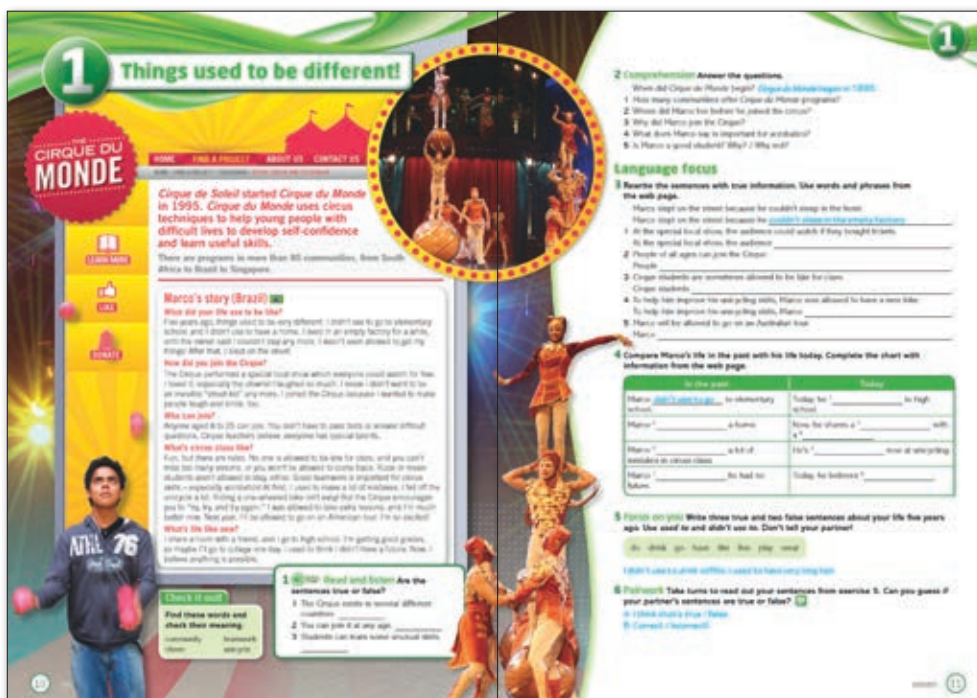
In Levels 2 and 3, the emphasis is on texts dealing with individual topics of a more grown-up nature, in recognition of the fact that students, along with their interests and tastes, mature very quickly during the teenage years. A variety of formats and genres is used, including dialogues, magazine articles, and web pages.

Following on from the presentation text, students complete a series of questions to check basic comprehension. The **Check it out!** feature draws students' attention to useful colloquial expressions in the dialogue in Starter level and Level 1, while in Levels 2 and 3 it helps students extend their vocabulary.

## Language focus

The exercises in the Language focus section familiarize students with the language of the unit, without requiring them to manipulate it. In Starter and Level 1, students focus on the target language in relation to specific scenes and sections of dialogue from the photostory; in Levels 2 and 3, students find phrases and structures in the presentation text, and use them to complete sentences or captions about the text.

Finally, **Focus on you** and **Pairwork** activities give students the chance to communicate with the new language in a personalized context, following carefully controlled models.





## Vocabulary

This page presents and practices a set of vocabulary items associated with the unit topic and previewed in the presentation lesson. **Look!** boxes contain useful tips and draw attention to potential problems and errors. These include spelling rules, exceptions or irregular forms, collocations, and notes about English usage.

Students once again have the opportunity for guided speaking practice with a **Pairwork** activity at the end of the lesson.

At the foot of the Vocabulary page, students are directed to the Extra practice online and the Workbook, where there is further practice of the unit vocabulary.



## Grammar

Underlying the methodology of *Got it!* is the conviction that students understand and remember rules better if they work them out for themselves. As a result, a guided discovery approach to teaching grammar is adopted throughout the series.

Each unit has two Grammar lessons. A grammar chart models the form of the key structures, using examples taken from the presentation text that opens the unit.

Having already experimented with the new structures earlier in the unit, students are encouraged to reflect on correct usage in more detail as they complete the **Think!** activity.

A cross-reference to **Rules** then directs the students to a grammar reference page in the corresponding Workbook unit, where detailed explanations and examples are given.

The activities on the page provide thorough and detailed practice of both form and usage, moving from carefully controlled exercises to more demanding production.

Each Grammar page has an optional **Finished?** activity. These are designed as a fun way of providing extension work for fast finishers. Fast finishers can then move on to a puzzle at the back of the book. The puzzle practices the language presented in the unit.

At the end of each Grammar page, students are directed to the Extra practice online and the Workbook, where there is further practice.



## Communication

One page in every unit focuses on everyday English.

Conversational language is presented in the form of a dialogue which reviews the vocabulary and grammar from the previous lessons.

The **Learn it, use it!** feature summarizes the target language in the dialogue, while some pages feature a **Pronunciation** activity that draws students' attention to a specific sound or a relevant aspect of intonation. The students then listen to this language in different contexts before practicing it themselves in the **Pairwork** activity.

At the end of each Communication page, students are directed to the Extra practice online and the Workbook, where there is further practice.



## Skills

The last two pages of the unit contain targeted skills work designed to equip students with the necessary strategies to build confidence and competence in each individual skill.

Skills lessons also provide a way of consolidating and recycling the language students have studied throughout the unit, while exploring different aspects of the unit topic.

**Reading** texts deal with the main topic of the unit in a factual way using real-life contexts. Comprehension exercises typically start with a skimming or scanning activity, followed by more detailed questions that gradually increase in difficulty as the series progresses.

**Listening** activities extend the topic of the text. A variety of activity formats is used to help students develop well-rounded listening comprehension skills.

The **Speaking** and **Writing** sections give students the opportunity to respond to the unit topic with their own ideas. To help students organize their ideas, both sections usually begin with a written preparation stage. The aim is to strike a



balance between giving clear, guided models on the page on the one hand, and allowing students freedom to express themselves and experiment with newly-acquired vocabulary and structures on the other.

## Review units

After every two main units, there is a four-page Review unit comprising:

**Grammar and Vocabulary Review** 1 page

**Extra communication** 1 page

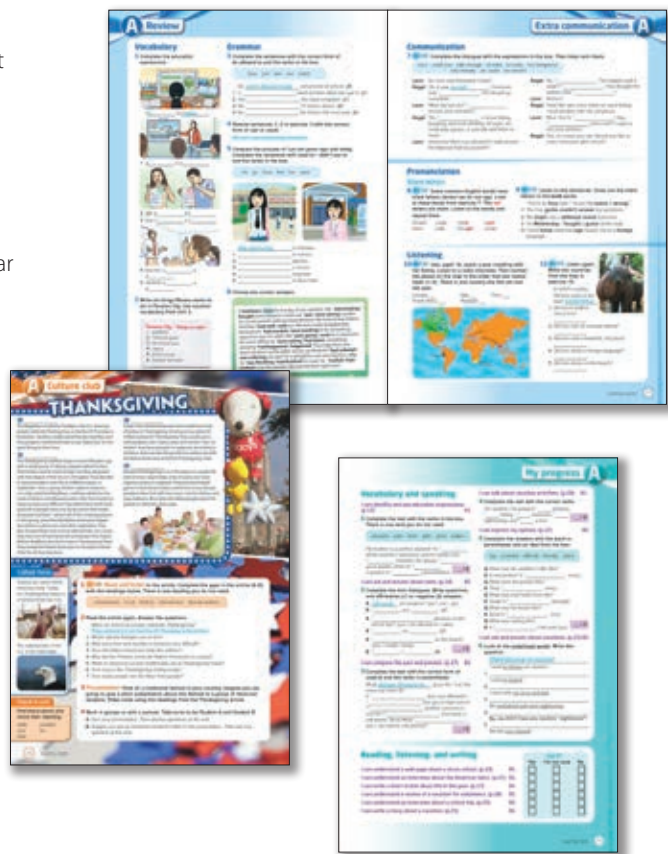
**Culture club reading** 1 page

**My progress** 1 page

The first page of each Review unit covers the main grammar and vocabulary points from the previous two units. The second page of the Review unit consists of **Extra communication** activities. This comprises practice from the Communication sections of the previous two units, some relevant Pronunciation work, and an additional listening comprehension.

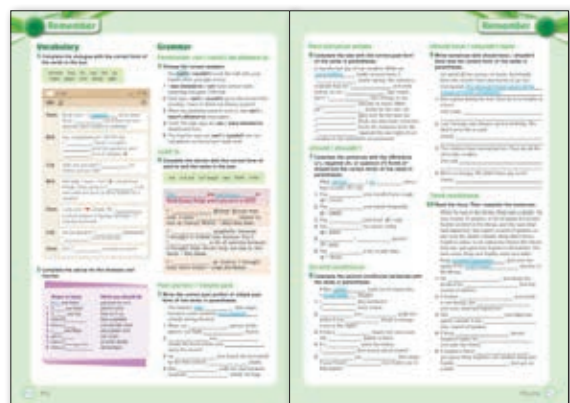
Most teenagers are curious to know what life is like for their peers in other parts of the world. **Culture club** reading lessons give a factual account of different aspects of the English-speaking world from a young person's perspective. The **Presentation** section at the end of the lesson invites a personal response from students in the form of a presentation.

The **My progress** page is a self-assessment page correlated to the Common European Framework of Reference. It is very motivating for students to reflect on their progress, and this type of activity is also very helpful in encouraging students to take responsibility for their own learning.



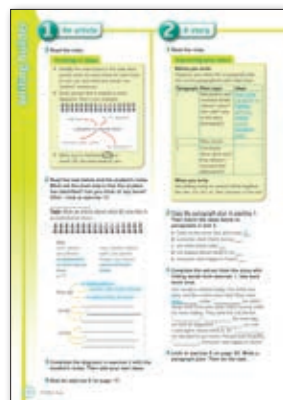
## Remember

After Unit 4, there is a two-page review covering the main grammar and vocabulary points from the first half of the book. In the split edition of *Got it! 2<sup>nd</sup> edition*, the Remember unit opens the second volume at each level.



## Writing builder

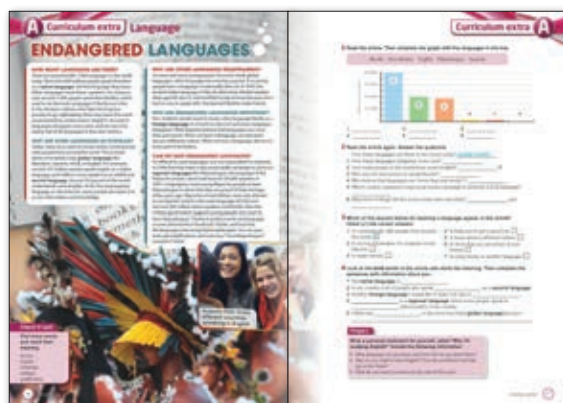
There are four Writing builder pages in the Student Book, providing extra writing practice for every main unit. The Writing builder gives an opportunity to expand and develop the skills acquired in the writing section in the unit. In each section, a useful skill or language point is presented and then practiced. Students work with a model text and build up to producing their own composition, with the support of a Writing guide.



## Curriculum extra

There are four cross-curricular reading and project lessons in the Student Book, providing two pages of material for each block of two units. The Curriculum extra lessons link to the themes of the corresponding Student Book units, as well as to subjects that students typically study in their own language, such as geography, science, math, art, and history.

Each of the lessons concludes with a project that synthesizes the language focus and the content of the cross-curricular theme and gives students the opportunity to develop their creativity. The projects can be done in class or assigned for homework. Depending on time available and the needs of the students, the projects can be done in groups, pairs, or individually.



## Puzzles

There are four Puzzle pages in the Student Book, providing two puzzles for every main unit. These puzzles practice the key vocabulary and grammar that is presented in the unit. Students are directed toward the puzzles when they have completed all the activities on the grammar pages. The puzzles are useful for mixed-ability classes as they make a good activity for fast finishers, as well as being motivating for weaker students. Alternatively, they can be used with the whole class as a fun warm-up or end-of-lesson activity.



## Word list

The Student Book includes a Word list clearly organized by unit and by part of speech. It contains all sets of new vocabulary items from each of the eight units in addition to other incidental vocabulary items that may be new to students.

All words are accompanied by their pronunciation clearly presented in phonetics, and the Word list is a useful tool for student self-study.



# Workbook

The Workbook section contains eight six-page units of extra practice of the language and skills taught in the Student Book. The Workbook exercises can be completed in class or for homework.

The first two pages of each Workbook unit summarize the grammar structures introduced in the corresponding Student Book unit with comprehensive charts and detailed grammar notes. They also contain a Word list of all the new vocabulary from that unit.

The following two pages provide extra vocabulary and grammar practice.

The last two pages provide additional practice to accompany the Student Book Communication lesson, and further reading and writing practice.

# Online Workbook

All students have access to the Online Workbook, via a code supplied on a card in the Student Book and Workbook.

The Online Workbook includes activities from the print Workbook, with additional **Extra practice** in vocabulary, grammar, and communication. There are extra activities for every unit of the Student Book, as well as a **Picture dictionary**, extra **Review activities**, and regular interactive **Progress quizzes**.

Most of the Online Workbook and Extra Practice activities are automatically graded, and the scores are visible in the **Gradebook**. You can assign work to your students and monitor their progress.

You can access the Online Workbook Learning Management System via a code supplied on a card in the Teacher's Book. The Teacher's resources are also supplied online in the Teacher's resources section of the Online Workbook.

There are many benefits to using these online materials. Students often feel more motivated when working online, and the automatic grading means that valuable time in class does not have to be spent correcting homework.

The Online Workbook and Extra practice activities are suitable for use in a language lab with Internet connection if there is one computer per student, as well as at home.

See page xv for more information and support with getting started.

The Online Workbook includes most of the exercises from the Workbook in an interactive format. Students and teachers can use all the content easily on desktop, laptop, or tablet computers.



Each unit of the Online Workbook contains a **Picture dictionary** with audio which students can listen to in order to review the vocabulary set from the corresponding Student Book unit.



The Online Workbook features automatic scoring of most exercises.



Writing exercises are provided in a PDF format which students can send electronically to their teachers for grading.



The Gradebook allows teachers to monitor students' progress in the Online Workbook and send feedback on their work. Teachers can choose to filter the data in a variety of different ways, and they also have the ability to generate reports.

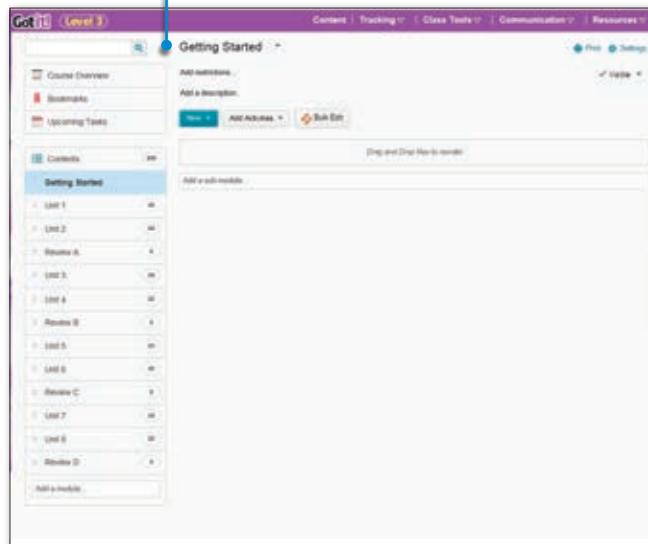
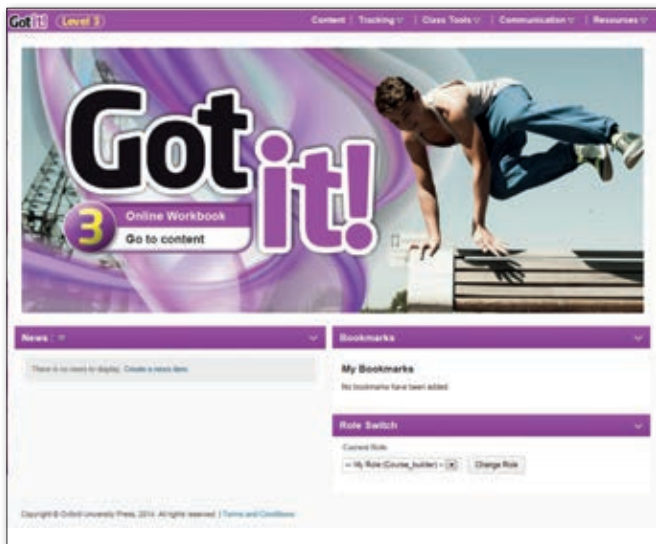


# Online Teacher's resources

There is a large amount of extra resource material included online in the Teacher's resources section of the Online Workbook. These can be accessed via a code supplied on a card in the Teacher's Book.

The Teacher's resources provide support material for consolidation, extension, mixed-ability classes, and assessment.

All the printable Teacher's resources and tests are in one place and are easily accessible from the Teacher's view of the Online Workbook.



## Printable worksheets

### Grammar and vocabulary

**Grammar help** and **Vocabulary help** worksheets for each unit provide additional practice of the Student Book material at a basic level, and are ideal for giving weaker students more practice.

**Grammar extension** and **Vocabulary extension** worksheets offer more challenging practice for the more able students.

### Reading and writing

There is a Reading and writing worksheet for every unit, providing more reading and writing practice linked to the topic and language of the unit.

### Pairwork

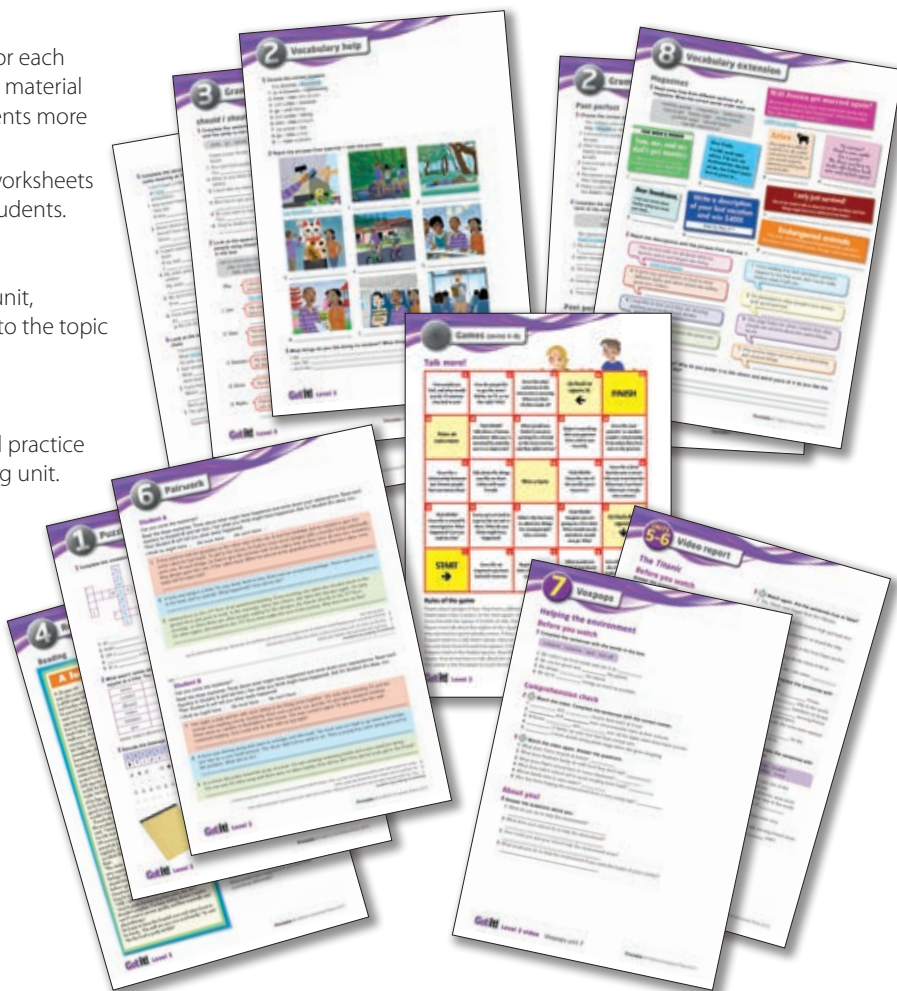
There is one Pairwork worksheet per unit, giving oral practice of the grammar and vocabulary in the corresponding unit.

### Puzzles and games

One page of puzzles is included for each unit, and two board games for each level of the series. Although these resources give practice of the main grammar and vocabulary of the unit, the emphasis is on fun activities, such as crosswords, wordsearches, and code breakers.

### Video lessons

There are worksheets to accompany four video reports per level, and worksheets to accompany eight voxpop interview clips per level. The video clips are available on iTools and on the DVD. The worksheets are available online with all the other resources, on the DVD, and on iTools.



The Teacher's view of the Online workbook can only be accessed by teachers who have registered and been validated. Students cannot see or access the teacher's materials.

## Tests and assessment

For each level of *Got it!*, there are eight Unit tests and four Review tests, all of which can be opened using Microsoft® Word and edited before printing.

The **Unit tests** include vocabulary and grammar questions, dialogue work, and a writing task. Each test is scored out of 50 points.

The **Review tests** focus on vocabulary and grammar, and reading, writing, and listening skills. Each test is scored out of 100 points.

**All course tests have A and B versions, to help prevent your students from cheating.**

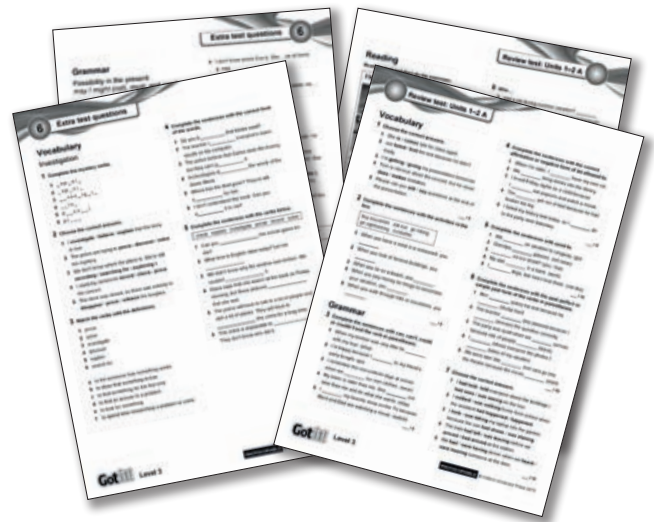
There is also a bank of **Extra test questions** in editable Microsoft® Word documents, with more grammar and vocabulary questions for every unit of the Student Book. You can use these to compile additional tests to suit your individual requirements.

Regular assessment makes it easier to monitor students' progress during each semester. Teachers can keep a record of individual students' progress using the evaluation chart on page xix.

There are also printable **practice examinations** in the style of KET, PET, and TOEFL Junior, aligned to the *Got it! 2<sup>nd</sup> edition* syllabus.

These will help students who are preparing for these exams to gain confidence with the specific question types while using language that they have already covered. The audio material for these practice examinations is available online with all the resources.

There is also a printable **KET practice test** with Level 2, and a printable **PET practice test** with Level 3. Further practice tests can be purchased from [www.oxfordenglishtesting.com](http://www.oxfordenglishtesting.com).



## DVD

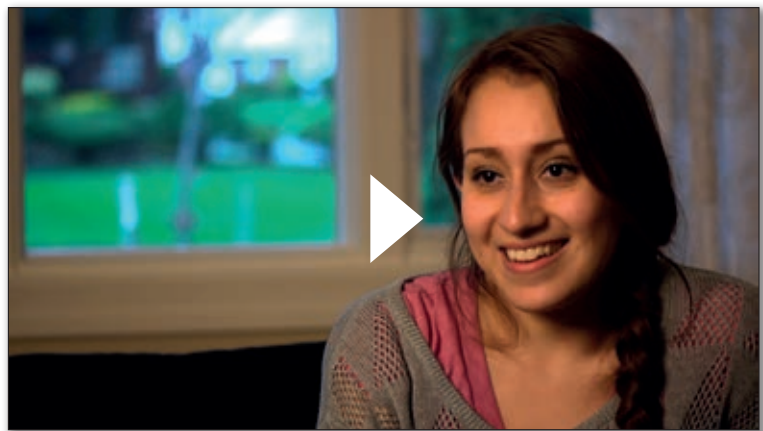
Two DVDs accompany the series, with four video reports for each level. The material deals with different cultural aspects of the English-speaking world, and is closely linked to the language syllabus and topical themes of the Student Book. There are also video voxpops – authentic interviews with American teenagers about the topics in the units of the book.

The video reports are designed to be used after completion of each Review unit, or after every second main unit.

The voxpops could be used at the end of each unit.

The DVD also contains printable worksheets, teaching notes, answer keys, and scripts. These can be accessed when the DVD is used with a computer.

In addition to the comprehension questions on the worksheets, there are multiple-choice questions displayed on screen after each documentary. The correct answer can be selected with the remote control if viewed on a DVD player, or using a mouse if viewed on a computer.



## Class Audio CD

The Class Audio CD is for classroom use. There is a track list on page xxi.

# Teacher's Book

The Teacher's Book contains detailed lesson notes and at-a-glance answers for all the Student Book and Workbook material.

Each Teacher's Book unit starts with a summary of the areas of vocabulary, grammar, communication, skills, and topical themes covered in the Student Book unit. Also listed are themes relating to values and responsible citizenship, such as:

- ethics and morals;
- society, including the themes of respect, solidarity, and justice;
- multiculturalism, including anthropology, human rights, cultural studies, sociology, and historical, geographical, legal, and ethical perspectives;
- the environment, including protecting the environment, and natural cycles;
- work and consumerism, including mass communication, advertising, sales, workers' rights, and consumer rights;
- health.

## iTools

The *Got it! 2<sup>nd</sup> edition* iTools provides a powerful classroom resource for the teacher.

iTools contains the complete content of the Student Book and Workbook, designed to be projected in class. To take full advantage of its rich interactive content, it should be used with an interactive whiteboard, but may also be used with a computer connected to a screen or data projector.

In addition to the standard interactive functions common to interactive whiteboards, other features of iTools include:

- full audio content, launched directly from the Student Book page;
- audioscripts and answer keys displayed at the click of a button;
- interactive grammar presentations, which launch from the page, containing extra activities for each grammar point in the Student Book;
- video lessons with accompanying worksheets. There are four video reports per level, as well as authentic voxpop interviews with American teenagers for every unit. The video clips can be launched directly from the icon on the worksheet.

The notes include a description of the aim of every exercise in the Student Book, followed by detailed instructions and answers.

There are also suggestions for **Warm-up activities**, and **Extra activities** that can be used to extend the Student Book content according to the needs and abilities of each class.

The Student Book is full of factual information and references to the real world. The teaching notes provide support for this by giving additional notes and cultural facts in the **Background information** boxes.

Teenage students have an insatiable interest in music and popular culture, and the use of songs to consolidate the linguistic and topical contents of the Student Book can be an effective way of motivating students.

The teaching notes for each Review unit include suggestions for suitable songs that can be exploited for this purpose. The songs have been chosen because of their lexical, grammatical, or thematic link to the corresponding units.

See page xvi for suggestions on how to exploit songs in class.

**5 Presentation** Home Practice Test **Got it!**

Question tags with be simple present and simple past

Question tags with be		
<b>Simple present</b>	I'm your friend, aren't I? You're so clumsy, aren't you? It's bad news, isn't it?	I'm not your friend, am I? You aren't clumsy, are you? It isn't bad news, is it?
<b>Simple past</b>	I was an idiot, wasn't I? You were there, weren't you? That was cool, wasn't it?	I wasn't an idiot, was I? You weren't there, were you? That wasn't cool, was it?

**Watch out!**  
Remember that the question tag for I am or I'm is aren't I?  
I'm lucky, aren't I?  
NOT I'm lucky, aren't I?

**Listen to the grammar examples. Repeat.**  
You're Mary's brother, aren't you?  
She's engaged to Luke, isn't she?

**Complete the rules.**  
After an affirmative statement, we use a **negative** question tag.  
After a negative statement, we use an **affirmative** question tag.  
After a statement with I'm, we use the question tag **aren't I?**

- full zoom functionality;
- extra interactivity on selected exercises;
- quick links from each Student Book lesson to the corresponding Workbook page.

For full details, see the separate documentation included with the iTools disc.

## Getting started with the *Got it! 2<sup>nd</sup> edition* Online Workbook and Teacher's resources

All *Got it! 2<sup>nd</sup> edition* teachers and students can access the Online Workbook on tablets or computers. This is also where all the Teacher's resources are supplied.

Before you can do anything else, you must have an account that you can use to log in. You only need one account to teach any number of courses. You will need the access code supplied on the card in this book. Your students will need the access code supplied on the card in their print Student Book & Workbook.

Go to [www.oxfordlearn.com](http://www.oxfordlearn.com) and follow the step-by-step instructions and watch the **Getting started** videos. Click the **Help and Support** link.

After you have registered, download a PDF of our full **Training Guide**. Go to **Teacher Resources** in the Content area of your online course.

Use our resources for getting started, managing your account, and using the learning management tools, as well as for finding ideas and best practice for teaching online. Go to [www.oup.com/elt/teachonline](http://www.oup.com/elt/teachonline).

For further help, contact our Customer support team – e-mail [eltsupport@oup.com](mailto:eltsupport@oup.com).



# Classroom management

## An English-speaking environment

- Use English for classroom instructions as often as you can, and ask students to use English as well. For example: *Open your books at page 10. Raise your hand. Work in pairs, etc.*
- Students should be encouraged to use expressions such as: *How do you say ... in English? How do you spell ...? I don't understand. Please can you repeat that? Can you say that more slowly, please? Can I go to the bathroom?*

## Managing large classes

Large classes are easier to manage if you establish routines such as:

- Write a plan of the day's activities on the board.
- Make sure that everyone understands the task before they start. Give clear examples and ask students to provide examples as well.
- Set time limits for all activities and remind them of time limits, for example: *You have two minutes left.*
- Walk around the class monitoring while students work.
- Get to know your students' personalities and learning styles so that you can maximize their potential in class.
- Allow stronger students to help weaker students while ensuring that there is always an atmosphere of mutual respect and understanding.

## Group and pairwork

The interaction from working in small groups or in pairs is vital in a language classroom, and students quickly get used to what to expect. Here are some tips for organizing group work in large classes:

- Don't have more than five students per group.
- Set up group activities quickly by allocating students with a letter (A, B, C, etc.). Students form groups with other students who have the same letter.
- Demonstrate tasks with one pair or group at the front of the class.
- Set a time limit and keep reminding students of it.

## Songs

There are many ways in which songs can be exploited in class, including the following suggestions:

- **Gap-fill** There are many variations of this type of activity, in which students are given the lyrics with certain key words deleted. To make it easier for students, the missing words can be grouped together in a wordpool. As students read the lyrics, they try to fill in the gaps, then they listen and check. If you wish to make the activity more challenging, you could add extra words to the wordpool as distracters, or not provide the missing words at all. It is important to choose the gapped words carefully, however, because they should be audible, and students should be able to guess from the context which word makes most sense in each gap.
- **Correct the mistakes** Include some incorrect words or information in the lyrics. Ask students to identify where the mistakes are and replace them with the correct words, before they listen to the song to check their answers.
- **Choose the correct alternative** At regular points in the lyrics, students have to choose between two or more alternative words or phrases to complete the lyrics correctly. Students then listen and check.

- **Put the verses in the correct order** This activity works especially well with songs that tell a story. Students are given the verses in the wrong order, and they have to guess the correct order before listening to the song.
- **Match rhyming words** Many songs are structured so that alternating lines end with rhyming words, and this provides an excellent opportunity to work on different sounds. One useful activity is to give students the lyrics with the lines of each verse jumbled. Students try to unjumble the lines, according to which lines rhyme with each other, before listening to the song to check their ideas. Another variation is for students to choose between two alternatives to end each line. This could mean choosing the word that provides the best rhyme, or the word that makes most sense in the context.
- **Match words to definitions** Songs often contain informal expressions, idioms, and colloquial grammar. With stronger groups, it can be useful to have students try to match difficult words and expressions to definitions or explanations. Alternatively, where lyrics feature more standard items of vocabulary, students could work together in groups to find the words in a dictionary and agree on a definition.

## Feedback

It is important for students to have a sense of how they have performed. Provide feedback while you are monitoring activities. Alternatively, you can assess an exercise afterward with the whole class: students can put up their hands to indicate how many answers they shared, how hard or easy the task was, etc. Encourage students to behave well by using a points system. Award points to pairs or groups that don't make too much noise. Deduct points from pairs or groups that are too noisy or who are not speaking in English.

## Suggestions for further reading

### General reference

*Oxford Guide to British and American Culture – 2<sup>nd</sup> Edition*  
*The Oxford Picture Dictionary – New edition*  
*Practical English Usage – 3<sup>rd</sup> Edition* by Michael Swan

### Grammar

*Oxford English Grammar Course* (Basic to Advanced) by Michael Swan and Catherine Walter  
*Grammar New Edition* (Beginner to Pre-intermediate) by Jennifer Seidl  
*Grammar Sense (1–3)* by Susan Kesner Bland

### Graded readers

*The Oxford Bookworms Library* (Elementary to Pre-intermediate) – graded readers that are ideal for extended reading, including non-fiction readers that are ideal for cultural and cross-curricular studies.

### Ideas for supplementary activities and teacher development

*Oxford Basics* – a series of short, accessible books for teachers who are looking for new creative ways of teaching with limited resources.  
*Resource Books for Teachers* – a popular series that gives teachers practical advice and guidance, together with resource ideas and materials for the classroom.

# Common European Framework of Reference (CEFR)

The Common European Framework of Reference (CEFR) was designed to promote a consistent interpretation of foreign-language competence among the member states of the European Union. Today, the use of the CEFR has expanded beyond the boundaries of Europe, and it is used in other regions of the world, including Latin America, Asia, and the Middle East.

The CEFR defines linguistic competence in three levels: A, B, and C. Each of these levels is split into two sub-levels:

A	Basic User	A1	Breakthrough
		A2	Waystage
B	Independent User	B1	Threshold
		B2	Vantage
C	Proficient User	C1	Effectiveness
		C2	Mastery

The CEFR provides teachers with a structure for assessing their students' progress as well as monitoring specific language objectives and achievements. Students respond to the CEFR statements in the Reviews after Units 2, 4, 6, and 8.

*Got it!* aims to enable students to move from no English or level A1 into level B2 at the end of the four years of the course.

## Descriptions of the CEFR levels

### Basic User

- A1** Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce himself / herself and others and can ask and answer questions about personal details such as where he / she lives, people he / she knows, and things he / she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.
- A2** Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g., very basic personal and family information, shopping, geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspect of his / her background, immediate environment, and matters in areas of immediate need.

### Independent User

- B1** Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst traveling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes, and ambitions, and briefly give reasons and explanations for opinions and plans.
- B2** Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his / her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

## English Portfolio

The **Language Portfolio** has been developed in conjunction with the CEFR. It is a folder kept by the students which details their experiences of English and learning English. A Language Portfolio consists of the following elements:

### A Language Biography

- A checklist for students to assess their own language skills in terms of "What I can do." In *Got it!*, these are found in the Review Units after Units 2, 4, 6, and 8.
- Tools to help students identify their learning style and objectives. See the photocopiable form for students on page xviii.
- A checklist of learning activities outside the classroom. See the photocopiable form for students on page xviii.

### A Language Passport

- An overview of the level attained by the student in English at the end of the year.

### A Dossier

- Samples of the students' work, including tests, written work, projects, or other student-generated materials. In order to assist students with the compilation of a Language Portfolio, you may ask them to record their answers to the CEFR checklist on a separate sheet of paper and keep it in a folder. In addition, provide each student with a copy of the photocopiable form from page xix once they have completed the CEFR checklist in the book. Ask them to keep these forms in their portfolio folder as well. Finally, encourage students to choose several pieces of their work from different points in the year in order to compile the dossier that will appear in their portfolio.

# Student self-assessment checklist

## What I remember:

### Useful grammar:

---

---

---

---

### Useful vocabulary:

---

---

---

---

## Objectives:

### One thing I need to improve:

---

---

---

---

### How can I improve this?

---

### What did I do in English outside class?

- Do homework
- Learn new words
- Study for a test
- Listen to music
- Read something extra
- Watch a TV show, video, or DVD
- Write an e-mail or chat
- Look at web pages
- Speak to someone
- Read a magazine
- Other activities: \_\_\_\_\_

# Student progress record sheet

Name: \_\_\_\_\_

Class / Grade: \_\_\_\_\_

	Classwork: continuous assessment						Test results
	Date	Grammar	Vocabulary	Reading	Listening	Speaking	
Unit 1							
Unit 2							
Unit 3							
Unit 4							
Unit 5							
Unit 6							
Unit 7							
Unit 8							
	Comments						
Units 1-2							
Units 3-4							
Units 5-6							
Units 7-8							

# Lesson planner

<b>Class:</b>	<b>Date:</b>	<b>Time:</b>
<b>Objectives:</b>		
<b>Anticipated problems:</b>		
<b>Materials and resources:</b>		

Stage	Estimated Timing	Activity	Procedure

# Class Audio CD track list

## CD1

- 1.01** Title
- 1.02** Unit 1, page 10, exercise 1
- 1.03** Unit 1, page 12, exercise 1
- 1.04** Unit 1, page 14, exercise 1
- 1.05** Unit 1, page 14, exercise 2
- 1.06** Unit 1, page 16, exercise 1
- 1.07** Unit 1, page 17, exercise 3
- 1.08** Unit 2, page 18, exercise 1
- 1.09** Unit 2, page 20, exercise 1
- 1.10** Unit 2, page 20, exercise 2
- 1.11** Unit 2, page 22, exercise 1
- 1.12** Unit 2, page 22, exercise 2
- 1.13** Unit 2, page 22, exercise 3
- 1.14** Unit 2, page 24, exercise 1
- 1.15** Unit 2, page 25, exercise 3
- 1.16** Extra communication A, page 27, exercise 7
- 1.17** Extra communication A, page 27, exercise 8
- 1.18** Extra communication A, page 27, exercise 9
- 1.19** Extra communication A, page 27, exercises 10 and 11
- 1.20** Culture club A, page 28, exercise 1
- 1.21** Unit 3, page 30, exercise 1
- 1.22** Unit 3, page 32, exercise 1
- 1.23** Unit 3, page 32, exercise 2
- 1.24** Unit 3, page 34, exercise 1
- 1.25** Unit 3, page 34, exercise 2
- 1.26** Unit 3, page 34, exercise 3
- 1.27** Unit 3, page 34, exercise 4
- 1.28** Unit 3, page 36, exercise 2
- 1.29** Unit 3, page 37, exercises 3 and 4
- 1.30** Unit 4, page 38, exercise 1
- 1.31** Unit 4, page 40, exercise 1
- 1.32** Unit 4, page 40, exercise 2
- 1.33** Unit 4, page 42, exercise 1
- 1.34** Unit 4, page 42, exercise 2
- 1.35** Unit 4, page 42, exercise 3
- 1.36** Unit 4, page 42, exercise 4
- 1.37** Unit 4, page 44, exercise 1
- 1.38** Unit 4, page 45, exercise 4
- 1.39** Extra communication B, page 47, exercise 7
- 1.40** Extra communication B, page 47, exercise 8
- 1.41** Extra communication B, page 47, exercise 9
- 1.42** Extra communication B, page 47, exercise 10
- 1.43** Culture club B, page 48, exercise 1

## CD2

- 2.01** Title
- 2.02** Unit 5, page 52, exercise 1
- 2.03** Unit 5, page 54, exercise 1
- 2.04** Unit 5, page 56, exercise 1
- 2.05** Unit 5, page 56, exercise 2
- 2.06** Unit 5, page 58, exercise 1
- 2.07** Unit 5, page 59, exercise 3
- 2.08** Unit 6, page 60, exercise 1
- 2.09** Unit 6, page 62, exercise 1
- 2.10** Unit 6, page 64, exercise 1
- 2.11** Unit 6, page 64, exercise 2
- 2.12** Unit 6, page 64, exercise 3
- 2.13** Unit 6, page 66, exercise 2
- 2.14** Unit 6, page 67, exercise 4
- 2.15** Extra communication C, page 69, exercise 6
- 2.16** Extra communication C, page 69, exercise 7
- 2.17** Extra communication C, page 69, exercise 8
- 2.18** Extra communication C, page 69, exercise 9
- 2.19** Culture club C, page 70, exercise 2
- 2.20** Unit 7, page 72, exercise 1
- 2.21** Unit 7, page 74, exercise 1
- 2.22** Unit 7, page 74, exercise 2
- 2.23** Unit 7, page 76, exercise 1
- 2.24** Unit 7, page 76, exercise 2
- 2.25** Unit 7, page 76, exercise 3
- 2.26** Unit 7, page 76, exercise 4
- 2.27** Unit 7, page 77, exercise 3
- 2.28** Unit 7, page 78, exercise 2
- 2.29** Unit 7, page 79, exercise 3
- 2.30** Unit 7, page 79, exercise 4
- 2.31** Unit 8, page 80, exercise 1
- 2.32** Unit 8, page 82, exercise 1
- 2.33** Unit 8, page 84, exercise 1
- 2.34** Unit 8, page 84, exercise 2
- 2.35** Unit 8, page 84, exercise 3
- 2.36** Unit 8, page 86, exercise 1
- 2.37** Unit 8, page 87, exercises 3 and 4
- 2.38** Extra communication D, page 89, exercise 5
- 2.39** Extra communication D, page 89, exercise 6
- 2.40** Extra communication D, page 89, exercise 7
- 2.41** Culture club D, page 90, exercise 1
- 2.42** Review Test, Units 1–2
- 2.43** Review Test, Units 3–4
- 2.44** Review Test, Units 5–6
- 2.45** Review Test, Units 7–8

# Contents

## Welcome

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- Places around town
- Housework
- Personality adjectives

- Life events
- Experiences
- Internet activities

- Crime
- Human achievement

Unit	Vocabulary	Grammar
<b>1</b> Things used to be different! page 10	Education	Permission: <i>can, could</i> Permission: <i>be allowed to used to</i>
<b>2</b> I didn't want to leave! page 18	Things to do on vacation	Past perfect (affirmative and negative) Past perfect / Simple past Past narrative tenses
<b>Review A:</b> page 26 <b>Extra communication A:</b> page 27 <b>Culture club A:</b> page 28		
<b>3</b> What should I do? page 30	Illnesses	<i>should / shouldn't</i> Second conditional
<b>4</b> They should have prepared! page 38	Injuries	<i>should have</i> (affirmative and negative) Third conditional
<b>Review B:</b> page 46 <b>Extra communication B:</b> page 47 <b>Culture club B:</b> page 48		
<b>Remember:</b> pages 50-51		
<b>5</b> You love him, don't you? page 52	Relationships	Question tags with <i>be</i> (simple present and simple past) Question tags with <i>do</i> (simple present and simple past) Question tags (other tenses and modal verbs)
<b>6</b> They can't be real! page 60	Investigation	Possibility in the present: <i>may / might (not), must, and can't</i> Possibility in the past: <i>may / might (not), must, and couldn't a / an, the, no article</i>
<b>Review C:</b> page 68 <b>Extra communication C:</b> page 69 <b>Culture club C:</b> page 70		
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**Writing builder:** pages 92-95

**Puzzles:** pages 104-107

*must*  
Compounds: *some-* / *any-* / *no-* / *every-*  
*have to*; *mustn't* / *don't have to*

Gerunds / Verb + *-ing* form  
*be going to*  
Verb + infinitive / *-ing* form  
*will*: future; *be going to*

First conditional  
Present perfect: *ever* / *never*;  
Simple past; *yet* / *already* / *just*; *for* / *since*

Past progressive + Simple past  
Relative pronouns: *who* / *which* / *that*  
The infinitive of purpose  
*Which one ...?* / *Which ones ...?*

## Communication

## Skills

Discussing rules

**Reading:** A TV guide page about a new reality TV show  
**Listening:** An interview with a historian about the American West  
**Speaking:** Talking about what life used to be like at the end of the 19<sup>th</sup> century  
**Writing:** A short article for a magazine about life in the 19<sup>th</sup> century

Expressing an opinion

**Reading:** An e-newsletter about a school band's trip to L.A.  
**Listening:** Two students talk to a journalist about their trip to L.A.  
**Speaking:** Talking about your last vacation.  
**Writing:** A story about a vacation

### My progress A: page 29

### Curriculum extra A, Language: pages 96-97

At the doctor

**Reading:** A web page giving advice to students  
**Listening:** A conversation between a student's mom and his teacher  
**Speaking:** Giving advice  
**Writing:** A reply to a message giving advice

Making an emergency call

**Reading:** A web article about the animal hero awards  
**Listening:** A radio program about an accident  
**Speaking:** Responding to dilemmas  
**Writing:** An essay giving your opinion about what you would have done

### My progress B: page 49

### Curriculum extra B, Life sciences: pages 98-99

Checking information

**Reading:** An magazine article about celebrations around the world  
**Listening:** An interview about Valentine's Day traditions in Japan and South Korea  
**Speaking:** Discussing festivals which celebrate love  
**Writing:** An interview about a love festival in your country

Speculating

**Reading:** Biographies of George Mallory and Amelia Earhart  
**Listening:** A radio program about the Yonaguni Monument  
**Speaking:** Talking about what might be happening in photos  
**Writing:** Writing about what could be happening in a photo

### My progress C: page 71

### Curriculum extra C, Social science: pages 100-101

Explaining what you want

**Reading:** A magazine article about recycling  
**Listening:** A student responds to a survey about the environment  
**Speaking:** Responding to survey questions  
**Writing:** A report about how "green" you are

Taking phone messages

**Reading:** A web page about advertising  
**Listening:** Three radio ads  
**Speaking:** Interviewing your partner about American favorites and reporting back to the class  
**Writing:** A blog post about learning English

### My progress D: page 91

### Curriculum extra D, Environmental science: pages 102-103

**Word list:** pages 108-110

**Workbook:** pages W1-W49

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# Welcome

## Vocabulary

Places around town  
Housework  
Personality adjectives  
Life events  
Experiences  
Internet activities  
Crime  
Human achievement

## Grammar

must  
Compounds: *some-* / *any-* / *no-* / *every-*  
*have to*  
*mustn't* / *don't have to*  
Gerunds / Verb + *-ing* form  
*be going to* (1)  
*be going to* (2)  
Verb + infinitive / *-ing* form  
*will*: future  
*will* / *be going to*  
First conditional  
Present perfect  
*ever* / *never*  
Present perfect / Simple past  
Present perfect + *yet* / *already*  
Present perfect + *just*  
Present perfect + *for* / *since*  
Past progressive  
Past progressive / Simple past  
Relative pronouns: *who* / *which* / *that*  
The infinitive of purpose  
*Which one ...?* / *Which ones ...?*

## Vocabulary


pages 4–5

### Aim

To present and practice vocabulary for places around town, housework, personality adjectives, life events, experiences, Internet activities, crime, and human achievement

### Warm-up

- Start by introducing yourself to the class, then ask individual students to introduce themselves, saying what their name is and how old they are.
- Ask individual students questions about some of the topics on pages 4–5, e.g., *Do you help with the housework at home? What do you do? How would you describe your personality? Where were you born? Do you download music from the Internet? What was the last piece of music you downloaded? Have you heard about any crimes recently? What were they?*




# Welcome


## Vocabulary


### Places around town


**1 Match the words in the box with the pictures. There is one word you do not need.**


bank bus stop library parking lot  
pharmacy police station post office


  
bank

  
1 parking lot

  
2 police station

  
3 bus stop

  
4 pharmacy

  
5 post office

**And you?** Which of the places around town do you go past on your way to school?

## Personality adjectives

**3 Complete the descriptions with the adjectives in the box.**

creative lazy organized  
outgoing patient shy

Ellie hates doing any work. She's so lazy.

1 Ren is good at painting. He's very creative.

2 Lola always tries to help people when they don't understand. She's so patient.

3 Bella loves meeting new people. She's very outgoing.

4 Maria always does her homework on time. She's so organized!

5 Ne Siang doesn't like talking to people he doesn't know. He's quite shy.


**And you?** Describe your best friend's personality.

## Life events


**4 Write sentences about Rosa's life. Use the simple past form of a verb from list A and a word from list B.**

A be get get have start  
B a job born children married school


1970.....




.....1975




1986.....



.....1995



1997.....



Rosa was born in 1970.

1 She started school in 1975.

2 She got a job in 1986.

3 She got married in 1995.

4 She had children in 1997.

**And you?** Think of a relative you know well. Describe the main events in his / her life.

4 four

- Don't worry about correcting students' answers, but use their answers to get an idea of the kind and level of vocabulary they already know.

## Places around town

### Exercise 1

- Students match the words with the pictures.
- Check the answers with the class. Make sure that students understand the extra word (*library*). Elicit other places around town that students know and write them on the board.
- Read the *And you?* question to the class and elicit a range of answers.

## Housework

### Exercise 2

- Students work individually or in pairs to choose the correct answers.
- Check the answers with the class. Make sure that students understand all the words for housework.
- Elicit other words that students know for housework, and write them on the board.
- Read the *And you?* question to the class and elicit a range of answers.

## Experiences

5 Complete Tom's dreams with the verbs in the box.

be climb do fly go meet  
ride sleep visit win



One day I'd like to ...

- visit a foreign country by myself.
- 1 go whitewater rafting.
- 2 sleep in a tent.
- 3 ride a horse.
- 4 meet a famous person.
- 5 do a parachute jump.
- 6 fly in an airplane across the ocean.
- 7 climb a high mountain.
- 8 win a competition.
- 9 be in the newspaper.

**And you?** Which of the experiences would you like to do? Which ones have you already done? When did you do them?

## Internet activities

6 Match the verbs (1–9) with the phrases (a–i).

- |            |                        |
|------------|------------------------|
| 1 watch    | a on a post            |
| 2 I        | b pictures online      |
| 3 comment  | c videos               |
| 4 post     | d an e-mail to someone |
| 5 download | e a search engine      |
| 6 use      | f music                |
| 7 send     | g M someone            |
| 8 update   | h online games         |
| 9 play     | i antivirus software   |

**And you?** Which of these activities have you done today? What else do you use the internet for?

## Crime

7 Complete the story. Use the correct noun or verb form of the words in parentheses.

**A life of crime**

When she was 10, Peggy Sue became a pickpocket (pick pockets) and stole money from people's pockets for candy. On her 14<sup>th</sup> birthday, she tried shoplifting (shoplift) for the first time. She hid some paint under her coat and left without paying. She then vandalized (vandal) her school with the paint. At 16, she stole jewelry from her neighbor's house. After spending three years in jail for this burglary (burglarize), she robbed (rob) a bank with her partner, Bugsy. Later Bugsy "disappeared." Everyone thinks Peggy Sue was his murderer (murder).

**And you?** Have you seen, heard, or read about any crimes recently? What happened?

## Human achievement

8 Complete the crossword. Use the clues to help you.

POLITICIAN									
	N							R	
	V							C	
COMPOSER								H	
	N							I	
		ARTIST							
		O						E	
EXPLORER								T	

**Across**

- 1 A ... works in the government.
- 4 A ... writes music.
- 5 An ... paints or draws.
- 6 An ... discovers new places.

**Down**

- 2 An ... makes or thinks of new things.
- 3 An ... designs buildings.

**And you?** Can you think of a famous person for each job?

## Experiences

### Exercise 5

- Students work individually or in pairs to complete the phrases.
- Check the answers with the class.
- Elicit other phrases for experiences that students know, and write them on the board.
- Read the *And you?* questions to the class and elicit a range of answers.

## Internet activities

### Exercise 6

- Students work individually or in pairs to match the verbs with the phrases.
- Check the answers with the class. Make sure that students understand all the phrases.
- Elicit other words that students know for Internet activities, and write them on the board.
- Read the *And you?* questions to the class and elicit a range of answers.

## Crime

### Exercise 7

- Read out the heading and check that students understand *crime*.
- Students work individually or in pairs to complete the story with the correct nouns and verbs.
- Check the answers with the class. Make sure that students understand all the crime words.
- Elicit other words for crimes and criminals that students know, and write them on the board.
- Read the *And you?* questions to the class and elicit a range of answers.

## Human achievement

### Exercise 8

- Read out the heading and check that students understand *achievement*.
- Students work individually or in pairs to complete the crossword.
- Check the answers with the class. Make sure that students understand all the words.
- Read the *And you?* question to the class. Give students time to prepare their lists. Students then compare their ideas in pairs. Elicit a range of answers.
- Alternatively, you could do this as a race, to make it more challenging. See who can think of a famous person for each job first!

## Personality adjectives

### Exercise 3

- Students work individually or in pairs to complete the descriptions.
- Check the answers with the class. Make sure that students understand all the adjectives.
- Elicit other personality adjectives that students know, and write them on the board.
- Read the *And you?* task to the class. Give students time to prepare their descriptions.
- Students work in pairs to describe their best friend to their partner. Ask some students to tell the class about their partner's best friend.

## Life events

### Exercise 4

- Students work individually or in pairs to write the sentences.
- Check the answers with the class. Make sure that students understand all the phrases for life events.
- Elicit other words for life events that students know, and write them on the board.
- Read the *And you?* task to the class. Give students time to prepare their descriptions.
- Students work in pairs to tell their partner about their relative. Ask some students to tell the class something about their partner's relative.

**Aim**

To practice *must*, compounds with *some-*, *any-*, *no-*, and *every-*, *have to*, *mustn't / don't have to*, gerunds and verbs + *-ing* form, *be going to*, verbs followed by an infinitive or *-ing* form, *will*, *will* and *be going to*, and the first conditional

**Warm-up**

- Ask individual students questions using the grammar on pages 6–7, e.g., *What do you have to do to help at home? What do you enjoy doing on the weekend? What are you going to do next weekend? Do you want to travel to other countries when you're older? Do you think you will go to college?*
- Don't worry about correcting students' answers, but use their answers to get an idea of the kind and level of grammar they already know.

**must**

**Exercise 1**

- Read out the example answer and ask students to translate it into their own language. Ask: *Can you make the sentence negative?* Elicit the negative form *mustn't* and check that students understand it.
- Students work individually or in pairs to complete the sentences with the correct verb forms.
- Check the answers with the class, and review the form and use of *must* if necessary.

**Compounds: some- / any- / no- / every-**


**Exercise 2**

- Read out the example answer. Read out the next sentence and elicit the answer.
- Students work individually or in pairs to complete the sentences with the correct words.
- Check the answers with the class, and review the rules for the use of the compounds if necessary.

**have to**

**Exercise 3**

- Read out the example answers and check that students understand them. Point out that we use the base form of the verb after *have to*.
- Students write the sentences.
- Check the answers with the class.
- Review the form and use of *have to* if necessary.



## Grammar

### must

**1** Complete the class rules with *must* or *mustn't* and the verbs in the box.

ask bring listen put run use

CLASS RULES

- 1 You must ask \_\_\_\_\_ for permission to leave. (✓)
- 2 You mustn't run \_\_\_\_\_ in the school building. (X)
- 3 You mustn't listen \_\_\_\_\_ to music in class. (X)
- 4 You must put \_\_\_\_\_ your trash in the trash can. (✓)
- 5 You mustn't use \_\_\_\_\_ your cell phone in class. (X)

**2** Complete the sentences with *some*, *any*, *no*, or *every*.

I don't want to go to the mall again. Let's go some where different.

- 1 I hate this town! There's no thing to do.
- 2 I can't find my cell phone any where.
- 3 Listen. There's some one at the door.
- 4 Does any one know the answer?
- 5 Someone left their bag here.
- 6 Your coat is some where in that room.
- 7 Does any one mind if I open the window? It's hot in here!
- 8 Sara is very popular. Every one likes her.

**3** Write what housework Dan *has to do* (✓) and *doesn't have to do* (X).

clean his bedroom (✓)  
He has to clean his bedroom.  
 cook (X)  
He doesn't have to cook.

1 make his bed (✓)	4 take out the trash (X)
2 feed the rabbit (✓)	5 set and clear the table (✓)
3 do the ironing (X)	

6

six

**mustn't / don't have to**

**4** Choose the correct answers.

**Bella** I'm so excited! I have a part-time job as a server at a Mexican restaurant. It's near my house, so I don't have to / mustn't take the bus. Luckily, I don't have to / mustn't wear a uniform, but I dress quite neatly because my boss says I don't have to / mustn't wear jeans or sneakers.

**Carlos** That's great news! What days do you work? Maybe I could come for a meal :-)

**Bella** I work on most Saturdays and some vacations, but I don't have to / mustn't work on Sundays. Come over! The tacos are very good. I have to go now. It's time for work, and I don't have to / mustn't be late!

**Gerunds / Verb + -ing form**

**5** Write sentences. Use the gerund when necessary.

- Learn / English / be / important.  
Learning English is important.
- 1 Madison / love / dance.
  - 2 Skateboard / be / fun.
  - 3 I / not like / play / volleyball.
  - 4 Steal / money / be / wrong.
  - 5 Josh / hate / do / housework.
  - 6 My favorite / hobby / be / read.

**be going to (1)**

**6** Write the activities Zoey is and isn't going to do at the Go Wild! Summer Camp.

Go Wild!

Summer Camp activities

Check the activities you would like to do.

go climbing	<input type="checkbox"/>
explore the countryside	<input type="checkbox"/>
take art and craft classes	<input type="checkbox"/>
play outdoor sports	<input type="checkbox"/>
do a yoga class	<input type="checkbox"/>
learn a foreign language	<input type="checkbox"/>

She's going to go climbing.

- Ask: *What do you have to do at home?* Elicit a range of answers.

**ANSWERS**

- 1 He has to make his bed.
- 2 He has to feed the rabbit.
- 3 He doesn't have to do the ironing.
- 4 He doesn't have to take out the trash.
- 5 He has to set and clear the table.

**mustn't / don't have to**

**Exercise 4**

- Write one of the sentences with *mustn't* from exercise 1 on the board e.g., *You mustn't listen to music.* Check that students understand it.
- Write one of the sentences with *doesn't have to* from exercise 3 on the board, e.g., *He doesn't have to work.* Check that students understand it.

- Students work individually or in pairs to choose the correct answers.
- Check the answers with the class. Review the difference between *mustn't* and *don't have to* again if necessary.

**Gerunds / Verb + -ing form**

**Exercise 5**

- Read out the example answer. Point to the prompts in the next sentence and elicit the full sentence.
- Students write the sentences.
- Check the answers with the class. Ask: *What other things do you like doing? What do you hate doing?* Elicit a range of answers.

**be going to (2)**

7 Look at the pictures. Complete the sentences with the correct short form of **be going to** and the verbs and expressions in the box.

eat a burger make a cake play basketball  
rain win the race



- 1 They **re going to play basketball.**
- 2 He **s going to eat a burger.**
- 3 It **s going to rain.**
- 4 She **s going to make a cake.**
- 5 I **m going to win the race!**

**Verb + infinitive / -ing form**

8 Complete the text with the verbs in the box in the infinitive or -ing form.

discover find get go meet  
spend travel visit

After high school, I want **to go** to college. I want **to get** a degree in Spanish. I love **travelling** and I hope **to visit** South America this summer. I'd like **to spend** some time in Peru and Colombia. I love **meeting** new people and I enjoy **discovering** new cultures. I don't have any money at the moment, but I hope **to find** a part-time job!

**will: future**

9 Complete the dialogue with **will** or **won't** and the verbs in parentheses.

Brody Dad, I'm going to Gabe's house to play video games.  
Dad Where does Gabe live?  
Brody He lives on Fifth Street.  
Dad How **will you get** (you / get) there?  
Brody I **'ll take** (take) the bus. It **'won't take** (not take) long.  
Dad What time **will you be** (you / be) back?  
Brody I'm not sure, but I **'won't be** (not be) late.  
Dad **Will you eat** (you / eat) dinner here?  
Brody No, I **'ll have** (have) something to eat with Gabe.

**will / be going to**

10 Complete the sentences with the correct form of **will** or **be going to**.

- When I'm older, I **ll** probably travel abroad.
- 1 There are no clouds in the sky. It **s going to** be a beautiful day.
  - 2 Scientists think that future technology **will** change the world.
  - 3 What do you think this year's exams **will** be like?
  - 4 The traffic is terrible! We **re going to** be late for school!
  - 5 I think Brazil **will** win the next World Cup.
  - 6 I don't feel well. I **'m going to** be sick.

**First conditional**

11 Complete the sentences with the correct form of the verbs in parentheses.

- We **'ll miss** (miss) the train if we **don't run** (not run).
- 1 If it **s** (be) sunny tomorrow, we **'ll go** (go) swimming.
  - 2 If you **don't give** (not give) her a birthday card, Beth **will be** (be) disappointed.
  - 3 I **'ll buy** (buy) you a coffee if you **help** (help) me with my math homework!
  - 4 He **won't pass** (not pass) his tests if he **doesn't study** (not study).

**Verb + infinitive / -ing form**

**Exercise 8**

- Read out the example answer and point out the infinitive form. Remind students that some verbs are followed by an infinitive, and others are followed by the -ing form.
- Students work individually or in pairs to complete the text with the correct verb forms.
- Check the answers with the class.
- Elicit which verbs in the text are followed by an infinitive, and which are followed by an -ing form.
- Ask some questions using the verbs, e.g., *What do you want to do when you leave school? What do you enjoy doing on the weekend?* Elicit a range of answers.

**will: future**

**Exercise 9**

- Read out the example answer. Elicit that we use *will* to talk about the future.
- Elicit the negative form *won't*.
- Students work individually or in pairs to complete the dialogue.
- Check the answers with the class.
- Review the form and use of *will* if necessary.

**will / be going to**

**Exercise 10**

- Elicit that we use *be going to* for plans, and we use *will* for predictions about the future.
- Read out the example answer and ask: *Is this a plan, or a prediction?* (a prediction)
- Students work individually or in pairs to complete the sentences.
- Check the answers with the class.
- Ask individual students questions about themselves using *will* and *be going to*, e.g., *What are you going to do tomorrow? What job do you think you will do when you are older?* Elicit a range of answers.

**First conditional**

**Exercise 11**

- Read out the example answer. Ask students to translate it into their own language, to check understanding.
- Elicit or remind students of the form of the first conditional.
- Students work individually or in pairs to complete the sentences.
- Check the answers with the class. Review the form and use of the first conditional if necessary.

**ANSWERS**

- 1 Madison loves dancing.
- 2 Skateboarding is fun.
- 3 I don't like playing volleyball.
- 4 Stealing money is wrong.
- 5 Josh hates doing housework.
- 6 My favorite hobby is reading.

**be going to (1)**

**Exercise 6**

- Read out the example answer and check that students understand it. Elicit another example from the class.
- Students work individually or in pairs to write the sentences.
- Check the answers with the class. Review the form and use of *be going to* if necessary.

**ANSWERS**

- She's going to explore the countryside.  
She isn't going to take art and craft classes.  
She's going to play outdoor sports.  
She isn't going to do a yoga class.  
She's going to learn a foreign language.

**be going to (2)**

**Exercise 7**

- Students work individually or in pairs to complete the sentences.
- Check the answers with the class.
- Ask: *What are you going to do tonight / next weekend?* Elicit a range of answers.

## Aim

To practice the present perfect, *ever / never*, the present perfect and simple past, the present perfect with *yet / already*, the present perfect with *just*, the present perfect with *for / since*, the past progressive, the past progressive and simple past, relative pronouns, the infinitive of purpose, and *Which one ...? / Which ones ...?*

## Warm-up

- Ask individual students questions using the grammar on pages 8–9, e.g., *Have you ever traveled abroad? When did you go? Which countries did you visit? How long have you been at this school? What were you doing at seven o'clock last night? What do you use a pen for?*
- Don't worry about correcting students' answers, but use their answers to get an idea of the kind and level of grammar they already know.

## Present perfect

### Exercise 12

- Read out the example answer. Point out the form of the present perfect question.
- Read out the next gapped sentence and elicit the answer.
- Write the present perfect verb on the board and elicit the negative form. Elicit that we use the present perfect to talk about experiences, or things that happened at some time in the past, but that have a connection to the present.
- Students work individually or in pairs to complete the sentences and questions.
- Check the answers with the class. Review the form and use of the present perfect if necessary.

## ever / never

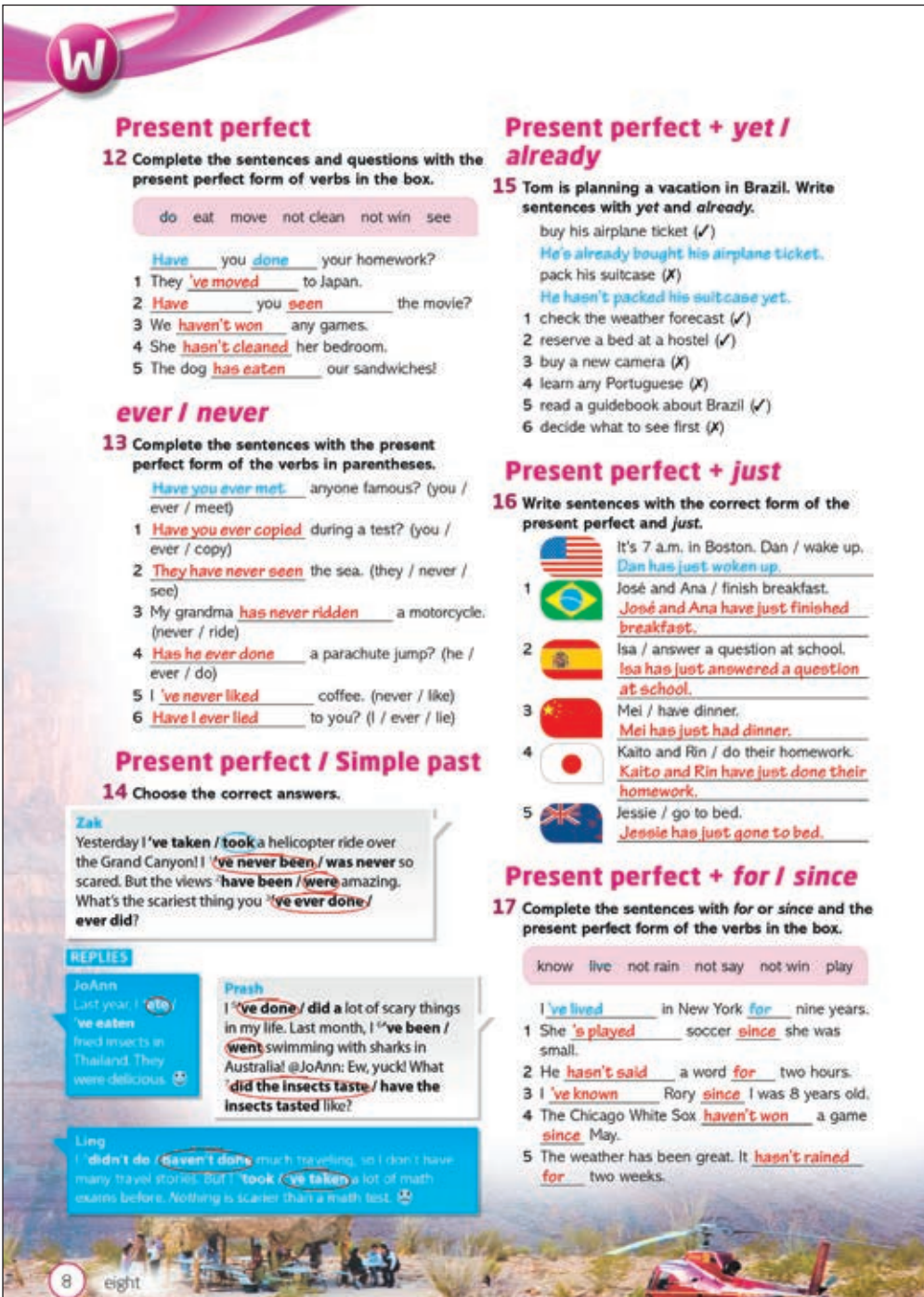
### Exercise 13

- Read out the example question. Check that students understand the meaning of *Have you ever ...?*
- Ask the question to individual students and elicit the sentence: *I've never met anyone famous.* Point out that we use *never* with an affirmative verb, not a negative verb.
- Students then complete the sentences and questions.
- Check the answers with the class.

## Present perfect / Simple past

### Exercise 14

- Point to the picture and ask: *Where do you think it is?*
- Students work individually or in pairs to choose the correct verb forms.



### W

## Present perfect

**12** Complete the sentences and questions with the present perfect form of verbs in the box.

do eat move not clean not win see

Have you done your homework?

- They 've moved to Japan.
- Have you seen the movie?
- We haven't won any games.
- She hasn't cleaned her bedroom.
- The dog has eaten our sandwiches!

## ever / never

**13** Complete the sentences with the present perfect form of the verbs in parentheses.

Have you ever met anyone famous? (you / ever / meet)

- Have you ever copied during a test? (you / ever / copy)
- They have never seen the sea. (they / never / see)
- My grandma has never ridden a motorcycle. (never / ride)
- Has he ever done a parachute jump? (he / ever / do)
- I 've never liked coffee. (never / like)
- Have I ever lied to you? (I / ever / lie)

## Present perfect / Simple past

**14** Choose the correct answers.

**Zak**  
Yesterday I 've taken / took a helicopter ride over the Grand Canyon! I 've never been / was never so scared. But the views 'have been / were amazing. What's the scariest thing you 've ever done / ever did?

**REPLIES**

**JoAnn**  
Last year, I 've eaten fried insects in Thailand. They were delicious. 🍷

**Prash**  
I 've done / did a lot of scary things in my life. Last month, I 've been / went swimming with sharks in Australia! @JoAnn: Ew, yuck! What did the insects taste / have the insects tasted like?

**Ling**  
I didn't do / haven't done much traveling, so I don't have many travel stories. But I took / 've taken a lot of math exams before. Nothing is scarier than a math test. 📖

## Present perfect + yet / already







**15** Tom is planning a vacation in Brazil. Write sentences with *yet* and *already*.

buy his airplane ticket (✓)  
He's already bought his airplane ticket.  
pack his suitcase (X)  
He hasn't packed his suitcase yet.

- check the weather forecast (✓)
- reserve a bed at a hostel (✓)
- buy a new camera (X)
- learn any Portuguese (X)
- read a guidebook about Brazil (✓)
- decide what to see first (X)

## Present perfect + just

**16** Write sentences with the correct form of the present perfect and *just*.

-  It's 7 a.m. in Boston. Dan / wake up.  
Dan has just woken up.
-  José and Ana / finish breakfast.  
José and Ana have just finished breakfast.
-  Lisa / answer a question at school.  
Lisa has just answered a question at school.
-  Mei / have dinner.  
Mei has just had dinner.
-  Kaito and Rin / do their homework.  
Kaito and Rin have just done their homework.
-  Jessie / go to bed.  
Jessie has just gone to bed.

## Present perfect + for / since

**17** Complete the sentences with *for* or *since* and the present perfect form of the verbs in the box.

know live not rain not say not win play

- I 've lived in New York for nine years.
- She 's played soccer since she was small.
- He hasn't said a word for two hours.
- I 've known Rory since I was 8 years old.
- The Chicago White Sox haven't won a game since May.
- The weather has been great. It hasn't rained for two weeks.

- Check the answers with the class.
- Review the difference between the present perfect and simple past if necessary.
- Ask: *What's the scariest thing you've ever done?* Elicit a range of answers.

## Present perfect + yet / already

### Exercise 15

- Read out the two example answers and check that students understand them. Point out the different position of *already* and *yet* in the sentences.
- Students write the sentences.
- Check the answers with the class.

### ANSWERS

- He's already checked the weather forecast.
- He's already reserved a bed at a hostel.

- He hasn't bought a new camera yet.
- He hasn't learned any Portuguese yet.
- He's already read a guidebook about Brazil.
- He hasn't decided what to see first yet.

## Present perfect + just

### Exercise 16

- Read out the example answer. Ask students to translate it into their own language, to check understanding.
- Point out the position of *just*.
- Students work individually or in pairs to write the sentences.
- Check the answers with the class.

### Past progressive

18 Complete the dialogue with the correct past progressive form of the verbs in parentheses.

Eia What were you doing (you / do) last night? I was texting (text) you all night while I was watching (watch) TV, but you didn't reply! Were you practicing (you / practice) the guitar again?

Ben No, I wasn't (X). I wasn't playing (not play) a video game, either! Sam and I were listening (listen) to music while we were doing (do) our homework.

### Past progressive / Simple past

19 Choose the correct answers.

Yesterday, I had / was having an accident while I biked / was biking to school. I rode / was riding down Main Street when a boy suddenly walked / was walking into the road. He was listening / listened to music when he was stepping / stepped off the sidewalk, so he wasn't noticing / didn't notice me. I fell off my bike. While I lay / was lying on the sidewalk, the boy was leaving / left. Luckily, I wasn't hurt. My neighbor was seeing / saw me while she was driving / drove past. She stopped and helped me.

### Relative pronouns: who / which / that

20 Rewrite the sentences with *who*, *which*, or *that*.

That's the girl. She lives next door to me.  
That's the girl who / that lives next door to me.

1 I can't find the key. It opens this door.  
I can't find the key which / that opens this door.

2 I know a restaurant. It makes great pizza.  
I know a restaurant which / that makes great pizza.

3 There's the server. He took our food order.  
There's the server who / that took our food order.

4 Miami is a city. It is popular with tourists.  
Miami is a city which / that is popular with tourists.

5 I know the people. They live above the store.  
I know the people who / that live above the store.

6 Can you pass me the book? The book is on the desk.  
Can you pass me the book which / that is on the desk?

### The infinitive of purpose

21 Complete the definitions of these objects.



- 1 You use a pencil to write.
- 2 You visit a pool to swim.
- 3 You use a knife to cut food.
- 4 You use headphones to listen to music.
- 5 You visit a supermarket to buy / get groceries.
- 6 You go to bed to sleep.

### Which one ...? / Which ones ...?

22 Complete the dialogues with *one* or *ones*.

1 **Jamie** I'll get you a soda. Would you like a small one, or a large one?

**Lily** A small one, please.

2 **Fabio** Which ones were your favorites? The chocolate cookies, or the nut ones?

**Emily** The chocolate ones, definitely!

3 **Dee** Which hat do you prefer – the red one or the blue one?

**Xavier** Neither. I prefer the green one!

4 **Saira** There are a lot of pictures here. Which ones are of you?

**Jack** These ones. Look – here's me as a baby!

nine 9

- Read out the example answer. Elicit that we use the simple past for the main actions in a story, and the past progressive for longer actions in progress.
- Students work individually or in pairs to choose the correct verb forms.
- Check the answers with the class. Point out that we use *while* with the past progressive, and *when* with the simple past.

### Relative pronouns: who / which / that

#### Exercise 20

- Read out the example answer. Elicit or remind students that we use *who / that* for people, and *which / that* for things.
- Read out the next pair of sentences and elicit the sentence with a relative pronoun.
- Students write the sentences.
- Check the answers with the class.
- Review the rules for relative pronouns if necessary.

### The infinitive of purpose

#### Exercise 21

- Read the task with the class, then read out the example answer. Ask students to translate the sentence into their own language, to check understanding.
- Point to the next picture and read out the gapped sentence. Elicit the answer.
- Students complete the sentences.
- Check the answers with the class.
- Ask students to work in pairs and write three more definitions of familiar objects, using an infinitive of purpose.
- Ask pairs in turn to read out one of their definitions, omitting the name of the object. See if other students can guess the object.

### Which one ...? / Which ones ...?

#### Exercise 22

- Read out the first question in the dialogue, including the example answer. Elicit the next answer.
- Ask: *What noun does one replace?* (soda) Elicit or remind students that we use *one* to replace a singular noun, and *ones* to replace a plural noun.
- Students complete the dialogue.
- Check answers by asking two students to read out the dialogue. Correct any mistakes as a class.

### Present perfect + for / since

#### Exercise 17

- Read out the example answer. Read out the next sentence and elicit the answer. Elicit that we use *for* with a period of time, and *since* with a point in time.
- Students complete the sentences with the correct words and verb forms.
- Check the answers with the class.
- Ask: *How long have you lived in this town / city?* Elicit a range of answers using both *for* and *since*.

### Past progressive

#### Exercise 18

- Read out the example answer. Elicit that it is in the past progressive, and we use

this verb form for actions in progress in the past.

- Read out the next line of the dialogue and elicit the answer.
- Students complete the dialogue.
- Check answers by asking two students to read out the dialogue. Correct any mistakes as a class.
- Review the form and use of the past progressive if necessary.
- Ask: *What were you doing at 7:30 this morning?* Elicit a range of answers.

### Past progressive / Simple past

#### Exercise 19

- Ask students to read the text through quickly, ignoring the bold verbs. Ask: *What happened to the person?*

# 1 Things used to be different!

## Grammar

Permission: *can, could*

Permission: *be allowed to*

*used to*

## Vocabulary

Education

## Communication

Discussing rules

## Skills

**Reading:** A TV guide about *Pioneer School*, a reality TV show

**Listening:** An interview about life for pioneers in the American West

**Speaking:** Talking about life in the past

**Writing:** A short magazine article about life in the 19<sup>th</sup> century

## Topics and values

Personal ambition; Personal development; Education; TV shows; Society (past societies)

## Presentation pages 10–11

### Aim

To present the new language in an interesting context

### Warm-up

- Ask students to look at the pictures.  
*Ask: What are the people doing? Where might you see people performing in this way? What other skills might you see here?*  
Pre-teach *circus* and *acrobat*. Read out the name of the circus: *Cirque du Monde*. *Ask: Do you know anything about this circus? In what ways might it help young people?*
- Elicit answers, and encourage students to speculate.

### Background notes

- Cirque du Soleil is a Canadian-based entertainment company which specializes in spectacular shows involving circus skills. The company was founded in 1984 and has now performed in over 270 countries worldwide.
- Cirque du Monde is a social program established by the Cirque du Soleil company in 1995. It works with community workers in cities around the

**1 Things used to be different!**

**THE CIRQUE DU MONDE**

HOME FIND A PROJECT ABOUT US CONTACT US

HOME > FIND A PROJECT > EDUCATION > SOCIAL CIRCUS AND CITIZENSHIP

**Cirque de Soleil started Cirque du Monde in 1995. Cirque du Monde uses circus techniques to help young people with difficult lives to develop self-confidence and learn useful skills.**

There are programs in more than 80 communities, from South Africa to Brazil to Singapore.

**Marco's story (Brazil)**

**What did your life use to be like?**  
Five years ago, things used to be very different. I didn't use to go to elementary school, and I didn't use to have a home. I lived in an empty factory for a while, until the owner said I couldn't stay any more. I wasn't even allowed to get my things! After that, I slept on the street.

**How did you join the Cirque?**  
The Cirque performed a special local show which everyone could watch for free. I loved it, especially the clowns! I laughed so much. I knew I didn't want to be an invisible "street kid" any more. I joined the Cirque because I wanted to make people laugh and smile, too.

**Who can join?**  
Anyone aged 8 to 25 can join. You don't have to pass tests or answer difficult questions. Cirque teachers believe everyone has special talents.

**What's circus class like?**  
Fun, but there are rules. No one is allowed to be late for class, and you can't miss too many lessons, or you won't be allowed to come back. Rude or mean students aren't allowed to stay, either. Good teamwork is important for circus skills – especially acrobatics! At first, I used to make a lot of mistakes. I fell off the unicycle a lot. Riding a one-wheeled bike isn't easy! But the Cirque encourages you to "try, try, and try again." I was allowed to take extra lessons, and I'm much better now. Next year, I'll be allowed to go on an American tour. I'm so excited!

**What's life like now?**  
I share a room with a friend, and I go to high school. I'm getting good grades, so maybe I'll go to college one day. I used to think I didn't have a future. Now, I believe anything is possible.

**Check it out!**

**Find these words and check their meaning.**

community teamwork  
down unicycle

**1 1.02 Read and listen Are the sentences true or false?**

- The Cirque exists in several different countries. True
- You can join it at any age. False
- Students can learn some unusual skills. True

world to help young people in difficult circumstances develop their confidence and social skills through learning circus skills. There are Cirque du Monde programs in over 80 countries worldwide. The programs include one in South Africa to help motivate children born with HIV, one in Mongolia to work with young people in prison, and one in Australia to work with young people who have been truanting from school.

### Exercise 1 Read and listen 1.02

- Give students time to read the sentences.
- Play the audio. Students read and listen, and decide if the sentences are true or false.
- Check the answers with the class.
- Go through the *Check it out!* box and ask students to find the words on the

web page. Make sure that students understand the meaning of the words.

**Audioscript** Student Book page 10

### Exercise 2 Comprehension

- Students read the web page again and answer the questions.
- Students compare their answers in pairs.
- Check the answers with the class.

### ANSWERS

- Over 80 communities.
- He lived in an empty factory, and then he slept on the street.
- He saw a performance by the Cirque and loved it. He knew that he didn't want to be a street kid anymore. He also wanted to make people laugh and smile.
- Good teamwork.
- Yes, he is. He's getting good grades, and he wants to go to college.

**2 Comprehension** Answer the questions.

- When did Cirque du Monde begin? *Cirque du Monde began in 1985.*
- How many communities offer Cirque du Monde programs?
  - Where did Marco live before he joined the circus?
  - Why did Marco join the Cirque?
  - What does Marco say is important for acrobatics?
  - Is Marco a good student? Why? / Why not?

**Language focus**

**3 Rewrite the sentences with true information. Use words and phrases from the web page.**

- Marco slept on the street because he couldn't sleep in the hotel.  
 Marco slept on the street because he *couldn't sleep in the empty factory*.
- At the special local show, the audience could watch if they bought tickets.  
 At the special local show, the audience *could watch for free*.
  - People of all ages can join the Cirque.  
 People *aged 8 to 25 can join the Cirque*.
  - Cirque students are sometimes allowed to be late for class.  
 Cirque students *aren't allowed to be late for class*.
  - To help him improve his unicycling skills, Marco was allowed to have a new bike.  
 To help him improve his unicycling skills, Marco *was allowed to take extra lessons*.
  - Marco will be allowed to go on an Australian tour.  
 Marco *will be allowed to go on an American tour*.

**4 Compare Marco's life in the past with his life today. Complete the chart with information from the web page.**

In the past	Today
Marco <i>didn't use to go</i> to elementary school.	Today, he <i>goes</i> to high school.
Marco <i>didn't use to have</i> a home.	Now, he shares a <i>room</i> with a <i>friend</i> .
Marco <i>used to make</i> a lot of mistakes in circus class.	He's <i>much better</i> now at unicycling.
Marco <i>used to think</i> he had no future.	Today, he believes <i>anything is possible</i> .

**5 Focus on you** Write three true and two false sentences about your life five years ago. Use *used to* and *didn't use to*. Don't tell your partner!

do drink go have like live play wear

*I didn't use to drink coffee. I used to have very long hair.*

**6 Pairwork** Take turns to read out your sentences from exercise 5. Can you guess if your partner's sentences are true or false? 🗣️

- A I think that's true / false.  
 B Correct / Incorrect!

**Aim**

To practice the target language in a controlled and personalized context

**Exercise 3**

- Students rewrite the sentences with information from the web page.
- Check the answers with the class. Make sure that students understand the meaning of the sentences with *can*, *could*, and *be allowed to*.

**Exercise 4**

- Read out the example answer and check that students understand it. Elicit the first answer about Marco's life today.
- Students complete the chart with information from the web page.
- Check the answers with the class. Make sure that students understand the meaning of all the sentences with *used to*.

**Exercise 5 Focus on you**

- Read out the example answer and give some more true and false sentences about yourself in the past. Get students to guess if the sentences are true or false.
- Students write their sentences.
- Ask some students to read their sentences to the class. Correct any mistakes as a class.

**POSSIBLE ANSWERS**

- I used to do a lot of sport.
- I didn't use to go to school.
- I didn't use to like meat.
- I used to live in the U.S.
- I used to play soccer every day.
- I didn't use to wear jeans.

**Exercise 6 Pairwork**

- Put students into pairs to read their sentences to each other and guess if their partner's sentences are true or false.
- Ask who guessed all the sentences correctly.
- Ask some students to tell the class something they learned about their partner.

**Consolidation**

- Tell students that they could find an old and a new photo of themselves and stick them both into their notebook. They could then make a chart with sentences about themselves in the past and now, like the ones in exercise 4.

**Extra activity**

- Write these sentences on the board, or read them to the class.
- Marco's parents were also homeless.
  - Marco especially loved the acrobats when he saw the Cirque.
  - You have to show that you have talents to join the Cirque.
  - Marco now has lessons every day.
  - Young people have to leave the Cirque if they are unkind.
- Students read the web page again and decide if they are true or false, or not mentioned. Ask them to provide evidence to back up their answers.
  - Check the answers with the class.

**ANSWERS**

- Not mentioned.
- False. He loved the clowns.
- False. The teachers believe that everyone has special talents.
- Not mentioned.
- True.

**Consolidation**

- Point out that the web page contains a lot of vocabulary to do with education. Suggest that students find vocabulary on this topic and record it in their vocabulary notebooks. Encourage them to record useful collocations as well as individual words, e.g., *pass a test*, *go to high school*.



## Education

### Aim

To present and practice vocabulary for education

Grammar PowerPoint presentation Unit 1

### Warm-up

- With books closed, ask: *What do you need to do if you want to do well at school?*
- Elicit a few answers, then put students into pairs. Ask them to write down three key things that they think students need to do if they want to achieve success. Tell them they can use their dictionaries to help.
- Write students' ideas on the board, and discuss as a class which are the most important.

### Exercise 1 1-03

- Students work individually or in pairs to choose the correct options in the questionnaire.
- Play the audio. Students listen and check.
- Play the audio again, pausing after each expression for students to repeat chorally, then individually.

**Audioscript** Teacher's Book page 108

### Exercise 2 Pairwork

- Students work individually to complete the questionnaire.
- Ask two confident students to read out the example dialogue.
- Put students into pairs to compare their answers and give details.
- Ask some students to tell the class something they learned about their partner.

### Exercise 3 Pairwork

- Ask the questions to the class and elicit a few answers.
- Students then discuss the questions in pairs. Ask students to note down ideas they agree on. Ask some pairs to tell the class what they agreed on.

### ANSWERS

Students' own answers.

#### Extra activity

- Ask students to write three example sentences using some of the key vocabulary from the questionnaire, then ask them to close their books.
- Put students into pairs and ask them to read their sentences to their partner, leaving out one of the key words, e.g., *I always \_\_\_ my homework on time.* Their partner gets a point if they guess the missing word.

1

## Vocabulary

### Education

1 1.03 Choose the correct option to complete the expressions in the questionnaire. Then listen to the expressions and check.

### ARE YOU A GOOD STUDENT? BE HONEST!

Your name: *Isabel Cruz*

ALWAYS	USUALLY	SOMETIMES	RARELY
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**2 Pairwork** Complete the questionnaire with information about you. Then compare your answers with your partner. Give details.

**A** I'm always on time for class. I'm never late.

**B** Really? I'm usually on time for class. But once I was late because I missed the bus. My teacher wasn't happy!

**3 Pairwork** Discuss the questions with your partner.

- Do you think you're a "good student"? Why? / Why not?
- How do you think you could improve?

twelve
Workbook p.4
Extra practice online

- Students can repeat the activity with a different partner.
- See who guessed all the words correctly.

#### Extra activity

- Put students into pairs and ask them to make a poster with tips for improving their grades at school. Tell them they must use some of the key vocabulary from the questionnaire.
- Monitor and help as necessary.
- Encourage them to be creative in the design and layout of their poster.
- Students can show their posters to the class in turn and read out their tips. The class could vote for the best poster.

### Consolidation

- Advise students to note down the new vocabulary with other vocabulary for education from the previous lesson in their vocabulary notebooks. Suggest that they write some personalized examples using the vocabulary, to help them remember it.

Workbook page 4

Online Workbook Extra practice

## Grammar page 13

### Aim

To present and practice *can* and *could* for permission, and *be allowed to* for permission

Grammar PowerPoint presentation Unit 1

Permission: can, could

<b>can / can't + base form</b>
Anyone <b>can</b> join the Cirque.
Students <b>can't</b> miss lessons.
<b>could / couldn't + base form</b>
Everyone <b>could</b> watch for free.
I <b>couldn't</b> stay there any more.

Think!

Complete the rules with **can / can't** or **could / couldn't**.

- We use **can / can't** + base form to talk about permission in the present.
- We use **could / couldn't** + base form to talk about permission in the past.

Rules p. W2

1 Complete the sentences with the affirmative (✓) or negative (X) form of **can** or **could** and the verbs in the box.

leave make meet stay up  
take walk watch

- In most U.S. states, you can't leave school until you are 17 or 18. (X)
- Good news! Dad says I can take driving lessons. (✓)
  - I can't meet friends until I finish my project. (X)
  - She could walk to school with friends when she was 10. (✓)
  - I couldn't watch TV last night. Mom wanted me to study. (X)
  - We can stay up late this weekend. (✓)
  - My last teacher was very strict. I couldn't make any mistakes! (X)

2 Rosa is 15 years old. Compare the things she **can** and **can't** do with the things her mom **could** and **couldn't** do at the same age.

	Rosa's mom (at 15)	Rosa
wear jeans to school	X	✓
ride a bike to school	✓	X
have guitar lessons	✓	✓
work part-time	✓	X
go to parties	✓	✓

Rosa's mom couldn't wear jeans to school, but Rosa can.

Workbook pp.4-5 Extra practice online

Permission: be allowed to

<b>Present</b>
No one <b>is allowed to</b> be late.
Rude students <b>aren't allowed to</b> stay.
<b>Past</b>
I <b>was allowed to</b> take extra lessons.
I <b>wasn't allowed to</b> get my things.
<b>Future</b>
Next year, I'll <b>be allowed to</b> join the Cirque on tour.
You <b>won't be allowed to</b> come back.
Rules pp. W2-W3

3 Choose the correct answers.

- I am / wasn't allowed to go on the school trip to the museum later today.
- We aren't / weren't allowed to use calculators in the math test yesterday.
  - In most countries today, young children aren't / weren't allowed to work.
  - I won't be / wasn't allowed to go to the movie theater next Monday.
  - Maria is / was allowed to leave school early yesterday afternoon.
  - Do you think we ll be / are allowed to study art next semester?

4 Complete the text with the correct form of **be allowed to**.

Hi, I'm Todd. I'm a 15-year-old high school student from California. In my school, we are allowed to (✓) choose some of our classes. For example, this year I 'm allowed to (✓) study computer science, art, or music on Tuesday afternoons. Next year, I 'll be allowed to (✓) take a driver's education course, too. However, I 'won't be allowed to (X) have a full driver's license until I'm 17. We can't choose all our subjects. We 'aren't allowed to (X) skip math, English, or science. Last year, I got bad grades on my science test. I 'wasn't allowed to (X) finish the year, so I had to take it again. Next time, I passed! My parents were very happy and proud. I 'was allowed to (✓) have a party!

Finished?

Write five sentences about your school rules for a classroom poster. Use the correct form of **can** and **be allowed to**.

We're allowed to stay in the classrooms at break time. We can't eat in class.

Puzzle p.104

thirteen 13

ANSWERS

Rosa's mom could ride a bike to school, but Rosa can't.  
Rosa's mom could have guitar lessons, and Rosa can, too.  
Rosa's mom could work part-time, but Rosa can't.  
Rosa's mom could go to parties, and Rosa can, too.

Permission: be allowed to

Grammar chart

- Go through the grammar chart with the class, and check that students understand everything.
- Refer students to the rules on pages W2-W3.

Rules pages W2-W3

Exercise 3

- Students choose the correct answers.
- Students can compare their answers in pairs.
- Check the answers with the class.

Exercise 4

- Students work individually or in pairs to complete the text with the correct forms of **be allowed to**.
- Check the answers with the class.

Extra activity

- Students could write six sentences about their rules at home, two about the past, two about the present, and two about the future. Tell them to use **can / could** and **be allowed to**.
- Ask some students to read their sentences to the class. Ask other students: *What about you? Were / Are you allowed to do this?*

ANSWERS

Students' own answers.

Warm-up

- Ask: *What can you remember about Marco and the Cirque du Monde? Elicit a few ideas, then ask: What things can Marco do now? Can he ride a unicycle? Can he go to school now? Elicit some answers, then ask: Could he ride a unicycle when he was younger? Could he go to school when he was younger? Write on the board: Marco can ride a unicycle. He couldn't ride it when he was younger. Underline can and couldn't, and tell students they are going to study these verbs in more detail now.*

Permission: can, could

Grammar chart and Think! box

- Go through the grammar chart with the class.

- Students read the *Think!* box and complete the rules.
- Check the answers with the class.
- Refer students to the rules on page W2.

Rules page W2

Exercise 1

- Students complete the sentences with the correct verb forms.
- Check the answers with the class.

Exercise 2

- Read out the example answer and show how it relates to the information in the chart. Elicit another example.
- Students then write sentences.
- Check the answers with the class. Make sure that students understand all the sentences.

Finished?

- Students write sentences about their school rules.
- Students can compare their rules in pairs.
- Once students have finished this activity, they can go on to do the puzzle on page 104/C7.

ANSWERS

Students' own answers.

Consolidation

- Suggest to students that to help them learn these verb forms, they could write some personal example sentences, e.g., *I can swim, but I can't ride a unicycle. I couldn't swim when I was three. I'm allowed to visit friends, but I'm not allowed to stay overnight.*

Workbook pages 4-5  
Online Workbook Extra practice

## Discussing rules

### Aim

To present and practice discussing rules

### Warm-up

- Ask: *What rules do you have at school? What rules do you have at home?* Elicit some ideas, then ask students to write down:
  - one school rule that they agree with, and one they disagree with
  - one rule from home that they agree with, and one they disagree with.
- Students can compare their ideas in pairs.
- Elicit some answers from the class and discuss as a class which rules seem fair and unfair.

### Exercise 1 1.04

- Play the audio for students to listen and read. Check they understand *uniform*.
- Give students time to read through the chart.
- Play the audio again for students to listen and complete the chart.
- Check the answers with the class.
- Play the audio again, pausing after each line for students to repeat chorally, then individually.
- Go through the *Learn it, use it!* chart with the class. Check that students understand all the phrases.

**Audioscript** Student Book page 14

### Exercise 2 Pronunciation 1.05

- Point to the words and the symbols showing that the words are linked in speech.
- Play the audio. Students listen and notice how the words are linked.
- Play the audio again, pausing after each pair of words for students to repeat chorally, then individually.

**Audioscript** Student Book page 14

#### Extra activity

- Ask students to find the words from exercise 2 in the dialogue in exercise 1.
- Students work in pairs and practice saying the sentences with the words in, remembering to link the words.
- Ask some students to say the sentences for the class.

### Exercise 3 Pairwork

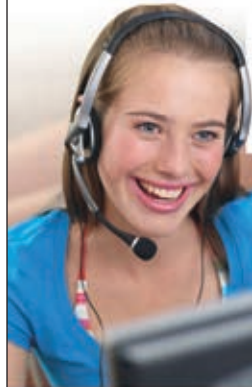
- Read through the ideas in the box and check that students understand everything.
- If you have time, you could brainstorm some more ideas to add to the box.
- Ask two confident students to read out the example question and answer.

# 1 Communication

## Discussing rules

**1 1.04** Listen to the dialogue. Listen again and complete the chart with a check (✓) or a cross (X). Then listen and repeat.

**Rita** Are you allowed to wear your own clothes to school in Japan?  
**Miku** No, we aren't. We wear uniforms. What about you?  
**Rita** We have a uniform, too. It's a T-shirt with the school logo.  
**Miku** Can you go home for lunch, or do you have to stay at school?  
**Rita** Well, we only go to school for four hours a day, and I don't start until 12:40 p.m., so I can have my lunch at home before school. What about you?  
**Miku** We go to school from 8:30 a.m. to 3:30 p.m., so we always have lunch at school.  
**Rita** What do you do after school?  
**Miku** I usually stay there for an after-school club.  
**Rita** Wow! We can't stay at school at the end of the day.  
**Miku** When can you leave school in Brazil?  
**Rita** Well, we start when we're 6 years old, and we can leave when we're 14.  
**Miku** We start school when we're 6 in Japan, too. We're allowed to leave when we're 15, but almost everybody continues studying until college.  
**Rita** Could you choose the subjects you wanted to study at your elementary school?  
**Miku** No, I couldn't. Could you?  
**Rita** No, I couldn't either.



School rules	Brazil	Japan
wear own clothes	<input type="checkbox"/>	<input checked="" type="checkbox"/>
have lunch at school	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
stay after school	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
leave school at 14	<input checked="" type="checkbox"/>	<input type="checkbox"/>
choose subjects at elementary school	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### Learn it, use it!

You ask	You answer
Can you / we ...?	Yes, we / you can. / No, we / you can't.
Could you ...?	Yes, I could. / No, I couldn't.
Are you / we allowed to ...?	Yes, we / you are. / No, we / you aren't.
Were you / we allowed to ...?	Yes, we / you were. / No, we / you weren't.



**2 1.05** Pronunciation Listen and repeat.

1 your own 2 four hours 3 start until 4 for an 5 end of

**3 Pairwork** Discuss your family rules for now, and for when you were 10. Use the expressions in the box below to help you. Who has the strictest family?

**Now** check your cell phone during meals eat in front of the TV  
 go out on school nights  
**Aged 10** go shopping on your own stay home on your own stay up after midnight

**A** Are you allowed to check your cell phone during meals?  
**B** No, I'm not. Mom hates it when we do that! What about you? Can you check your cell phone?

14 fourteen

Workbook p.6

Extra practice online

- Students work in pairs to ask for and talk about their past and present rules.
- Ask some students to tell the class if their parents or their partner's parents are stricter and why.
- Discuss as a class who has the strictest parents.
- You can show students some short video clips of native speakers having similar conversations on iTools or the DVD.

#### Extra activity

- Ask students to write ten ideal rules for their home. Elicit some ideas first, e.g., *My parents aren't allowed to complain about my room. I can stay up after midnight every night.*

- Students can compare their rules in pairs. Ask some students to read some of their rules to the class. You could build up a list of the best 'ideal rules' on the board.

#### Consolidation

- Suggest to students that they could record some questions on their cell phones using *Can you / Could you ...?* and *Are / Were you allowed to ...?* They could then practice listening to them and responding with detailed answers.

Workbook page 6

Online Workbook Extra practice

used to

Affirmative		
I / you / he / she / it / we / you / they		used to live in Santiago.
Negative		
I / you / he / she / it / we / you / they		didn't use to live in Santiago.
yes / no questions and short answers		
Did	I / you / he / she / it / we / you / they	use to live in Santiago?
Yes,	I / you / he / she / it / we / you / they	did.
No,	I / you / he / she / it / we / you / they	didn't.

Think!

Read the sentences. Then choose the correct word.

Marco **used to live** on the street, but he doesn't now. He **didn't use to go** to school, but now he does.

- We use **used to** for **past** / **present** habits.

Rules p. W3

My study skills

Verb tables

It is easier to learn and memorize new verb patterns if you record them in tables. Write a table for **used to** in your notebook. Use your own examples, if you can. They will make the rules more memorable.

1 Complete the sentences with the correct form of **used to** and the verbs in the box.

have not go not play  
not sell not-use study write

What did American schools use to be like in 1900?

- Students **didn't use to use** computers.
- Teachers **used to write** on blackboards.
- Students **didn't use to play** basketball.
- School cafeterias **didn't use to sell** pizza!
- Some schools **used to have** just one small classroom.
- Girls and boys always **used to study** different subjects.
- Poorer children **didn't use to go** to school.

Workbook p.5

Extra practice online

fifteen 15

2 Write questions with **you** and the correct form of **used to**. Then give true answers.

Before you started school ... like stories?

"Did you **use to** like stories?"  
"Yes, I **did**. / No, I **didn't**."

- 1 play video games? 4 watch cartoons?
- 2 have a favorite toy? 5 eat a lot of candy?
- 3 ride a bike?

3 Complete the text with the correct form of **used to** and the verbs in the box.

be feel help not buy not know  
not study not walk play want

Kajol, 14, lives near the River Ganges in India. Today, he's a very successful student who gets the best grades in his class. But things **used to be** different. When he was 8, Kajol **didn't use to study** at school. He **used to help** his father to catch fish, or sometimes he **used to play** games. He **didn't use to walk** to school because it was too far away, and he **didn't use to buy** books because they were too expensive. But now he studies for free on a special "school boat." It **used to feel** strange, but now Kajol and his friends love studying on the water. The school has changed Kajol's life. He **didn't use to know** any foreign languages. Now, his best subjects are English and French. He **used to want** to be a fisherman. Now, he wants to be a boat tour guide – with his own boat!



Finished?

Write five questions with **used to** to ask your partner about his / her life when he / she was at elementary school.

Where did you **use to** go to school?

Ask and answer questions with your partner giving extra details. What is the most interesting thing you learn?

I **used to go to school** in Nigeria! My family moved here when I was 10.

Puzzle p. 104

Exercise 1

- Students complete the sentences with the correct form of **used to** and the verbs.
- Check the answers with the class.

Exercise 2

- Read out the example question and short answers. Elicit another question from the class.
- Students then write the questions.
- Ask some students to read their questions to the class. Correct any mistakes.
- Students then work in pairs to ask and answer the questions.

ANSWERS

- 1 Did you use to play video games? Yes, I did. / No, I didn't.
- 2 Did you use to have a favorite toy? Yes, I did. / No, I didn't.
- 3 Did you use to ride a bike? Yes, I did. / No, I didn't.
- 4 Did you use to watch cartoons? Yes, I did. / No, I didn't.
- 5 Did you use to eat a lot of candy? Yes, I did. / No, I didn't.

Exercise 3

- Students complete the text with the correct verb forms.
- Check the answers with the class.

Finished?

- Students write five questions to ask a partner.
- Students can ask and answer their questions with a partner.
- Once students have finished this activity, they can go on to do the puzzle on page 104/C7.

ANSWERS

Students' own answers.

Consolidation

- Suggest to students that they could search online for pictures of school children in the past and download one. They could stick this into their notebook and write some sentences to accompany it, using **used to** and **didn't use to**.
- Tell students that they should also note down any aspects of the grammar that they find difficult, then refer to these notes from time to time, to remind themselves about the details.

Workbook page 5

Online Workbook Extra practice

Grammar page 15

Aim

To present and practice **used to**  
Grammar PowerPoint presentation Unit 1

Warm-up

- Refer students back to the web page on page 10. Ask: *What was Marco's life like in the past? What's it like now?* Elicit answers, then write on the board: *Marco is happy now, but his life \_\_\_\_\_ be very different.* Ask students to read the first paragraph of the web page again and complete the sentence (**used to**).
- Complete the sentence on the board and underline **used to**.
- Ask: *Does it refer to the past, present, or future?* (the past) Ask students to translate the sentence into their own language.

- Tell students they are going to learn more about **used to** now.

used to

Grammar chart and Think! box

- Go through the grammar chart with the class.
- Students read the *Think!* box and choose the correct word to complete the rule.
- Check the answers with the class.
- Point out the different form **use to** in negative sentences and questions.
- Refer students to the rules on page W3.
- Read the *My study skills* box with the class. Give students time to write their table. Ask some students to read some of their examples to the class.

Rules page W3

**Reading**

**Aim**

To read and understand a TV guide about a reality TV show

**Warm-up**

- Point to the pictures on page 16 and ask: *What do they show? Do you think this is a modern classroom? Why? / Why not?*
- Elicit that the pictures show life in America in the 19<sup>th</sup> century. Teach the word *pioneer*. Ask: *What do you think life was like for children at this time? What do you think school was like?*
- Elicit a range of answers.

**Background notes**

- The American pioneers were the people who moved west in America in the 19<sup>th</sup> century, to settle on land that had not previously been inhabited by European settlers. Their life was hard, as they had to provide everything for themselves, from building their homes to growing food and making clothes.
- The Frontier referred to in the review is the area on the edge of the area inhabited by European settlers. This was seen as a dangerous area, where life was more difficult than in the main towns and cities in the colonized areas.

**Exercise 1 Read and listen** 1-06

- Allow students time to read through the summary.
- Read through the *My reading skills* box with the class. Point out that this first exercise of completing the summary will help students focus on reading for the main ideas.
- Play the audio. Students read and listen, then complete the summary.
- Check the answers with the class. Make sure that students understand *frontier* (see Background notes).
- Go through the *Check it out!* box and ask students to find the words in the TV guide. Make sure that students understand the meaning of the words.

**Audioscript** Student Book page 16

**Exercise 2**

- Students read the TV guide again and answer the questions. Encourage students to write full sentences in their answers, and to use their own words where possible.
- Check the answers with the class.

**ANSWERS**

- 1 We can see the show next year.
- 2 The most difficult thing was not having her cell phone.
- 3 She didn't do well in English and history.

**1 Skills**  
**TV News**  
**Pioneer School**

For the children of the pioneers who traveled to the American West in the 19<sup>th</sup> century, school life used to be very different. How? On *Pioneer School*, some brave American teenagers travel back in time to find out.

**Check it out!**  
Find these words and check their meaning.  
pioneer  
reality show  
handwriting  
stove

**You might also like:**  
*Frontier House* (PBS, 2002)  
Summary: Three families spend six months living like American pioneers in Montana. Their lives change in ways they'd never expected.

**My reading skills**  
**Reading for the main ideas**  
Read the whole text quickly first. Don't stop if you see difficult words. Keep reading! Try to work out the three or four main ideas. Then read the text again more slowly to answer the main questions.

**Pioneer School** is a brand-new reality TV show which will broadcast next year. It features a group of typical high-school students who attend an 1890s-style American pioneer school for a month. On the show, the students can't wear modern clothes, and they aren't allowed to use modern technology. Many find it a challenge!  
Exclusive preview: We interviewed Sophia (14), and Mason (15), two of the participants. They told us about their experiences.

**Sophia** Some students hated the clothes, but not having my cell phone was the hardest thing for me. On the show, we weren't allowed to use phones and we couldn't use computers, even for doing homework. I got bad grades for my English and history essays because my handwriting is terrible!  
I liked some of the other lessons, though. Sometimes girls and boys studied different things. While the boys did woodwork, we learned how to cook. That was kind of fun. I didn't use to cook at home, but now I'm allowed to make dinner sometimes, which is cool.

**Mason** Students today are lucky. The pioneer schools used to have just one classroom, with a stove at the front. The students at the back probably used to feel cold in winter. On the show, we were allowed to travel to the school by bus or car, but pioneer students often used to walk for many kilometers. Some students rode horses to school. I'd like to do that, but I don't think it's allowed now!  
I learned a lot from the show, and history is now my favorite subject. Afterwards, I did a class project about pioneer life and gave a presentation, dressed in my clothes from the show. I got my best grade ever!

**Reading**  
1 1:06 Read and listen to the TV guide. Then complete the summary.  
Pioneer School is a reality TV show (what kind of TV show?) about pioneer life in the American West (where?) in the 19<sup>th</sup> century / 1890s (when?). Sophia / Mason and Sophia / Mason (who?) are two teenagers who go to pioneer school for a month / one month (how long?). They report their experiences for the article. In 2002, there was a similar show about frontier life called Frontier House (name?).

2 Read the TV guide again. Answer the questions.  
What kind of people participated in *Pioneer School*?  
American teenagers participated in Pioneer School.

- 1 When can we see the show?
- 2 What was the most difficult thing for Sophia?
- 3 What subjects didn't Sophia do well in?
- 4 What did Sophia learn to do on the show?
- 5 According to Mason, where was the warmest place to sit at the pioneer school?
- 6 What can't Mason do at his school that he'd like to try?
- 7 What did Mason wear for his history presentation?

- 4 She learned to cook.
- 5 The warmest place was at the front of the classroom, near the stove.
- 6 He'd like to try riding a horse to school.
- 7 He wore his clothes from the show.

**Extra activity**

- Write these questions on the board, or read them to the class.  
*Who ...*

  - 1 *didn't like the clothes on the show?*
  - 2 *mentions how they traveled to the school each day?*
  - 3 *enjoys a new school subject as a result of the show?*
  - 4 *enjoys using a skill now that they learned on the show?*

- Students answer the questions from memory, then check their answers in the review.
- Check the answers with the class.

**ANSWERS**

- 1 Sophia
- 2 Mason
- 3 Mason
- 4 Sophia

**Extra activity**

- Ask students to imagine they are taking part in the show. Ask them to write an account of a day at the school. They should describe what they did, and how they felt about it. Ask some students to read their accounts to the class.

Listening

3 1.07 Elaine Greene is a historian. Listen to her talking about what life was like for pioneers in the American West. Then choose the correct answers.

A lot of people traveled to the American West at the end of the 19<sup>th</sup> century to find gold / because the U.S. government offered them free land.

- Most of them traveled there by boat and train / with wagons and horses.
- Their frontier houses usually had only one room / five rooms.
- They used to travel to a store to buy food once a month / about twice a year.
- They used to have a lot of / didn't use to have much entertainment.
- According to Elaine, they used to love singing / reading.



Speaking

4 Pairwork Discuss what you think life used to be like in your country at the end of the 19<sup>th</sup> century. Use the ideas below and your own ideas.



- Transportation – cars, trains, airplanes, ...
- Education – age, subjects, rules, ...
- Home life – houses, food and meals, daily life and chores, ...
- Leisure – indoor hobbies, outdoor hobbies and sports, ...
- Society – population size, environment, rights for children, rights for women, ...

- A I don't think people used to drive cars. Cars didn't exist then!  
 B I think that's true. I think many people used to ride horses instead, or walk.

Writing

5 Read the ad below. Then write a short article for the magazine. Use the phrases below to help you.

Voices from History - X  
**Voices from History** magazine wants your articles! Tell us what life was like in your country in the 19<sup>th</sup> century. There's a prize for the best article.

- Life was very different in (...) 100 years ago.
- People didn't use to ...
- They used to ...
- Today we ... , but we don't ...
- I think life was better in the past / is better today.

Workbook p.7

Writing builder p.92

seventeen 17

- Give students time to think about their ideas and to make notes. Tell them just to make notes, not to write full sentences.
- Ask two confident students to read out the example dialogue. Remind students that they should try to use *used to* in their discussions.
- Students work in pairs to discuss their ideas.
- Monitor and help as necessary. Make a note of any repeated mistakes to go over at the end of the lesson.
- Ask some students to tell the class what ideas they agreed on.

Writing

Aim

To write a short magazine article

Writing builder

- Ask students to turn to the Writing builder on page 92/C1. Complete the exercises. Then go straight to the Writing section on the skills page of the main unit.

Exercise 5

- Read through the ad and the phrases with the class. Check that students understand everything.
- With weaker classes, write the first phrase on the board, and elicit two or more sentences to continue the article. Students can then continue the article themselves.

ANSWERS

Students' own answers.

Consolidation

- Remind students that they should use their writing as a way of checking how well they are able to use different kinds of grammar. Tell them to make a note of any mistakes they make, and to review the relevant grammar points. Point out that they could keep a checklist of mistakes they typically make, and check for these mistakes in all their written work.

Writing builder page 92/C1

Workbook page 7

Online Workbook Extra practice

Unit test

Worksheets

DVD

Listening

Aim

To listen to an interview with a historian about the lives of American pioneers

Warm-up

- Focus on the picture. Ask: *What does it show you about the lives of American pioneers? What things do you think were good about their lives? Why? What things do you think were difficult? Why?*
- If students are struggling for ideas, ask additional questions, e.g., *Do you think they had enough food? Were their homes warm? Do you think they had doctors? Do you think they relaxed and had fun?*
- Elicit a range of answers.

Exercise 3 1.07

- Give students time to read the sentences. Check that they understand everything.
- Play the audio. Students listen and choose the correct answers.
- Play the audio again if necessary for students to complete their answers.
- Check the answers with the class.

Audioscript Teacher's Book page 108

Speaking

Aim

To practice talking about life in the past

Exercise 4 Pairwork

- Read through the ideas with the class.
- For each idea, ask: *What do you think this was like?* Brainstorm some ideas as a class.

# 2 I didn't want to leave!

## Grammar

Past perfect (affirmative and negative)  
 Past perfect / Simple past  
 Past narrative tenses

## Vocabulary

Things to do on vacation

## Communication

Expressing an opinion

## Skills

**Reading:** An e-newsletter about a school trip

**Listening:** An interview with two students about a school trip

**Speaking:** Talking about your last vacation

**Writing:** A story about a vacation

## Topics and values

Tourism and travel; Personal development; The environment

## Presentation pages 18–19

### Aim

To present the new language in an interesting context

### Warm-up

- Point to the map and the pictures.  
 Ask: *What do you know about Ecuador and the Galapagos Islands? Have you been there? What can you see and do there? Would you like to go there? Why? / Why not?*
- Elicit answers, and encourage students to express their opinions.

### Background notes

- Ecuador is one of the most biodiverse countries in the world. It has 1,600 species of birds, 16,000 species of plants, and 6,000 species of butterflies.
- The Galapagos Islands, around 900 km west of Ecuador, are known for their many unique endemic species. The islands were declared a World Heritage Site in 1978, and most of the land on the islands, and the surrounding sea, is now protected from development.
- The naturalist Charles Darwin (1809–1882) visited the Galapagos Islands in the 1830s. After studying the diverse species



## 2 I didn't want to leave!

### GLOBAL STUDENT ADVENTURES

THE GALAPAGOS > CONSERVATION VOLUNTEERING

The famous scientist Charles Darwin wrote *On the Origin of Species* after he'd visited the Galapagos. What will these amazing islands inspire you to do?

Terrible
☆☆☆☆☆
Excellent

**Program details**

**Booking information**

**Reviews** ▼

Most popular review By Alex Maynor, 16



**ANY OTHER COMMENTS?**

The vacation was too short. I cried while I was saying goodbye. I didn't want to leave!

**Check it out!**

Find these words and check their meaning.

seafood	population	extinct
iguana	species	

**YOUR EXPERIENCE**

I'd never traveled outside the States before I went to Ecuador. When I got on the airplane, I was feeling so scared. I wondered if I'd made a mistake. But the tour guides and other GSA volunteers were all so friendly that I soon relaxed. And all the volunteers stayed with kind, welcoming local families. By the time my vacation ended, I'd made friends for life.

We ate out nearly every day, mostly seafood. It was probably the second-best food I'd ever eaten (hey, I'm a New Yorker, and nothing beats a New York-style pizza!).

We spent five days working, and three days going hiking, swimming, and sunbathing.

On work days, we counted iguanas for a population survey, cleaned pools at the Giant Tortoise Centre, and collected trash from the beaches.

It wasn't all fun. One day we saw a dead penguin while we were working on the beach, which was very sad. The tragedy happened because the bird had eaten some plastic. Please, everyone, think about what you do with your trash – it kills! Try not to use plastic bags, and volunteer to clean up your nearest beach. Galapagos penguins are the only penguins that live north of the equator. Sadly, they're endangered (there aren't many left). Our guide, Carlos, told us that thousands of animal species become extinct every year. That shocked me. As soon as I'd returned from my trip, I joined a wildlife charity that helps save animals.

**FAVORITE PART OF THE TRIP**

I loved working with the giant tortoises. I took a lot of pictures. Carlos took this one of me when I wasn't looking! I hadn't realized that tortoises could be so big. Some weighed 250 kilograms! Before the government introduced a ban, people had hunted giant tortoises for their meat.



**1** 1:08 **Read and listen** What rating do you think Alex gave her trip? Choose between one and five stars.

five stars



18 eighteen

there, Darwin developed his theory of evolution, which he published in the book *On the Origin of Species* in 1859.

### Exercise 1 Read and listen 1:08

- Read the question with the class and make sure students understand *rating*.
- Play the audio. Students read and listen, and answer the question.
- Check the answer with the class.
- Go through the *Check it out!* box and ask students to find the words in the travel review site. Make sure that students understand the meaning of the words.

**Audioscript** Student Book page 18

### Exercise 2 Comprehension

- Students read the travel site again and answer the questions.
- Check the answers with the class.

### ANSWERS

- New York-style pizza.
- She spent eight days there.
- She asks them not to use plastic bags, and to volunteer to clean up their nearest beach.
- Thousands of animal species disappeared last year.
- The vacation was too short.

**2 Comprehension** Answer the questions.

How many foreign countries had Alex visited before Ecuador? *She hadn't visited any.*

- 1 What's the best food Alex has ever eaten?
- 2 How many days did Alex spend on the Galapagos?
- 3 What does Alex ask her readers to do?
- 4 How many animal species disappeared last year?
- 5 What negative comment does Alex make about her trip?

**Language focus****3 Read the sentences from the travel site review. Which action came first?**

1 = first    2 = second

Charles Darwin wrote *On the Origin of Species* after he'd visited the Galapagos.

Charles Darwin wrote *On the Origin of Species*. 2

Charles Darwin visited the Galapagos. 1

1 By the time my vacation ended, I'd made friends for life.

a Alex's vacation ended. 2

b Alex made friends for life. 1

2 The tragedy happened because the bird had eaten some plastic.

a The bird ate some plastic. 1

b The tragedy happened. 2

3 As soon as I'd returned from my trip, I joined a wildlife charity.

a Alex returned from her trip. 1

b Alex joined a wildlife charity. 2

4 Before the government introduced a ban, people had hunted giant tortoises.

a The government introduced a ban. 2

b People hunted giant tortoises. 1

**4 Complete the sentences with the correct verbs from the travel site review.**

Before she went to Ecuador, Alex had never traveled outside the States.

1 Alex was feeling scared when she got on the airplane.

2 As a GSA volunteer, Alex collected trash, cleaned pools, and counted iguanas.

3 While they were working on the beach one day, the volunteers saw a dead penguin.

4 When Alex wasn't looking, Carlos took a picture of her with a giant tortoise.

5 Before she went to the Galapagos Islands, Alex hadn't realized how big giant tortoises were.

6 When she was saying goodbye at the end of the trip, Alex cried.

**5 Focus on you** Look at the things Alex did. Then think about your last vacation. Write what you had or hadn't done by the time school started. Give extra details when possible.

done some / any volunteering    gone to the beach    learned something / anything new  
made new friends    seen some / any interesting wildlife    stayed with another family  
swam in the sea    traveled abroad    visited a great restaurant

*I hadn't done any volunteering. I'd gone to the beach at least ten times!*

**6 Pairwork** Tell your partner about what you had done before the vacation ended.

Use your ideas from exercise 5. Who had done the most by the time school started?

nineteen 19

**Aim**

To practice the target language in a controlled and personalized context

**Exercise 3**

- Read the example sentences and make sure students understand the task. Do another example with the class if necessary.
- Students read the sentences and decide which action came first.
- Check the answers with the class. Point out the past perfect verbs which are used for the first action in each sentence.

**Exercise 4**

- Students complete the sentences with verbs from the travel review site. Tell them to look carefully at the form of each verb as they copy it.
- Check the answers with the class.

**Exercise 5 Focus on you**

- Read through the ideas in the box and check that students understand them all. If you have time, you could brainstorm some other activities that students might do during the school vacation.
- Read out the example answer, then write on the board: *When I came back to school after the vacation ... Give some more examples of actions using the past perfect, e.g., I'd traveled abroad and I'd visited some great restaurants.* Write these on the board.
- Students write their sentences.
- Ask some students to read their sentences to the class. Correct any mistakes as a class.

**ANSWERS**

Students' own answers.

**Exercise 6 Pairwork**

- Put students into pairs to tell their partner what they had and hadn't done when the vacation ended.
- Ask: *Who had done the most things?*
- Ask some students to tell the class something interesting that their partner had done.

**Consolidation**

- Suggest to students that they could choose some sentences from exercise 4 and copy them into their notebooks. They could underline the verbs and translate the sentences into their own language, to help them remember the meaning of the different verb forms.

**Extra activity**

- Write these questions on the board, or read them to the class.
- 1 *Why did Alex feel less worried when she arrived?*
- 2 *What activities did she do when she wasn't working?*
- 3 *What animals did she spend time counting?*
- 4 *What is special about Galapagos penguins?*
- Students answer the questions from memory, then check their answers in the travel review site.
- Check the answers with the class.

**ANSWERS**

- 1 Because everyone was very friendly.
- 2 She went hiking and swimming, and sunbathed.
- 3 She spent time counting iguanas.
- 4 They are the only penguins that live north of the equator.

**Consolidation**

- Point out that the travel review site contains a lot of vocabulary to do with vacations. Suggest that students find vocabulary on this topic and record it in their vocabulary notebooks. Encourage them to record useful collocations as well as individual words, e.g., *get on the airplane, go hiking.*



## Things to do on vacation

### Aim

To present and practice vocabulary for things to do on vacation

Grammar PowerPoint presentation Unit 2

### Warm-up

- With books closed, ask: *Where do you usually go on vacation? What do you usually do on vacation?*
- As a class, brainstorm some ideas for things to do on vacation. Write students' ideas on the board.
- Point to the ideas on the board and ask: *What's your favorite thing to do on vacation?* Elicit a range of answers.

### Exercise 1 1-09

- Students work individually or in pairs to match the expressions with the pictures.
- Play the audio. Students listen and check.
- Play the audio again, pausing after each expression for students to repeat chorally, then individually.

Audioscript Teacher's Book page 108

### Exercise 2 1-10

- Play the first conversation and read out the example answer.
- Play the rest of the audio, pausing after each conversation to give students time to write the answers.
- Check the answers with the class.

Audioscript Teacher's Book page 108

### Exercise 3 Pairwork

- Give students time to prepare their ideas. They can use the ideas in exercise 1 and also the ideas from the Warm-up activity.
- Students then discuss in pairs what they like and don't like doing on vacation.
- Ask some students to tell the class what activities they and their partner both like doing.

#### Extra activity

- Mime riding a bike and ask: *What am I doing on vacation?* (renting a bike)
- Ask students to look at the vocabulary in exercise 1 again and plan one or two mimes. Tell them to choose difficult mimes if they can because it is for a game.
- Ask students to close their books. Ask students in turn to mime one of the activities. The first student to say the correct activity gets a point.

## 2 Vocabulary

### Things to do on vacation

**1** 1:09 What does Darius do on vacation? Match the expressions in the box with the pictures. Then listen and check.

buy souvenirs   eat out   go hiking   go sightseeing   meet new people  
 rent a bike   sunbathe   take a tour   take pictures   visit a museum



meet new people



1 rent a bike



2 take a tour



3 eat out




4 go sightseeing




5 visit a museum



6 take pictures



7 go hiking



8 sunbathe



9 buy souvenirs

**2** 1:10 Listen to the conversations. Then write what the people are doing.

1 Gabriel is taking a tour.

2 Lin and Jirsa are renting bikes.

3 Dan and Ava are visiting a museum.

4 Paul is taking a picture.

5 Mercedes is buying souvenirs.

**3 Pairwork** Tell your partner what you like and do not like doing when you are on vacation. 1:10

A I love taking tours and visiting museums.

B Really? I don't like visiting museums, they're boring. I like meeting new people.

A So do I!

• Continue until most students have participated and all the vocabulary has been practiced. See who has the most points at the end.

#### Consolidation

- Advise students to note down the new vocabulary with other vocabulary to do with vacations from the previous lesson in their vocabulary notebooks. Suggest that they write some personalized examples using the vocabulary, to help them remember it.

**Workbook page 10**  
**Online Workbook Extra practice**

### Aim

To present and practice the past perfect and the past perfect with the simple past  
 Grammar PowerPoint presentation Unit 2

### Warm-up

- Ask: *When you came back to school after the vacation, what things had you done?* Elicit a few ideas, using the past perfect. If students are struggling for ideas, refer them back to exercise 5 on page 19 and remind them of the activity.
- Write one or two of their answers on the board and underline the past perfect verbs.
- Elicit or explain that this is the past perfect form of the verb. Tell students

Past perfect

Affirmative and negative

Affirmative	
I / you / he / she / it / we / you / they	had been to Ecuador before.
Negative	
I / you / he / she / it / we / you / they	hadn't been to Ecuador before.

See the inside back cover for a list of irregular verbs.

Think!

Read the sentences. Then complete the rules.  
 It was the best food I'd eaten.  
 I hadn't realized that tortises could be so big.  
 • We form the past perfect with **had** or **hadn't** + past participle.  
 • The contracted form of *had is 'd*.

Rules p.W8

1 Complete the story with the correct past perfect form of the verbs in parentheses.

**Travelers' Tales**

Tell us about your nightmare vacations! We'll publish the best ones.

**Nico's nightmare** We id booked (book) a week's vacation to Hawaii a long time ago. I id seen (see) a lot of TV shows about Hawaii, but I idn't visited (not visit) there before, so I was very excited. But as soon as we id arrived (arrive), a disaster happened. The airplane food idn't been (not be) very nice, so we decided to eat out. But after we id eaten (eat), we felt sick. The chef idn't cooked (not cook) the chicken properly! By the end of the week, we idn't done (not do) any sightseeing. We id spent (spend) every day at the hotel.

Past perfect / Simple past

Think!

Read the sentence. Then choose the correct alternative.  
 The penguin **died** because it **had eaten** some plastic.  
 • We use the past perfect to talk about a past action which happened **before** / **after** another past action.

Rules pp.W8-9

Workbook pp.10-11 Extra practice online

2 Choose the correct answers.

- I idn't watch / idn't watched the movie because I saw / had seen it before.
- By the time I had gotten / got home, everyone had gone / went to bed.
  - Paul had known / knew Buenos Aires well because he had been / was there before.
  - I was too late! The train left / had left when I arrived / had arrived at the station.

3 Complete the story with the correct past perfect or simple past form of the verbs in parentheses.

**Soo's nightmare** I was (be) on vacation and I was traveling by bus to Detroit. I idn't been (not be) on the bus long when I realized (realize) my cell phone was missing. I was sure that I id put (put) it into my jeans pocket. Then I remembered (remember) something that id happened (happen) at the bus station. Before I got (get) on the bus, a girl id pushed (push) me. Perhaps she id stolen (steal) my cell phone!

4 Rewrite the sentences in the past perfect and the simple past.

- We finished dinner. We paid.  
 When we had finished dinner, we paid.
- They spent all their money. They went home.  
 When they id spent all their money, they went home.
  - I didn't take a picture. I forgot my camera.  
 I idn't take a picture because I id forgotten my camera.
  - She didn't make a reservation. She couldn't take the tour.  
 She idn't made a reservation, so she couldn't take the tour.

Finished?

Imagine you spent last week on your "dream" vacation! Write about things you **had** and **hadn't done** by the end of your vacation.

- done any homework / housework
- done a lot of sightseeing
- met some great people
- practiced my English

By the end of my vacation in New York, I'd done a lot of sightseeing. I loved Times Square!

Puzzle p.104

twenty-one 21

- Put students into pairs and give them two or three minutes to write as many past participles as they can.
- Students can check their answers in the irregular verbs list. See which pair got the most correct answers.
- You could repeat this activity regularly, to encourage students to learn irregular verbs.

Past perfect / Simple past

Think! box

- Students read the Think! box and choose the correct alternative.
- Check the answer with the class.
- Refer students to the rules on pages W8-9.

Rules pages W8-9

Exercise 2

- Read out the example answer and ask: *Which event happened first?* (I had seen it before.) *Which event happened second?* (I didn't watch the movie.)
- Tell students to think about what happened first in each sentence, to help them choose the correct verb forms.
- Students choose the correct answers.
- Check the answers with the class. Make sure that students understand all the sentences.

Exercise 3

- Students complete the text with the correct verb forms.
- Check the answers with the class.

Exercise 4

- Read out the example answer and elicit one more example from the class. Students then rewrite the sentences.
- Check the answers with the class.

Finished?

- Students write sentences about their dream vacation.
- Once students have finished this activity, they can go on to do the puzzle on page 104/C7.

ANSWERS

Students' own answers.

Consolidation

- Suggest to students that they should try to learn four or five irregular verbs each week. They can test themselves using the list of irregular verbs on the inside back cover.

Workbook pages 10-11  
 Online Workbook Extra practice

they are going to study this verb form in more detail now.

Past perfect (affirmative and negative)

Grammar chart and Think! box

- Go through the grammar chart with the class.
- Students read the Think! box and complete the rules.
- Check the answers with the class.
- Refer students to the rules on page W8.
- Remind students that a lot of common verbs have irregular past participles. Refer them to the inside back cover for a list of irregular verbs, and tell them it is important to try and learn these irregular forms.

Rules page W8

Exercise 1

- Ask students to read the text quickly, ignoring the gaps. Ask: *What was the problem on Nico's vacation?* (He was ill.)
- Students complete the text with the correct verb forms.
- Check the answers with the class.

Extra activity

- To test students on irregular past participles, ask them to turn to the list of irregular verbs on the inside back cover and give them two minutes to study it. Ask them to close their books.
- Write on the board: *buy, come, do, drink, eat, forget, give, go, have, know, leave, make, meet, see, sit, spend, steal, swim, take, tell.*

## Expressing an opinion

### Aim

To present and practice expressing an opinion

### Warm-up

- Ask: *Where was your last vacation? What did you do? What was it like? What parts did you enjoy? Why? Were there any problems? What were they?*
- Elicit some answers and encourage students to express their opinions.
- Write on the board: *What did you do? What was it like?*
- Point to the two questions and ask: *Which one asks about facts? (What did you do?) Which one asks for your opinion? (What was it like?)*
- Tell students they are going to practice expressing their opinion.

### Exercise 1 1-11

- Read through the expressions in the box.
- Play the audio once for students to listen and read. Play it again for them to listen and complete it with the correct expressions.
- Check the answers with the class.
- Play the audio again, pausing after each line for students to repeat chorally, then individually.
- Go through the *Learn it, use it!* chart with the class. Check that students understand all the phrases.
- Check that students understand the difference between:
  - very big / so big* (= big + emphasis)
  - too big* (bigger than necessary)
  - not big enough* (not as big as necessary).
- Point out the position of *too* and *enough*:
  - too* + adjective (*too big*)
  - not* + adjective + *enough* (*not big enough*).

**Audioscript** Teacher's Book page 108

### Exercise 2 Pronunciation 1-12

- Point to the stress markers and explain that these show words that are stressed. Explain that in English, important words are stressed, and pronounced slightly louder and with a higher pitch than other words.
- Play the audio once for students to listen and notice the stressed words.
- Play the audio again, pausing after each sentence for students to repeat chorally, then individually.

**Audioscript** Student Book page 22

## 2 Communication

### Expressing an opinion

1 **1.11** Listen and complete the dialogue with the expressions in the box. Listen again and check. Then listen and repeat.



so cool so difficult too cold too fast too small  
very friendly warm enough what was it like

**Stella** Where did you go on summer vacation?  
**Luke** I went to British Columbia, Canada with my sister, Addison.  
**Stella** Canada! *What was it like?*  
**Luke** Well, we stayed with my dad's family in a village on the north coast.  
**Stella** Cool!  
**Luke** Not really. The village was <sup>1</sup> *too small*. There was nothing to do!  
**Stella** Did you go to the beach?  
**Luke** It wasn't <sup>2</sup> *warm enough* to go to the beach, and the water was <sup>3</sup> *too cold* for swimming! Luckily, there were some <sup>4</sup> *very friendly* young people in the village. But it was <sup>5</sup> *so difficult* to understand them! Canadian people speak <sup>6</sup> *too fast*.  
**Stella** Did you do anything with them?  
**Luke** Yeah, we rented some bikes, and they took me mountain biking. While we were riding, we saw a black bear in the forest! It was <sup>7</sup> *so cool*!  
**Stella** Wow!

### Learn it, use it!

You ask	You answer
	It was very boring / exciting / relaxing.
	The people were very friendly / unwelcoming.
What was it like?	It was too crowded / expensive / far / small.
	It was so cold / cool / rainy.
	It wasn't big / hot / lively / warm enough.

### 2 1.12 Pronunciation Listen and repeat.

- It was **so** cool.
- The village was **too** small.
- It wasn't **warm** enough to go to the beach.
- There were some very **friendly** young people.

### 3 1.13 Listen to Lara talking about the hotel she stayed in during her vacation.

Match the nouns with the adjectives.

- |              |   |                  |
|--------------|---|------------------|
| 1 downtown   | → | a not big enough |
| 2 beach      | → | b too far        |
| 3 bed        | → | c very close     |
| 4 shower     | → | d too expensive  |
| 5 restaurant | → | e very warm      |
| 6 pool       | → | f so small       |

4 Imagine you have just come back from a "nightmare" vacation! Write a conversation including expressions with *very*, *so*, *too*, and *not ... enough*. Use the dialogue in exercise 1 as a model. Use the ideas in the *Learn it, use it!* box and your own ideas.

5 **Pairwork** Practice your conversations from exercise 4. Who had the worst experience?

22 twenty-two

Workbook p.12

Extra practice online

### Exercise 3 1-13

- Give students time to read the nouns and adjectives.
- Play the audio. Students listen and match the nouns with the adjectives.

**Audioscript** Teacher's Book page 108

### Exercise 4

- Elicit the first few lines of a possible conversation and write them on the board. Students then work in pairs to prepare their conversation.
- Ask some students to read out their examples of *very*, *so*, *too*, and *not ... enough*. Correct any mistakes.

### ANSWERS

Students' own answers.

### Exercise 5 Pairwork

- Students practice their conversations in pairs. Ask pairs in turn to perform their conversations for the class. Discuss as a class who had the worst experience.
- You can show students some short video clips of native speakers having similar conversations on iTools or the DVD.

### Consolidation

- Suggest to students that they could think about three or four trips or experiences with problems that they have had, and practice talking about them using phrases from this page.

Workbook page 12

Online Workbook Extra practice

Past narrative tenses

Think!

Read the sentences. Then complete the rules with **past perfect**, **past progressive**, or **simple past**.

<b>Simple past</b> When I got on the airplane, ...	<b>Past progressive</b> ... I was feeling scared.
<b>Past perfect</b> I'd never traveled outside the States before.	

- The **simple past** describes a completed action in the past.
- The **past progressive** describes a continuous action in the past.
- The **past perfect** describes a past action that happened before another past action.

Rules p. W9

1 Match the sentence halves.

- |                                |                              |
|--------------------------------|------------------------------|
| 1 I didn't hear the doorbell   | a we saw a deer by the road. |
| 2 I was doing my homework      | b I visited Australia.       |
| 3 While we were driving home,  | c when my cell phone rang.   |
| 4 We ran to the station,       | d but the train had left.    |
| 5 I had studied English before | e because I was sleeping.    |

2 Choose the correct answers.

Josie: "This is my favorite vacation picture! It **happened** / **was happening** while we **were walking** / **had walked** along the beach. We **had bought** / **were buying** some fries, and we **had eaten** / **were eating** them on our walk when a seagull **started** / **was starting** following us. It looked hungry. Perhaps it **didn't catch** / **hadn't caught** any fish that day! Mom **was taking** / **took** this picture while Dad **was feeding** / **had fed** the bird her fries! When the seagull **had finished** / **was finishing**, it **was flying** / **flew** away. Maybe it wanted some ice cream for dessert!"



3 Complete the story with the correct past narrative form of the verbs in parentheses.

Max: "This picture of our family vacation makes me laugh now! But it **didn't seem** (not seem) funny at the time. When I was 9, we **went** (go) to Patagonia on vacation. When we arrived, it **was raining** (rain). It didn't stop! It was July, so we **'d packed** (pack) summer clothes and sunglasses. We **hadn't brought** (not bring) any raincoats! My sister took this picture on our fifth day, while we **were going** (go) hiking. We **'d bought** (buy) some new raincoats by then. My little brother **was wearing** (wear) a horrible orange one, because it was the only color left in the store! After we **'d finished** (finish) our walk, we all felt wet, tired, and kind of miserable. So Dad **reserved** (reserve) us four nights at a hotel in Buenos Aires! We went sightseeing – and we **wore** (wear) our sunglasses! In the end, it was a great vacation."



4 Game! Read the first lines of different vacation stories. Choose one story and write the next line. Use suitable narrative tenses. Then swap your ideas with another student. Write the next line of your new story. Repeat until your teacher says "stop!"

- It was the morning of my vacation, and I hadn't slept at all! I **was feeling really excited because** ...
- Last year, I decided to visit a friend who lived on the other side of the world.
- While we were exploring the jungle, something amazing happened.
- As soon as we'd arrived, things started to go wrong.

Finished?

What is your favorite vacation picture? Describe it and write the story of what happened.

Puzzle p. 104

Workbook p.11 Extra practice online

twenty-three 23

- Ask students to identify the different verb tenses in the sentences.

Exercise 2

- Use the picture to teach *seagull*.
- Students choose the correct answers.
- Check the answers carefully, referring back to the rules in the *Think!* box to help students understand why each answer is correct.

Exercise 3

- Ask students to read the text through quickly, ignoring the gaps. Ask: *Where did they go on vacation? What was the problem? What happened in the end?*
- Students complete the text with the correct verb forms.
- Check the answers with the class.

Exercise 4 Game!

- Read each first line to the class and elicit some possible continuations.
- Students work in pairs. They choose one story and take turns to write the next line of the story.
- Stop the activity after three or four minutes. Ask pairs in turn to read their stories to the class.
- Ask students to say which stories they enjoyed.

ANSWERS

Students' own answers.

Finished?

- Students write a description of their favorite vacation picture.
- Ask one or two students to read their descriptions to the class. Ask other students: *Whose picture would you like to see?*
- Once students have finished this activity, they can go on to do the puzzle on page 104/C7.

ANSWERS

Students' own answers.

Grammar page 23

Aim

To present and practice past narrative tenses

Grammar PowerPoint presentation Unit 2

Warm-up

- Ask: *Do you take a lot of pictures when you're on vacation? What do you take pictures of? How do they help you remember your vacation? Do you like looking at other people's pictures from their vacations? Why? / Why not?*
- Tell students they are going to practice talking about things that happened to them on vacation, using different narrative tenses.

Past narrative tenses

Think! box

- Students read the *Think!* box and complete the rules with the correct tenses.
- Check the answers with the class.
- The rules on page W9 have more information about each tense, and more examples of use. If you think your students need more support, you could go through the rules with the class before students move on to the exercises.
- Refer students to the rules on page W9.

Rules page W9

Exercise 1

- Students match the sentence halves.
- Check the answers with the class.

Consolidation

- Suggest to students that they could find one of their vacation pictures that they like and stick it into their notebook. They could write an account of the picture, using the narrative tenses from this page. They could then underline the verbs and write notes for themselves on how to use each tense.

Workbook page 11 Online Workbook Extra practice

**Reading**

**Aim**

To read and understand an e-newsletter about a school trip

**Warm-up**

- Point to the pictures on page 24 and read the title of the e-newsletter. Ask: *What is Lexington High? (a school) What are the students doing? Where do you think they are? Use the pictures to teach marching band. Ask: Does your school have a band? Does your school organize school trips? Where to?*
- Elicit a range of answers.

**Background notes**

- Los Angeles is the biggest city in the American state of California. It is home to Hollywood, the center of the American movie industry.
- The Hollywood Walk of Fame is an area of Hollywood where there are around 2,500 stone and brass stars embedded into the sidewalk, with the names of famous actors, musicians, and directors who have been involved in the movie industry.
- Grauman’s Chinese Theater is a movie theater on the Hollywood Walk of Fame. It has been the home to many movie premieres, including that of the *Star Wars* movies.
- Universal Studios is one of the ‘Big Six’ movie studios in Hollywood. The movies *Jaws*, *E.T.*, and *Jurassic Park* were made there.
- The Walt Disney Concert Hall was built with money given by members of Walt Disney’s family to commemorate his life. It opened in 2003, and was given as a gift to the people of Los Angeles.

**Exercise 1 Read and listen** 1-14

- Give students time to read the task and look at the three places.
- Play the audio. Students read and listen, and match the students with the places they discuss.
- Check the answers with the class.
- Go through the *Check it out!* box and ask students to find the words in the e-newsletter. Make sure that students understand the meaning of the words.

**Audioscript** Student Book page 24

**Exercise 2**

- Students read the e-newsletter again and answer the questions. Encourage students to write full sentences in their answers, and use their own words where possible.
- Check the answers with the class.

The screenshot shows the Lexington High e-newsletter interface. At the top, there's a navigation bar with 'ABOUT', 'FACULTIES', 'NEWS & EVENTS', 'STUDENTS', and 'SEARCH'. The main header reads 'LEXINGTON HIGH E-NEWSLETTER ISSUE 56'. The article title is 'Marching Band Goes to L.A.' and the content describes a school trip to Los Angeles. Below the article are student comments from Zeke, Julia, and Xavier. A 'Check it out!' box lists words like 'flute', 'amusement park', and 'roller coaster'. A 'Reading' task asks students to match students to places (Walt Disney Concert Hall, Chinese Theater, Universal Studios) based on their comments. The page number '24' is visible in the bottom left corner.

**ANSWERS**

- They traveled by airplane.
- They performed at the Walt Disney Concert Hall.
- She dropped her instrument because she heard a loud noise.
- You can see a great view from the top of the roller coaster in the Santa Monica Amusement Park.
- This was her first visit to Hollywood.
- People stopped in the street and sang along.
- He organized a Car Wash Day and had a Bake Sale.

**Extra activity**

- Ask students to imagine that they are Zeke, Julia, or Xavier, and tell them they are going to tell a partner about their trip to Los Angeles.

- Ask them to choose one of the people and read their account of the trip again. Tell them they can make a few notes, but they can't write full sentences. Then ask them to close their books.
- Students work in pairs to practice telling their partner about the trip. Their partner can ask more questions, and they should use their imagination to give answers.
- Students can open their books and re-read the account to see how well they remembered it.

**2 Read the e-newsletter again. Answer the questions.**

- How many people went to L.A.? **35 people went to L.A.**
- How did the band travel to L.A.?
  - Where did the students perform last on their trip?
  - Why did Zeke's friend drop her instrument?
  - According to Zeke, where can you see a great view?
  - How many times has Julia been to Hollywood?
  - What happened when the band played a Beatles song?
  - What did Xavier do to raise money for the trip?



**Listening**

**3** 1-15 **Ryan and Hayley went to L.A. with the Lexington High School marching band. Listen to an interview with a local journalist. Then write R for Ryan and H for Hayley for their answers 1-6.**

- I'm in 12<sup>th</sup> grade. **H**  
 I play the trumpet. **R**
- I had been to L.A. twice before. **H**
  - The journey was so long and boring. **R**
  - I slept for the entire journey. **H**
  - The performance at Universal Studios was cool. **R**
  - The best part of the trip for me was the VIP Bus Tour. **R**
  - I liked looking at the stars on the Hollywood Walk of Fame. **H**



**Speaking**

**4 You are going to talk to your partner about your last vacation. Before you speak, read the questions and make short notes.**

- Where did you go?
- Who did you go with?
- When did you go?
- What was the journey like?
- Did anything interesting happen while you were traveling?
- What did you do after you'd arrived?
- What were your favorite moments of the trip?
- Did you have any "nightmares" on your vacation?
- How did you feel at the end? Why?

**My speaking skills**

**Preparing to speak**

If you have time, prepare ideas before you speak. Read through the task carefully and make short notes. Write one or two words, not full sentences!

**5 Pairwork** Ask and answer the questions in exercise 4. Use your notes to help you. Then ask your partner one more question about his / her vacation.

**Writing**

**6** Imagine you see the notice below in your school e-newsletter. Write a story. Use your ideas from exercise 4.



How was your vacation? Amazing – or a nightmare?! Send us your vacation stories for next month's e-newsletter!

Workbook p.13

Writing builder p.92

twenty-five 25

- Give students time to prepare their ideas. Remind them they should make short notes, and not write full sentences.

**Exercise 5 Pairwork**

- Students work in pairs to ask and answer the questions, and ask one more question.
- Monitor and help as necessary. Make a note of any repeated mistakes to go over at the end of the lesson.
- Ask some students to tell the class something good or bad about their partner's vacation.

**Writing**

**Aim**

To write a story about a vacation

**Writing builder**

- Ask students to turn to the Writing builder on page 92/C1. Complete the exercises. Then go straight to the Writing section on the skills page of the main unit.

**Exercise 6**

- Read through the notice with the class. Check that students understand everything.
- With weaker classes, elicit some possible first lines for the story. Write one on the board, and elicit two or more sentences to continue the story. Students can then continue the story themselves.

**ANSWERS**

Students' own answers.

**Consolidation**

- Remind students that when they write, they should try to use a wide range of grammar and vocabulary. Suggest that when they have finished a piece of writing, they should check that they have used several different tenses and other grammar points that they have learned. With vocabulary, they should check that they haven't repeated the same word twice, but have used a range of different words.

**Writing builder page 92/C1**

Workbook page 13

Online Workbook Extra practice

Unit test

Worksheets

DVD

**Listening**

**Aim**

To listen to an interview with two students who went on a school trip to Los Angeles

**Warm-up**

- Focus on the pictures on page 25. Ask: *Where is the girl?* (at the Hollywood Walk of Fame) *What instrument is the boy playing?* (the trumpet)
- Explain that these two students went on the trip to L.A. Ask: *Which part of the trip do you think they didn't enjoy?*
- Elicit a few answers.

**Exercise 3** 1-15

- Give students time to read the sentences. Check they understand *VIP* (very important person), and

understand that it is said as three separate letters (V – I – P).

- Play the audio. Students listen and write the answers.
- Play the audio again if necessary for students to complete their answers.
- Check the answers with the class.

**Audioscript** Teacher's Book page 108

**Speaking**

**Aim**

To practice talking about your last vacation

**Exercise 4**

- Read through the questions with the class and make sure students understand everything.

# Review A

## Grammar

Permission: *can, could*

Permission: *be allowed to*

*used to*

Past perfect (affirmative and negative)

Past perfect / Simple past

Past narrative tenses

## Vocabulary

Education

Things to do on vacation

## Review A

page 26

## Vocabulary

### Exercise 2

#### ANSWERS

- He wants to eat out.
- He wants to take a tour.
- He wants to take pictures.
- He wants to rent a car.
- He wants to go hiking.

## Grammar

### Exercise 4

- Li could have lunch at home when she was 9.
- You can use the class computer.
- We can't watch TV before dinner.

## Songs

*It's All Over Now*, by The Rolling Stones (*used to*)

*I Can See Clearly Now*, by Jimmy Cliff (*can*)

# A Review

## Vocabulary

1 Complete the education expressions.



do \_\_\_\_\_ a project



1 give \_\_\_\_\_ a presentation



2 girl: pass \_\_\_\_\_ a test

3 boy: fail \_\_\_\_\_ a test



4 teacher: ask \_\_\_\_\_ a question

5 student: a newer \_\_\_\_\_ a question

2 Write six things Renato wants to do in Panama City. Use vacation vocabulary from Unit 2.

### Panama City – things to take!

- guidebook
- restaurant guide
- list of local tours
- camera
- driver's license
- backpack and boots

1 He wants to go sightseeing.

## Grammar

3 Complete the sentences with the correct form of *be allowed to* and the verbs in the box.

have join use use watch

- We aren't allowed to use cell phones at school. (X)
- Li was allowed to have lunch at home when she was 9. (✓)
  - You are allowed to use the class computer. (✓)
  - We aren't allowed to watch TV before dinner. (X)
  - He won't be allowed to join the tennis club next year. (X)

4 Rewrite sentences 1–3 in exercise 3 with the correct form of *can* or *could*.

We can't use cell phones at school.

5 Compare the pictures of Lan ten years ago and today. Complete the sentences with *used to / didn't use to* and the verbs in the box.

be go have live live wear



She used to live in Vietnam.

- She used to go to school.
- She didn't use to wear glasses.
- She didn't use to be a doctor.
- She used to have long hair.
- She didn't use to live in New York.

6 Choose the correct answers.

It had been / was the last day of our vacation. We were buying / bought some souvenirs when we saw / were seeing a poster for a rock concert with our favorite band. We tried to buy tickets, but they had sold / sold out. We were really disappointed because we had wanted / were wanting to do something special on our last night. We were going / went to a restaurant for lunch. While we were eating / had eaten, something amazing had happened / happened. The singer from the band sat down at the table next to us! While he had ordered / was ordering, we said "hi" and told him we were big fans. After he was finishing / had finished his meal, he invited / had invited us to the concert. We had the best night ever!

**Communication**

7 **1.16** Complete the dialogue with the expressions in the box. Then listen and check.

can | could you | safe enough | so cool | so lucky | too dangerous  
very friendly | we could | we weren't

**Leon** So, how was Adventure Camp?  
**Angel** Oh, it was so cool! Everyone was very friendly. You should go sometime!  
**Leon** What did you do? Could you choose your activities?  
**Angel** Yes, we could. I chose hiking, kayaking, and rock climbing. At night, we could play games, or just talk and listen to music.  
**Leon** Awesome! Were you allowed to walk around the National Park by yourself?

**Angel** No, we weren't. The leaders said it wasn't safe enough. They thought the wolves were too dangerous!  
**Leon** Wolves?  
**Angel** Yeah! We saw some while we were hiking. I took pictures with my cell phone.  
**Leon** Wow. You're so lucky! Hey, can I come over? I want to see your pictures.  
**Angel** Yes, of course you can. Would you like to come tomorrow after school?

**Pronunciation**

**Silent letters**

8 **1.17** Some common English words have silent letters (letters we do not say). Look at these words from exercise 7. The red letters are silent. Listen to the words and repeat them.

should could climb night  
listen walk thought would

9 **1.18** Listen to the sentences. Cross out the silent letters in the bold words.

"You're an **hour** late." "Sorry! My **watch** is **wrong**."

- The tour **guide** **couldn't** answer my questions.
- We **might** visit a **different** island tomorrow.
- On **Wednesday**, I **bought** a **guitar** at the mall.
- I don't **know** what that **sign** means. It's in a **foreign** language.

**Listening**

10 **1.19** Jess, aged 16, spent a year traveling with her family. Listen to a radio interview. Then number the places on the map in the order that she visited them (1-4). There is one country she did not visit last year.

Canada     Italy 1 Peru 4  
South Africa 3 Thailand 2



11 **1.19** Listen again.

Write the countries from the map in exercise 10.

In which country: did Jess swim in the sea? South Africa

- did Jess's relative use to live? Canada
- did Jess ride an unusual animal? Thailand
- did Jess visit a beautiful, old place? Peru
- did Jess study a foreign language? Italy
- did Jess study on the beach? South Africa



**Extra activity**

- Ask students to write a sentence using some of the words in exercise 8.
- Students can read their sentences to each other in pairs, trying to pronounce the words with silent letters correctly.
- Ask some students to read their sentences to the class. Correct any mistakes with the pronunciation.

**Listening**

**Exercise 10** **1.19**

- Read the task with the class and give students time to read through the places. Model pronunciation of *Thailand*.
- Play the audio. Students listen and number the places that Jess visited.
- Check the answers with the class.

**Audiocript** Teacher's Book page 109

**Exercise 11** **1.19**

- Give students time to read through the questions. Make sure that they understand everything.
- Play the audio again. Students listen and write the countries.
- Check the answers with the class.

**Extra communication A**

page 27

**Aim**

To practice discussing rules; to practice expressing an opinion; to listen to a radio interview

**Communication**

**Exercise 7** **1.16**

- Students complete the dialogue with the correct expressions.
- Play the audio. Students listen and check.
- Check the answers with the class.
- Ask a pair of students to read out the completed dialogue.

**Audiocript** Teacher's Book page 109

**Pronunciation**

**Exercise 8** **1.17**

- Read through the information about silent letters with the class.
- Play the audio for students to hear the pronunciation.
- Play the audio again, pausing after each word for students to repeat chorally, then individually.

**Audiocript** Student Book page 27

**Exercise 9** **1.18**

- Play the audio for students to listen and cross out the silent letters.
- Check answers, playing the audio again if necessary for students to hear the sounds.

**Audiocript** Student Book page 27



## Culture club A page 28

### Aim

To learn about Thanksgiving in the U.S.; to give a presentation about a traditional festival in your country

### Reading

#### Warm-up

- Point to the picture and ask: *What is happening? Which country do you think this is in? What are the people doing?*
- Elicit a range of answers, then read out the title. Ask: *What do you know about Thanksgiving in the U.S.? When is it? Why do people celebrate? How do they celebrate?*
- Elicit a range of answers from individual students.

#### Exercise 1 Read and listen 1•20

- Give students time to read through the headings.
- Play the audio. Students read and listen to the article, and complete the gaps with the correct headings.
- Check the answers with the class.
- Go through the *Check it out!* box and ask students to find the words in the article. Make sure that students understand the meaning of the words.

#### Audioscript Teacher's Book page 109

#### Exercise 2

- Check that students understand *parade*.
- Students read the article again and answer the questions.
- Students can compare their answers in pairs.
- Check the answers with the class.
- Read the *Culture focus* box with the class. Ask: *Do people eat turkey in your country? Does your country have a national bird?*

#### ANSWERS

- 1 They used to live in Britain.
- 2 The first months were difficult because they didn't have much food, and a lot of people were sick.
- 3 Native Americans helped them plant corn and other vegetables, and showed them how to hunt wild animals.
- 4 They invited the Native Americans to a feast to thank them for their help.
- 5 They traditionally eat turkey with potatoes, corn, beans, peas, and carrots, then pumpkin or apple pie.
- 6 It is four days long.
- 7 More than 44 million people see it.

#### Exercise 3 Presentation

- Read the task with the class.
- As a class, brainstorm the names of some traditional festivals in the students' own country. Write the names of the festivals on the board.

A Culture club

THANKSGIVING

**★ Introduction**  
Thanksgiving is a national holiday in the U.S. American people celebrate Thanksgiving on the fourth Thursday in November. Families usually spend the day together, and they prepare a traditional meal to say 'thank you' for the good things in their lives.

**★ History**  
The Thanksgiving tradition began around 400 years ago with a small group of religious people called Puritans. The Puritans used to live in Britain, but they disagreed with the religion of the Church of England. They decided to leave and start a new life in a different place. In September 1620, a group of them sailed to America on a ship called the Mayflower, and they settled on the coast of what is now Massachusetts. Their first months in America were very difficult. They didn't have much food, and a lot of people were sick. By the end of the winter, 46 people had died – about half of the small population. In the spring, some friendly Native Americans helped the settlers to plant corn and other vegetables. They also showed them how to hunt wild animals. As a result, they had a lot of food when fall arrived and their leader, William Bradford, decided to have a 'thanksgiving' feast. They invited the Native Americans to the feast to thank them for all they had done.

**★ Food**  
Today, many American people eat a traditional meal of turkey on Thanksgiving. Americans buy about 45 million turkeys for Thanksgiving! They usually eat it with potatoes, corn, beans, peas, and carrots. Then, for dessert, they have pumpkin or apple pie. According to tradition, these are the things that the settlers ate with the Native Americans at the first Thanksgiving meal.

**★ Celebrations**  
Because Thanksgiving is on a Thursday, it is usually the start of a four-day holiday. A lot of towns and cities organize events to celebrate. There are big football games in Detroit and Dallas, and there's a very famous parade in New York with live music, colorful clothes, and huge balloons. More than 44 million people watch the parade on television every year.





Culture focus

Turkeys are native North American birds. Today, the Thanksgiving turkey is a famous American icon.



The national bird of the U.S. is the bald eagle.



Check it out!

Find these words and check their meaning.

settle	pumpkin
corn	pie
feast	

**1** 1•20 **Read and listen** to the article. Complete the gaps in the article (A–D) with the headings below. There is one heading you do not need.

Celebrations Food History Introduction Special clothes

**2** **Read the article again. Answer the questions.**

When do American people celebrate Thanksgiving?  
*They celebrate it on the fourth Thursday in November.*

- 1 Where did the Puritans use to live?
- 2 Why were their first months in America very difficult?
- 3 How did Native Americans help the settlers?
- 4 Why did the Puritans invite the Native Americans to a feast?
- 5 What do American people traditionally eat at Thanksgiving today?
- 6 How long is the Thanksgiving holiday today?
- 7 How many people see the New York parade?

**3** **Presentation** Think of a traditional festival in your country. Imagine you are going to give a short presentation about this festival to a group of American students. Make notes using the headings from the Thanksgiving article.

**4** **Work in groups or with a partner. Take turns to be Student A and Student B.**

**A** Give your presentation. Then answer questions at the end.

**B** Imagine you are an American student! Listen to the presentation. Then ask one question at the end.

28 twenty-eight

- Point to two or three festivals on the board in turn and ask: *When do people celebrate it? Why do they celebrate? What do people do to celebrate? What do people traditionally eat? How long is the festival?* Discuss the answers as a class, and write useful vocabulary on the board.
- Students then choose a festival and prepare their presentation.
- Monitor and help as necessary.

#### Exercise 4

- Students work in pairs or groups and give their presentation.
- Students ask questions about their partner's presentation.

#### Extra activity

- For homework, students could choose a festival from another country. They could find information about it, and prepare a short presentation of the festival for the next lesson.
- In the next lesson, students can work in small groups and give their presentations to each other. Ask some students: *Which festival would you most like to take part in? Why?*

**Vocabulary and speaking**

I can identify and use education expressions. (p.12) **A2**

1 Complete the text with the verbs in the box. There is one verb you do not need.

answers asks does gets gives makes

My brother is a perfect student! He <sup>1</sup> answers all the teacher's questions, and he hardly ever <sup>2</sup> makes mistakes. He always <sup>3</sup> gets good grades when he <sup>4</sup> does a project or <sup>5</sup> gives a presentation. **/ 5**

I can ask and answer about rules. (p.14) **B2**

2 Complete the mini dialogues. Write questions, and affirmative (✓) or negative (X) answers.

- A Can we go on vacation? (we / can / go)
- B <sup>1</sup> Yes, you can. (✓)
- A <sup>2</sup> Were you allowed to take pictures on the school trip? (you / be allowed to / take)
- B <sup>3</sup> Yes, we were. (✓)
- A <sup>4</sup> Could you study on the beach? (you / could / study)
- B <sup>5</sup> No, I couldn't. (X) **/ 5**

I can compare the past and present. (p.17) **B2**

3 Complete the text with the correct form of used to and the verbs in parentheses.

What did your life use to be (your life / be) like when you were 8?  
 It <sup>1</sup> used to be (be) very different! I <sup>2</sup> didn't use to go (not go) to high school. I <sup>3</sup> used to prefer (prefer) cartoons to soccer! I <sup>4</sup> didn't use to have (not have) a cell phone. Wow! What <sup>5</sup> did we use to do (we / do) before cell phones? **/ 5**

I can talk about vacation activities. (p.20) **A1**

4 Complete the text with the correct verbs.

On vacation, I'm going to <sup>1</sup> take pictures, <sup>2</sup> go hiking, <sup>3</sup> visit museums, <sup>4</sup> go sightseeing, and <sup>5</sup> take a tour. **/ 5**

I can express my opinion. (p.22) **B2**

5 Complete the answers with the word in parentheses and an idea from the box.

big crowded difficult friendly warm

- Q What was the weather in Rio like?
- A It was perfect. It <sup>1</sup> was very warm. (very)
- Q What were the people like?
- A They <sup>2</sup> were very friendly. (very)
- Q What was your hotel room like?
- A Small. It <sup>3</sup> wasn't big enough. (enough)
- Q What was the beach like?
- A Busy! It <sup>4</sup> was too crowded. (too)
- Q What was surfing like?
- A It <sup>5</sup> was so difficult; I fell over! (so) **/ 5**

I can ask and answer about vacations. (p.25) **B2**

6 Look at the underlined words. Write the question.

- Where did you go on vacation?  
I went to Mexico on vacation.
- 1 When did you go?  
I went in August.
- 2 Who did you go with?  
I went with my mom and dad.
- 3 What did you do / What activities did you do?  
We sunbathed and went sightseeing.
- 4 Did you have any vacation "nightmares"?  
No, we didn't have any vacation "nightmares".
- 5 How did you feel?  
We felt very relaxed!

**Reading, listening, and writing**

- I can understand a web page about a circus school. (p.10) **B1**
- I can understand an interview about the American West. (p.17) **B1**
- I can write a short article about life in the past. (p.17) **B1**
- I can understand a review of a vacation for volunteers. (p.18) **B1**
- I can understand an interview about a school trip. (p.25) **B1**
- I can write a story about a vacation. (p.25) **B1**

Got it?		
Yes	I'm not sure	No
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Exercise 3**

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class.
- If students did not do well, refer them back to the grammar chart on page 15, to review the form of *used to*. Then refer them to exercise 4 on page 17. Elicit some sentences about the pictures, using *used to*.
- Repeat exercise 3 on page 29 as a class. Explain and discuss the correct answers.

**Exercise 4**

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class.
- If students did not do well, refer them back to exercise 1 on page 20.
- Use the pictures to check understanding. Ask: *What do you usually do on vacation?*
- Repeat exercise 4 on page 29 as a class, eliciting the correct answers.

**Exercise 5**

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class.
- Ask two confident students to read out the questions and answers. They then practice the dialogue in pairs.
- If students did not do well, refer them back to exercise 1 on page 22.
- Play the audio (1.11) again for students to hear the phrases in context.
- Ask some questions using *What was it like?*, e.g., *What was the hotel like? What were the people like?*
- Repeat exercise 5 on page 29 as a class, eliciting the correct answers.

**Exercise 6**

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class.
- Students can then write their own answers to the questions, and ask and answer them in pairs.
- If students did not do well with this exercise, refer them back to exercise 4 on page 25. Read out the questions in turn and elicit a range of possible answers.
- Repeat exercise 6 on page 29 as a class, eliciting the correct answers.

**Reading, listening, and writing**

- Students look back at the texts and exercises on the pages, and judge how well they can do them now.
- Tell students that if they found any of the activities difficult, they should go back and review them, using a dictionary to help them understand vocabulary they find difficult.

**My progress A**

page 29

**Aim**

To review the language and skills learned in Units 1 and 2

**Vocabulary and speaking**

**Exercise 1**

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class.
- If students did not do well, refer them back to page 12.
- Give them a few minutes to study the vocabulary. Ask: *Are you usually on time for class? Do you sometimes fail tests? Do you always answer the teacher's questions? Do you like giving presentations? Do you worry about making mistakes?*

- Repeat exercise 1 on page 29 as a class, eliciting the correct answers.

**Exercise 2**

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class.
- Ask two confident students to read out the completed dialogue. They then practice the dialogue in pairs.
- If students did not do well, refer them back to exercise 1 on page 14.
- Play the audio (1.04) again for students to hear the phrases in context.
- Ask: *Can you use cell phones in class? Are you allowed to eat chewing gum in class?*
- Repeat exercise 2 on page 29 as a class, eliciting the correct answers.

# 3 What should I do?

## Grammar

should / shouldn't  
Second conditional

## Vocabulary

Illnesses

## Communication

At the doctor

## Skills

**Reading:** An online advice site

**Listening:** A conversation about a student who is having problems at school

**Speaking:** Giving advice

**Writing:** A message post giving advice

## Topics and values

Health; Looking after your physical well-being

## Presentation pages 30–31

### Aim

To present the new language in an interesting context

### Warm-up

- Ask: *How much time do you spend doing homework each week? Do you get stressed about your studies? What makes you feel stressed? What do you do to help you feel less stressed? What's the best way to deal with stress?*
- Elicit answers, and encourage students to talk about their own experiences.

### Exercise 1 Read and listen 1-21

- Read the topics with the class and make sure students understand everything.
- Play the audio. Students read and listen, and match the tips with the topics.
- Check the answers with the class.
- Go through the *Check it out!* box and ask students to find the words in the health advice page. Make sure that students understand the meaning of the words.

**Audioscript** Student Book page 30

### Exercise 2 Comprehension

- Students read the health advice page again and answer the questions.
- They can compare answers in pairs.
- Check the answers with the class.

**3 What should I do?**

## WebDoctor

**Topic: stressed about studies**

Here at WebDoctor, we get a lot of messages from high-school students asking for advice about stress. Many of you have told us that you find it difficult to study because you feel anxious and tired. You aren't alone! Everyone finds studying stressful from time to time, even doctors. If we had tests this year, we'd be nervous, too! Luckily, there are many things you can do to help with the problem.

**"I'm feeling stressed. What should I do?"**

- This is my most important tip: look after yourself. Stress can cause headaches and other problems. Please don't ignore any symptoms like these! You should go to the doctor, and ask for advice.
- The average teenager should sleep for eight to ten hours a night. Do you? Perhaps if you rested more, you'd have more energy. Studies show that students who sleep well actually get better grades! To fall asleep more quickly, you should go to bed before midnight, and you shouldn't use your cell phone or read in bed.
- You should make a schedule to manage your time. Take a break of ten minutes every hour, and make time for fun, too. You shouldn't work all day! Your goal should be "study well," not "study lots."
- You shouldn't spend too much time sitting still. Get up and walk around to avoid backache, and exercise for at least 30 minutes, four times a week. Exercise helps your brain to stay fit, too! Try walking to school, or going for a walk during your lunch break.
- You already know you should eat healthily. But an occasional treat can be good for you, too! Dark chocolate contains chemicals which can improve mood and concentration. But you shouldn't have too much chocolate. You wouldn't feel happier if you ate a whole family-sized bar. You'd just have a stomachache!
- What would you do if you didn't have tests? Don't forget what makes you happy. Family, friends, and hobbies are important, too. Do one thing you love every day, and try to relax.

**I'm sure you're a great student. Believe in yourself! And good luck.**

**More on this topic:**  
Stress and the body    Relaxation techniques    Food and fitness

**Check it out!**  
Find these words and check their meaning.  
stress    treat    mood  
symptom    chemical

**1** 121 **Read and listen** Match tips 1–6 with the topics below.  
Exercise 4    Food 5    Health 1  
Relaxation 6    Sleep 2  
Time management 3

**30** thirty

### ANSWERS

- They should look after themselves.
- It's important because students who sleep more get better grades.
- They should take a break (for ten minutes).
- They should exercise for 30 minutes, four times a week.
- It contains chemicals which improve your mood and concentration.
- They should do one thing they love every day.

### Extra activity

- Write these questions on the board, or read them to the class.
  - What problems can stress cause?
  - What should you do to fall asleep more quickly?

- What advice does the web page give about walking?
  - What would happen if you ate a big bar of chocolate?
- Students answer the questions from memory, then check their answers in the health advice page.
  - Check the answers with the class.

### ANSWERS

- It can cause headaches and other problems.
- You should go to bed before midnight and not use your cell phone or read in bed.
- You should try walking to school or going for a walk at lunchtime.
- You'd have a stomachache.

**2 Comprehension** Answer the questions.

Why do many high-school students write to WebDoctor?

*They want advice about stress.*

- 1 What is the most important piece of advice the WebDoctor gives students?
- 2 Why is sleep important for students?
- 3 What should a student do after studying for 50 minutes?
- 4 How much should students exercise?
- 5 How can eating dark chocolate help you?
- 6 What should students do once every day?

**Language focus**

**3** Complete the sentences from the health advice page with the correct form of the verbs in parentheses.

- 1 If we had (have) tests this year, we 'd be (be) nervous, too!
- 2 If you rested (rest) more, you 'd have (have) more energy.
- 3 You wouldn't feel (not feel) happier if you ate (eat) a whole family-sized bar.
- 4 What would you do (you / do) if you didn't have (not have) tests?

**4** Look at the pictures. Write sentences from the health advice page with *should* or *shouldn't*.



*The average teenager should sleep for eight to ten hours a night.*



*1 You should make a schedule to manage your time.*



*2 You shouldn't spend too much time sitting still.*



*3 You shouldn't have too much chocolate.*

**5 Focus on you** Imagine you're the WebDoctor. Give advice to a student who wants to have a healthier lifestyle. Use *should* and *shouldn't* and the ideas in the box. Then add four of your own ideas.

drink a lot of coffee   eat breakfast every morning   go for walks  
play video games all day   spend some time with friends   study after midnight

*You should go for walks. You shouldn't drink a lot of coffee.*

**6 Pairwork** Discuss what you think students *should* and *shouldn't* do to have a healthy lifestyle. Then choose your eight favorite tips and design a poster. 📄

*Tip 1: Do some exercise! You should go for a walk every day.*

**Exercise 5 Focus on you**

- Read through the ideas in the box and check that students understand them all.
- Read out the example sentences.
- Students write sentences with the ideas in the box, and add four ideas of their own.
- Ask some students to read their sentences to the class. Correct any mistakes as a class.

**ANSWERS**

Students' own answers.

**Exercise 6 Pairwork**

- Put students into pairs to compare and discuss their ideas and make a poster with their favorite tips.
- Ask pairs in turn to show their poster to the class and read out their tips.
- Discuss as a class which are the most important tips.

**ANSWERS**

Students' own answers.

**Consolidation**

- Suggest to students that they could write some personalized reminders to themselves using *should* and *shouldn't*, to help them study effectively.

**Consolidation**

- Point out that the health advice page contains a lot of vocabulary to do with health and illness. Suggest that students find vocabulary on this topic and record it in their vocabulary notebooks. Encourage them to record useful collocations as well as individual words, e.g., *cause headaches, have a stomachache*.

**Language focus** page 31

**Aim**

To practice the target language in a controlled and personalized context

**Exercise 3**

- Students look at the health advice page again and complete the sentences with the correct verb forms.
- Check the answers with the class. Make sure that students understand the sentences. You could get students to translate the sentences into their own language to check understanding.

**Exercise 4**

- Read the example sentence and elicit or point out that we use *should* for advice.
- Students write sentences with *should* or *shouldn't* from the health advice page.
- Check the answers with the class.

## Illnesses

### Aim

To present and practice vocabulary for illnesses

### Grammar PowerPoint presentation Unit 3

### Warm-up

- With books closed, mime having a headache and ask: *What's wrong with me?*
- Elicit the answer, then put students into pairs and give them two minutes to write down as many other words for illnesses as they can. Tell them they can use their dictionaries to help.
- Write students' ideas on the board.
- Point to some of the ideas on the board and ask: *What should you do if you have (a headache)?*
- Elicit a range of ideas.

### Exercise 1 1-22

- Students work individually or in pairs to match the pictures with the illnesses.
- Play the audio. Students listen and check.
- Play the audio again, pausing after each word for students to repeat chorally, then individually.

### Audioscript Teacher's Book page 109

### Exercise 2 1-23

- Give students time to read through the dialogues.
- Play the audio, pausing after each conversation to give students time to write the answers.
- Check the answers with the class.
- Ask: *Which phrases ask what the problem is? (What's the matter? / What's wrong?) Which phrases show sympathy? (Poor you! / Oh, no.)*

### Audioscript Teacher's Book page 109

### Exercise 3 Pairwork


- Read the *My study skills* box with the class.
- Students work in pairs to write two short dialogues like the ones in exercise 2. Ask some pairs to read their dialogues to the class.
- Read the task in exercise 3 with the class and tell students they are now going to do spoken practice, without writing the dialogues first.
- Demonstrate the activity with a confident student. Ask: *What's the matter?* Encourage them to choose an illness from exercise 1. When they answer, show sympathy and offer some advice from the box in exercise 3.
- Students work in pairs to have conversations.
- Ask some students: *Did your partner give you good advice?*


## 3 Vocabulary


### Illnesses


**1 1-22** Match the pictures with the illnesses in the box. Then listen and check.


a backache a cold a cough an earache a fever  
 a headache a rash a sore throat a stomachache a toothache


  
a toothache


  
1 a backache


  
2 a cough


  
3 a fever


  
4 a cold

  
5 a stomachache

  
6 a headache

  
7 a sore throat

  
8 a rash

  
9 an earache

**2 1-23** Listen and complete the dialogues. Write one word in each gap.

1 A What's the matter?  
 B I don't feel well. I have an 'earache'.  
 A Poor you! You 'should' go to the doctor.

2 A What's wrong?  
 B I don't feel 'well'. I have a bad 'rash'.  
 A Oh, no. You 'should' use some cream.

**3 Pairwork** Have conversations like the ones in exercise 2. Take turns to be Student A and Student B. Use the illness expressions from exercise 1 and the advice in the box.

drink a lot of water go to bed go to the dentist / doctor  
 have a throat lozenge rest stay at home take a painkiller  
 take some (cough / cold) medicine use an icepack use some cream

32

thirty-two

Workbook p.16
Extra practice online

### Extra activity

- Mime having a stomachache and ask: *What's wrong with me?* Students guess the answer.
- Write the vocabulary on the board and divide the class into two teams.
- In turn, choose a student from each team. That student must mime one of the illnesses on the board. Their team have 30 seconds to guess the illness and get a point. They are only allowed three guesses. If they don't guess in time, the other team gets one guess.
- Once an illness has been guessed, cross it off the board.
- Continue until all the illnesses have been mimed. See which team has the most points.

### Consolidation

- Advise students to note down the new vocabulary with other vocabulary to do with health and illnesses from the previous lesson in their vocabulary notebooks. Suggest that students should make notes on the pronunciation of words such as *cough* and *stomachache* when they record them, as the pronunciations aren't predictable from the spelling of the words.

**Workbook page 16**  
**Online Workbook Extra practice**

**should / shouldn't**

You **should** go to bed before midnight.  
You **shouldn't** use your cell phone.

Affirmative	
I / you / he / she / it / we / you / they	<b>should go</b>
Negative	
I / you / he / she / it / we / you / they	<b>shouldn't go</b>
Questions and short answers	
Should I go?	Yes, you <b>should</b> . No, you <b>shouldn't</b> .
Where <b>should</b> I go?	Why <b>should</b> we go?

**Think!**

Read the sentences. Then choose the correct alternative.

You **should eat** healthily.  
You **shouldn't work** all day.  
• We use *should* and *shouldn't* + the **base form** / **-ing form** of the main verb to give advice.

Rules p. W14

**1 Complete the sentences with *should* or *shouldn't*.**

- Will's sick. He should stay home all day.
- Tom's in the hospital. We should visit him later.
- You shouldn't drink so much soda. You'll get a toothache.
- Bella's leg hurts. She shouldn't run.
- I'm too sick for soccer practice. I should call the coach.
- You shouldn't swim when you have an earache.

**2 Give the people advice. Use *should* or *shouldn't* and a suitable verb.**

- I have a terrible toothache.  
You should go to the dentist.
- I'm really tired.  
You should go to bed early.
- I have a stomachache.  
You shouldn't eat so much candy!
- I'm cold.  
You should wear / put on a sweater.
- I have a backache.  
You shouldn't play golf today. Relax!

**3 Write questions and short answers. Use *should* or *shouldn't*.**

- I have a test tomorrow. I / study / all right?  
"Should I study all right?" "No, you **shouldn't**."  
1 He's ill. he / go / to school?  
"Should he go to school?" "No, **he shouldn't**."  
2 I want to be healthier. I / exercise / more?  
"Should I exercise more?" "Yes, you **should**."  
3 She's stressed. she / ask / for help?  
"Should she ask for help?" "Yes, **she should**."  
4 We have school tomorrow. we / go / to bed late?  
"Should we go to bed late?" "No, you **shouldn't**."

**4 Complete the online post and replies with *should* or *shouldn't* and the verbs in the box when necessary.**

do drink eat go miss  
tell wear worry

**Katya** It's Liam's party tomorrow. But I have a cold, and I look awful! Should I tell him I can't come? What should I do to get better?

**Cara** You should eat some hot, spicy food today. It's good for colds! And you should drink a lot of water.

**Felipe** You definitely shouldn't miss the party. Go! But maybe you should go to bed early tonight.

**Ziggy** You shouldn't worry. You always look great! X

**Katya** You guys are the best – thanks! OK, I'll go. One last question: should I wear the green dress?

**Cara** Yes, you should. It's totally awesome!

**Finished?**

Imagine you read the post below on a friend's home page. Write a reply. Suggest three things he / she **should do**, and three things he / she **shouldn't do**.

I'm really tired, but I can't sleep. What should I do?

You **should have a warm bath before you go to bed**.

Puzzle p. 105

Workbook p.16 Extra practice online

thirty-three 33

- Students complete the sentences.
- Students compare their answers in pairs.
- Check the answers with the class. Make sure that students understand all the sentences.

**Exercise 3**

- Read out the example question and point out the word order: *should* + subject + verb.
- Students write the questions and short answers.
- Check answers by asking students in turn to read out one of the questions. Ask another student to give the short answer.

**Exercise 4**

- Read out the first part of the online post and the example answers. Explain that the replies below all give advice to Katya.
- Students complete the online post and replies with the correct verb forms.
- Check the answers with the class.

**Extra activity**

- Students could work in pairs and write their own reply with advice for Katya, using *should* or *shouldn't*.
- Ask pairs in turn to read their advice to the class. Ask: *Whose advice is best?*

**Finished?**

- Students read the post and write sentences giving advice.
- Students can compare their sentences in pairs.
- Alternatively, read the post to the class, then ask some students to read their sentences out to the class. Ask other students whose advice is best. Elicit more advice from the class.
- Once students have finished this activity, they can go on to do the puzzle on page 105/C8.

**ANSWERS**

Students' own answers.

**Consolidation**

- Suggest to students that they could use their cell phones to record some problems like the ones in exercise 2, or Katya's post in exercise 4. They can then listen to the problems and practice giving advice using *should* and *shouldn't*.

Workbook page 16  
Online Workbook Extra practice

**Grammar** page 33

**should / shouldn't**

**Aim**

To present and practice *should* and *shouldn't*

Grammar PowerPoint presentation Unit 3

**Warm-up**

- Say: *I've got a sore throat. What should I do?* Elicit some advice using *should*.
- Repeat this with one or two more illnesses from page 32.
- When students give advice, write one or two sentences with *should* on the board.
- Underline *should* on the board and tell students they are going to study this verb form in more detail now.

**Grammar chart and Think! box**

- Read out the grammar examples.
- Go through the grammar chart with the class.
- Students read the *Think!* box and choose the correct words to complete the rule.
- Check the answer with the class.
- Refer students to the rules on page W14.

Rules page W14

**Exercise 1**

- Students complete the sentences with *should* or *shouldn't*.
- Check the answers with the class.

**Exercise 2**

- Read out the example answer and point out that students have to think of a suitable verb for each sentence.

### At the doctor

#### Aim

To present and practice vocabulary for going to the doctor

#### Warm-up

- With books closed, tell students they learned ten words for illnesses on page 32.
- Put them into pairs and give them two minutes to remember as many of the words as they can.
- Elicit ideas and write the words on the board.
- See which pair remembered the most.
- Ask students to open their books on page 34. Point to the picture and ask: *Who are the people? What are they doing? What do you think is wrong with the boy?*
- Elicit some answers, then ask: *What do you think the boy is saying? What do you think the doctor is saying?*
- Elicit some answers, and tell students they are going to practice going to the doctor.

#### Exercise 1 1-24

- Read through the expressions in the box and check that students understand them all.
- Play the audio once for students to listen and read. Play it again for them to complete the dialogue with the correct expressions. Pause as necessary to give them time to write.
- Check the answers with the class.
- Play the audio again, pausing after each line for students to repeat chorally, then individually.
- Go through the *Learn it, use it!* chart with the class. Check that students understand all the phrases.

**Audioscript** Teacher's Book page 109

#### Exercise 2 Pronunciation 1-25

- Play the audio once for students to listen and notice the two vowel sounds.
- Play the audio again, pausing after each word for students to repeat chorally, then individually.

**Audioscript** Student Book page 34

#### Exercise 3 1-26

- Students complete the chart with the words.
- Play the audio. Students listen and check their answers.
- Play the audio again, pausing after each word for students to repeat.

**Audioscript** Teacher's Book page 109

## 3 Communication



### At the doctor

1 124 Listen and complete the dialogue. Listen again and check. Then listen and repeat.

Are you allergic to any medication? Can I still play sports? How can I help you?  
How long have you had it? Where does it hurt?

**Doctor** Hello, Tom. *How can I help you?*  
**Tom** I have a terrible backache.  
**Doctor** I see. *How long have you had it?*  
**Tom** I've had it for about a week. I was working in the garden when it started to hurt.  
**Doctor** OK, let me have a look. *Where does it hurt?*  
**Tom** Right here.  
**Doctor** OK. *Are you allergic to any medication?*  
**Tom** No, I'm not.  
**Doctor** Good. Here's a prescription for some painkillers. You should take two pills twice a day for a week.  
**Tom** OK, thanks. *Can I still play sports?*  
**Doctor** No, you shouldn't play any sports at the moment. You should rest.

#### Learn it, use it!

You ask	You answer
How can I help you? / What's the matter?	I have a backache / sore throat / cough. My leg / arm hurts. I have a pain in my foot / back / shoulder.
How long have you had it?	I've had it for (about a week). / I've had it since (last Tuesday).
Where does it hurt?	Right here. / About here.

2 125 Pronunciation /u/ and /ʊ/ Listen and repeat.

/u/ good should    /ʊ/ you two

3 126 Complete the chart with the words in the box. Then listen and check.

/u/	foot	1 good	2 put	3 would
/ʊ/	fruit	4 knew	5 soon	6 through

4 127 Listen to another patient at the doctor. Then complete the doctor's notes.

5 **Pairwork** Write two more dialogues at the doctor. Use the dialogue in exercise 1 as a model. Then practice your dialogues. Take turns to be the doctor.

Name:	Kaylee
Problem:	a 1 <u>stomachache</u> and a 2 <u>fever</u>
How long:	3 <u>for / since Wednesday</u>
Prescription:	take medicine 4 <u>four</u> times a day for 5 <u>three</u> days
Other advice:	drink 6 <u>a lot of water</u>

34 thirty-four

Workbook p.18    Extra practice online

#### Exercise 4 1-27

- Give students time to read through the doctor's notes. Check that they understand everything.
- Play the audio. Students listen and complete the notes.
- Check the answers with the class.

**Audioscript** Teacher's Book page 109

#### Exercise 5 Pairwork

- Model the conversation with a confident student. Take the role of the doctor and ask them questions from the *Learn it, use it!* chart. Elicit their answers, and give advice.
- Students work in pairs to write two more dialogues. Monitor and help as necessary.
- Students then practice their dialogues in pairs.

- Ask some pairs to perform their dialogues for the class.
- You can show students some short video clips of native speakers having similar conversations on iTools or the DVD.

#### ANSWERS

Students' own answers.

#### Consolidation

- Suggest to students that they could use their cell phone to record the doctor's phrases from the *Learn it, use it!* chart. They could then practice visiting the doctor and talking about different illnesses.

Workbook page 18  
Online Workbook Extra practice

Second conditional

If clause	Main clause
If you <b>rested</b> more,	you <b>wouldn't feel</b> tired.
If you <b>didn't have</b> exams,	what <b>would</b> you do?
Main clause	If clause
You <b>wouldn't feel</b> tired	if you <b>rested</b> more.
What <b>would</b> you do	if you <b>didn't have</b> exams?

Think!

Read the sentences. Then complete the rules with the simple past or would.

If I **had** exams this year, I'd **be** nervous.  
You **wouldn't feel** happier if you **ate** a family-sized bar of chocolate!

- If clause: use 'the simple past.'
- Main clause: use 'would'
- We use the second conditional to talk about imaginary or improbable situations.

Rules p.W15

1 Complete the sentences with the second conditional form of the verbs in parentheses.

- If I **had** (have) more time,  
I **'d go** (go) to a gym.
- 1 If he **knew** (know) the doctor's phone number, he **'d call** (call) it.
- 2 Ava **wouldn't go** (not go) to school if she **felt** (feel) sick.
- 3 If I **didn't take** (not take) painkillers, I **wouldn't be** (not be) able to stand!
- 4 If they **didn't have** (not have) bikes, they **'d walk** (walk).
- 5 Harry **would like** (like) hot lemon and honey if he **tried** (try) it.
- 6 Your throat **wouldn't hurt** (not hurt) if you **didn't talk** (not talk) so much!

2 Complete the questions and answers with the second conditional form of the verbs in the boxes. Do you agree with the answers?

find find take you / do

- What **would you do** if you **found** a wallet?
- 1 If I **found** a wallet,  
I **'d take** it to the police.

go go visit you / visit

- 2 What countries **would you visit** if you **went** on a round-the-world trip?
- 3 I **'d visit** the U.S., the U.K., and Australia if I **went** on a round-the-world trip.

get get smile you / do

- 4 If you **got** 100% on your tests, what **would you do**?
- 5 If I **got** 100% on my tests, I **'d smile** all day!

3 Game! Do the quiz. Then discuss your answers. Who is the most honest?

HOW HONEST ARE YOU?

- 1 What would you do if you found someone's cell phone?  
a return it right away b read the messages first
- 2 If you didn't like your friend's new haircut, what would you say?  
a "That looks great!" b nothing
- 3 What would you do if a store assistant gave you too much change?  
a keep it b give it back
- 4 If you forgot to do your homework, what would you tell the teacher?  
a "I'm sorry. I forgot!" b "My dog ate my notebook!"

If I found someone's cell phone, I'd return it right away!

Finished?

Write second conditional sentences about things you think your partner **would** or **wouldn't do** in the situations below. Use your imagination! Then compare your ideas. How well do you know your partner?

go traveling for three months  
become a famous celebrity  
have his / her favorite meal tonight  
rule the country teach this class  
win the lottery

If Bianca went traveling for three months, she'd visit Australia.

Puzzle p.105

Exercise 1

- Students complete the sentences with the correct verb forms.
- Check the answers with the class.

Exercise 2

- Students complete the questions and answers with the correct verb forms.
- Check the answers with the class. Then ask: *Do you agree with the answers? What would you do in these situations?* Elicit a range of answers.

Exercise 3 Game!

- Students do the quiz individually, then discuss their answers in pairs.
- Ask pairs in turn: *Who is more honest, you or your partner?*
- See who is the most honest in the class overall.

ANSWERS

Students' own answers.

Extra activity

- Write these sentence beginnings on the board.

- 1 If I found ...
- 2 If I won ...
- 3 If one of my friends ...

- Ask students to complete them with their own ideas.
- Ask some students to read their sentences to the class.

ANSWERS

Students' own answers.

Finished?

- Students write conditional sentences about the different situations.
- Alternatively, ask one or two students to read their sentences to the class. Ask other students: *Do you agree? What would you do in this situation?*
- Once students have finished this activity, they can go on to do the puzzle on page 105/C8.

ANSWERS

Students' own answers.

Consolidation

- Suggest to students that they could choose one or two second conditional sentences that they find interesting and write them in their notebook. They could underline the verbs and make notes on the meaning of the sentences and the verb forms used.

Workbook page 17

Online Workbook Extra practice

Grammar page 35

Aim

To present and practice the second conditional

Grammar PowerPoint presentation Unit 3

Warm-up

- Ask individual students: *Do you have a headache / backache / toothache today? If you had a headache / toothache, what would you do?*
- Elicit answers, then write some second conditional sentences on the board, e.g., *If I had a headache, I'd take a painkiller. If I had a backache, I'd go to the doctor.*
- Point to the sentences on the board and ask: *Are the situations real or imaginary?* (imaginary)

- Tell students they are going to practice using second conditional sentences to talk about imaginary situations.

Second conditional

Grammar chart and Think! box

- Go through the chart with the class.
- Students read the Think! box and complete the rules with the correct words.
- Check the answers with the class.
- Reinforce the rules by emphasizing that we use the simple past, not *would*, in the *if* clause: *If I had a backache, I'd go to the doctor.* NOT *if I would have a backache, I'd go to the doctor.*

- Refer students to the rules on page W15.

Rules page W15



**Reading**

**Aim**

To read and understand an advice site

**Warm-up**

- Ask: *Who do you ask for advice if you have a problem? Why?*
- Elicit answers, and discuss as a class the best place to go for advice with different kinds of problems.
- Ask: *Why is it important to talk to someone and ask for advice if you have a problem?*
- Elicit a range of answers.

**Exercise 1**

- Give students time to look at the web page and the pictures.
- Students choose the correct answer.
- Check the answer with the class. Ask: *Do you ever read advice pages online or in magazines?*

**Exercise 2 Read and listen** 1-28

- Give students time to read through the questions. Check that they understand everything.
- Play the audio. Students read and listen, then answer the questions.
- Encourage students to write full sentences in their answers, and use their own words where possible.
- Students can compare their answers in pairs.
- Check the answers with the class.
- Go through the *Check it out!* box and ask students to find the words in the web page. Make sure that students understand the meaning of the words.

**ANSWERS**

- 1 The worst part is when Reese's friends come over and his brother won't leave them alone.
- 2 He should promise to spend some time with his brother.
- 3 Reese's parents can help him.
- 4 She's starting a new school because her mom got a job in a different town.
- 5 She's worried because she's changing schools halfway through a semester, and she thinks she won't make friends easily.
- 6 She should ask questions because everyone loves talking about themselves.
- 7 After-school clubs are a great way to make friends.

**Audioscript** Student Book page 36

**3 Skills**

**Any Answers?** Search Answers

**ANY ANSWERS? POPULAR TOPICS**

**A SCHOOL**

**B HEALTH**

**C FAMILY AND HOME**

**D MONEY**

**Reese341**  
My little brother is a pain! He's 8 years old, and he copies everything I do. When I watch TV, he watches it. When I listen to music, so does he. I think that if I spent a whole day cleaning, he'd probably join in! The worst part is when my friends come over. He won't leave us alone for a minute. My friends say they don't mind, but I don't believe them. What should I do? I really need my space.

**HollyG**  
My mom got a great job in a different town, so I'm starting a new school next week. If it was the start of the school year, it wouldn't be so bad, but I'm changing schools halfway through a semester! I'm going to be "the new girl," and I'm scared. How can I make new friends? Please tell me what I should do. I'm so worried that no one will like me! Every time I think about it, I get a headache.

**BlueRose**  
I understand how you feel. When I started college, I was so nervous I had a stomachache! But I'm sure you'll be fine. On your first day, you shouldn't try too hard to impress people. Just relax, and be yourself. Smile and ask a lot of questions (everyone loves talking about themselves!). You should also join some after-school clubs that interest you. They're a great way to make friends because you already like similar things.

**WiseOwl**  
Hi, Reese! You shouldn't be angry with your brother. It's cool that he admires you so much! You should tell him that you need your own space, but promise to spend some time with him. Why don't you ask him what he'd like to do? I bet he'd be delighted! If you did a few things together sometimes, he'd probably leave you alone at other times. You should talk with your parents about the problem, too. I'm sure they can help.

**Check it out!**  
Find these words and check their meaning.  
copy (copies)  
admire  
halfway  
semester  
impress

**Reading**

1 Look at the layout of the web page and the pictures quickly. What kind of website is it?  
a an online newsletter b an official medical website c an advice site

2 1-28 Read and listen to the web page. Then answer the questions.  
What is Reese's problem? His little brother copies everything he does.  
1 What is the worst part of Reese's problem?  
2 According to WiseOwl, what should Reese promise to do?  
3 Who else can help Reese?  
4 Why is Holly starting a new school?  
5 Why is Holly worried?  
6 According to BlueRose, why should Holly ask questions?  
7 Why is it a good idea to join an after-school club?

36 thirty-six

**Extra activity**

- Ask: *What other advice would you give to Reese and Holly?*
- Put students into pairs to discuss each problem and decide on their advice.
- Ask pairs in turn to tell the class the advice they would give.
- Discuss as a class which advice is best for each problem.

**Listening**

**Aim**

To listen to a conversation between a parent and teacher about a student

**Warm-up**

- Ask: *What would you do if you had a problem at school? Who would you talk to?*

- Elicit a few answers, then ask: *What would your parents do if you had a problem at school?*
- Elicit a few answers, then explain to students that they are going to listen to a conversation between a parent and a teacher.

**Exercise 3** 1-29

- Give students time to read the summaries.
- Play the audio. Students listen and choose the correct summary.
- Play the audio again if necessary for students to check their answer.
- Check the answer with the class.

**Audioscript** Teacher's Book page 110

Listening

3 1:29 Peter's mom is talking to his math teacher, Miss Green. Listen to the conversation. Then check (✓) the correct summary sentence.

- a Miss Green isn't happy with Peter's work. He doesn't pay attention in class, and he never does his homework.
- b Miss Green isn't happy with Peter's work. He asks silly questions in class, and he copies his homework from his friends.

4 1:29 Listen again and check (✓) the advice that Miss Green gives.

- Peter should ...
- 1 stop worrying about his grades.
  - 2 listen in class.
  - 3 do extra classes.
  - 4 ask questions when he doesn't understand.
  - 5 concentrate more.
  - 6 do an hour of homework every day.

My listening skills

Staying focused

Don't try to understand every word when you listen. Focus on the information you need to answer the questions. If you can't answer a question, don't panic! Keep listening, and try to answer the next one.

Speaking

5 **Pairwork** Read the problems in the posts below. Then discuss them with your partner. What advice would you give each person? Use the expressions in the box.

... is / are a great way (+ infinitive) ... I'm sure ... You should ...  
You shouldn't ... Why don't you (+ base form) ... ?

**Mia**

Alysha is my best friend, but we have a problem. I'm quite a good student and I get excellent grades, but Alysha isn't very interested in school. Every day, she copies my homework. I want Alysha to do well, but I don't want to get into trouble if the teachers find out! What should I do?

**Prash A**

I'd like to stop going to piano lessons, but my mom won't let me! I have piano lessons twice a week after school while most of my friends are at basketball practice. I hate playing the piano, but I love playing basketball. My dream is to become the captain of the school team! But Mom says I'm a very good musician, and she has spent a lot of money on my lessons. What should I do?

Writing

6 Choose one of the message posts in exercise 5. Write a reply giving advice.

- Say what you think the person should or shouldn't do. (Give at least three ideas.)
- Explain why you think these are good ideas.
- Don't forget to sound sympathetic!

Workbook p.19

Writing builder p.93

thirty-seven 37

Exercise 5 Pairwork

- Give students time to read the two posts. To check that they understand everything, ask: *What is Mia's problem? What is Prash's problem?*
- Read through the expressions in the box with the class. Elicit or give some examples of how to use each one, e.g., *Joining a club is a great way to make friends. I'm sure everything will be fine. You should talk to your parents. You shouldn't worry. Why don't you ask for some help?*
- Students work in pairs to discuss the problems and decide what advice to give.
- Ask some students to tell the class what advice they would give to each person.
- Discuss as a class what the best advice is.

Writing

Aim

To write a message post giving advice

Writing builder

- Ask students to turn to the Writing builder on page 93/C2. Complete the exercises. Then go straight to the Writing section on the skills page of the main unit.

Exercise 6

- Read through the task with the class. Check that students understand everything.
- Elicit some expressions students can use to sound sympathetic, e.g., *Poor you! I'm sure it's very difficult for you.*
- With weaker classes, elicit the first line of a message post from the class. Write it on the board, and elicit two or more sentences to continue the post. Students can then continue the post themselves.

ANSWERS

Students' own answers.

Consolidation

- Suggest to students that they could visit some advice sites for teenagers online and read some of the advice posts. They could look for useful vocabulary or expressions that they can use in their own writing, and practice using them by writing some more advice for imaginary problems.

Writing builder page 93/C2

Workbook page 19

Online Workbook Extra practice

Unit test

Worksheets

DVD

Exercise 4 1:29

- Give students time to read the advice.
- Play the audio. Students listen and check the advice that Miss Green gives.
- Play the audio again if necessary for students to check and complete their answers.
- Check the answers with the class.

Extra activity

- Write these sentences on the board.
- 1 Miss Green is worried because of Peter's math and English grades.
  - 2 Miss Green doesn't have time to explain things very well.
  - 3 Peter is smart.
  - 4 Miss Green is going to talk to Peter about the problem.

- Students decide from memory if the sentences are true or false. Ask them to correct the false sentences.
- Play the audio again for them to listen and check.
- Check the answers with the class.

ANSWERS

- 1 False. She is only worried about his math grades.
- 2 False. She would explain things if Peter asked questions.
- 3 True.
- 4 False. Peter's mom is going to talk to him.

Speaking

Aim

To practice giving advice

# 4 They should have prepared!

## Grammar

should have (affirmative and negative)

Third conditional

## Vocabulary

Injuries

## Communication

Making an emergency call

## Skills

**Reading:** A web article about animal heroes

**Listening:** A radio program about a young girl who called the emergency services

**Speaking:** Discussing moral dilemmas

**Writing:** An opinion essay

## Topics and values

Looking after your physical well-being;  
Citizenship; Ethics and morals

## Presentation pages 38–39

### Aim

To present the new language in an interesting context

### Warm-up

- Point to the pictures and ask: *Which country do you think the pictures show? (Australia) What do you know about Australia? Would you like to visit the country? Why? / Why not?*
- Elicit answers, then read out the title of the article. Ask: *What jobs do you think a park ranger has to do?*
- Elicit answers, and encourage students to speculate.

### Background notes

- Park rangers in Australia are responsible for looking after the environment and wildlife in Australia's national parks. Their day-to-day work can involve many different things, such as rescuing injured or trapped animals or birds, dealing with pests that pose a threat to the park, eradicating weeds, managing bush fires, offering help to tourists, and enforcing regulations such as 'No camp fires'.

4
They should have prepared!



Meet an  
**AUSTRALIAN  
PARK Ranger**

More than 400,000 tourists visit the Uluru-Kata Tjuta National Park and famous Uluru Rock in Australia every year. Rob Dinkins is a park ranger. He tells us about his work.

▶ It's like the movies ... sometimes!

Rangers have to do many boring things, like repairing fences, or writing reports. But sometimes, life feels like an action movie! Yesterday, for example, a hiker's camp stove set fire to some dry grass. I burned my hands when I was helping the firefighters, but if we hadn't acted quickly, the fire would have killed many plants and animals. The accident wouldn't have happened if the hiker had followed the rules. He shouldn't have lit a stove in the park, but he wanted some hot coffee!

▶ We save people's lives, too.

In 2009, a walker got lost in the desert. He shouldn't have gone hiking alone, and he should have packed more water. After three days, he ran out. On day six, he managed to use his cell phone and we were able to find him. If we hadn't found him then, he would have died. That was a very happy day for everyone.

▶ But sometimes I feel annoyed!

Visitors do crazy things. One group needed help because they'd climbed Uluru in flip-flops! Of course I helped them, but I felt annoyed. They shouldn't have worn flip-flops! They should have prepared better. They wouldn't have gotten blisters if they'd worn boots. Another girl dropped her camera down a canyon. She should have left her camera at the bottom, but she tried to climb down and get it. She fell and broke her leg. We took her to the hospital in a helicopter. And no, we didn't rescue the camera!

▶ Here's a secret ...

I studied law in college! My dad was upset when I decided to become a ranger. Lawyers earn much more money! But if I'd followed his advice, would I have been happy? Every time I see Uluru turning pink in the sunset, or a wallaby hopping past, I smile. Don't tell Dad, but I think I'd do this job for free!



Check it out!

Find these words and check their meaning.

ranger	canyon
flip-flop	wallaby

1 1:30 **Read and listen** Check (✓) two events that happened in the park.

a A fire killed a lot of animals.	<input type="checkbox"/>
b A man got lost for nearly a week.	<input checked="" type="checkbox"/>
c A helicopter rescued an injured tourist.	<input checked="" type="checkbox"/>



ULURU

- Uluru, also called Ayers Rock, is a large red sandstone rock formation in central Australia. It is sacred to the Aboriginal people of the area, and is a very popular tourist site.

### Exercise 1 Read and listen 🕒 1:30

- Read the events with the class and make sure students understand everything.
- Play the audio. Students listen and read, and check the two events that happened.
- Check the answers with the class.
- Go through the *Check it out!* box and ask students to find the words in the article. Make sure that students understand the meaning of the words.

**Audioscript** Student Book page 38

### Exercise 2 Comprehension

- Students read the article again and answer the questions.
- They can compare their answers in pairs.
- Check the answers with the class.

#### ANSWERS

- 1 He burned his hands.
- 2 He lit the stove because he wanted some hot coffee.
- 3 He spent three days without water.
- 4 She climbed down the canyon to get her camera.
- 5 His secret is that he studied law in college. He enjoys his job so much, he would do it for free.

## 2 Comprehension Answer the questions.

Who is Rob? He's a park ranger (at the Uluru-Kata Tjuta National Park).

- 1 What accident did Rob have?
- 2 Why did the man light the stove?
- 3 How many days did the lost walker spend without water?
- 4 Why did the girl climb down the canyon?
- 5 What is Rob's "secret"?

## Language focus

### 3 Match the sentence halves. Then complete the sentences with the correct verbs from the article.

- |  |   |
|--|---|
| 1 The accident <u>wouldn't have happened</u> | a he <u>would have died</u>                   |
| 2 If we <u>hadn't found</u> him then,        | b if they <u>'d worn</u> boots.               |
| 3 They <u>wouldn't have gotten</u> blisters  | c <u>would</u> I                              |
| 4 If I <u>'d followed</u> his advice,        | d if the hiker <u>had followed</u> the rules. |

### 4 Look at the pictures. Write sentences from the article with *should have* or *shouldn't have*.



1 He shouldn't have lit a stove.



1 He should have packed more water.



2 They shouldn't have worn flip-flops.



3 She should have left her camera at the bottom.

### 5 Focus on you Write three things that you *should have* done and three things you *shouldn't have* done last week. Use six of the verbs in the box and your ideas.

argued with been bought done forgotten gone helped listened to

I shouldn't have argued with my friend. I should have gone to bed earlier last night.

### 6 Pairwork Tell your partner what you *should* and *shouldn't* have done last week. Listen to your partner and give advice.

- A I shouldn't have argued with my friend.  
 B Don't worry. Why don't you apologize?  
 A I should have gone to bed earlier last night.  
 B You should go to bed early tonight!

thirty-nine 39

Explain that they will be learning more vocabulary to do with injuries later in the unit. Encourage them to record useful collocations as well as individual words, e.g., *get blisters*.

## Language focus page 39

### Aim

To practice the target language in a controlled and personalized context

### Exercise 3

- Students match the sentence halves and complete the sentences with the correct verb forms from the article.
- Check the answers with the class. Make sure that students understand the sentences. You could get students to translate the sentences into their own language to check understanding.

### Exercise 4

- Read the example sentence and ask: *Did he light a stove? (yes) Was it a good idea? (no)*
- Elicit or point out that we use *should have* to criticize past actions.
- Students write sentences with *should have* or *shouldn't have*.
- Check the answers with the class.

### Exercise 5 Focus on you

- Read through the verbs in the box, and read out the example sentences. Elicit one or two more examples from the class.
- Students write sentences using the verbs in the box.
- Ask some students to read their sentences to the class. Correct any mistakes as a class.

### ANSWERS

Students' own answers.

### Exercise 6 Pairwork

- Ask two confident students to read out the example dialogue.
- Put students into pairs to tell their partner things they should and shouldn't have done, and offer advice to their partner.
- Ask some students to tell the class one thing their partner should or shouldn't have done last week, and the advice they gave. Ask other students: *Do you agree with the advice? What other advice could you give?*

### Consolidation

- Suggest to students that, at the end of this week, they could write some more sentences about things they should or shouldn't have done.

### Extra activity

- Write these questions on the board, or read them to the class.
- 1 What boring jobs do park rangers have to do?
  - 2 What rule did the hiker break?
  - 3 What mistake did the tourists make when they climbed Uluru? What injury did they suffer?
  - 4 What injury did the girl suffer when she climbed down the canyon?
  - 5 Why was Rob's dad upset when he became a park ranger?
- Students answer the questions from memory, then check their answers in the article.
  - Check the answers with the class.

### ANSWERS

- 1 They have to mend fences and write reports.
- 2 He lit a stove.
- 3 They wore flip-flops, so they got blisters.
- 4 She broke her leg.
- 5 Because Rob studied law in college, and his dad wanted him to be a lawyer because lawyers earn more money.

### Consolidation

- Point out that the article contains some vocabulary to do with accidents and injuries. Suggest that students find vocabulary on this topic and record it in their vocabulary notebooks.

## Injuries

### Aim

To present and practice vocabulary for injuries

### Grammar PowerPoint presentation Unit 4

### Warm-up

- With books closed, ask: *What happened to the girl who climbed down the canyon? What injury did she suffer?* (She broke her leg.) *What injury did the park ranger suffer when he put out the fire?* (He burned his hands.)
- Put students into pairs and give them two minutes to write down as many other words for injuries as they can. Tell them they can use their dictionaries to help.
- Write students' ideas on the board.
- Point to some of the ideas on the board and ask: *Have you suffered any of these injuries? How did it happen?*
- Elicit a few answers.

### Exercise 1 1-31

- Students work individually or in pairs to match the pictures with the expressions.
- Play the audio. Students listen and check.
- Play the audio again, pausing after each expression for students to repeat chorally, then individually.

**Audioscript** Teacher's Book page 110

### Exercise 2 1-32

- Play the first conversation and point out the example answer.
- Play the rest of the audio, pausing after each conversation to allow students time to write the answers.
- Check the answers with the class.

**Audioscript** Teacher's Book page 110

#### Extra activity

- Read out the first answer in exercise 2 again. Ask: *What should / shouldn't she have done?* (She should have watched what she was doing.)
- Put students into pairs. Ask them to think about the remaining situations in exercise 2 and write sentences about what the people should or shouldn't have done to avoid their injury.
- Check the answers with the class.

#### POSSIBLE ANSWERS

- 2 She should have worn long pants to play soccer in.
- 3 She should have used something thicker to protect her hands.
- 4 He shouldn't have worn new shoes to go walking.

# 4 Vocabulary

## Injuries

**1** 1-31 Match the expressions with the pictures. Then listen and check.

break your arm   bruise your knee   burn your hand   cut-your-finger   get a blister  
get an insect bite   get a sunburn   graze your leg   hit your head   sprain your ankle



cut your finger



1 get a sunburn



2 bruise your knee



3 get a blister



4 sprain your ankle



5 get an insect bite



6 break your arm



7 burn your hand



8 graze your leg



9 hit your head

**2** 1-32 Listen to the conversations. Then complete the chart.

What happened?	How did it happen?
1 She cut her finger.	She was cutting cheese when her cell phone rang.
2 She grazed her leg.	She was playing soccer when she fell.
3 She burned her hand.	She was taking a cake out of the oven.
4 He got a blister.	He was wearing new shoes and he was walking in the mountains.

**3 Pairwork** Ask your partner which injuries he / she has had, and how they happened. Who has had the most / the worst injuries? 1-32

- A Have you ever cut your finger?  
B Yes, I have.  
A How did it happen?  
B I was making a poster for a school project. I was chatting with a friend, and I wasn't looking at the paper. I cut my finger with the scissors!

40 forty

Workbook p.22

Extra practice online

### Exercise 3 Pairwork

- Ask two confident students to read out the example dialogue.
- Students work in pairs to ask and answer questions about injuries they have had.
- Ask some students to tell the class about one of their partner's injuries.

#### Extra activity

- Mime cutting your finger and ask: *What have I done?* Students guess the answer.
- Give students one minute to look at the vocabulary in exercise 1, then ask them to close their books.
- Ask a student to choose one of the expressions and mime it. The first student to guess the correct expression gets a point and does the next mime.

- Continue until all the injuries have been mimed. See who has the most points.

### Consolidation

- Advise students to note down the new vocabulary with other vocabulary to do with injuries from the previous lesson in their vocabulary notebooks. Remind students that a lot of common verbs are irregular, so when they note down expressions with verbs, they should also make a note of any irregular simple past and past participle forms.

**Workbook page 22**

**Online Workbook Extra practice**

**should have**

**Affirmative and negative**

He **should have packed** more water.  
He **shouldn't have lit** a stove in the park.

Affirmative		
I / you / he / she / it / we / you / they	<b>should have</b>	left
Negative		
I / you / he / she / it / we / you / they	<b>shouldn't have</b>	gone

**Think!**

Read the sentences. Then choose the correct alternatives.

They **should have prepared**.  
They **shouldn't have worn** flip-flops!  
• We use **should have** and **shouldn't have** + **past participle** / **base form** to criticize actions in the **past** / **present**.

Rules p. W20

1 Look at the pictures. Complete the sentences with **should have** or **shouldn't have** and the correct form of the verbs in parentheses.



I **should have used** sunscreen! (use)



1 He **should have worn** a helmet. (wear)



2 She **shouldn't have eaten** so much pizza! (not eat)



3 They **shouldn't have walked** on the ice. (not walk)



4 He **should have looked** where he was going! (look)

Workbook p.22

Extra practice online

2 Tessa's parents were gone for the weekend. Write what they think Tessa **should** and **shouldn't** have done before they returned!



"You didn't wash the dishes!"  
Tessa **should have washed** the dishes.

- "You didn't take out the trash!"
- "You had a party!"
- "You didn't clean up!"
- "You wore dirty shoes inside the house!"
- "You ate junk food every day!"
- "You didn't call us!"

3 Complete the journal entry with **should have** or **shouldn't have** and the verbs in the box.

ask check leave not get up  
not run not walk stay study

Today, I woke up late. I **should have asked** my mom to drive me to school but, instead, I ran. I **shouldn't have run** because I fell and cut my knee!  
When I got to school, I had a history test. I **should have studied** for the test, but I had totally forgotten about it. I went for a walk at lunch to try to cheer up. I **shouldn't have walked** by the river because I got insect bites!  
This evening, I went to the movies with my sister. I **should have checked** the time of the movie because we arrived late. The movie was terrible. We **should have left** after the first twenty minutes!  
What a terrible day! I **shouldn't have got up** this morning! I **should have stayed** in bed!

**Finished?**

Imagine you had a terrible day! Write about your day, and include six things that you **should have** and **shouldn't have** done differently. Then compare your ideas with a partner. Whose day was the worst?

I've had a terrible day! I **should have got up** early, but my alarm didn't work. ...

Puzzle p.105

forty-one 41

- Students compare their answers in pairs.
- Check the answers with the class. Make sure that students understand everything.

**Extra activity**

- Students can work in pairs and think of one more accident. They can either draw a picture of the accident, or write a description of what happened.
- Students exchange their description with another pair. They write a sentence using **should / shouldn't have** about the description they have been given.
- Ask pairs in turn to read out their sentences to the class. See if the class can guess the accident!

**ANSWERS**

Students' own answers.

**Exercise 2**

- Read out the example answer.
- Read out the next sentence and elicit the sentence with **should have**.
- Students then write the sentences.
- Check the answers with the class.

**ANSWERS**

- 1 She **should have taken out** the trash.
- 2 She **shouldn't have had** a party.
- 3 She **should have cleaned up**.
- 4 She **shouldn't have worn** dirty shoes inside the house.
- 5 She **shouldn't have eaten** junk food every day.
- 6 She **should have called** her parents.

**Exercise 3**

- Students complete the journal entry with the correct verb forms.
- Students compare their answers in pairs.
- Check the answers with the class.

**Finished?**

- Students write about their own terrible day.
- Alternatively, ask some students to tell the class about their terrible day. Other students can add more comments using **should have** and **shouldn't have**.
- Once students have finished this activity, they can go on to do the puzzle on page 105/C8.

**ANSWERS**

Students' own answers.

**Consolidation**

- Suggest to students that, to help them remember the grammar, they could choose one or two accidents they have had, or foolish things they have done. They could write a short description of what happened each time, then write a sentence saying what they **should** or **shouldn't have** done.

Workbook page 22

Online Workbook Extra practice

**Grammar** page 41

**Aim**

To present and practice **should have**  
Grammar PowerPoint presentation Unit 4

**Warm-up**

- Ask: *What happened to the visitors who climbed Uluru? What mistake did they make? What should they have done?*
- Elicit a few ideas, and write some sentences on the board: *They should have worn boots. They shouldn't have worn flip-flops.*
- Ask students to translate the sentences into their own language, to check understanding.
- Underline **should have** and **shouldn't have** on the board and tell students

they are going to study this verb form in more detail now.

**should have (affirmative and negative)**

**Grammar chart and Think! box**

- Read out the grammar examples.
- Go through the chart with the class.
- Students read the **Think!** box and choose the correct words to complete the rule.
- Check the answers with the class.
- Refer students to the rules on page W20.

Rules page W20

**Exercise 1**

- Look at each picture in turn with the class and ask: *What happened?*
- Read out the example answer. Students then write the sentences.

## Making an emergency call

### Aim

To present and practice making an emergency call

### Warm-up

- Point to the pictures and ask: *Who are the people? What emergency services do they work for? (ambulance, fire department, police) Ask: When would you call each of these services?*
- Elicit some answers, and tell students they are going to practice making an emergency call.

### Exercise 1 1-33

- Read the questions in the box and check that students understand them all.
- Play the audio once for students to listen and read. Play it again for them to complete the dialogue.
- Check the answers with the class.
- Play the audio again, pausing after each line for students to repeat.
- Go through the *Learn it, use it!* chart with the class. Check that students understand all the phrases.

**Audioscript** Teacher's Book page 110

### Exercise 2 Pronunciation 1-34

- Play the audio once for students to listen and notice the two consonant sounds.
- Play the audio again, pausing after each word for students to repeat.

**Audioscript** Student Book page 42

### Exercise 3 1-35

- Play the audio. Students listen and choose the sounds they hear.
- Play the audio again, pausing after each word for students to repeat.

**Audioscript** Teacher's Book page 110

### Exercise 4 1-36

- Give students time to read the chart.
- Play the audio. Students listen and complete the chart.
- Check the answers with the class.

**Audioscript** Teacher's Book page 110

### Exercise 5

- Students work individually to decide what they saw and make notes.

#### ANSWERS

Students' own answers.

### Exercise 6 Pairwork

- Model the conversation with a confident student. Take the role of the operator and ask them questions from the *Learn it, use it!* chart. Elicit their answers and respond.

# 4 Communication



## Making an emergency call

- 1 1.33 Listen and complete the dialogue with the questions in the box. Listen again and check. Then listen and repeat.

Can you tell me what's happened? What's your name?  
Where are you? Which emergency service do you need?

Operator 911. Which emergency service do you need?

Aiden We need an ambulance right away.

Operator What's your name?

Aiden Aiden. Aiden Williams.

Operator Can you tell me what's happened?

Aiden One of my friends has fallen. I think he's broken his leg.

Operator OK. Try to stay calm. Where are you?

Aiden We're at Epic Skate Park on West Sunset Boulevard.

Operator I'm sending an ambulance right now. I need you to stay on the line. OK?

Aiden OK. But please hurry!

### Learn it, use it!

You ask	You answer
Which emergency service do you need?	ambulance / fire / police
Can you tell me what's happened?	My uncle has fallen, and he isn't moving. The house across the road is on fire. I've just seen a man breaking into a house.

- 2 1.34 Pronunciation /l/ and /r/ Listen and repeat.

/l/ fallen leg line    /r/ friends broken right

- 3 1.35 Listen and choose the correct answers.

- 1 a wrong b long    3 a right b light    5 a fire b file  
2 a crime b climb    4 a arrive b alive    6 a correct b collect

- 4 1.36 Listen to three emergency calls. Then complete the operator's notes.

	1	2	3
Emergency service:	ambulance	<sup>3</sup> (the) police	<sup>5</sup> fire (department)
Details of emergency:	a car accident near the park	a <sup>4</sup> robbery in a <sup>5</sup> clothes store	a <sup>6</sup> car on <sup>11</sup> fire outside Mike's <sup>11</sup> house
Location:	on <sup>1</sup> Green Street near <sup>2</sup> the main entrance	at Just Jeans, <sup>12</sup> 1224 West Hill Avenue	at <sup>12</sup> 233 Red Tree Road

- 5 Choose one of the situations below. Imagine you saw it happening! Make notes about the event. Use the table headings in exercise 4.

- a building on fire
- a car accident
- a crime

- 6 **Pairwork** Take turns to make and take emergency calls. Use the dialogue in exercise 1 as a model.

42 forty-two

Workbook p.24

Extra practice online

- Students work in pairs to practice making emergency calls for the situations they prepared in exercise 5.
- You can show students some short video clips of native speakers having similar conversations on iTools or the DVD.

- Ask some students to perform their conversations for the class. Ask other students: *Did they deal with this situation well? Did the other person offer good advice?*

#### ANSWERS

Students' own answers.

#### Extra activity

- Tell students to think about a less serious situation, e.g., they're looking after their neighbor's dog and it has escaped. Brainstorm a few more situations with the class.
- Ask: *Who would you call?* (a parent, neighbor, or friend)
- Students work in pairs to prepare and practice a new conversation about a less serious situation.

#### Consolidation

- Suggest to students that they could use their cell phone to record the operator's questions from the *Learn it, use it!* chart. They could then practice making emergency calls about different situations.

**Workbook page 24**

**Online Workbook Extra practice**

## Third conditional

If clause	Main clause
If they had worn boots,	they wouldn't have gotten blisters.
If I had followed his advice,	would I have been happy?
Main clause	If clause
They wouldn't have gotten blisters	if they had worn boots.
Would I have been happy	if I had followed his advice?

## Think!

Read the sentences. Then complete the rules.

- The fire **would have killed** many animals if we hadn't acted quickly.  
If we **hadn't found** him then, he **would have died**.
- If clause: use the 'present / past' perfect.
  - Main clause: use 'would have / would' + past participle.
  - We use the third conditional to talk about things that 'happened / didn't happen'.
  - We can use contractions: 'd (had), 'd hadn't (had not), 'd (would), wouldn't (would not).

Rules p. W21

## 1 Choose the correct answers.

- We **wouldn't have survived** / **wouldn't had survived** if she hadn't saved us.
- I **would have finished** / **would finish** the race if I hadn't sprained my ankle.
  - If Nellie **called** / **had called** us, we would have helped her.
  - If we hadn't turned back, we **wouldn't have seen** / **wouldn't have saw** the enormous fire.
  - If he **have driven** / **had driver** more slowly, he wouldn't have crashed.
  - What would have happened if we **hadn't called** / **wouldn't have called** the emergency services?

## 2 Complete the sentences with the correct form of the verbs in parentheses.

- If I **turned** (turn) off the stove, I **wouldn't have burned** (not burn) myself.
- If he **'d broken** (break) his back, we **'d have called** (call) an ambulance.
  - They **wouldn't have crashed** (not crash) if they **'d ridden** (ride) more slowly.

- If you **'d been** (be) more careful, you **wouldn't have cut** (not cut) your finger.
- We **wouldn't have gotten** (not get) lost if we **'d stayed** (stay) on the path.

## 3 Complete the story chain with the correct form of the verbs in parentheses.



If Scarlett hadn't been late (not be late), she **wouldn't have missed the bus** (not miss the bus).

- If she hadn't missed the bus (not miss the bus), she **wouldn't have decided to walk home** (not decide to walk home).
- If she hadn't decided to walk home (not decide to walk home), she **wouldn't have found a five-dollar bill** (not find a five-dollar bill).
- If she hadn't found a five-dollar bill (not find a five-dollar bill), she **wouldn't have bought a lottery ticket** (not buy a lottery ticket).
- If she hadn't bought a lottery ticket (not buy a lottery ticket), she **wouldn't have won one million dollars** (not win one million dollars).

## 4 Game! Write a story chain like the one in exercise 3. Use third conditional sentences.

- A If I hadn't come to school today, I would have gone to the beach.  
B If I had gone to the beach, I would have ...

## Finished?

Imagine the situations below had happened to you! Write third conditional sentences.

you were born in the U.S.  
you left school last year  
you met your favorite singer yesterday

If I'd left school last year, I ...

Puzzle p. 105

Workbook p.23 Extra practice online

forty-three 43

- Reinforce the rules by emphasizing that we use the past perfect, not *would have*, in the *if* clause: *If they hadn't found him, he would have died.* NOT *If they wouldn't have found him, he would have died.*
- Refer students to the rules on page W21.

Rules page W21

## Exercise 1

- Students choose the correct verb forms to complete the sentences.
- Check the answers with the class.

## Exercise 2

- Students complete the sentences with the correct verb forms.
- Check the answers with the class.

## Exercise 3

- Students work individually or in pairs to write the sentences.
- Check the answers with the class.

## Exercise 4 Game!

- Students work individually or in pairs to write their own story chain. Ask some students to read their story chains to the class. Correct any mistakes as a class.

## ANSWERS

Students' own answers.

## Finished?

- Students write third conditional sentences about the different situations.
- Alternatively, ask one or two students to read their sentences to the class. Elicit some alternative endings to the sentences.
- Once students have finished this activity, they can go on to do the puzzle on page 105/C8.

## ANSWERS

Students' own answers.

## Consolidation

- Suggest to students that at the end of the week, they could look back and think about how things could have been different, e.g., *If I'd studied more, I would have done better in the math test.* Remind students that *should have* expresses similar ideas, and often it is possible to write sentences about the same situation using both kinds of sentence, e.g., *I should have studied more.* Encourage students to look back over their week and write some example sentences using both kinds of sentence.

Workbook page 23

Online Workbook Extra practice

## Grammar page 43

## Aim

To present and practice the third conditional

Grammar PowerPoint presentation Unit 4

## Warm-up

- Ask: *What can you remember about Rob, the park ranger? Who did he help? What happened to the people?*
- Elicit the stories of the visitors who climbed Uluru in flip-flops, the man who lit a stove, and the hiker who got lost in the desert. If students can't remember the stories, they can look back at the article on page 38.
- Ask: *What happened to the hiker in the end? (The park rangers found him.)*

*What would have happened if they hadn't found him? (He would have died.)*

- Write on the board: *He would have died if they hadn't found him.*
- Point to the sentence and ask: *Did they find him? (yes) Did he die? (no)*
- Explain to students that this is a third conditional sentence, and they are going to study this kind of sentence in more detail now.

## Third conditional

## Grammar chart and Think! box

- Go through the grammar chart with the class.
- Students read the *Think!* box and complete the rules.
- Check the answers with the class.



**Reading**

**Aim**

To read and understand a web article about animal heroes

**Warm-up**

- Point to the pictures and the title of the article: *Animal hero*. Ask: *In what ways do you think these animals are heroes?*
- Elicit a few answers, then ask: *In what other ways can animals help people in an emergency? In what ways can animals help people who have problems in their lives?*
- Elicit a range of answers.

**Exercise 1 Read and listen** 1-37

- Play the audio. Students read and listen, and match the pictures with the paragraphs.
- Check the answers with the class. Ask: *Which story do you find most surprising? Why?*
- Go through the *Check it out!* box and ask students to find the words in the web article. Make sure that students understand the meaning of the words.

**Audioscript** Student Book page 44

**Exercise 2**

- Check that students understand *survivors*.
- Students read the article again and answer the questions.
- Encourage students to write full sentences in their answers, and use their own words where possible.
- Students can compare their answer in pairs.
- Check the answers with the class.

**ANSWERS**

- 1 Rocco now eats chicken and fish every day, not cheap cat food.
- 2 Hailey traveled to Japan, to help search for survivors after an earthquake.
- 3 Hailey can smell people who are in the rubble.
- 4 Gabrielle can ride a horse.
- 5 Monty is very patient.

**Exercise 3**

- Read the *My reading skills* box with the class.
- Students think about the questions and note down their own ideas.
- Students then work in pairs to discuss their ideas.
- Ask some students to tell the class one idea they agreed on, and one they disagreed on.
- Discuss as a class which animal students think should win the prize and why.

4 Skills

ANIMAL HERO

AWARDS

Vote now for the

1 Rocco to the rescue

Pet cat Rocco saved owner Mara Basso from a fire that started in her apartment while she was sleeping. Rocco woke Mara by jumping on her bed. "If Rocco hadn't woken me, I would have died," said 24-year-old Mara, who went to the hospital with some cuts, bruises, and burns. "Rocco never comes into my room at night. The window was open, but he didn't try to escape. If he hadn't been so brave, I wouldn't have survived. He's the best cat in the world. I feel bad because I used to feed him cheap cat food. I should have fed him chicken and fish every day. I do now!"

Click here to vote for Rocco



A

2 Hailey the hero

Hailey is a "search and rescue" dog from Virginia, U.S. When there was a big earthquake in Japan in 2011, Hailey and owner Seth Warner went to help search for survivors. "My work would have been impossible if I hadn't had Hailey," said Seth. "It's hard to see people in the rubble, and if someone is unconscious because of a head injury, they can't make a noise, so human rescuers can't hear them. But a dog might be able to hear, or smell them. A dog's sense of smell is between 1,000 and 10,000 times better than a human's. Hailey's amazing nose helped us to find nine people!"

Click here to vote for Hailey



B

3 Magic Monty

Gabrielle, 16, has used a wheelchair since she broke her back in a car accident last year. "I was devastated. I couldn't see a future. If a friend hadn't introduced me to Monty, I would have gotten really depressed." Monty was a horse at a school for disabled riders. Gabrielle says lessons there changed her life. "I'd always wanted to ride, but after the accident, I thought it was impossible. And to be honest, at first I was terrible! But Monty was very patient. He helped me to forget the wheelchair, and have fun. He's helped a lot of people with disabilities like me to learn new skills and build confidence. I think he's pretty magical!"

Click here to vote for Monty



C

Reading

1 1-37 Read and listen to the web article. Then match pictures A-C with paragraphs 1-3.

1 B      2 A      3 C

2 Read the web article again. Answer the questions.

How did Mara's cat help her in the fire? *He woke her up by jumping on her bed.*

- 1 How has Rocco's life changed?
- 2 Where did Hailey travel to, and why?
- 3 What can Hailey do better than humans?
- 4 What skill does Gabrielle have now?
- 5 What does Gabrielle say about Monty's personality?

Check it out!

Find these words and check their meaning.

rubble  
unconscious  
wheelchair  
devastated  
disabled

44

forty-four

- Ask: *Do you know any more stories about animal heroes?* Encourage students to share their stories with the class.

**Extra activity**

- Put students into pairs. Ask them to choose one of the people from the article, Mara Basso, Seth Warner, or Gabrielle, and imagine they are going to interview them for a TV show.
- Ask them to prepare five or six questions to ask about their animal hero.
- Monitor and help as necessary. Ask some students to read their questions to the class. Correct any mistakes.

- Explain to students that they should use information from the article in their answers, but they can also use their imagination.
- Students role-play their interviews. Ask some pairs to perform their interviews for the class.

**ANSWERS**

Students' own answers.

**Listening**

**Aim**

To listen to a radio program about a child who made an emergency call

3 Think about the questions below. Then discuss your ideas with your partner.

- 1 "Rocco is the best cat in the world." Do you agree? Why? / Why not?
- 2 "My work would have been impossible if I hadn't had Hailey." How do you think Seth's job would have been different?
- 3 How do Gabrielle's feelings change? How do you think you would have felt?
- 4 Think about Rocco, Hailey, and Monty. Which animal do you think should win the award? Why?

My reading skills

Responding to a text

Try to think about why someone is speaking or writing. What do they think and feel? What do you think?

Listening

4 1.38 Listen to the radio program. Are the sentences true or false? Correct the false sentences.

- Sarah Gonzales is 3 years old. True
- 1 Her mom fell while she was walking down the stairs. False She fell while she was standing on a chair.
  - 2 Sarah's mom hit her head. True
  - 3 Sarah learned how to call 911 from a book. True
  - 4 Sarah's mom is in the hospital. False She returned from the hospital yesterday.
  - 5 Sarah's mom broke her arm. False She broke her leg.

Speaking

5 Pairwork Read the dilemma cards. For each dilemma, discuss questions 1–3 below.

1 Liam's choice

Liam's science teacher made a mistake when she graded his final paper. Instead of giving him 51% (a fail), she gave him 91% (a pass). Liam wanted to study science at college. He decided not to tell the teacher about the mistake.

2 Mercedes' choice

Mercedes saw her best friend Prita stealing some money from a bag at school. When the owner of the bag noticed the theft, Mercedes didn't say anything.

3 Nathan's choice

Ash was the captain of Nathan's soccer team. One day, Nathan saw him bullying a younger student. Nathan told the soccer coach. The coach asked Ash to leave the team, and the team lost some important games. Nathan became unpopular with the other players.

4 Elliot's choice

Jenna bought her friend Elliot a lottery ticket for his birthday. Elliot won \$10,000 with the ticket. Jenna asked Elliot for half the money. Elliot refused and kept all the money.

- 1 What do you think this person should or shouldn't have done? Why?  
*I think that ... should / shouldn't have ... because ...*  
*It was a good / bad idea to ... because ...*
- 2 What would you have done if you had been in this situation?  
*If I had been in this situation, I ...*
- 3 What do you think would have happened differently as a result?  
*If he / she had(n't) ... then ...*

Writing

6 Choose one of the dilemmas from exercise 5. Write an essay giving your opinions. Answer questions 1–3 in exercise 5. Use the blue expressions to help you.

Workbook p.25

Writing builder p.93

forty-five 45

Warm-up

- Ask: *Have you ever called the emergency services? What happened? How old were you?*
- Elicit a few answers, then ask: *Would you know what to do now if there was an emergency? Would you panic, or would you do the right thing?*
- Elicit a few answers, and encourage students to speculate about how they would react in an emergency.
- Ask: *What do you think a young child would do if there was an emergency?* Elicit a few answers, then explain to students that they are going to listen to an interview about a young child who had to deal with an emergency.

Exercise 4 1.38

- Give students time to read the sentences.
- Play the audio. Students listen and decide if the sentences are true or false. Remind them to correct the false sentences.
- Play the audio again if necessary for students to check and complete their answers.
- Check the answers with the class.

Audioscript Teacher's Book page 110

Speaking

Aim

To practice discussing moral dilemmas

Exercise 5 Pairwork

- Give students time to read the dilemma cards. To check that they understand everything, ask: *What is Liam's / Mercedes' / Nathan's / Elliot's choice?* Encourage students to describe each dilemma in their own words.
- Read each question with the class and elicit some possible answers.
- Give students time to think about their own answers to the questions.
- Students discuss the dilemmas in pairs.
- Monitor and help as necessary.
- Ask some students to tell the class which dilemmas they agreed on, and which they disagreed on.
- Discuss each dilemma briefly as a class if students find the topic interesting.

Writing

Aim

To write an opinion essay about a dilemma

Writing builder

- Ask students to turn to the Writing builder on page 93/C2. Complete the exercises. Then go straight to the Writing section on the skills page of the main unit.

Exercise 6

- Read through the task with the class. Make sure that students understand everything.
- With weaker classes, choose one of the dilemmas and elicit the first line of an essay from the class. Write it on the board, and elicit two or more sentences to continue the essay. Students can then continue the essay themselves.

ANSWERS

Students' own answers.

Consolidation

- Tell students that writing a journal or blog in English is a good way to practice their writing skills. Tell them they could write about things that they do each day, and also issues that arise, such as dilemmas that they or their friends face. Point out that keeping a regular journal or blog is a good way to practice the vocabulary and grammar that they learn in class each week.

Writing builder page 93/C2

Workbook page 25

Online Workbook Extra practice

Unit test

Worksheets

DVD

# Review B

## Grammar

should / shouldn't

Second conditional

should have (affirmative and negative)

Third conditional

## Vocabulary

Illnesses

Injuries

## Review B

page 46

### Songs

*If I Had a Hammer*, by Peter, Paul and Mary  
(second conditional)

*If I Were a Carpenter*, by Bobby Darrin  
(second conditional)

*I Would Have Loved You Anyway*, by Trisha Yearwood  
(third conditional)

## B Review

### Vocabulary

1 Look at the pictures. Complete the puzzle with eight illnesses. Then use the highlighted letters to complete the sentence below.

1 This person has a / an headache.

2 Choose the correct answers.

break / sprain your leg

1 get a sunburn / burn

2 get an insect bite / cut

3 sprain your arm / ankle

4 break / hit your head

5 burn / get a blister

6 bruise / sprain your knee

7 cut / graze your finger with scissors

### Grammar

3 Complete the sentences with *should* or *shouldn't* and the correct form of the verbs in parentheses.

"Bea has a high fever!"

"You should call the doctor." (call)

1 "It's Keira's birthday tomorrow."

"We should buy her a present." (buy)

2 "I have a stomachache."

"You shouldn't eat so much food!" (eat)

3 "Dan's in the hospital! He's broken his leg."

"We should visit him." (visit)

4 "I have three blisters on my feet!"

"You shouldn't wear those shoes!" (wear)

4 Complete the second conditional sentences with the correct form of the verbs in parentheses.

If I had (have) enough money,

I 'd buy (buy) a new bike.

1 I wouldn't go (not go) to school if

I had (have) a fever.

2 If Lorna played (play) more sports,

she 'd be (be) healthier.

3 Dylan wouldn't be (not be) tired if

he didn't go (not go) to bed late every night.

4 What would you do (do)

if you lost (lose) your uniform?

5 Complete the sentences with the affirmative (✓) or negative (X) form of *should have* and the correct form of the verbs in parentheses.

He shouldn't have gone swimming. (go / X)

1 She should have cleaned her room. (clean / ✓)

2 You shouldn't have carried the boxes. (carry / X)

3 They should have taken umbrellas. (take / ✓)

4 She shouldn't have left the cake on the table. (leave / X)

6 Complete the third conditional sentences.

Luis played video games all day and he had a headache.

If Luis hadn't played video games all day, he wouldn't have had a headache.

1 We didn't have time to go to the sports center.

If we 'd had time, we 'd have gone to the sports center.

2 I forgot my cell phone because I left the house quickly.

I wouldn't have forgotten my cell phone if I hadn't left the house quickly.

3 Nick was late because he didn't check the time.

Nick wouldn't have been late if he 'd checked the time.

4 I didn't invite Leah to the party because I didn't see her yesterday.

I 'd have invited Leah to the party if I 'd seen her yesterday.

**Communication**

7 **1.39** Complete the dialogues with the questions in the box. Then listen and check.

Can you tell me what happened? How long have you had it?  
 What's the matter, Grace? What's your name? Where are you?  
 Where does it hurt? Which emergency service do you need?

- 1 **A** What's the matter, Grace?  
**B** I have a pain in my left shoulder.  
**A** Your right shoulder. I see.  
**B** No, not my right shoulder. My left shoulder.  
**A** A pain in your left shoulder. Sorry!  
 'How long have you had it?'  
**B** For nearly two weeks. It's gotten worse!  
**A** I see. 'Where does it hurt?'  
**B** About here.  
**A** OK. Let me see ...
- 2 **A** This is 911. 'What's your name?'  
**B** Jay. Jay Lee.  
**A** 'Which emergency service do you need?'  
**B** I need an ambulance, and the police.  
**A** 'Can you tell me what happened?'  
**B** A car hit my friend. The driver didn't stop!  
**A** 'Where are you?'  
**B** I'm at 48, Brewer Street.

**Pronunciation**

**Intonation in corrections**

We use a rising intonation (↗) for mistakes, and a falling intonation (↘) for corrections.

- 8 **1.40** Read the rule above. Then listen to the intonation in the dialogues. Repeat the dialogues, copying the intonation.
- 1 **A** I have a pain in my left shoulder.  
**B** Your right shoulder. I see.  
**A** No, not my right shoulder. My left shoulder.
- 2 **A** Is your name John Lee?  
**B** No, it's Jay Lee. My friend's name is John.
- 9 **1.41** Choose the correct intonation for the words in bold. Then listen and check.
- A** Let me check. Your name is Logan Fish. You live at 17, Wood Road. You think your friend has grazed her ankle.
- B** No! My name is Logan **Bird** (↗ / ↘), not Logan **Fish** (↗ / ↘). I don't live on Wood **Street** (↗ / ↘). I live on Wood **Road** (↗ / ↘). And I live at number **70** (↗ / ↘), not **17** (↗ / ↘)! I think my friend has **sprained** (↗ / ↘) her ankle!

**Listening**

10 **1.42** Listen to two phone conversations. Then complete the chart.

	1	2
<b>Problem:</b>	Eric's brother fell when they were <u>climbing down the mountain</u> . Eric thinks his brother has <u>broken his arm</u> .	Kate got insect bites. Will got <u>a sunburn</u> , and Fran got <u>a (huge) blister</u> while they were walking.
<b>What they should do now:</b>	They shouldn't <u>move</u> . Eric should <u>keep his brother warm</u> .	They should <u>get some cake (in the café)</u> . They should buy Fran's mom some <u>lemon cake</u> .

**Extra communication B**

page 47

**Aim**

To practice talking at the doctor; to practice making an emergency call; to practice intonation in corrections; to listen to two conversations about problems and advice

**Communication**

**Exercise 7** 1.39

- Students complete the dialogue with the questions in the box.
- Play the audio for students to check their answers.

- Check the answers with the class. Make sure that students understand everything.
- Ask two pairs of students to read out the two completed dialogues.

**Audioscript** Teacher's Book page 111

**Pronunciation**

**Exercise 8** 1.40

- Read the information about intonation in corrections.
- Play the audio once for students to listen to the intonation. Play the audio again, pausing after each correction for students to repeat chorally, then individually.

**Audioscript** Student Book page 47

**Exercise 9** 1.41

- Students read the dialogue and choose the correct intonation.
- Play the audio for students to listen and check their answers.
- Play the audio again, pausing after each correction for students to repeat chorally, then individually.

**Audioscript** Student Book page 47

**Extra activity**

- Ask students to write two or three sentences about their partner which contain a mistake.
- Students say their sentences to each other and correct them, using the correct intonation.
- Ask some students to say their sentences and corrections for the class. Correct any mistakes with the intonation.

**Listening**

**Exercise 10** 1.42

- Give students time to read the chart. Make sure that they understand everything.
- Play the audio. Students listen and complete the chart.
- Play the audio again if necessary for students to complete and check their answers.
- Check the answers with the class.

**Audioscript** Teacher's Book page 111

**Extra activity**

- Write these questions on the board.
- 1 *Why did Eric and his brother have a problem?*
- 2 *When will the park ranger arrive?*
- 3 *Where is the café?*
- 4 *Why did Fran, Kate, and Will have a problem?*
- Students answer the questions from memory. Play the audio again for students to listen and check their answers.
- Check the answers with the class.

**ANSWERS**

- 1 They didn't stay on the west side and follow the path.
- 2 In ten minutes.
- 3 It's near the lake.
- 4 They didn't prepare very well for their walk.

**Aim**

To read a poster about bullying; to design and present a poster

**Warm-up**

- Read out the title of the text on page 48. Ask: *What different kinds of bullying are there? How does bullying make people feel? How can people prevent bullying?*
- Elicit a range of answers.

**Exercise 1** 1-43

- Read through the activities with the class, and check that students understand everything.
- Students decide which activities they consider to be bullying.
- Play the audio. Students read and listen to the article to see which ideas appear.
- Students can compare their answers in pairs.
- Check the answers with the class.
- Go through the *Check it out!* box and ask students to find the words in the article. Make sure that students understand the meaning of the words.

**Audioscript** Student Book page 48

**Exercise 2**

- Students read the article again and answer the questions.
- Students compare their answers in pairs.
- Check the answers with the class.

**ANSWERS**

- 1 It takes place on cell phones or online.
- 2 Most teenagers experience some kind of cyberbullying.
- 3 People can suffer from insecurity and worry, or headaches and stomachaches. Some people might want to hurt themselves.
- 4 Anyone can become a victim of bullying.
- 5 We should feel sorry for them because they are unhappy and may have been a victim of bullying in the past.
- 6 They want to hurt their victims to prove that they are strong and powerful.
- 7 A victim shouldn't keep silent, fight back, or blame themselves.

**Exercise 3 Presentation**

- Read the task with the class.
- Read the three topics with the class, and brainstorm some ideas for each one. Write the ideas on the board.
- Students work in pairs to design their poster.
- Monitor and help as necessary.
- Students take turns to present their posters to the class.
- Hold a brief class discussion on which things their school definitely should and shouldn't do.

B
**Culture club**




## Bullying: Let's Stop it Now!

In Anti-Bullying Week, we're asking teenagers to help create a future without bullying. Please get involved! Visit our website for more information and ideas, and don't forget to check out our cool poster competition!

**What is bullying?**  
Bullying happens when someone hurts someone else physically, or emotionally, often over a long period of time. Some bullies hit their victims, or steal from them. Others call their victims names, or make fun of them.

**What is cyberbullying?**  
Cyberbullying is bullying on cell phones or online, for example, through instant messaging, or on social network sites. Sadly, it's very common, and more than half of teenagers experience some form of cyberbullying.

**What are the effects of bullying?**  
These can range from insecurity and worry, to physical problems like headaches and stomachaches. In extreme cases, victims may want to hurt themselves. Bullying is a very serious problem.

**What kind of people experience bullying?**  
Every kind! Bullies may attack you for your race, religion, or background, or they may focus on your appearance or interests. In other words, a bully may attack you for any reason at all! A lot of people have experienced bullying, including many celebrities.

**Why do people become bullies?**  
If you looked inside a typical bully's head, you'd be surprised. It probably isn't a very happy place! It might sound strange, but many bullies were once victims themselves. If people had been nicer to them in the past, perhaps they would have developed more confidence. Now, they bully other people to "prove" that they are strong and powerful. They're actually frightened! Bullies need help to change, too.

**What should you do if someone bullies you?**

- You shouldn't keep silent. Talk with your parents, or a teacher.
- You should keep a record of the bullying. It will help your parents or teacher to understand the situation.
- You should try to act confidently if you can. Remember, the bully wants you to feel scared!
- You shouldn't fight back. It will make things worse.
- Never blame yourself. The bullying should never have started, and you don't deserve it.

**1** **L43** Check (✓) the activities below that you consider to be bullying. Then read and listen to the poster. Which ideas appear in the poster?

1 calling someone names <input checked="" type="checkbox"/>	4 sending nasty messages <input checked="" type="checkbox"/>
2 hitting someone <input checked="" type="checkbox"/>	5 not inviting someone to a party <input type="checkbox"/>
3 arguing with someone <input type="checkbox"/>	

**2** Read the article again. Answer the questions.

Why should teenagers visit the anti-bullying campaign website?  
*They can find information and ideas, including a poster competition.*

- 1 How is cyberbullying different from other forms of bullying?
- 2 What experience do most teenagers share?
- 3 What are the negative effects of bullying?
- 4 What kind of person becomes a victim of bullying?
- 5 Why should we feel sorry for bullies?
- 6 Why do bullies want to hurt their victims?
- 7 What three things shouldn't a victim do?

**3** **Presentation** Read the ad. Choose one of the topics and design a poster with your partner. Include at least five things you think students or schools *should* and *shouldn't* do. Present your poster to the class.

**Culture focus**

In most American states, bullying and cyberbullying in schools are crimes. In extreme cases, punishments for bullies can include compulsory transfers (changing schools), fines (paying money), or even jail.

**Check it out!**

Find these words and check their meaning.

victim	background
insecurity	record
race	

48
forty-eight

**Poster competition!**

Design a poster on one of the anti-bullying topics below. We'll print the winning poster and send it out to schools around the country for Anti-Bullying Week!

- How to deal with cyberbullying
- How to help a friend if you think he / she is a victim of bullying
- How to make schools "bully free" zones

**ANSWERS**

Students' own answers.

**Extra activity**

- For homework, students could choose another topic that they feel strongly about, e.g., protecting the environment, or promoting sport in schools. They could make a poster with their ideas and suggestions for what their school should and shouldn't do.
- In the next lesson, students can work in small groups and present their posters to each other and discuss the ideas. Ask groups in turn to tell the class what they think their school should and shouldn't do to tackle these problems.

**Vocabulary and speaking**

I can talk about illnesses. (p.32) **B1**

1 Match the illnesses in the box with the advice.

a backache a cold a rash  
a sore throat a toothache

- 1 Don't drink so much soda! a toothache
- 2 Use some cream. a rash
- 3 Eat some honey lozenges. a sore throat
- 4 Don't lift heavy objects. a backache
- 5 Use a tissue when you blow your nose! a cold

\_\_\_ / 5

I can explain a health problem to a doctor. (p.34) **B1**

2 Complete the dialogue with one word in each gap.

- A How <sup>1</sup> can I help you, Josie?  
 B I <sup>2</sup> have a pain in my foot.  
 A Where <sup>3</sup> does it hurt?  
 B Right here.  
 A How long <sup>4</sup> have you had it?  
 B I've had it <sup>5</sup> since last Friday.

\_\_\_ / 5

I can give advice. (p.37) **B1**

3 Choose the correct answers.

- 1 "He's hungry." "He should eats / eat."
- 2 "I'm scared." "I (m) / think sure you'll be OK."
- 3 "I'm sick!" "You should / shouldn't go out."
- 4 "I'm bored! What should I do?" "Why / How don't you read a book?"
- 5 "How can I improve my English?"  
"Watching English movies is a great way improving / to improve."

\_\_\_ / 5

I can talk about injuries. (p.40) **B2**

4 Complete the words.

Daria had a terrible time when she went trekking! She fell over, hit her head, and bruised her knee (it turned blue!). She got painful insect bites on her face and arms, and she got huge blisters on her feet because her boots were too tight. When she was making dinner, she cut her finger with a knife, and she burned her hand on a hot pan. She was very unlucky! **\_\_\_ / 5**

I can make an emergency call. (p.42) **B2**

5 Complete the dialogue with the correct form of the verbs in the box.

hurry not move send  
you / can you / need

- A 911. Which emergency service <sup>1</sup> do you need?  
 B An ambulance. Please <sup>2</sup> hurry!  
 A <sup>3</sup> Can you tell me what's happened?  
 B My sister has fallen and she <sup>4</sup> isn't moving. We live at 31, Green Street.  
 A OK. I <sup>5</sup> 'm sending an ambulance right now. **\_\_\_ / 5**

I can express opinions about a past event. (p.45) **B2**

6 Choose the correct answers.

**Situation:** Rowan's mom is worried about Rowan, so she checks his text messages when he's in his room. Rowan finds out. He is very angry and refuses to talk with his mom.  
 "Oh, dear! Rowan's mom shouldn't check / have checked his phone when he was in his room. It was a good advice / idea to try / trying to find out more about Rowan's situation, but she should have ask / asked Rowan first. If I'd been in Rowan's situation, I had / would have been angry, too." **\_\_\_ / 5**

**Reading, listening, and writing**

I can understand a health advice page giving advice about stress. (p.30) **B1**

I can understand a conversation between a teacher and a parent. (p.37) **B1**

I can write a reply to an online post, giving advice. (p.37) **B1**

I can understand an article about an Australian park ranger. (p.38) **B2**

I can understand a radio program about a heroic rescue. (p.45) **B2**

I can write an essay about a dilemma. (p.45) **B2**

Got it?		
Yes	I'm not sure	No
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**My progress B**

page 49

**Aim**

To review the language and skills learned in Units 3 and 4

**Vocabulary and speaking**

**Exercise 1**

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class.
- If students did not do well, refer them back to page 32.
- Use the pictures to check that students understand all the vocabulary.
- Repeat exercise 1 on page 49 as a class, eliciting the correct answers.

**Exercise 2**

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class.
- Students then practice the dialogue in pairs.
- If students did not do well, refer them back to exercise 1 on page 34.
- Play the audio again for students to hear the phrases in context.
- Repeat exercise 2 on page 49 as a class, eliciting the correct answers.

**Exercise 3**

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class.

- If students did not do well, refer them back to exercise 5 on page 37. Give students time to read Mia's problem. Ask students to write two pieces of advice for Mia, using the expressions in the box.
- Ask students in turn to read out their advice.
- Repeat exercise 3 on page 49 as a class, eliciting the correct answers.

**Exercise 4**

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class.
- If students did not do well, refer them back to exercise 1 on page 40. Point to the pictures in turn and elicit the correct expressions.
- Repeat exercise 4 on page 49 as a class, eliciting the correct answers.

**Exercise 5**

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class.
- Ask two confident students to read out the dialogue. They then practice the dialogue in pairs.
- If students did not do well, refer them back to exercise 1 on page 42.
- Play the audio (1.33) again for them to hear the words and phrases in context.
- Repeat exercise 5 on page 49 as a class, eliciting the correct answers.

**Exercise 6**

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class.
- Ask: *What do you think Rowan's mom should have done? How should Rowan have reacted?* Elicit a few answers.
- If students did not do well, refer them back to exercise 5 on page 45. Ask students to read about Mercedes' choice. Ask: *What should she have done?* Elicit a range of answers, and review the form of *should have*.
- Repeat exercise 6 on page 49 as a class, eliciting the correct answers.

**Reading, listening, and writing**

- Students look back at the texts and exercises on the pages, and judge how well they can do them now.
- Tell students that if they found any of the activities difficult, they should go back and review them, using a dictionary to help them understand vocabulary they find difficult.

**Grammar**

Permission: *can / could / be allowed to used to*

Past perfect / Simple past

Past narrative tenses

*should / shouldn't*

Second conditional

*should have / shouldn't have*

Third conditional

**Vocabulary**

Education

Things to do on vacation

Illnesses

Injuries

**Vocabulary**

**Aim**

To review and consolidate the vocabulary learned in Units 1–4

**Extra activity**

- Tell students they are going to test a partner on vocabulary they have learned in Units 1–4.
- Tell students to look back through the vocabulary pages of their book and choose five words. They should write a sentence for each word, with some letters missing from the target word (tell them not to gap more than half the letters).
- Students work in pairs to complete each other's words. Tell them to give themselves a point for each correct answer.
- Students can repeat the activity with a different partner. See who has the most points at the end!

Remember

### Vocabulary

**1** Complete the dialogue with the correct form of the verbs in the box.

answer buy do eat fall go  
make pass rent study take

CHAT

**Dom** Good news – I passed all my tests! We're eating out at that cool new Japanese place tonight to celebrate.

**Mal** Hey, congratulations! I did OK, but I failed French. I couldn't answer all of the questions, and I made a lot of mistakes. 😞

**Lily** Yeah, but you didn't study for French, did you Mal?

**Mal** Not really. I mean, "non"! 😞 I should have, though. Dad's going to rent a car next week and drive us all to Quebec for a vacation!

**Dom** Lucky you! I ♥ Canada. We did a school project on Quebec last year – it sounded awesome.

**Lily** Are you going to go sightseeing? Take a lot of pictures!

**Dom** And buy us some souvenirs!

**2** Complete the advice for the illnesses and injuries.

Illness or injury	What you should do
1 <u>hit</u> your head	put some ice on it
2 <u>burn</u> your hand	put it in water
3 <u>break</u> your leg	have an X-ray
4 have a <u>headache</u>	take a painkiller
5 have a <u>cold</u>	rest and stay warm
6 <u>cut</u> your finger	put a plaster on it
7 get a <u>rash</u>	use cream
8 have a <u>toothache</u>	go to the dentist
9 have a <u>sore throat</u>	eat lozenges

### Grammar

**Permission: can / could / be allowed to**

**3** Choose the correct answers.

You can't / couldn't touch the ball with your hands when you play soccer.

- 1 I was allowed to / can leave school early yesterday because I felt sick.
- 2 Dad says I can't / couldn't go to the movies this evening. I have to finish my history project!
- 3 When my grandma went to school, she can't / wasn't allowed to wear pants.
- 4 Cool! The sign says we can / were allowed to skateboard here.
- 5 The teacher says we can't / couldn't use our calculators on tomorrow's math test!

**used to**

**4** Complete the stories with the correct form of *used to* and the verbs in the box.

eat not eat not laugh say think write

Did you use to say or think funny things when you were a child?

I used to think Mickey Mouse was real! I even used to write letters to him at Disney World. – Mary Jane, Idaho

I didn't use to eat spaghetti, because I thought it looked like worms! But I used to eat a lot of carrots because I thought they would help me see in the dark! – Kiki, Alaska

I didn't use to laugh at clowns. I thought they were scary! – Jorge, New Mexico

### Past perfect / Simple past

**5** Write the correct past perfect or simple past form of the verbs in parentheses.

The teacher was (be) angry because some students had cheated (cheat) during the test.

- 1 When we arrived (arrive) at the airport, our flight had left (leave).
- 2 Had you read (read) the book before you saw (see) the movie?
- 3 He hadn't finished (not finish) his homework by the time school started (start).
- 4 Bea called (call) her dad because someone had stolen (steal) her bag.

50 fifty

## Past narrative tenses

## 6 Complete the text with the correct past form of the verbs in parentheses.

It was the last day of our vacation. While we were walking (walk) around town, it started (start) raining. We noticed a museum that we hadn't visited (not visit) before, so we went (go) inside. But it was (be) boring, so we decided (decide) to leave. While we were looking (look) for the exit, we got (get) lost. By the time we found (find) our way back, someone had locked (lock) the museum door. We spent (spend) the last night of our vacation in the basement of a museum!

## should / shouldn't

7 Complete the sentences with the affirmative (✓), negative (X), or question (?) forms of **should** and the correct forms of the verbs in parentheses.

- What should I do when I have a cold? (? / do)
- You should cover your mouth if you cough. (✓ / cover)
  - You should wash your hands frequently. (✓ / wash)
  - You shouldn't eat junk food. (X / eat)
  - You shouldn't drink too much coffee. (X / drink)
  - Should I play sports? (? / play)
  - You should sleep a lot, or just relax. (✓ / sleep)

## Second conditional

## 8 Complete the second conditional sentences with the verbs in parentheses.

- If Ben asked (ask) me to marry him, I would laugh (laugh)!
- I 'd be (be) terrified if I saw (see) a bear.
  - Would you call (call) the police if you heard (hear) a strange noise in the night?
  - If Darcy had (have) her own room, she 'd paint (paint) it black.
  - If I won (win) the lottery, I wouldn't worry (not worry) about exams!
  - Would you be (be) angry if your friend didn't invite (not invite) you to their party?

## should have / shouldn't have

9 Write sentences with **should have / shouldn't have** and the correct form of the verbs in parentheses.

- Lin spent all her money on music downloads. Now she doesn't have any money to go out. (not spend) She shouldn't have spent all her money on music downloads.
- Kris copied during his test. Now he is in trouble at school. (not copy) He / Kris shouldn't have copied during his test.
  - Last Tuesday was Alexis's uncle's birthday. She didn't send him a card! (send) She / Alexis should have sent him / her uncle a card.
  - The children have stomachaches. They ate all the chocolate cookies. (not eat) They / The children shouldn't have eaten all the chocolate cookies.
  - We're so hungry. We didn't have any lunch! (have) You / We should have had (some) lunch.

## Third conditional

## 10 Read the story. Then complete the sentences.

When he was in the library, Kenji saw a spider. He was scared of spiders, so he dropped his books! Sophie worked in the library and she saw what had happened. She wasn't scared of spiders, so she took the spider outside. Kenji didn't know Sophie's name, so he asked her friend. Her friend told him, and gave him Sophie's cell number. The next week, Kenji and Sophie went on a date! Kenji wouldn't have seen (not see) the spider if he hadn't been (not be) in the library.

- He wouldn't have dropped (not drop) his books if he hadn't been (not be) scared of spiders.
- If Sophie hadn't worked (not work) in the library, she wouldn't have seen (not see) what had happened.
- She wouldn't have taken (not take) the spider outside if she had been (be) scared of spiders.
- If Kenji had known (know) Sophie's name, he wouldn't have asked (not ask) her friend.
- If Sophie's friend hadn't given (not give) Kenji Sophie's cell number, Kenji and Sophie wouldn't have gone (not go) on a date!

## Extra activity

- Write these sentences on the board.
- When my dad was young, he didn't allowed to watch TV.
  - I didn't used to like fish, but I love it now.
  - I couldn't buy any lunch because I left my money at home.
  - We got lost while we were walking home.
  - If I would see a spider in my bedroom, I would be terrified!
  - You would have passed your exam if you would have worked harder.
- Tell students that five of the sentences include a mistake, but one sentence is correct.
  - Students work in pairs to correct the mistakes.
  - Check the answers with the class.

## ANSWERS

- When my dad was young, he **wasn't** allowed to watch TV.
- I didn't **use** to like fish, but I love it now.
- I couldn't buy any lunch because I **had left** my money at home.
- Correct.
- If I **saw** a spider in my bedroom, I would be terrified!
- You would have passed your exam if you **had** worked harder.

## Grammar

## Aim

To review and consolidate the grammar learned in Units 1–4



# 5 You love him, don't you?

## Grammar

Question tags with *be* (simple present and simple past)

Question tags with *do* (simple present and simple past)

Question tags (other tenses and modal verbs)

## Vocabulary

Relationships

## Communication

Checking information

## Skills

**Reading:** A magazine article about celebrations around the world

**Listening:** An interview about Valentine's Day traditions in Japan and South Korea

**Speaking:** Discussing festivals which celebrate love

**Writing:** An interview about a love festival in your country

## Topics and values

Personal and family relationships; Multiculturalism; Popular culture

## Presentation pages 52–53

### Aim

To present the new language in an interesting context

### Warm-up

- Read out the heading *Lana's Disastrous Date*. Explain *disastrous* and *date* if necessary. Point to the messages and ask: *Where do you see messages like this?* (online, or on a phone) Ask: *What do you think the people are chatting about? Who do you think the boy in the picture is? Why do you think the date was disastrous?*
- Elicit answers, then ask: *Do you chat to your friends in this way?*

### Exercise 1 Read and listen 2-02

- Students read the conversations and put them in order.
- Play the audio. Students listen and check their answers.
- Check the answers with the class.

# 5

## You love him, don't you?

### LANA'S DISASTROUS DATE

**A**

**RubyRed** Noooooo!!!!!! 😱

**eVe** Hey, Ruby. This is about Lana, isn't it?

**RubyRed** Yes, it is. You already know, don't you?

**eVe** Yeah. I saw her at Glee Club. She left early because we were singing love songs, and it made her cry. 😭 Poor Lana. It wasn't fair, was it? She'd liked Taye for a long time, hadn't she?

**RubyRed** Yeah. I'm shocked. He doesn't seem the type, does he?

**eVe** Hmm.

**RubyRed** What?

**eVe** Maybe I shouldn't say.

**RubyRed** I'm your friend, aren't I? You can trust me, can't you?

**eVe** OK. But you won't tell Lana, will you? I went out with Taye last year, and he cheated on me, too.

**RubyRed** No! Why didn't you say anything? Lana seemed so happy. I didn't want to make her upset.

**B**

**LanaGirl** Hey, guys: I have news!

**eVe** It isn't bad news, is it? We shouldn't be worried, should we?

**LanaGirl** What? No! I'm going on a date with Taye.

**eVe** Taye? The skater?

**RubyRed** He's hot!

**LanaGirl** I KNOW, right? But I never thought he'd ask me out! I remember when we first met. Ruby, you were there, weren't you? Tell Eve the story.

**RubyRed** Oh yeah, hahaha. Lana and I had bought milkshakes. We were walking and chatting and we weren't looking where we were going, were we?

**LanaGirl** No. Then I walked right into this cool skater, didn't I?

**RubyRed** Yes, and you spilled milkshake all over him, didn't you?

**LanaGirl** Uh-huh. And it was pink!

**eVe** You're so clumsy, aren't you? 😬 He didn't get mad, did he?

**LanaGirl** No, he laughed. Then he bought me another shake! That was so cool, wasn't it?

**RubyRed** Aw, you love him, don't you? 😍

**C**

**Sk&Taye** Hey, beautiful.

**LanaGirl** Hi, Taye. 😊

**Sk&Taye** We had fun on Saturday, didn't we?

**LanaGirl** Saturday?

**Sk&Taye** Yeah, at the skatepark. Oh, Lara! You haven't forgotten already, have you? 😊

**LanaGirl** Uh, Taye. This is Lana. LANA, with an N. You said you were studying on Saturday. Who's Lara?!!!!!!

**Sk&Taye** Lana, babe, I'm sorry. I was an idiot, wasn't I? Let me explain. We're still going to meet tonight, aren't we?

**LanaGirl** You're joking, aren't you? I'm breaking up with you. It's OVER! 💔

Check it out!

Find these words and check their meaning.

trust   date   clumsy  
guys   milkshake

1 202 Read and listen Read the instant message conversations quickly. Put the conversations in order (1–3). Then listen and check.

A 3   B 1   C 2

52

fifty-two

- Go through the *Check it out!* box and ask students to find the words in the instant message conversations. Make sure that students understand the meaning of the words.

**Audioscript** Student Book page 52

### Exercise 2 Comprehension

- Students read the conversations again and answer the questions.
- Check the answers with the class.

#### ANSWERS

- 1 He laughed and bought her another shake.
- 2 He went to the skatepark.
- 3 Lana ends the relationship.
- 4 She left because they were singing love songs and it made her cry.
- 5 She went out with Taye last year, and he cheated on her.

### Extra activity

- Write these sentences on the board.
- 1 *Lana walked into Taye because she was walking too quickly.*
  - 2 *Taye had liked Lana for ages.*
  - 3 *Taye told Lana that he was busy on Saturday.*
  - 4 *Eve told Lana about her experiences with Taye.*
- Students decide from memory if the sentences are true, false, or not mentioned. Ask them to provide evidence to back up their answers. They then check their answers in the conversations.
  - Check the answers with the class.

**2 Comprehension** Answer the questions.

What happened when Lana met Taye for the first time?  
*She walked into him and she spilled her milkshake all over him.*

- 1 What did Taye do after Lana's accident?
- 2 What did Taye do on Saturday?
- 3 Who ends the relationship?
- 4 Why did Lana leave Glee Club early?
- 5 What happened to Eve last year?

**Language focus**

**3** Match the statements in column A with the correct question tags in column B.

<p><b>A</b></p> <ol style="list-style-type: none"> <li>1 It isn't bad news,</li> <li>2 I walked right into this cool skater,</li> <li>3 He didn't get mad,</li> <li>4 I was an idiot,</li> <li>5 You already know,</li> <li>6 It wasn't fair,</li> <li>7 He doesn't seem the type,</li> <li>8 I'm your friend,</li> </ol>	<p><b>B</b></p> <ol style="list-style-type: none"> <li>a don't you?</li> <li>b aren't I?</li> <li>c wasn't I?</li> <li>d was it?</li> <li>e does he?</li> <li>f is it?</li> <li>g did he?</li> <li>h didn't I?</li> </ol>
---	---

**4** Complete the sentences with the correct question tags from the instant message conversations.

- We shouldn't be worried, should we ?
- 1 We weren't looking where we were going, were we ?
  - 2 You haven't forgotten already, have you ?
  - 3 We're still going to meet tonight, aren't we ?
  - 4 You're joking, aren't you ?
  - 5 She'd liked Taye for a long time, hadn't she ?
  - 6 You can trust me, can't you ?
  - 7 You won't tell Lana, will you ?

**5 Focus on you** What do you know about your partner? Complete the chart.

<b>HOME AND SCHOOL</b>	lives in / near _____
	goes to school by _____
<b>SPORTS</b>	plays / does / goes _____
	likes _____
<b>TV</b>	watches _____
	hates _____

**6 Pairwork** Check the information in exercise 5 with your partner. How well do you know each other?

- You live in ..., don't you?  
 You go to school by ..., don't you?  
 You play ..., don't you?

- Check the answers with the class. Make sure that students understand the sentences. Ask: *Can you work out the rules for which verb to use in the question tag?* Elicit some ideas from students, in the students' own language if necessary. Tell them not to worry if they can't work out the rules because they will be studying question tags later in this unit.

**Exercise 4**

- Students complete the sentences with the correct question tags from the conversations.
- Check the answers with the class. Ask: *Why do we use question tags?* Elicit or explain that we use question tags as a way of checking a statement.

**Exercise 5 Focus on you**

- Read through the chart with the class, then put students into pairs. Students complete the chart with information about their partner.

**ANSWERS**

Students' own answers.

**Exercise 6 Pairwork**

- Read out the example answers. Point out that in this exercise all the question tags are the same.
- Students work in pairs to check the information they added in exercise 5.
- Ask some students: *How much information did you guess correctly? What new things did you learn about your partner?*

**Consolidation**

- Suggest to students that they could use their cell phone to record some of the sentences with question tags from exercise 6. They could then practice listening to them and answering them.

**ANSWERS**

- 1 False. She walked into him because she was chatting and wasn't looking where she was going.
- 2 Not mentioned.
- 3 True.
- 4 False. She didn't tell her because she didn't want to make her upset.

Encourage them to record useful collocations as well as individual words, e.g., *go on a date*.

**Language focus** page 53

**Aim**

To practice the target language in a controlled and personalized context

**Exercise 3**

- Students match the statements with the question tags. They then check their answers in the conversations.

**Consolidation**

- Point out that the article contains some vocabulary to do with relationships. Suggest that students find vocabulary on this topic and record it in their vocabulary notebooks. Explain that they will be learning more vocabulary to do with relationships later in the unit.

## Relationships

### Aim

To present and practice vocabulary for relationships

### Grammar PowerPoint presentation Unit 5

### Warm-up

- With books closed, ask: *Why was Lana excited at the beginning of the conversation?* (She was going on a date with Taye.) *What did she do when she found out about Lara?* (She broke up with him.) *What did Taye do to Eve?* (He cheated on her.)
- Write the three phrasal verbs on the board. Ask: *What other words and expressions do you know to do with relationships?* Brainstorm ideas as a class. If students are struggling for ideas, prompt them with more questions, e.g., *What about when things go well in a relationship? What about when things go badly?*
- Write words and expressions on the board as students suggest them.
- Tell students they are going to learn some more words and expressions to do with relationships now.

### Exercise 1 2-03

- Students work individually or in pairs to match the pictures with the expressions.
- Play the audio. Students listen and check.
- Play the audio again, pausing after each expression for students to repeat chorally, then individually.

### Audioscript Teacher's Book page 111

### Exercise 2

- Point to the picture in exercise 1 and read out the first answer in exercise 2.
- Students complete the sentences with the correct simple past form of the expressions.
- Check the answers with the class.
- Go through the **Look!** box with the class. Point out that the individual verbs and prepositions in expressions such as these are not predictable, so students need to learn them.

### Exercise 3 Pairwork

- Point to photo A and read out the questions. Elicit a range of answers.
- Students then work in pairs to discuss the three photos. Tell them they can use their imagination to invent a story around each photo.
- Ask some students to tell the class what they agreed on about each photo.

# 5

## Vocabulary

### Relationships

**1** **2:03** Match expressions A–J with pictures 1–10. Then listen and check.

A ask someone out    B break up with someone    C cheat on someone  
 D fall in love with someone    E get divorced from someone  
 F get engaged to someone    G get married to someone  
 H go on a date with someone    I go out with someone  
 J have an argument with someone

1

2

3

4

5

6

7

8

9

10

**2** Look at the photos. Complete the sentences with the simple past form of the expressions in exercise 1.

A Lola had an argument with José about what to watch on TV. Then she broke up with him. What an extreme reaction!

B Noah and Valeria were motorcyclists who fell in love at first sight. After a short engagement, they got married. They rode to their wedding on a motorcycle!

C Wyatt liked Isabella, so he asked out her. They went on a date to a restaurant. She had a terrible time, so they never had another date!

**3** **Pairwork** Look at the photos again. Choose one photo and describe it to your partner. Think about the questions below.

- Where are the people?
- How are they feeling? Why?
- What do you think they do next?

A

B

C

**Look!**

get engaged / married / divorced  
 We got married in 2009.  
 be engaged / married / divorced  
 We are married now.  
 fall in love  
 They fell in love at first sight.  
 be in love  
 They are in love now.

54 fifty-four

Workbook p.28

Extra practice online

### Extra activity

- In pairs, students write four lines of an instant message conversation, using some of the expressions in exercise 1.
- Monitor and help as necessary.
- Pairs then exchange conversations with another pair, who add two more lines to finish the conversation.
- Ask some pairs to read the full conversations to the class. Ask: *Do you agree with the ending? Can you suggest another ending?*

### ANSWERS

Students' own answers.

### Consolidation

- Advise students to note down the new vocabulary with other vocabulary to do with relationships from the previous lesson in their vocabulary notebooks. Remind students that when they record new vocabulary, they should write their own example sentences to help them remember how to use the vocabulary. Remind them that writing personalized examples will help them even more, e.g., *My parents got married in ...*

### Workbook page 28

Online Workbook Extra practice

Question tags with **be**

Simple present and simple past

Question tags with <b>be</b>		
	I'm your friend, aren't I?	I'm not your friend, am I?
Simple present	You're so clumsy, aren't you?	You aren't clumsy, are you?
	It's bad news, isn't it?	It isn't bad news, is it?
	I was an idiot, wasn't I?	I wasn't an idiot, was I?
Simple past	You were there, weren't you?	You weren't there, were you?
	That was cool, wasn't it?	That wasn't cool, was it?

Think!

Choose the correct alternatives.

- After an affirmative statement, we use **'an affirmative / a negative** question tag.
- After a negative statement, we use **'a negative / an affirmative** question tag.
- After a statement with *I'm*, we use the question tag **'am not / aren't I?**

Rules p. W26

1 Complete the sentences with the question tags in the box.

am I aren't they is it isn't she wasn't it  
wasn't it was he were you weren't there



- It was a wonderful wedding, wasn't it ?
- 1 Kyra is beautiful, isn't she ?
  - 2 You weren't late, were you ?
  - 3 Dev and Kyra are very happy now, aren't they ?
  - 4 There were a lot of guests, weren't there ?
  - 5 Indian dancing isn't easy, is it ?
  - 6 Uncle Sai wasn't there, was he ?
  - 7 I'm not in any of the pictures, am I ?
  - 8 The food was incredible, wasn't it ?

Workbook p.28 Extra practice online

Question tags with **do**

Simple present and simple past

Question tags with <b>do</b>		
	I know Lara, don't I?	I don't know Lara, do I?
Simple present	You love him, don't you?	You don't love him, do you?
	He seems the type, doesn't he?	He doesn't seem the type, does he?
	I walked into him, didn't I?	I didn't walk into him, did I?
Simple past	You said something, didn't you?	You didn't say anything, did you?
	He got mad, didn't he?	He didn't get mad, did he?

Rules p. W26

2 Complete the sentences with question tags.

- You don't love me any more, do you ?
- 1 You like Theo now, don't you ?
  - 2 He asked you out, didn't he ?
  - 3 You didn't say "yes," did you ?
  - 4 He doesn't know you like I do, does he ?
  - 5 You loved me once, didn't you ?

3 Luke is a singer in a famous band. You are a reporter. Check the information below. Write sentences with question tags for him.

- you / in love now?*
- 1 your girlfriend / a model?
  - 2 first meet / at a concert?
  - 3 she / in the front row?
  - 4 it / "love at first sight" then?
  - 5 want to get married soon?
  - 6 your fans / not happy right now?
  - 7 you / not want to leave the band?

You're in love now, aren't you?

- 1 Your girlfriend is a model, isn't she?
- 2 You first met at a concert, didn't you?
- 3 She was in the front row, wasn't she?
- 4 It was "love at first sight" then, wasn't it?
- 5 You want to get married soon, don't you?
- 6 Your fans aren't happy right now, are they?
- 7 You don't want to leave the band, do you?

Finished?

Imagine you are going to interview another celebrity. Write questions with question tags.

Puzzle p.106

Extra activity

- Students can work in pairs to write one more sentence about the wedding in the picture using the verb *be* and a question tag. Elicit one or two examples first, e.g., *Kyra's dress was red, wasn't it?* *The room is pretty dark, isn't it?*
- Ask pairs in turn to read their sentence to the class, omitting the question tag. Ask other students to add the question tag.

ANSWERS

Students' own answers.

Question tags with **do** (simple present and simple past)

Grammar chart

- Go through the chart with the class.
- Refer students to the rules on page W26.

Rules page W26

Exercise 2

- Students complete the sentences with the correct question tags.
- Check the answers with the class.

Exercise 3

- Read out the first prompt and the example answer. Make sure students understand that in this exercise they must use question tags with either *be* or *do*.
- Do another example with the class if necessary.
- Students then write the sentences with question tags.
- Check the answers with the class.

Finished?

- Students prepare some questions with question tags for an interview with another celebrity.
- Students compare their questions in pairs.
- Alternatively, ask some students to read out their questions. Other students can suggest possible answers.
- Once students have finished this activity, they can go on to do the puzzle on page 106/C15.

ANSWERS

Students' own answers.

Consolidation

- Suggest to students that, to help them remember the grammar, they could write some interview questions to ask themselves, using question tags. They could then write answers to their questions.

Workbook page 28

Online Workbook Extra practice

Grammar page 55

Aim

To present and practice question tags with *be*, and question tags with *do*

Grammar PowerPoint presentation Unit 5

Warm-up

- Write on the board: *This is about Lana, \_\_\_\_\_? It wasn't fair, \_\_\_\_\_?*
- Ask: *Can you complete the question tags?* Elicit some possible answers, then ask students to check in the instant message conversation on page 52.
- Tell students there are nine more question tags with different forms of *be* in the conversations on page 52. Put students into pairs and give them one minute to find as many as they can.

- Elicit answers from the class, and see who found the most examples.

Question tags with **be** (simple present and simple past)

Grammar chart and Think! box

- Go through the chart with the class.
- Students read the Think! box and choose the correct words to complete the rules.
- Check the answers with the class.
- Refer students to the rules on page W26.

Rules page W26

Exercise 1

- Students complete the sentences with the correct question tags.
- They can compare their answers in pairs.
- Check the answers with the class. Make sure that students understand everything.

## Checking information

### Aim

To present and practice vocabulary for checking information

### Warm-up

- Ask: *Do you sometimes make new friends when you go on vacation? Do you sometimes meet people who are on vacation in your country? What kinds of questions do you ask them?*
- Elicit some example questions, such as *Where are you from? How old are you? How long are you staying?* Write them on the board.
- Point to the questions on the board and rewrite two or three of them as sentences with question tags, e.g., *You're from Florida, aren't you? You're 16, aren't you?*
- Elicit that we use a full question to ask for information, and a question with a question tag to check information.

### Exercise 1 2-04

- Play the audio once for students to listen and read, and choose the correct answers. Play it again for them to listen and check their answers.
- Check the answers with the class.
- Play the audio again, pausing after each line for students to repeat chorally, then individually.
- Go through the *Learn it, use it!* chart with the class. Check that students understand all the phrases.

**Audioscript** Teacher's Book page 111

### Exercise 2 Pronunciation 2-05

- Play the audio once for students to listen and notice the falling intonation.
- Play the audio again, pausing after each question for students to repeat chorally, then individually. Encourage them to copy the falling intonation.

**Audioscript** Student Book page 56

### Exercise 3

- Students complete the sentences with the correct question tags.
- Check answers by asking students to read out the questions and question tags, using the correct falling intonation.

### Exercise 4 Pairwork

- Read the *My study skills* box with the class.
- Point out to students that it can feel strange at first to use English in class, but the more they do it, the more natural it will feel, and the best way to improve their English is to practice as much as possible.

# 5 Communication

## Checking information

1 Listen to the dialogue and choose the correct answers. Listen again and check. Then listen and repeat.



**Sally** Hey, Blanca! John has told me all about you. You're here on vacation, aren't you / don't you?  
**Blanca** Yes, I am.  
**Sally** You went to SeaWorld yesterday, 'went you / didn't you?  
**Blanca** Yes, I did.  
**Sally** The tickets were expensive, 'were they / weren't they?  
**Blanca** Yes, they were, but it was awesome.  
**Sally** You've never been to the U.S. before, 'have you / did you?  
**Blanca** No, I haven't.  
**Sally** You aren't going to stay very long, 'are you / aren't you?  
**Blanca** No, I'm not. I'm going home on Tuesday.  
**Sally** You like Florida, though, 'do you / don't you?  
**Blanca** Yes, I do. I love it!

### Learn it, use it!

You ask	You answer
You're here on vacation, aren't you?	Yes, I am. / No, I'm not.
You went to ... yesterday, didn't you?	Yes, I did. / No, I didn't.
The tickets were expensive, weren't they?	Yes, they were. / No, they weren't.
You've never been here before, have you?	No, I haven't. / Yes, I have.
You aren't going to stay very long, are you?	No, I'm not. / Yes, I am.

2 Pronunciation Listen and repeat.

- You're here on vacation, aren't you?
- You went to SeaWorld yesterday, didn't you?
- You've never been to the U.S. before, have you?
- You aren't going to stay very long, are you?

3 Imagine you meet Sally on vacation in your country. Complete the sentences with question tags.

- You're American, aren't you?      3 You went to a museum yesterday, didn't you?  
 1 You don't speak my language, do you?  
 2 You've never been here before, have you?      4 You're going home on Sunday, aren't you?

4 Pairwork Write five things you think you know about your partner. Use the ideas in the box. Then take turns to be Student A and Student B.

- A** Check your ideas using question tags.  
**B** Reply to your partner's questions, giving extra details.

dreams for the future    least favorite subjects    places he's / she's been to  
 things he / she can or can't do    unusual hobbies or interests

- A** You want to go to college, don't you?  
**B** Yes, I do. I want to study medicine and become a doctor.

56 fifty-six

Workbook p.30

Extra practice online

- Read through the ideas in the box with the class. Make sure that students understand everything.
- Read out the example dialogue.
- Model the activity with a confident student by checking some information about them and eliciting their answers, e.g., *You want to go to college, don't you? You're good at math, aren't you? You don't play soccer, do you?*
- Students work individually to prepare five things they know about their partner.
- Students work in pairs to check the information they have prepared about their partner.
- Ask some students how many of their ideas were correct. Ask: *Did you learn anything new about your partner?*

- You can show students some short video clips of native speakers having similar conversations on iTools or the DVD.

### ANSWERS

Students' own answers.

### Consolidation

- Tell students that using question tags will become easier and more natural to them the more they practice. Suggest that when they work in pairs in class to prepare and practice dialogues, they should always try to include at least one question with a question tag, so they continue to practice them.

Workbook page 30

Online Workbook Extra practice

Question tags

Other tenses and modal verbs

Other tenses	
Present progressive	You're joking, aren't you?
Present perfect	You haven't forgotten already, have you?
Past progressive	We weren't looking where we were going, were we?
Past perfect	She'd liked Taje for a long time, hadn't she?
be going to	We're still going to meet tonight, aren't we?
will: future	You won't tell Lana, will you?
Modal verbs	
can	You can trust me, can't you?
should	We shouldn't be worried, should we?
could	I couldn't tell her, could I?

**Think!**  
Choose the correct alternative.

- With other tenses and modal verbs, we **use** **don't use** the auxiliary or modal verb in the question tag.

Rules p. W27

1 Match the statements with the question tags.

- |  |                 |
|--|-----------------|
| 1 The wedding hasn't started yet,          | a are they?     |
| 2 Federico should ask her out,             | b weren't you?  |
| 3 We'd liked each other for a long time,   | c has it?       |
| 4 You were speaking with your girlfriend,  | d hadn't we?    |
| 5 Ben and Eve aren't going to get engaged, | e shouldn't he? |

2 Complete the sentences with the correct form of the verbs in the box. Add a modal verb where necessary.

fall hear meet send show

- You re meeting Sara tonight, aren't you?  
 1 You ve never fallen in love, have you?  
 2 I can send him a text message, can't I?  
 3 You ll show me the pictures, won't you?  
 4 We couldn't hear the music, could we?

Workbook p.29 Extra practice online

3 Bill and Mary are talking about their first date. Complete the dialogue with question tags.

Bill Can you remember our first date?  
 Mary Of course I can! It was raining, wasn't it?  
 Bill Yes, it was. And I'd forgotten to take an umbrella, hadn't I?  
 Mary Yes, you got very wet! We went to the movies to escape the storm, didn't we?  
 Bill Oh, yes. And we saw, uh ...  
 Mary You've forgotten, haven't you? It was Casablanca. And I'd already seen it three times!  
 Bill Oh, yes! I should remember that, shouldn't I? I remember feeling hungry.  
 Mary That's right! We were hungry, but we didn't eat out, did we?  
 Bill No, I'd just been to the dentist and I couldn't eat anything, could I?  
 Mary That's right! You had a toothache and you weren't feeling well, were you?  
 Bill No, I wasn't. What a terrible date!



4 Game! Question tag challenge!

Student A Say a question tag. Use the ideas from the box, or your own ideas.  
 aren't you can we haven't you should I was he / she will we

Student B Say a statement with the question tag. Then challenge Student A!  
 A "will we"  
 B We won't have a test tomorrow, will we?

**Finished?**  
Write a dialogue for the couple in the photo, starting with the words given. Include five different statements with question tags. Use different tenses and modal verbs.

A Can you remember our first date?  
 B Of course I can! It ...

Puzzle p. 106



- Students read the *Think!* box and choose the correct answer to complete the rule.
- Check the answer with the class.
- Refer students to the rules on page W27.

Rules page W27

Exercise 1

- Students match the statements with the question tags.
- Check the answers with the class.

Exercise 2

- Read out the example and point out that in this exercise students have to use the question tag to predict the main verb.
- Students complete the sentences with the correct verb forms.
- Check the answers with the class.

Exercise 3

- Ask students to read the dialogue quickly, ignoring the gaps. Ask: *Was it a good first date? Why? / Why not?*
- Students then complete the dialogue with the correct question tags.
- Check the answers with the class.

Exercise 4 Game!

- Read the task with the class and read out the example answers.
- Read out another question tag from the box and elicit some possible statements to go with it.
- Elicit some more question tags students could add to the ones in the box.
- Students then work in pairs to challenge each other.
- Ask: *Who completed all their challenges correctly?*

Finished?

- Students write a dialogue for the couple in the photo.
- Students can compare their dialogues in pairs.
- Once students have finished this activity, they can go on to do the puzzle on page 106/C15.

ANSWERS

Students' own answers.

Consolidation

- Suggest to students that they keep a page in their notebooks for question tags. As they learn new verb forms, they can add some examples of statements with question tags using the new verb forms.

Workbook page 29 Online Workbook Extra practice

Grammar page 57

Aim

To present and practice question tags with other tenses and modal verbs

Grammar PowerPoint presentation Unit 5

Warm-up

- With books closed, tell students that they have learned ten expressions for relationships in this unit. Put them into pairs and give them two minutes to write down as many as they can remember.
- Elicit students' ideas and write the expressions on the board. See which pair remembered the most.
- Use the expressions to write some sentences with gapped question tags

with *be* and *do*, e.g., *They're married, \_\_\_?* *They went on a date, \_\_\_?*

- Elicit answers and review the use of these question tags if necessary.
- Write some gapped question tags with other tenses and modal verbs on the board, e.g., *She won't go out with him, \_\_\_?* *They have fallen in love, \_\_\_?*
- Elicit some ideas for the missing question tags, and tell students they are going to study these kinds of question tags in more detail now.

Question tags (other tenses and modal verbs)

Grammar chart and *Think!* box

- Go through the grammar chart with the class.

**Reading**

**Aim**

To read and understand a magazine article about love celebrations around the world

**Warm-up**

- Point to the pictures and the title of the article: *Love celebrated around the world*. Ask: *What symbols of love can you see?*
- Elicit that chocolates and flowers are symbols of love. Ask: *When do people give these as presents? Is there a special day when people celebrate love in your country? What do people do on that day?*
- Elicit a range of answers, then tell students they are going to learn about celebrations of love around the world.

**Exercise 1 Read and listen** 2-06

- Give students time to read the festivals and the dates.
- Play the audio. Students read and listen, and match the festivals with the dates.
- Check the answers with the class. Ask: *Which of these festivals do you celebrate in your country? Which one would you like to celebrate? Why?*
- Go through the *Check it out!* box and ask students to find the words in the magazine article. Make sure that students understand the meaning of the words.

**Audioscript** Student Book page 58

**Exercise 2**

- Students read the article again and answer the questions.
- Encourage students to write full sentences in their answers, and use their own words where possible.
- Check the answers with the class.

**ANSWERS**

- 1 He is the patron saint of Catalonia, England, Greece, and other countries.
- 2 It is also called "The Day of the Rose," or "The Day of the Book."
- 3 The city is full of street performers and musicians, and many bookstores and cafés join in the celebrations.
- 4 It's a festival to celebrate love and friendship.
- 5 Neil Armstrong landed on the moon, and people celebrated together around the world.
- 6 He is an Argentinian professor who started Friendship Day.
- 7 They send messages and make phone calls, and go out for meals (with friends).

**Extra activity**

- Write these sentences on the board.
- 1 *St. George's Day is a festival of love in Catalonia, England, and Greece.*

**5 Skills**

**LOVE**

**CELEBRATED AROUND THE WORLD**

EVERYONE HAS HEARD OF VALENTINE'S DAY, HAVEN'T THEY? AMERICANS TRADITIONALLY SEND CARDS, CHOCOLATES, AND FLOWERS TO THE PEOPLE THEY LOVE ON FEBRUARY 14<sup>TH</sup>, BUT IT ISN'T THE ONLY WAY PEOPLE CELEBRATE LOVE AROUND THE WORLD. OUR REPORTER, KELLY WILSON, INTERVIEWED PEOPLE ABOUT FESTIVAL TRADITIONS IN DIFFERENT COUNTRIES.

**ST. GEORGE'S DAY – CATALONIA, SPAIN**

**KELLY** In Catalonia, you celebrate love on April 23<sup>rd</sup>, don't you, Laia?

**LAIA** Yes, we do. It's St. George's Day. St. George is the patron saint of Catalonia, as well as other countries, like England and Greece.

**KELLY** The festival also has different names, doesn't it?

**LAIA** Yes, it does. In Catalonia we sometimes also call it "The Day of the Rose," or "The Day of the Book." That's because people give each other roses and books on this day.

**KELLY** Men should give women roses, shouldn't they?

**LAIA** Yes, they should. And women should give men books.

**KELLY** It's a very popular tradition in Catalonia, isn't it?

**LAIA** Yes, it is, particularly in Barcelona. On April 23<sup>rd</sup>, the downtown area is packed with street performers and musicians, and many of the bookstores and cafés join in the celebrations. It's a great day!

**FRIENDSHIP DAY – ARGENTINA**

**KELLY** You celebrate Valentine's Day in Argentina, don't you, Mateo?

**MATEO** Yes, we do! But we also celebrate Friendship Day on July 20<sup>th</sup>.

**KELLY** That is a festival of love and friendship, isn't it?

**MATEO** Yes, it is. Because love is for everyone, not just couples!

**KELLY** Argentinians have celebrated this festival since the 1970s, haven't they?

**MATEO** Yes, they have. On July 20<sup>th</sup>, 1969, Neil Armstrong landed on the moon, and people around the world celebrated together. The Argentinian professor Enrique Febraro started "Friendship Day" on the same date because he thought that this was a very special moment. It symbolized unity and togetherness.

**KELLY** You can celebrate this festival in many different ways, can't you?

**MATEO** Of course! But typically, we send messages, we make phone calls, and we go out at night. It's a very busy night for restaurants. On this night, everyone wants to eat out!

**Check it out!**

Find these words and check their meaning.

patron saint  
rose  
couple  
unity  
togetherness

**Reading**

1 **2-06** Read and listen to the magazine article. Then match the festivals (1–3) with the dates (a–c).

1 Valentine's Day <b>b</b>	a July 20 <sup>th</sup>
2 St. George's Day <b>c</b>	b February 14 <sup>th</sup>
3 Friendship Day in Argentina <b>a</b>	c April 23 <sup>rd</sup>

2 Read the magazine article again. Answer the questions.

How do people traditionally celebrate Valentine's Day in the U.S?  
*They send cards, chocolates, and flowers (to the people they love).*

- 1 Who is St. George?
- 2 What other names does St. George's Day have in Catalonia?
- 3 What happens in Barcelona on the day of the festival?
- 4 What is Friendship Day?
- 5 What happened on this day in 1969?
- 6 Who is Enrique Febraro, and what did he do?
- 7 How do people celebrate Friendship Day?

- 2 On St. George's Day, women receive flowers and men receive books.
  - 3 People don't celebrate Valentine's Day in Argentina.
  - 4 People started celebrating Friendship Day in 1970.
  - 5 Friendship Day is now becoming popular in other countries.
- Students decide if the sentences are true, false, or not mentioned.
  - Check the answers with the class.
- ANSWERS**
- 1 Not mentioned.
  - 2 True.
  - 3 False. Argentinians celebrate Valentine's Day.
  - 4 True.
  - 5 Not mentioned.

**Listening**

**Aim**

To listen to an interview about Valentine's Day traditions in Japan and South Korea

**Warm-up**

- Ask: *Do people celebrate Valentine's Day in your country? Who celebrates it? What different things do people do to celebrate?*
- Elicit some ideas, and build up a list on the board. Ask: *What's the most romantic thing to do on Valentine's Day? What would be your ideal Valentine's Day? Elicit a few ideas.*

Listening

3 2:07 Read the information sheet about Valentine's Day traditions in Japan and South Korea. Then listen to Kelly interviewing Maki. Check (✓) the facts she mentions.

**Valentine traditions in Japan**

Women give men chocolates on February 14<sup>th</sup>.

- Men give women white chocolates and candy on March 14<sup>th</sup>.
- Men sometimes give jewelry and clothes, too.
- March 14<sup>th</sup> is called "White Day."



**Valentine traditions in South Korea**



- South Koreans also celebrate "Black Day" on April 14<sup>th</sup>.
- On "Black Day," single people often wear black clothes.
- They go to a restaurant, and eat noodles with black sauce.
- Black coffee is also a popular drink!

Speaking

4 **Pairwork** Discuss the questions with your partner. Use the expressions from the *My speaking skills* box.

- What do you think about the love festival traditions you read and heard about on pages 58 and 59?
- What love festival traditions are popular in your country?
- What do you think of them?

A I think it's a really good idea to have a special day for single people. What about you?  
 B I agree. Single people should have fun, too!

**My speaking skills**

**Being a good listener**

Take turns when you are speaking with a partner. Don't try to talk all the time! Listen carefully when your partner is speaking and reply to what they say.

- I agree.
- I don't agree.
- I'm not sure.
- Maybe, but I think ...
- Really?

Ask for your partner's opinion.

- Do you agree?
- What about you?
- What do you think (about that)?

Writing

5 Imagine Kelly is going to interview you about the most important love festival in your country. Write short notes about the topics below.

- Date. ....
- History / Background. ....
- Popular traditions. ....
- Your opinion. ....

6 Now write an interview like the one in the article on page 58. Try to include at least two question tags in your interview.

Kelly: Brazilians celebrate Dia dos Namorados in June, don't they?

Exercise 4 Pairwork

- Read the *My speaking skills* box with the class. Make sure that students understand all the expressions.
- Read through the questions with the class.
- Ask two confident students to read out the example dialogue.
- Students discuss the questions in pairs. Ask them to note down points that they agree and disagree on.
- Monitor and help as necessary. Make a note of any repeated mistakes to go over at the end of the lesson.
- Ask some students to tell the class what they agreed and disagreed about.

Writing

Aim

To write an interview about a love festival in your country

Writing builder

- Ask students to turn to the Writing builder on page 94/C9. Complete the exercises. Then go straight to the Writing section on the skills page of the main unit.

Exercise 5

- Read the task with the class and brainstorm some ideas as a class.
- Students then make notes individually.

ANSWERS

Students' own answers.

Exercise 6

- Read through the task with the class. Make sure that students understand everything.
- With weaker classes, write the example first line on the board and elicit one or two more questions and answers to continue the interview. Students can then continue the interview themselves.

ANSWERS

Students' own answers.

**Consolidation**

- Suggest to students that they could search online to find information about celebrities. They could then use the information to practice writing interviews with the celebrities, using a range of different question forms. They could also use this as a way of learning new vocabulary.

Writing builder page 94/C9  
 Workbook page 31  
 Online Workbook Extra practice  
 Unit test  
 Worksheets  
 DVD

Exercise 3 2:07

- Give students time to read the information about Japan and South Korea. Make sure they understand everything.
- Play the audio. Students listen and check the facts that Maki mentions.
- Check the answers with the class.

Audioscript Teacher's Book page 111

Extra activity

- Write these sentences on the board.

  - 1 Valentine's Day isn't very popular in Japan.
  - 2 People in South Korea celebrate Valentine's Day and two other festivals.
  - 3 Black represents the unhappiness of being single.
  - 4 Single people don't enjoy Black Day.

- Students decide from memory if the sentences are true or false. Ask them to correct the false sentences.
- Play the audio again for them to listen and check.
- Check the answers with the class.

ANSWERS

- 1 False. Japanese people love Valentine's Day.
- 2 True.
- 3 True.
- 4 False. Single people have a lot of fun on Black Day.

Speaking

Aim

To practice discussing festivals which celebrate love



# 6 They can't be real!

## Grammar

Possibility in the present: *may / might (not), must, and can't*

Possibility in the past: *may / might (not), must, and couldn't*

*a / an, the, no article*

## Vocabulary

Investigation

## Communication

Speculating

## Skills

**Reading:** Biographies of George Mallory and Amelia Earhart

**Listening:** A radio program about the Yonaguni Monument

**Speaking:** What might be happening in photos

**Writing:** What could be happening in a photo

## Topics and values

Popular culture; Famous people

## Presentation pages 60–61

### Aim

To present the new language in an interesting context

### Warm-up

- Put students into pairs and give them two minutes to write down as many animals as they can.
- Write students' ideas on the board. Make sure you include *cow, chicken, elephant, wolf, and cat* as students may need these later in the lesson. See who wrote the most correct words.
- Point to the pictures and read out the title *Hunting Bigfoot*. Ask: *What kind of animal do you think this is?* Use the pictures to teach *ape*. Ask: *Do you think this is a real animal? Why? / Why not? Are there any stories about animals like this in your country?*
- Elicit a range of answers.

### Background notes

- There have been numerous reported sightings of Bigfoot, dating back to the 1920s. The creature is reported to be between two and three meters tall, and covered in dark brown or reddish-brown fur. Its footprints can measure

**6 They can't be real!**

**Hunting Bigfoot**  
Thom Carter

HOME BLOG ABOUT CONTACT

**HUNTING BIGFOOT** — MAY 11

Hi there! This week, join me while I explore the Allegheny National Forest in Pennsylvania in the U.S. I'm searching for evidence of Bigfoot, like footprints, or hair. If I'm lucky, I might even see one! You might have heard of "Bigfoot" or "Sasquatch" before. It's a large, ape-like animal which a lot of people – not just me! – believe might live in North American forests.

**NEW EVIDENCE?** — MAY 15

I heard strange noises this morning so I looked outside my tent, and I saw a huge, hairy animal! The animal couldn't have been a wolf. It was walking on two legs! I grabbed my camera and I recorded a video. Now I can prove Sasquatches definitely exist!

**THE TRUTH** — MAY 17

I've sent the video to science journalist Jenny Hwang. Can she explain it? It's clear it can't be a fake. It's obviously real. Skeptics think Sasquatches can't be real because there isn't enough evidence. My video might change that! Did you know scientists once believed that mountain gorillas were "just a story." too? Until an explorer discovered one in Rwanda in 1902, that is.

**SEARCHING FOR SASQUATCH**  
Jenny Hwang

**SEARCHING FOR SASQUATCH** — May 20  
Bigfoot hunter Thom Carter believes he saw a Sasquatch in Allegheny, so I went there to investigate. I saw some big animal footprints near Thom's campsite. It must have been a large animal. But it couldn't have been an ape. The footprints were the wrong shape.

**NEW EVIDENCE?** — May 22  
I've checked Thom's video carefully, and I think I may have solved the mystery. The film isn't very clear, but it looks like a bear. Thom might not have known that brown bears sometimes walk on two legs. Standing, they can be almost as tall as a basketball hoop. A 2.5-meter-high bear must look terrifying!

**THE TRUTH** — May 23  
Most photos or videos of Sasquatches are unclear. Some "Sasquatches" are actually people wearing giant ape costumes! Real Sasquatches may exist, but it's unlikely. Apes usually prefer to live in warm countries in Africa and Asia, not in cold, northern forests. Sadly, I don't believe Thom has discovered a North American ape. Still, it's a great story!

**Check it out!**  
Find these words and check their meaning.  
footprint    skeptic  
ape          mystery  
fake         authentic

**1** **208** **Read and listen**  
Write **Thom** or **Jenny** next to two of the opinions (A–C).  
A "I'm not sure if Bigfoot is real."  
Jenny  
B "Bigfoot is real!" Thom  
C "Bigfoot definitely isn't real!"

60 cm long. Most scientists discount the sightings as either misidentifications of bears, or deliberate hoaxes.

- Mountain gorillas live in mountainous areas of Central Africa, mainly in Uganda, Rwanda, and the Democratic Republic of Congo. They are now an endangered species, with only an estimated 880 creatures still living.

### Exercise 1 Read and listen 2·08

- Give students time to read the opinions.
- Play the audio. Students listen and write the correct name for each opinion.
- Check the answers with the class.
- Go through the *Check it out!* box and ask students to find the words in the blog. Make sure that students understand the meaning of the words.

**Audioscript** Student Book page 60

### Exercise 2 Comprehension

- Check that students understand *huge*.
- Students read the blog again and answer the questions.
- They can compare their answers in pairs.
- Check the answers with the class.

### ANSWERS

- He saw a huge, hairy animal.
- Scientists believed they were just a story until an explorer discovered one in Rwanda in 1902.
- The footprints were the wrong shape for an ape.
- She thinks it isn't very clear, but that the animal is a bear.
- Because apes usually live in warm countries like Africa and Asia.

## 2 Comprehension Answer the questions.

Where is Thom and what is he doing?

He's in the Allegheny National Forest. He's searching for evidence of Bigfoot.

- 1 What did Thom see outside his tent?
- 2 What do we learn about the mountain gorilla?
- 3 What does Jenny think about the footprints?
- 4 What does Jenny think about Thom's video?
- 5 Why is it unlikely that there are apes in North America?

## Language focus

### 3 Complete the summary of Thom's experience from the blog. Write *a*, *an*, *the*, or $\emptyset$ where no article is needed.

This week, join me while I explore the Allegheny National Forest in  $\emptyset$  Pennsylvania in the U.S. I'm searching for  $\emptyset$  evidence of Bigfoot.

I heard  $\emptyset$  strange noises this morning so I looked outside my tent, and I saw a huge, hairy animal! The animal couldn't have been a wolf. I grabbed my camera and I recorded a video.

### 4 Complete the sentences from the blog with *may*, *might*, *can't*, or *must* + verb.

If I'm lucky, I might even see one!

- 1 It's a large, ape-like animal which a lot of people believe might live in North American forests.
- 2 Skeptics think Sasquatches can't be real.
- 3 A 2.5-meter-high bear must look terrifying!
- 4 Real Sasquatches may exist, but it's unlikely.

### 5 Complete the sentences from the blog with *may have*, *might have*, *couldn't have*, or *must have* + past participle.

You might have heard of "Bigfoot" before.

- 1 The animal couldn't have been a wolf.
- 2 It must have been a large animal.
- 3 It couldn't have been an ape.
- 4 I think I may have solved the mystery.

### 6 Focus on you Look at the photos. Write what these animals and birds *may*, *might*, *can't*, or *must* be.



1 It must be a large animal. It might be a cow.

### 7 Pairwork Discuss the photos in exercise 6 with your partner.

A I think photo 1 must be an animal. It definitely can't be a bird! It might be a cow.  
B Really? I think it may be a horse. What do you think photo 2 is?

### 8 Pairwork Discuss the comments below. Which do you agree with the most? Why?

- "Thom might have seen a Bigfoot. It's possible they exist."
- "Thom couldn't have seen a Bigfoot. They don't exist!"

## Exercise 5

- Students complete the sentences with the correct past modal verbs from the blog.
- Check the answers with the class. Make sure that students understand all the sentences. You could elicit a translation of each sentence into the students' own language to check understanding.

## Exercise 6 Focus on you

- Point to the first photo and read out the example. Elicit other examples. Prompt students by asking questions, e.g., *Do you think it's a dog? Is it a horse?*
- Students look at the other photos and write sentences. Encourage students to write two or three sentences about each photo.
- Ask some students to read their sentences to the class. Correct any mistakes with the modal verbs.

## ANSWERS

Students' own answers.

## Exercise 7 Pairwork

- Ask two confident students to read out the example dialogue.
- Students work in pairs to discuss the photos.
- Ask some pairs to choose a photo and discuss it for the class, without saying which photo it is. Ask other students to guess which photo they are discussing.

## Exercise 8 Pairwork

- Read the two comments and check that students understand them.
- Students work in pairs to discuss the two comments. Tell them they must give reasons for their answers.
- Ask some students to tell the class if they and their partner agreed or disagreed.
- Ask for a show of hands to see who believes that Bigfoot might exist.

## Consolidation

- Point out that the blog contains a lot of useful vocabulary. Suggest that students choose four or five useful words to record in their vocabulary notebooks. Encourage them to record the vocabulary in context, in an example sentence, so that they record the word's typical collocations, e.g., *solve a mystery*.

## Exercise 3

- Students complete the summary with the correct articles, then check their answers in the blog.
- Check the answers with the class. Ask: *When do you use 'a / an', and when do you use 'the'? When do you use no article?* Elicit some ideas from students, in the students' own language if necessary, but tell them not to worry if they can't work out the rules because they will be studying articles later in this unit.

## Exercise 4

- Students complete the sentences with the correct modal verbs from the blog.
- Check the answers with the class. Make sure that students understand all the sentences.

## Language focus page 61

### Aim

To practice the target language in a controlled and personalized context

## Consolidation

- Suggest to students that they could find some photos online like the ones in exercise 6. They could stick one or two in their notebooks and write some sentences saying what they might be.

## Investigation

### Aim

To present and practice vocabulary to do with investigation

Grammar PowerPoint presentation Unit 6

### Warm-up

- Ask: *Do you enjoy learning about mysteries like Bigfoot? What other mysteries do you know about?* Prompt students with some ideas if necessary, e.g., mysteries of boats or planes that have disappeared. Ask: *How is it possible to solve mysteries like this?*
- Elicit the idea that scientists can investigate and search for evidence, to find the truth.

### Exercise 1 2-09

- Check that students understand *myth* and *mythbuster* (someone who proves that a myth is not true).
- Read out the three myths and ask: *Do you think that any of them are true? Why? / Why not?*
- Students work individually or in pairs to complete the article with the correct words.
- Play the audio. Students listen and check.
- Play the audio again, pausing after each word for students to repeat chorally, then individually.

Audioscript Teacher's Book page 111

### Exercise 2

- Students choose the correct words.
- Check the answers with the class. Make sure that students understand everything.

### Exercise 3 Pairwork

- Give students time to prepare their answers individually.
- Students work in pairs to discuss their answers to the quiz.
- Ask some students: *Would you or your partner be a good investigator? Why? / Why not?*

#### Extra activity

- Write these sentence beginnings on the board.
  - I would like to investigate ...*
  - I think it's possible to prove that ...*
  - I'd love to explore ...*
  - I think it's impossible to explain ...*
- Students complete the sentences with their own ideas.
- Ask some students to read their sentences to the class. Ask other students: *Do you agree? Why? / Why not?*

#### ANSWERS

Students' own answers.

## 6 Vocabulary

### Investigation

**1** 2:09 Complete the article with the words in the box. Use the color clues to help you. Then listen and check.

explain
explore
investigate
search for
believe
check
solve

discover
prove
record

**MYTHBUSTERS** is a popular science entertainment show. The presenters investigate myths and legends to solve mysteries and discover the truth. They travel the world to search for evidence and proof, and they check all the theories with a series of scientific tests. They record their investigations on film, and they explain all their ideas very clearly.

**MYTH OR FACT?**

The color red makes cows angry. Don't believe it! Cows can't see red colors very well.

People can walk on fire. Yes, they can! We can prove this is possible. Look at this evidence!

Bigfoot exists. We don't know. It's impossible to explore every forest!

**2** Choose the correct answers. Then think about your answers.

**WOULD YOU BE A GOOD SCIENTIFIC INVESTIGATOR?**

Do you enjoy believing / solving problems and puzzles?

- It's 2 a.m. You hear a loud noise in the kitchen. Would you investigate / search for?
- Do you enjoy checking / exploring new places on vacation?
- Do you always check / investigate your work and explore / search for mistakes?
- Do you usually explain / record new things you've learned, for example, in a notebook?
- "This photo discovers / proves that fairies exist!" Do you believe / prove your friend?
- Have you explored / discovered any interesting new facts or information this week? Please record / explain!

**3 Pairwork** Discuss your answers to the quiz in exercise 2 giving extra details. Who would be the best investigator?

Yes, I enjoy solving problems and puzzles. When I play board games, I usually win!

62
sixty two
Workbook p.34
Extra practice online

### Consolidation

- Advise students to note down the new vocabulary in their vocabulary notebooks. Remind students that when they record new vocabulary, they should write an example sentence to help them remember how to use the vocabulary. Point out that they can adapt examples from the Student Book, e.g., *We can prove it is possible to walk on fire.*

**Workbook page 34**

**Online Workbook Extra practice**

## Grammar page 63

### Aim

To present and practice modal verbs expressing possibility in the present and past

Grammar PowerPoint presentation Unit 6

### Warm-up

- Ask: *What can you remember about Thom and Jenny? Do they believe that Bigfoot exists?*
- Elicit some answers, and write on the board: *Thom believes that Bigfoot might exist. Jenny believes it can't exist.*

**Possibility in the present: may / might (not), must, and can't**

<b>Possibly</b>
Real Sasquatches <b>may exist</b> .
Some photos <b>might not be</b> authentic.
<b>Definitely</b>
A 2.5-meter-high bear <b>must look</b> terrifying.
It <b>can't be</b> a fake. It's obviously real.

**Possibility in the past: may / might (not), must, and couldn't**

<b>Possibly</b>
I think I <b>may have solved</b> the mystery.
Thom <b>might not have known</b> that brown bears sometimes walk on two legs.
<b>Definitely</b>
It <b>must have been</b> a large animal.
But it <b>couldn't have been</b> an ape.

**Extra activity**

- Students write one or two more sentences about Stonehenge, using the modal verbs. Ask questions to prompt them if necessary, e.g., *Do you think it might be a temple? Is it a burial place? Is it a kind of calendar?*
- Ask some students to read their sentences to the class. Ask other students: *Do you agree? Why? / Why not?*

**Possibility in the past: may / might (not), must, and couldn't**

**Grammar chart and Think! box**

- Go through the chart with the class.
- Students read the *Think!* box and complete the rules with the correct modal verbs.
- Check the answers with the class.
- Refer students to the rules on page W32.

Rules page W32

**Exercise 3**

- Ask students to read the article quickly. Ask: *What did the thieves steal?*
- Read out the example answer. Elicit another example from the class.
- Students then write the sentences.
- Students compare their answers in pairs.
- Check the answers with the class.

**ANSWERS**

- 1 There must have been more than one thief.
- 2 One person couldn't have carried the heavy statue alone.
- 3 One of the thieves might / may have lost his keys.
- 4 The thieves may / might not have left the country.

**Finished?**

- Students write some sentences about why the thieves stole the statue.
- Ask some students to read out their sentences. Ask others: *Do you agree?*
- Once students have finished this activity, they can go on to do the puzzle on page 106/C15.

**ANSWERS**

Students' own answers.

**Consolidation**

- Suggest to students that, to help them remember the grammar, they could download a picture of Stonehenge or another monument. They could stick this into their notebook and write sentences about what it might be and how or why people might have built it.

Workbook pages 34–35  
Online Workbook Extra practice

**Think!**

**Complete the rules.**

- When we are not sure about something, we use **may** or **might** (+ not) + base form.
- When we feel sure about something, we use: **must** + base form. (affirmative)  
**can't** + base form. (negative)

Rules p. W32

**1 Choose the correct answers.**

- This photo of a Sasquatch **can't / may** be a fake. We need to check it.
- 1 That **can't / might** be Kay. She's *much* taller!
  - 2 I **must / might** go to the party. I'm not sure.
  - 3 This **must / may** not be Alison's. Elizabeth has a similar one.
  - 4 You **must / can't** be tired. It's only 9 p.m.!
  - 5 He passed his test. He **must / can't** be happy.
  - 6 They **may / can't** be brothers. They look similar.

**2 Complete the dialogue with may / might, must, or can't.**

- Rory** Wow! That's amazing! Where's that?
- Agnes** Well, it's in a guidebook to Europe, so it **can't** be in North America.
- Rory** Do you think it **may / might** be in France? It **can't** be modern. It looks ancient!
- Agnes** The book says it's in the U.K. It's older than the Egyptian Pyramids, so it **must** be very old!
- Rory** What is it?
- Agnes** No one knows! It **may / might** be a temple, or a stone calendar.



Stonehenge

**Think!**

**Complete the rules.**

- When we are not sure about something in the past, we use **may / might** or **might / may** (+ not) + have + past participle.
- When we feel sure about something in the past, we use: **must** + have + past participle. (affirmative)  
**couldn't** + have + past participle. (negative)

Rules p. W32

**3 Read the article. Then write sentences with may / might, must, or couldn't + have + past participle.**

**P**olice are investigating the robbery of an ancient Greek statue from a museum. The doors were locked, but the thieves broke a window. The police are sure there were two or three thieves, as the statue was too heavy for one person to carry. They found some keys outside the museum. It's possible that these belong to one of the thieves. The police do not know if the thieves have left the country.

The thieves / enter / through the window.  
The thieves **must have entered through the window.**

- 1 There / be / more than one thief.
- 2 One person / carry / the heavy statue alone.
- 3 One of the thieves / lose / his keys.
- 4 The thieves / not / leave / the country.

**Finished?**

Why do you think the thieves stole the Greek statue? Write possibility in the past sentences.

They **might have been interested in art!**

Puzzle p. 106

Workbook pp.34–35 Extra practice online

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- Point to the sentences on the board and underline the modal verbs. Ask: *Who believes it is possible that Bigfoot exists? Who believes it is impossible?*

**Possibility in the present: may / might (not), must, and can't**

**Grammar chart and Think! box**

- Go through the chart with the class.
- Students read the *Think!* box and complete the rules with the correct modal verbs.
- Check the answers with the class.
- Refer students to the rules on page W32.

Rules page W32

**Exercise 1**

- Students choose the correct answers.

- Students compare their answers in pairs.
- Check the answers with the class. Make sure that students understand everything.

**Background notes**

- Stonehenge is a prehistoric monument in the south of England. Archeologists believe the stones were put in place in around 3,000 BC. It is believed that it could have been a burial site, and probably had religious significance. It could also have been used as an astronomical observatory.

**Exercise 2**

- Point to the picture and ask: *What does it show? What do you think it is?*
- Students complete the dialogue with the correct modal verbs.
- Check the answers with the class.

## Speculating

### Aim

To present and practice speculating

### Warm-up

- Point to the picture and ask: *Who do you think the people are? Where do you think they are? Why do you think they are standing there? What do you think they are looking at? Are they at work, or is this their free time?*
- Encourage students to speculate using *may, might, must, and can't*.

### Exercise 1 2-10

- Play the audio once for students to listen and complete the dialogue. Pause as necessary to allow students time to write.
- Play the audio again for students to check and complete their answers.
- Check the answers with the class.
- Play the audio again, pausing after each line for students to repeat chorally, then individually.
- Go through the *Learn it, use it!* chart with the class. Check that students understand all the phrases.

**Audioscript** Teacher's Book page 111

### Exercise 2 Pronunciation 2-11

- Play the audio once for students to listen and notice the pronunciation of the modal verbs. Point out that *have* is pronounced with a weak vowel.
- Play the audio again, pausing after each sentence for students to repeat chorally, then individually. Encourage them to copy the pronunciation of the modal verbs.

**Audioscript** Student Book page 64

### Exercise 3 2-12

- Give students time to read the chart.
- Play the audio for students to listen and complete the chart.
- Check the answers with the class.

**Audioscript** Teacher's Book page 111–112

### Exercise 4 Pairwork

- Read through the ideas with the class.
- Read out the example answers. Elicit a few more examples.
- Students work in pairs to think of three ideas for each situation.
- Ask pairs in turn to tell the class their ideas. Ask other students: *Do you think this is possible? Why? / Why not?*

### Exercise 5 Pairwork

- Students work in pairs and write three dialogues about the situations in exercise 4.
- Students practice their dialogues in pairs.

# 6 Communication

## Speculating

**1 2-10** Listen and complete the dialogue with the expressions in the box. Listen again and check. Then listen and repeat.



couldn't have forgotten    **do you think**    may be late    may have left  
might have forgotten    might have missed    must have been

**Enzo** Where **do you think** Jen is? She's very late.  
**Alice** She **might have forgotten** about the movie.  
**Enzo** No, she **couldn't have forgotten**. I talked with her about it this morning. Her bus **may be late**.  
**Alice** Or she **might have missed** it!  
**Enzo** Let's call her.  
**Enzo calls Jen.**  
She isn't answering.  
**Alice** She **may have left** her phone at home. I don't know.  
**Enzo** Look! There she is. She's buying popcorn!  
**Jen** Hey, where have you guys been? I **must have been** here for half an hour. It's late! We're going to miss the movie!

### Learn it, use it!

You ask	You answer
Where do you think ...?	(He / She / It / They) <b>may / might be</b> ...
What do you think ...?	(He / She / It / They) <b>must be</b> ...
Who do you think ...?	(He / She / It / They) <b>can't be</b> ...
	(He / She / It / They) <b>may / might have</b> ...
	(He / She / It / They) <b>must have</b> ...
	(He / She / It / They) <b>couldn't have</b> ...

**2 2-11** Pronunciation Listen and repeat.

- She **might have** missed it.
- I **must have** been here for half an hour.
- She **may have** left her phone at home.
- She **couldn't have** forgotten.

**3 2-12** Listen to three conversations. Then complete the chart.

	1	2	3
what the person can't find	<b>his jacket</b>	<b>her MP3 player</b>	<b>his keys</b>
where they left it	<b>in the gym</b>	<b>in her bag</b>	<b>at Will's / his friend's house</b>

**4 Pairwork** What would you say if situations 1–3 happened? Think of three ideas. Use the expressions from the *Learn it, use it!* box.

- Your friend hasn't come to school.
  - Someone is late for your party.
  - You can't find your cell phone.
- 1** She might have missed the bus. / He's never late. He must be sick. / She couldn't have forgotten!

**5 Pairwork** Write dialogues like the one in exercise 1. Use your ideas from exercise 4. Then practice your dialogues.

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Workbook p.36

Extra practice online

- Ask some pairs to perform their dialogues for the class.
- You can show students some short video clips of native speakers having similar conversations on iTools or the DVD.

### ANSWERS

Students' own answers.

#### Extra activity

- Ask students to turn back to the picture of Stonehenge on page 63. Say: *Some of these huge stones were moved 400 kilometers to this site. The people who moved them had no carts and no wheels. How do you think they moved the stones and lifted them up to make them stand?*

- Elicit ideas using *may / might have*.
- Students work in pairs to speculate on how Stonehenge was built. Ask some pairs to tell the class their ideas.

#### Consolidation

- Suggest to students that they could prepare some questions using the sentence beginnings in the *Learn it, use it!* chart. They could record these on their phone, and practice listening and answering using modal verbs.

**Workbook page 36**

**Online Workbook Extra practice**

**a / an, the, no article**

I saw **a** huge, hairy animal.  
The footprints were the wrong shape.  
I heard strange noises this morning.

**Think!**

Complete the rules with **a, an, the, or Ø** where no article is needed.

<b>'a / an</b>	• with singular nouns when we mention them for the first time.
<b>'the</b>	• with singular nouns which we've mentioned before, or when it's clear which one we mean. • with superlatives (e.g. <i>the best</i> ). • with some place names, e.g. names of mountains, seas, oceans, rivers, and deserts, and some countries (e.g. <i>the U.S., the U.K.</i> ).
<b>'Ø</b>	• for generalizations (e.g. <i>I like music.</i> ) • with people's names, languages, and most countries and cities.

Rules p. W33

**1 Choose the correct answers.**

- Could you close **the / a** door, please?  
I don't speak **Vietnamese / the Vietnamese**.
- Waiter! There's **a / an** ant in my soup!
  - Where's **the / a** scarf I gave you?
  - I hate doing **the homework / homework**.
  - Where's **the / a** teacher? I need to ask her **a / an** question.
  - Paulo / The Paulo** lives in **the / a** small town near **sea / the sea**.
  - The Tokyo / Tokyo** is **biggest / the biggest** city in **Japan / the Japan**.

**2 Complete the article with a, an, the, or Ø where no article is needed.**

Police are looking for **a** woman who robbed **a** large bank in St. John's on **the** island of Newfoundland in **Ø** Canada yesterday afternoon. **The** woman gave a cashier **a** note in English and **Ø** French asking for **Ø** money. **The** cashier read **the** note and then gave \$1,000 to **the** woman. After she took **the** money, she got into **an** old, red car and drove away. Anyone who saw **the** crime should contact the police.

Workbook p.35 Extra practice online

**3 Complete the article. Use the nouns from the box and add a, an, or the where necessary.**

Atlantic Ocean Italian old book  
old book Puerto Rico research  
small town sound sound stories

**UNSOLVED MYSTERIES**

1 In **the small town** of Taos, New Mexico, people sometimes hear **a sound** like the noise from an engine. But no one knows where **the sound** comes from! Scientists are doing **research** to find out more.

2 The Bermuda Triangle is a mysterious part of **the Atlantic Ocean** between Bermuda and **Puerto Rico**. There are a lot of **stories** about ships and planes that have gone missing there.

3 The Voynich manuscript is **an old book** which was discovered in Italy. The fifteenth-century author didn't write in **Italian**, or any other known language. **The old book** uses a mysterious language which no one can read!



**4 Game!** Choose one of the topics below. Your partner must talk for one minute about it, without stopping! Time your partner. Then swap roles.

- a myth, legend, or mystery
- an awful crime
- reasons for learning English
- the best day of your life so far

**Finished?**

Write about a famous crime or mystery. Then compare your stories with your classmates. Vote for your favorite story.

Puzzle p.106

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**Exercise 2**

- Ask students to read the article quickly, ignoring the gaps. Ask: *What did the woman steal?*
- Students complete the article with the correct articles.
- Check the answers with the class.

**Exercise 3**

- Students complete the article with the correct words.
- Check the answers with the class.
- Ask: *Do you know any more stories of unsolved mysteries?*

**Exercise 4 Game!**

- Read the task with the class.
- Read through the topics with the class. Make sure that students understand them all.
- Give students time to choose the topic for their partner to speak on, and prepare their own ideas.
- Tell students they can use the timer on their phone or watch to time their partner.
- Students work in pairs and try to talk for one minute. Their partner times them and tells them when to stop.
- Monitor and help as necessary. Make a note of any repeated mistakes to go over at the end of the lesson.
- Ask: *Who talked for a minute without stopping?*

**Finished?**

- Students write about a famous crime or mystery.
- Students can compare their stories in pairs.
- Once students have finished this activity, they can go on to do the puzzle on page 106/C15.

**ANSWERS**

Students' own answers.

**Consolidation**

- Point out to students that it is easy to make mistakes with the use of articles in English. Suggest that when they do written tasks, they should always check their work for mistakes with articles. They should keep a note of mistakes that they make, and keep notes for themselves so they can avoid making the same mistakes in the future.

Workbook page 35  
Online Workbook Extra practice

**Grammar** page 65

**Aim**

To present and practice the use of *a / an, the*, and no article

Grammar PowerPoint presentation Unit 6

**Warm-up**

- Ask students to think about Thom and Jenny again. Ask: *What did Thom see outside his tent?* (a huge animal) *What did he do?* (He took a video.) *What did Jenny think when she saw the video?* (She thought it was a bear.)
- Write on the board: *Thom took a video. Jenny watched the video.*
- Underline the articles and ask: *Why do we use 'a video' in the first sentence and 'the video' in the second?*

- Elicit some possible answers, but don't confirm them at this stage. Tell students they are going to study the use of articles now.

**a / an, the, no article**

**Think! box**

- Read out the grammar examples.
- Students read the *Think!* box and complete the rules with the correct articles.
- Check the answers with the class.
- Refer students to the rules on page W33.

Rules page W33

**Exercise 1**

- Students choose the correct answers.
- Check the answers with the class. Discuss why each article is used in each sentence.

**Reading**

**Aim**

To read and understand biographies of George Mallory and Amelia Earhart

**Warm-up**

- Point to the pictures and the names. Ask: *What do you know about these people? What do you think they are famous for?*
- If students have no knowledge of either person, tell them that George Mallory was a mountaineer and Amelia Earhart was a pilot. Ask: *What do you think happened to them? What do you think the mystery is?*
- Elicit a few answers, and encourage students to speculate using *may / might have*.

**Exercise 1**

- Read the *My reading skills* box with the class.
- Read the mini biographies with the class, and for each gap ask: *What kind of information do you need to complete this?*
- Students scan the article quickly and complete the mini biographies. You could set a time limit of one or two minutes for this, to encourage students to scan the biographies rather than reading them.
- Check the answers with the class.
- Go through the *Check it out!* box and ask students to find the words in the mini biographies. Make sure that students understand the meaning of the words.

**Exercise 2 Read and listen** 2-13

- Give students time to read the questions.
- Play the audio. Students read and listen, and answer the questions.
- Encourage students to write full sentences in their answers, and use their own words where possible.
- Students can compare their answer in pairs.
- Check the answers with the class.

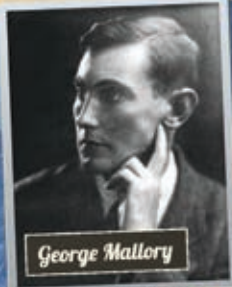
**ANSWERS**

- 1 He said he wanted to climb it 'because it's there'.
- 2 They climbed Everest and returned.
- 3 They hope that photos on it might prove the truth.
- 4 She was a nurse, a photographer, and a truck driver before she became a pilot.
- 5 She became the first female pilot to cross the Atlantic.
- 6 Most people believe she crashed into the Pacific Ocean. Some people believe she survived and returned to the U.S. with a new name.
- 7 Because nobody has found her plane.

**Audioscript** Student Book page 66


# 6 Skills

## Famous Mysteries



**George Mallory** was a famous English mountaineer. Some people think he may have been the first person to stand on top of Mount Everest! Mallory, who was born in 1886, started climbing as a teenager. He later climbed dangerous mountains across Europe. In the 1920s, he decided to climb Everest, the world's highest mountain. A reporter asked, "Why?" Mallory famously explained, "Because it's there."

In June 1924, Mallory and another climber, Andrew Irvine, set off for the summit of Everest. What happened next is a mystery because they never returned. Experts now think they must have died on June 8<sup>th</sup>. Other climbers discovered Mallory's body 75 years later. Irvine's body is still missing. In 1953, Edmund Hillary (New Zealand) and Tenzing Norgay (Nepal) were the first mountaineers to climb Everest and return. But did Mallory and Irvine reach the summit first? No one has ever found Irvine's camera. Climbers still search for it today, hoping that old photos may prove the truth. But we might never know!



**Amelia Earhart** was a famous pilot who was born in 1897. Her disappearance shocked the world. Earhart had already been a nurse, a photographer, and a truck driver before she trained to be a pilot in 1921. At that time, female pilots were unusual, and life couldn't have been easy! However, Amelia must have worked very hard. In 1922, she flew higher than any other female pilot. In 1928, she became the first female pilot to cross the Atlantic Ocean alone. She also became an American hero!

In 1937, Earhart attempted to fly round the world. On July 2<sup>nd</sup>, when she was somewhere between Hawaii and Australia, all radio signals from her plane stopped. We do not know what happened next. Most people believe Earhart crashed into the Pacific Ocean, but some people think she might have survived. A few think she might have moved back to the U.S. with a different name! Nobody has discovered Earhart's plane, so the mystery continues. Her amazing life has inspired hundreds of books, TV programs, films, and even songs.

**Check it out!**

Find these words and check their meaning.

set off  
summit  
radio signal  
crash

**My reading skills**

**Scanning**

Scanning is a useful way to find a short piece of information (like a name, date, or number) very quickly. Move your eyes quickly across the text, but do not read every word. When you find the information you need, stop and read that sentence more carefully.

**Reading**

1 Read the *My reading skills* box. Then scan the article quickly and complete the mini biographies.

<p><b>George Mallory</b>, mountaineer Nationality: <u>English</u> Year of birth: <u>1886</u> Date of death / disappearance: <u>June 8<sup>th</sup>, 1924</u></p>	<p><b>Amelia Earhart</b>, pilot Nationality: <u>American</u> Year of birth: <u>1897</u> Date of death / disappearance: <u>July 2<sup>nd</sup>, 1937</u></p>
--	---

2 **Read and listen to the article. Answer the questions.**

When did Mallory start climbing?  
He started climbing when he was a teenager.

- 1 What reason did Mallory give for wanting to climb Everest?
- 2 What did Hillary and Tenzing achieve?
- 3 Why do people want to find Irvine's camera?
- 4 What jobs did Amelia Earhart have?
- 5 Why did Earhart become a hero in 1928?
- 6 What do people think happened to Earhart?
- 7 Why is Earhart's disappearance still a mystery?

**Listening**

**Aim**

To listen to a radio program about the Yonaguni Monument

**Warm-up**

- With books closed, ask: *What mysteries have you learned about in this unit?*
- Put students into pairs and give them two minutes to list as many of the mysteries in the unit as possible. Elicit answers from the class and write them on the board. Students can check in their books to find mysteries they hadn't thought of.
- Point to the mysteries on the board and ask: *Which one do you find the most interesting? Why? Why do you think people are so interested in mysteries?* Elicit a few answers.

**Background notes**

- As stated in the audio, expert opinion is divided on the origin of the monument. As well as the features mentioned, there are also several tall pillars, and sections that look like walls. However, some geologists believe that all these things could have been formed by ocean currents.

**Exercise 3**

- Give students time to look at the photo. Elicit answers to the questions.

**Exercise 4** 2-14

- Give students time to read the factfile.
- Play the audio. Students listen and complete the factfile.
- Play the audio again for students to check and complete their answers.

Listening


- 3 Look at the photo in exercise 4. What do you think the Yonaguni Monument might be? What do you think might have happened?
- 4 Listen to a radio program. Then complete the factfile. Write one or two words, or a number in each gap.

**THE YONAGUNI MONUMENT**

Yonaguni is a small island near the south coast of Japan. In 1987, divers discovered an underwater rock formation. The Yonaguni Monument is between 6,000 and 10,000 years old.

**IS IT MAN-MADE?**  
It looks like a building. Divers may have found evidence of a man-made staircase and man-made drawings.

**IS IT NATURAL?**  
Some experts believe humans couldn't have built it because it's too big. The monument may have been made by the ocean, or by earthquakes.



Speaking

- 5 Complete the chart with the expressions in the box.

I'm sure that it's ... It's certainly (not) ... It's definitely (not) ...  
It's possible that it's ... Maybe it's ... Perhaps it's ...

Possibly? (may / might)	Definitely! (must / couldn't)
<u>It's possible that it's ...</u>	<u>I'm sure that it's ...</u>
<u>Maybe it's ...</u>	<u>It's certainly (not) ...</u>
<u>Perhaps it's ...</u>	<u>It's definitely (not) ...</u>

- 6 Pairwork Look at the photos. Discuss the questions with your partner. Use the expressions from exercise 5.

- 1 What do you think might / may / must have happened?
- 2 How do you think people might / may / must have felt?
- 3 What do you think might / may happen next?



A I think she might have just learned how to ride a bike.  
B She's definitely having fun. She must love riding!



Writing

- 7 Choose one of the photos in exercise 6. Then write about the photo. Answer all the questions in exercise 6. Try to make your ideas as interesting as possible!

This photo shows a little girl who's riding a bike on the sidewalk. I think she might ...

Workbook p.37

Writing builder p.94

sixty-seven 67

- Check the answers with the class. Make sure that students understand all the expressions.

Exercise 6 Pairwork

- Point to the photos and ask: *What can you see?* Elicit a brief description of each photo.
- Read out the example answers. Students then work in pairs to look at the photos and discuss the questions.
- Ask some students to tell the class their ideas.

Writing

Aim

To write about what could be happening in a photo

Writing builder

- Ask students to turn to the Writing builder on page 94/C9. Complete the exercises. Then go straight to the Writing section on the skills page of the main unit.

Exercise 7

- Read through the task with the class.
- With weaker classes, write the example first line on the board and elicit one or two more sentences to continue the paragraph. Students can then continue the paragraph themselves.

ANSWERS

Students' own answers.

Consolidation

- Suggest to students that they could look back through their book and find some other interesting photos. They could choose one or two and write a paragraph about each, describing what they can see in the photo and discussing what might have happened, and what may happen next.

Writing builder page 94/C9

Workbook page 37

Online Workbook Extra practice

Unit test

Worksheets

DVD

- Check the answers with the class.

Audioscript Teacher's Book page 112

Extra activity

- Check that students understand *temple* and *earthquake*.
- Write these questions on the board.

  - 1 Who is Brett Armstrong?
  - 2 What does he think the monument was?
  - 3 What do earthquakes sometimes create?
  - 4 According to Brett, how can people find the answer to the mystery?

- Students answer the questions from memory.
- Play the audio again for students to listen and check.
- Check the answers with the class.

ANSWERS

- 1 He is the author of a book on Yonaguni.
- 2 He thinks it might have been a temple.
- 3 They sometimes create very regular rocks.
- 4 They can buy his book.

Speaking

Aim

To practice talking about what might be happening in photos

Exercise 5

- Students work individually or in pairs to complete the chart with the expressions.



# Review C

## Grammar

Question tags with *be* (simple present and simple past)

Question tags with *do* (simple present and simple past)

Question tags (other tenses and modal verbs)

Possibility in the present: *may / might (not), must, and can't*

Possibility in the past: *may / might (not), must, and couldn't*

*a / an, the, no article*

## Vocabulary

Relationships

Investigation

## Review C page 68

### Songs

*Break Up to Make Up*, by the Stylistics (relationships)

*Don't Let Me Cheat*, by Christopher Martin (relationships)

*It Must Be Love*, by Madness (possibility in the present)

## C Review

### Vocabulary

1 Complete the sentences with the correct form of the verbs in the box.

break up cheat on fall in get  
get get go out have

#### Hot Gossip!

Nick and Gina **got** engaged yesterday!  
They're going to **get** married next year.  
Oh, no! Ben **broke up** with Stella last month.  
Now they're **getting** divorced.  
Mina **had** a big argument with Fernando last week. They aren't **going out** any more.  
Alana is Matt's girlfriend. But Matt has **fallen in** love with Josie. He's **cheating on** Alana. Alana doesn't know ... yet!

2 Complete the news story with the correct form of the verbs in the box.

believe discover explain investigate  
prove search for solve

The police are **investigating** the theft of an ancient manuscript. The owner **discovered** that the manuscript was missing last night. The police have **explained** that the manuscript is very rare. They **believe** that the thief might be a book collector. They have found evidence which **proves** the thief was a white male, aged 30–40, and they are **searching for** a man with that description. They hope to **solve** the crime very soon.

### Grammar

3 Complete the statements with the correct question tags.

- You won't tell Cara that I like her, **will you** ?
- This story can't be true, **can it** ?
  - You got married last year, **didn't you** ?
  - This room's a mess! We should clean it, **shouldn't we** ?
  - The mystery hasn't been solved yet, **has it** ?
  - You aren't from here, **are you** ?
  - The movie was fantastic, **wasn't it** ?
  - Keira wants to be a detective, **doesn't she** ?
  - Troy and LJ are going out together, **aren't they** ?

4 Complete the text with the correct present or past form of the modal verbs in the boxes.

can't / be may / be might / be  
must / be must / have

The Nazca Lines in Peru **must be** some of the most famous drawings in the world, for sure! Evidence proves that the drawings **can't be** modern. No one knows exactly how old they are, but they **may / might be** between two and three thousand years old. They **may / might be** even older. Everyone agrees that the drawings **must have** some special meaning. But what?



past

couldn't / be may / design may / have  
might / build must / be

Some people think the Nazca people **may have designed** the drawings as a huge calendar. Others believe the drawings **may have had** a religious meaning, although no one is sure. Certainly, the drawings **must have been** a big challenge for the artists, because some are 200 meters wide! Drawing such large pictures **couldn't have been** easy. So how did they do it? No one knows, but some believe the Nazca people **might have built** hot-air balloons, so they could see the drawings from above!

5 Complete the text with *a, an, the, or Ø* where no article is needed.

Ø Bob Marley was **a** singer who has inspired many **Ø** myths and legends. He was born in **Ø** Jamaica, which is **a** island in **the** Caribbean Sea. **The** most important language on **the** island is **Ø** Jamaican Patois, which is **a** form of **Ø** English. **The** singer later traveled to **the** U.S. and around **the** world to play **Ø** music and campaign for **Ø** peace.

Communication

6 2.15 Complete the dialogues with the expressions in the box. Then listen and check.

couldn't have seen    don't you    do you    haven't you    isn't it  
might be    might have been    must have been    was he

**Zoey** Hey, David! You never answer your phone, do you? Anyway, I'm glad I found you. You'll never guess what happened!

**David** Umm ... you've won the lottery, haven't you?

**Zoey** Umm, no, I haven't! I've just seen the soccer star Sergio Redondo in town!

**David** You couldn't have seen him. He lives in L.A.

**Zoey** Well, he might be on vacation. That's possible, isn't it?

**David** Sure, that's possible.

**Zoey** It must have been Sergio. He has that special smile ... oh, I'd recognize him anywhere! You believe me, don't you?

**David** Yes, of course I do. So, what was he doing? He wasn't shopping, was he?

**Zoey** No, he wasn't. He was going into the Russian restaurant on Main Street. He was with a beautiful blonde girl. Do you think she might have been his new girlfriend, Tiffany?

Pronunciation

/j/

7 2.16 We can spell the sound /j/ in different ways. Look at these words from exercise 1. Then listen and repeat.

/j/ shopping vacation Russian sure special

8 2.17 Do the green words contain a /j/ sound? Write ✓ or X. Then listen and check.

Congratulations ✓ I wish ✓ you a lot of happiness X on your special ✓ day.

- The chef ✓ at the Asian X restaurant cooks delicious ✓ rice dishes ✓.
- Please be patient ✓ I Sergio will answer your questions X after practice.
- The official ✓ medical advice X is that we shouldn't ✓ eat too much X sugar ✓.
- Sergio is a professional ✓ soccer star who plays internationally ✓. I've watched X him play in games on television X. His new girlfriend is a musician ✓.

Listening

9 2.18 Sergio and Tiffany are getting married! Listen to an interview and answer the questions.

Where did the couple meet? At a concert.

- When is the wedding? It's on June 16<sup>th</sup>.
- How many guests will attend the wedding? 1,000 / a thousand.
- How many rooms does Sergio and Tiffany's house have? 36 / thirty-six.
- What pets does Tiffany have? Ten dogs, five cats, and a miniature pig.
- Apart from soccer, what other sport does Sergio enjoy? Golf.
- Who else is coming to Hawaii for the honeymoon? Sergio's mom.

10 Do you think Sergio and Tiffany will stay together? Why? / Why not?

They probably won't stay together, because they disagree about a lot of things.

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Extra communication C

page 69

Aim

To practice checking information and speculating; to practice pronouncing /j/ correctly; to listen to a couple talking about their wedding plans

Communication

Exercise 6 2.15

- Students complete the dialogue with the correct expressions.
- Play the audio for students to check their answers.
- Check the answers with the class. Make sure that students understand everything.

- Ask two students to read out the completed dialogue.

Audioscript Teacher's Book page 112

Pronunciation

Exercise 7 2.16

- Read through the words with the class and point out the /j/ sound.
- Play the audio, pausing after each word for students to repeat chorally, then individually.

Audioscript Student Book page 69

Exercise 8 2.17

- Students complete the sentences with checks and crosses to show which words contain the /j/ sound.
- Play the audio for students to listen and check. Put students into pairs to practice reading the sentences to each other.
- Ask some students to read the sentences to the class.

Audioscript Student Book page 69

Extra activity

- Ask students to write another sentence using some of the green words from exercise 8, or words from exercise 7.
- Ask students to close their books.
- Ask some students to read their sentences to the class. Ask other students to listen and note down the words that contain a /j/ sound.

Listening

Exercise 9 2.18

- Give students time to read through the questions. Make sure that they understand everything.
- Play the first part of the audio and point out the example answer.
- Play the rest of the audio. Students listen and answer the questions.
- Play the audio again if necessary for students to complete and check their answers.
- Check the answers with the class.

Audioscript Teacher's Book page 112

Extra activity

- Write these questions on the board.
  - What job does Tiffany do?
  - When did the couple meet?
  - Why does Tiffany want a big wedding?
- Students answer the questions from memory. Play the audio again for students to listen and check their answers.
- Check the answers with the class.

ANSWERS

- She's a musician.
- They met last month.
- She wants to prove to the world how happy they are.

Exercise 10

- Ask the question to the class and elicit a range of answers. Encourage students to speculate and express their opinions.

**Aim**

To learn about popular conspiracy theories; to give a presentation about the Internet

**Reading**

**Warm-up**

- Ask: *What do you use the Internet for? Elicit a few ideas, then ask: Can you trust everything you read on the Internet? Why? / Why not? What kinds of websites can you trust? What kinds can't you trust? Have you ever found information that wasn't true on the Internet?*
- Elicit a range of ideas from individual students. Encourage students to give their opinions and talk about their own experiences.

**Exercise 1**

- Read through the introduction and headings with the class. Ask the questions to the whole class and elicit a range of answers.
- Go through the *Check it out!* box and ask students to find the words in the article. Make sure that students understand the meaning of the words.

**Exercise 2 Read and listen** 2-19

- Check that students understand *alien*. Play the audio. Students read and listen to the article, then answer the questions.
- Students can compare their answers in pairs.
- Check the answers with the class.
- Ask: *Do you believe any of the conspiracy theories? Why? / Why not?*
- Read the *Culture focus* box with the class. Ask: *Do you know any other well-known quotations?*

**ANSWERS**

- 1 They think an alien spaceship crashed there.
- 2 They watched the Apollo Moon Landing.
- 3 They think that NASA filmed Armstrong and Aldrin in a studio on Earth. Because they think there weren't enough stars, and the flag was moving strangely in the clip.
- 4 Some ships and airplanes have disappeared there.
- 5 They say there isn't an unusual number of accidents there.
- 6 A machine to read people's minds.
- 7 You can wear an aluminum hat.

**Audioscript** Student Book page 70

**Exercise 3 Presentation**

- Read the questions with the class and check that students understand everything. Students answer the questions.

**Culture club**

HOME NEWS LIFE IMAGES SPORT TOP LISTS MONEY SEARCH

# THE BEST CONSPIRACY THEORIES

A "CONSPIRACY THEORY" IS A STORY THAT SAYS A GROUP OF PEOPLE HAVE SECRETLY AGREED TO HIDE THE TRUTH ABOUT AN IMPORTANT EVENT OR SITUATION FROM THE PUBLIC. HERE ARE SOME OF THE BEST WE'VE DISCOVERED ONLINE.

>> Showing 1-4 5-8 9-12

**Roswell Crash**

In July 1947, something crashed at Roswell in New Mexico, in the U.S. It must have been big! There were pieces of metal all over the desert, and some people said they'd seen lights in the sky. So, what crashed? The official report explained that it was a weather balloon. However, some people think that it was an alien spaceship, and that the American government discovered alien bodies. But that can't be true, can it?

**Apollo Moon Landing**

On July 20<sup>th</sup>, 1969, millions watched Neil Armstrong and Buzz Aldrin land on the moon. Or did they? Some people believe NASA might have filmed Armstrong and Aldrin in a studio on Earth! They explain that there weren't enough stars in the clip, and that the flag was moving strangely. However, many experts say that this "evidence" doesn't prove anything. Hundreds of people have written about this theory online. You don't believe them, do you?

**The Bermuda Triangle**

The Bermuda Triangle is part of the Atlantic Ocean between Miami, Bermuda, and Puerto Rico. Some ships and airplanes have disappeared there, and pilots and captains have reported that their instruments stopped working. However, experts say the number of accidents isn't unusual. And the Bermuda Triangle didn't appear in a 2013 list of "the world's ten most dangerous waters." So you'd feel safe to travel there, wouldn't you?

**Mind Reading**

This might be the strangest conspiracy theory of all! A few people believe that some of the world's governments have invented a machine that can look into our minds and "read" our thoughts! To prevent this from happening, you should cover your head in aluminum. You can make your own hat using the kind of aluminum foil you might have in your kitchen for covering food. You may look a little silly, but it sounds like a good idea, doesn't it?

**Culture focus**

When Neil Armstrong put his first foot on the moon, he said "That's one small step for [a] man, a giant leap for mankind." This became one of the most famous quotations in American history.

**Check it out!**

Find these words and check their meaning.

spaceship  
studio  
instrument  
aluminum  
foil

**1** Read the introduction and the headings, and look at the photos. What "conspiracy theories" do you know? What do you know about the theories in the article?

**2** 2-19 Read and listen to the article. Then answer the questions.

What did officials say happened at Roswell in 1947?  
*They said that a weather balloon crashed there.*

- 1 What do other people think happened at Roswell?
- 2 What event did millions of people watch on TV on July 20<sup>th</sup>, 1969?
- 3 What do some people think really happened? Why?
- 4 What strange events have happened in the Bermuda Triangle?
- 5 Why do other people say that the Bermuda Triangle is safe?
- 6 What machine do some people think that governments have invented?
- 7 How can you protect yourself from this machine?

**3** **Presentation** Answer the questions. Then share your ideas and information with your partner.

- Do you believe everything you read on the Internet?
- Are there any websites that you don't trust? Why?
- How do you check the information you find on the Internet?
- What's the strangest thing you've ever read online?

- Students compare their ideas in pairs.
- Ask some pairs to tell the class about websites they don't trust, and the strangest thing they have read on the Internet.

**Extra activity**

- For homework, students could search online for more conspiracy theories. They could note down the facts, and what some people believe.
- In the next class, students could work in small groups and present their findings. They could discuss which conspiracy theory is the strangest.
- Ask groups in turn to present their strangest conspiracy theory to the class.
- Discuss as a class which is the strangest overall.

Vocabulary and speaking

I can identify stages of a relationship. (p.54) B1

1 Complete the text with the simple past form.

break up cheat on fall in  
get go-out have

Dwayne and Bella went out when they were teenagers, but Bella cheated on Dwayne (she kissed his best friend). Dwayne had an argument with Bella and they broke up. Ten years later, they met again and fell in love for the second time! They got married in Las Vegas. \_ / 5

I can understand and check information. (p.56) B2

2 Complete the sentences with question tags.

He doesn't live here, does he ?

1 She stayed with Maria, didn't she ?

2 You weren't late, were you ?

3 He's going to visit us, isn't he ?

4 They haven't arrived, have they ?

5 This is the right hotel, isn't it ? \_ / 5

I can ask for and respond to opinions. (p.59) B2

3 Complete the dialogue with the words and expressions in the box.

about you I agree I don't agree  
I'm not really you think

Jo I love romantic movies!

Mia I agree. They're my favorite kind.

What about you, Dan?

Dan Really? Sorry, I don't agree.

I think they're too long and boring! What do

you think, Sam?

Sam I'm not sure about that.

Action movies are longer, aren't they? \_ / 5

I can talk about investigations. (p.62) B2

4 Complete the definitions.

believe explain investigate prove solve

1 When you solve a problem, you find an answer to it.

2 When you investigate something, you try to find all the facts about it.

3 If you prove something, you show it's correct.

4 If you believe something, you think it's true.

5 When you explain something, you say what it means, or how it works. \_ / 5

I can speculate. (p.64) B2

5 Complete the answers with the present or past form of the verbs in the box.

can't / be may / see might / be  
must / be must / forget

Question I can't find Adam! Where is he?

Answers

1 He might be in the park. I'm not sure.

2 Well, he can't be at the mall. He hates shopping!

3 He must be somewhere else. But where?

4 I think I may have seen him at the gym.

5 Oh, no. He must have forgotten about the party! \_ / 5

I can express possibility and certainty. (p.67) B2

6 Complete the words. Write expressions of possibility and certainty.

I've lost my bag! It's definitely not here.

Perhaps I left it at home. It's possible

that I left it on the bus. It's certainly not at

school, because I didn't go there today. Oh, no!

Maybe someone has stolen it! \_ / 5

Reading, listening, and writing

I can understand an instant message conversation. (p.52) B2

I can understand an interview about celebrations. (p.59) B2

I can write an interview about a traditional celebration. (p.59) B2

I can understand a blog about searching for Bigfoot. (p.60) B2

I can understand a radio program about a monument. (p.67) B2

I can write about a photo and make speculations. (p.67) B2

Got it?		
Yes	I'm not sure	No
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

My progress C

page 71

Aim

To review the language and skills learned in Units 5 and 6

Vocabulary and speaking

Exercise 1

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class.
- If students did not do well, refer them back to page 54.
- Give them one minute to look at the vocabulary for relationships, then ask them to close their books.
- Read out the first word of each expression, e.g., *cheat* ... Students race

to complete the expression (*cheat on someone*) and explain what it means.

- Repeat exercise 1 on page 71 as a class, eliciting the correct answers.

Exercise 2

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class.
- If students did not do well, refer them back to exercise 1 on page 56.
- Play the audio (2.04) again for students to hear the question tags in context. Review the form of question tags if necessary.
- Repeat exercise 2 on page 71 as a class, eliciting the correct answers.

Exercise 3

- Read out the can-do statement.

- Students complete the activity. Check the answers with the class.
- If students did not do well, refer them back to exercise 4 on page 59. Ask two confident students to read out the example answer.
- Continue the example dialogue by asking students in turn to either agree or disagree, and add their own opinion.
- Repeat exercise 3 on page 71 as a class, eliciting the correct answers.

Exercise 4

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class.
- If students did not do well, refer them back to exercise 2 on page 62.
- Read out the sentences in turn and elicit the correct answers. Elicit or explain the meaning of the verbs.
- Repeat exercise 4 on page 71 as a class, eliciting the correct answers.

Exercise 5

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class.
- Students could write one more possible answer. Put students into small groups to compare their answers and choose the most interesting. Ask groups in turn to read their answer to the class. Get the class to vote for the most imaginative answer.
- If students did not do well, refer them back to exercise 1 on page 64. Play the audio (2.10) for students to hear the expressions in context.
- Go through the *Learn it, use it!* chart. Ask some questions using the question beginnings. Elicit some possible answers.
- Repeat exercise 5 on page 71 as a class, eliciting the correct answers.

Exercise 6

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class.
- If students did not do well, refer them back to exercise 5 on page 67. Read through the expressions and check that students understand them all.
- Put students into pairs to repeat exercise 6 on page 71. Check the answers with the class.

Reading, listening, and writing

- Students look back at the texts and exercises on the pages, and judge how well they can do them now.
- Tell students that if they found the activities difficult, they should go back and review them, using a dictionary to help them understand vocabulary they find difficult.

# 7 What's it made from?

## Grammar

The passive

The passive: Simple present (Affirmative, negative, questions and short answers)

The passive: Simple past (affirmative, negative, questions and short answers)

## Vocabulary

Materials

## Communication

Explaining what you want

## Skills

**Reading:** A magazine article about recycling

**Listening:** A student responding to a survey about the environment

**Speaking:** Responding to survey questions

**Writing:** A report about how 'green' you are

## Topics and values

Environmental awareness; Recycling; Ethics and morals

## Presentation pages 72–73

### Aim

To present the new language in an interesting context

### Warm-up

- Hold up a book and ask: *What's this made from?* (paper) Pick up or point to other objects around the classroom and ask: *What's this made from?*
- Put students into pairs and give students two minutes to write down all the different materials they can see in the classroom that things are made from.
- Write students' ideas on the board. Make sure that they understand all the words.
- Make sure the list includes *cotton*, *wood*, and *plastic*. Add *polystyrene* to the list and teach the meaning. See who wrote the most correct words.

### Exercise 1 Read and listen 2-20

- Give students time to read the three titles. Make sure they understand them all.
- Play the audio. Students read and listen, and choose the best option. Discuss the answer with the class.

# 7

## What's it made from?

# THINK!

## WHAT'S IT Made From?

**1** 1.4 billion T-shirts are sold in the U.S. annually. But many started their lives somewhere very different! Pedro's T-shirt is made from cotton which was grown in Brazil. The cloth was dyed in China; then it was sewn in India. Finally, the T-shirt was sent to a store in Michigan, where it was bought by Pedro's mom. International "supply chains" like these save manufacturers

and shoppers' money. But what about the ethical costs of cheap T-shirts? They are transported on ships and trucks, which produce pollution. And some factory workers aren't paid much. For example, last week, Shirin in Bangladesh earned \$12 – half the price of Pedro's T-shirt!

**Be green.** Only buy clothes you really want. Don't go too crazy in the sales!

**2** These cups are made from polystyrene. This is a cheap, light plastic which is made from oil and 98% air. Most of it is manufactured in the U.S. After the friends in the picture finished their drinks, their cups were thrown away. But there's a problem: if polystyrene isn't recycled, it can last for hundreds of years! Sadly, a lot of plastic trash ends up in the sea, where it is eaten by animals. More than a million birds and thousands of turtles, seals, whales, and other marine animals were killed by plastic last year.

**Be green.** Paper cups are slightly better. "Real" cups or mugs are best of all.

**3** Paper was invented in China in around 100 BC! Most modern paper is made from wood. Last year, billions of trees were cut down, and 35% of the wood was used for paper. Environmentalists worry because the world's largest and oldest forests are shrinking. Between 1991 and 2000, in the Amazon rainforest, an area larger than Spain was deforested, and in 2012, an area the size of Greece disappeared. What was the land used for? Well, it was mainly used for cattle farms. Many of us enjoy eating beef, but it isn't a very environmentally-friendly food, because cows need a lot of land.

**Be green.** Recycle paper and old notebooks. (Oh, and maybe eat less beef, too!)

**Check it out!**

Find these words and check their meaning.

dyed	recycle	deforested
ethical	marine	cattle

**1** 🔊 **220** **Read and listen** This article appeared as part of a special magazine feature. What do you think the feature was called? Check (✓) the best option.

a Everyday Ethics     b Where To Shop     c Too Much Stuff

72    seventy-two

- Go through the *Check it out!* box and ask students to find the words in the article. Make sure that students understand the meaning of the words.

**Audioscript** Student Book page 72

### Exercise 2 Comprehension

- Check that students understand *ethical*, *shrink*, and *deforest*.
- Students read the article again and answer the questions.
- They can compare their answers in pairs.
- Check the answers with the class.

### ANSWERS

- 1 T-shirts are transported on ships that cause pollution, and some factory workers aren't paid much.
- 2 People throw it away, and it can last for hundreds of years in the environment. Some animals eat it, and die.

- 3 Paper cups are a bit better, and real cups or mugs are best of all.
- 4 They are worried because forests are shrinking.
- 5 An area larger than Spain was deforested.

### Extra activity

- Write these numbers on the board.
  - 1 2012
  - 2 35
  - 3 100
  - 4 12
- Students scan the article to find the numbers and write a sentence saying what they refer to. You could do this as a race, to make it more challenging, and to encourage students to scan rather than read the whole article again.

**2 Comprehension** Answer the questions.

Which countries formed the "supply chain" for Pedro's T-shirt?

**Brazil, China, India, and the U.S. formed the supply chain.**

- 1 Why might Pedro's T-shirt not be ethical?
- 2 How is polystyrene bad for the environment?
- 3 What are the more ethical alternatives to polystyrene cups?
- 4 Why are environmentalists worried about forests?
- 5 What happened to the Amazon rainforest in just ten years at the end of the twentieth century?

**Language focus****3** Complete the sentences from the article. Use the simple past or simple present form of **be** and a past participle of the verbs in parentheses. Then test your memory! What noun does the **green** word refer to?

It **was sewn** in India. (sew) It = **the cloth**

- 1 They **are transported** on ships and trucks. (transport)

They = **(cheap) T-shirts**

- 2 Most of it **is manufactured** in the U.S. (manufacture)

It = **polystyrene**

- 3 Their cups **were thrown** away. (throw)

Their = **the friends in the photo**

- 4 It **is eaten** by animals. (eat) It = **plastic trash**

**4** Write the answers to the quiz. Use phrases from the article.**Materials and Resources Quiz!**

How many T-shirts are sold in the U.S. annually?

**1.4 billion T-shirts are sold** in the U.S. annually.

- 1 What is polystyrene made from?

It **is made from oil and 98% air**.

- 2 How many birds were killed by plastic last year?

**More than a million birds were killed** by plastic last year.

- 3 Where was paper invented?

Paper **was invented in China**.

- 4 Was the deforested part of the Amazon made into national parks?

No, it wasn't. It **was mainly used for cattle farms**.

**5 Focus on you** What do you know about the countries in the article? Write sentences about things which **are grown, drunk, made, eaten, sold, or celebrated there, or which were discovered or invented there.**

Brazil China India Spain the U.S.

More movies are made in India than in Hollywood.

Fireworks were invented in China.

**6 Pairwork** Discuss your ideas from exercise 5. Do you learn anything new?

seventy-three

73

**Language focus** page 73**Aim**

To practice the target language in a controlled and personalized context

**Exercise 3**

- Students complete the sentences with the correct verb forms from the article.
- Check the answers with the class. Then ask students to try and remember what the green words refer to.
- Students can check their ideas in the article. Ask: *Who remembered all the words correctly?*

**Exercise 4**

- Students complete the sentences with facts from the article.
- Check the answers with the class. Make sure that students understand all the sentences.

**Exercise 5 Focus on you**

- Read out the example answers. Focus on the verbs and elicit that the first one refers to a present fact, and the second refers to a fact about the past. Elicit a few more sentences about things that are grown, made, etc., in the different countries, and things that were discovered or invented there. Suggest some ideas if students are struggling to think of sentences, e.g., *rice, tomatoes, carnival, motor cars*.
- Students then write their sentences.
- Ask some students to read their sentences to the class. Correct any mistakes with the passive verbs.

**ANSWERS**

Students' own answers.

**Exercise 6 Pairwork**

- Students work in pairs to discuss their ideas.
- Ask some pairs to tell the class something new that they learned.

**Consolidation**

- Suggest to students that they could do some research about their own country. They could then write some sentences saying what is eaten, grown, etc., in their own country, and what was discovered or invented there.

**ANSWERS**

- 1 In 2012, an area of forest the size of Greece disappeared.
- 2 35% of wood that is cut down is used for paper.
- 3 Paper was invented in 100 BC.
- 4 Shirin in Bangladesh earned \$12 last week.

**Consolidation**

- Point out that the article contains some words for materials. Suggest that students find these and note them down in their vocabulary notebooks because they will be learning more words for materials later in the unit.

## Materials

### Aim

To present and practice vocabulary for materials

Grammar PowerPoint presentation Unit 7

### Warm-up

- Put students into pairs. Ask them to look at their clothes and school bags, and write sentences about the different materials the things are made from. Elicit a few examples first, e.g., *Our school books are made from paper.*
- Ask some students to read their sentences to the class. Build up a list of materials on the board. Continue until there are no more different materials to add.
- Point to the materials on the board and ask: *Which materials are bad for the environment? Why?* Elicit a range of answers.

### Exercise 1 2-21

- Students work individually or in pairs to complete the descriptions with the correct adjectives.
- Play the audio. Students listen and check.
- Play the audio again, pausing after each word for students to repeat chorally, then individually.
- Go through the information in the *Look!* box with the class.

**Audioscript** Teacher's Book page 112

### Exercise 2 2-22

- Play the first description and point to the example answer.
- Play the remaining descriptions, pausing after each one to allow students time to write their answers.
- Check the answers with the class, playing the audio again if necessary for students to understand the answers.

**Audioscript** Teacher's Book page 112

### Exercise 3 Pairwork


- Ask two confident students to read out the example conversation.
- Students work in pairs to ask and answer questions and guess the objects.
- You could ask students to note down how many questions they ask each time before they guess the object.
- Ask: *Who guessed very quickly?*
- Read the *My study skills* box with the class. Elicit some possible examples.
- Point out that if students can make the examples personal and interesting, they will be easier to remember, e.g., *I have a new denim jacket.*
- Students write their example sentences.

# 7 Vocabulary


## Materials

**1 221** Complete the descriptions with the adjectives in the box. Then listen and check.


cardboard cotton denim glass leather metal paper plastic wooden woolen




a leather purse




1 a plastic bottle




2 a glass jug




3 a paper bag




4 a cotton T-shirt




5 a cardboard box




6 a woolen hat



7 a pair of denim jeans



8 a metal spoon



9 a wooden table

Look!

Materials usually have the same form for the noun and the adjective. It's made from **leather**. It's a **leather** purse. *but* wood (n) and wooden (adj) wool (n) and woolen (adj) It's made from **wood**. It's a **wooden** table. It's made from **wool**. It's a **woolen** hat.

**2 222** Listen and take notes. Then work with a partner. Can you guess the objects?

I think it might be ...

a pair of boots!

1 a pair of scissors

2 a (kitchen) chair

3 a scarf

4 a credit / debit / bank card

**3 Pairwork** Have a conversation. Take turns to be Student A and Student B.

**A** Choose an object from exercise 1. Do not tell your partner what it is.

**B** Guess the object by asking yes / no questions. You can only ask four questions!

**B** Can you wear it?  
**A** No, you can't.

**B** Do you use it to carry things?  
**A** Yes, you do.

**B** Is it made of cardboard?  
**A** No, it isn't.

**B** Is it the paper bag?  
**A** Yes, it is!

My study skills

Adding your own examples

When you record new vocabulary, add your own examples to help you remember it. Use a dictionary if you need help! Write your own examples for the materials adjectives in exercise 1. For example: a denim jacket; a wooden bookcase.

74

seventy-four

Workbook p.40

Extra practice online

### Consolidation

- Advise students to note down the new vocabulary in their vocabulary notebooks, along with their own examples. Remind them to note down the information from the *Look!* box about *wooden* and *woolen*.

**Workbook page 40**  
**Online Workbook Extra Practice**

## Grammar page 75

### Aim

To present and practice the passive in the simple present

Grammar PowerPoint presentation Unit 7

The passive

Think!

Read the sentences. Then choose the correct word.

- It **is made** from oil and air.
- 1.4 billion T-shirts **are sold** annually.
- We use the passive form when it **is / isn't** important to know who or what did something.

Rules p. W38

1 Are the sentences active (A) or passive (P)?

- Our company is called Best Bags. (P) 'We make laptop bags and school bags. (A)
- All bags are manufactured in Argentina. (P)
- 'Every bag is made from 100% recycled materials. (P)
- 'We care about the environment! (A)
- 'Our bags are sold online. (P) Come and see!

The passive: Simple present Affirmative and negative

Affirmative
Pedro's T-shirt <b>is made</b> from cotton.
The T-shirts <b>are transported</b> on ships.
Negative
It <b>isn't recycled</b> .
Workers <b>aren't paid</b> much.

Think!

Complete the rule.  
We form the simple present passive with the simple present of the verb **be** + the past participle of the main verb.

Rules p. W38

2 Complete the sentences with the simple present passive form of the verbs in parentheses.

- Paper **is recycled** at my school. (recycle)
- Oranges **are grown** in my country. (grow)
- Glass **isn't recycled** at my school. (not recycle)
- Plastic cups **aren't used** at my school. (not use)
- Green tea **is drunk** in my country. (drink)
- Hamburgers **aren't sold** in my favorite café. (not sell)

Workbook p.40 Extra practice online

Questions and short answers

yes / no questions and short answers

Is this notebook **made** from recycled paper?  
Yes, it **is**. / No, it **isn't**.

Are these T-shirts **sold** in the US?  
Yes, they **are**. / No, they **aren't**.

Wh- questions

Object question: What **is it made** from?  
Subject question: How many T-shirts **are sold** in the US?

Think!

Choose the correct alternatives.

- When forming passive questions with question words (*Wh-* or *How*), the verb *be* comes **'before'** / **'after'** the subject in object questions, and **'before'** / **'after'** the subject in subject questions.

Rules p. W38

- 3 Write the passive questions in the correct order. Then write the correct short answers.
- cakes / made / with / are / eggs ?  
"Are cakes **made with eggs**?" "Yes, they **are**."
  - 1 paper / from / is / made / wood ?
  - 2 in / celebrated / Christmas / is / July ?
  - 3 fries / served / in / are / fast food restaurants ?
  - 4 are / in / bananas / grown / Antarctica ?

4 Game! Write questions with the simple present passive. Then choose the correct answers.

1 What / denim / make / from?  
a cotton b wool c man-made material

2 Where / most rice / grow?  
a India b Indonesia c China

3 Where / snails / eat / as a popular dish?  
a France b Peru c Russia

4 How much wool / produce / by one sheep in a year?  
Enough for:  
a two sweaters b four sweaters c ten sweaters

1 What **is denim made** from?

Finished!

Write quiz questions like the ones in exercise 4. Use the ideas from the box or your own ideas. Then quiz your partner!

celebrated eaten grown  
made spoken used

Puzzle p.107

seventy-five 75

- Check the answer with the class.
- Refer students to the rules on page W38.

Rules page W38

Exercise 2

- Students complete the sentences.
- Check the answers with the class.

Grammar chart and Think! box

- Go through the chart with the class.
- Students read the Think! box and choose the correct alternatives to complete the rule.
- Check the answers with the class.
- Refer students to the rules on page W38.

Rules page W38

Exercise 3

- Read out the example question and answer. Elicit another example from the class.
- Students then write the questions and answers.
- Check the answers with the class.

ANSWERS

- 1 "Is paper made from wood?" "Yes, it is."
- 2 "Is Christmas celebrated in July?" "No, it isn't."
- 3 "Are fries served in fast food restaurants?" "Yes, they are."
- 4 "Are bananas grown in Antarctica?" "No, they aren't."

Exercise 4 Game!

- Students write the questions.
- Ask some students to read their questions to the class. Correct any mistakes as a class.
- Students then choose the correct answers.
- Check the answers with the class and see who got the most correct answers.

ANSWERS

Students' own answers.

Finished?

- Students write some more quiz questions.
- Ask some students to read out their questions. See if other students can answer them.
- Once students have finished this activity, they can go on to do the puzzle on page 107/C16.

ANSWERS

Students' own answers.

Consolidation

- Suggest to students that, to help them remember the grammar, they could choose a material and write about how it is made and what some common objects made from this material are used for.

Workbook page 40 Online Workbook Extra practice

Warm-up

- Ask: Can you remember what polystyrene is made from? What are most T-shirts made from?
- Elicit some answers, and write on the board: Polystyrene is made from oil and air. Most T-shirts are made from cotton.
- Point to the sentences on the board, and underline the passive verbs. Ask: Who makes polystyrene? Who makes the T-shirts? Elicit that we don't know who makes them, and it isn't important. Elicit that the verbs are in the passive form.

The passive

Think! box

- Students read the Think! box and choose the correct word to complete the rule.

- Check the answer with the class.
- Refer students to the rules on page W38.

Rules page W38

Exercise 1

- Students read the sentences and decide if they are active or passive.
- Check the answers with the class.

The passive: Simple present (affirmative and negative, questions and short answers)

Grammar chart and Think! box

- Go through the grammar chart with the class.
- Students read the Think! box and complete the rule.



## Explaining what you want

### Aim

To present and practice explaining what you want

### Warm-up

- Point to the photos and ask: *What do you think the objects are? Do you know the English words for them?* Elicit a few ideas, but don't confirm the English words for the objects.
- Ask: *How can you describe the objects?*
- Elicit a few descriptions, then ask: *What can you do if you want to buy something in English, but you don't know the word?* Elicit a few answers. Elicit that you can describe the object, and say what is used for.

### Exercise 1 2-23

- Play the audio once for students to listen and complete the dialogue with the correct passive verbs. Pause as necessary to allow students time to write.
- Play the audio again for students to check and complete their answers.
- Check the answers with the class.
- Play the audio again, pausing after each line for students to repeat chorally, then individually.
- Go through the *Learn it, use it!* chart with the class. Check that students understand all the phrases.

**Audioscript** Teacher's Book page 112

### Exercise 2 Pronunciation 2-24

- Read the information on linking with the class, and point out the linking symbols.
- Play the audio once for students to listen and notice the words that are linked.
- Play the audio again, pausing after each sentence for students to repeat chorally, then individually. Encourage them to copy the pronunciation of the sentence, with the linked words.

**Audioscript** Student Book page 76

### Exercise 3 2-25

- Give students time to read the description.
- Play the audio for students to listen and complete the description.
- Play the audio again if necessary for students to check and complete their answers.
- Check the answers with the class. Ask: *Can you guess what it is?* Elicit a few answers, but don't confirm students' ideas at this stage.

**Audioscript** Teacher's Book page 112

# 7 Communication



## Explaining what you want

**1 223** Listen and complete the dialogues with the correct passive form of the verbs in parentheses. Listen again and check. Then listen and repeat.

- |  |   |
|--|---|
| <p><b>1</b></p> <p><b>A</b> Excuse me. I'm looking for a kind of gadget, but I don't know what it <b>'s called</b> (call) in English.</p> <p><b>A</b> OK. What does it look like?</p> <p><b>B</b> It's small, and it <b>'s made</b> (make) from plastic.</p> <p><b>A</b> Hmm. What <b>'s it used</b> (it / use) for?</p> <p><b>B</b> It <b>'s used</b> (use) for filming and sending videos with a computer.</p> <p><b>A</b> Ah, do you mean one of these?</p> <p><b>B</b> That's it! Thanks. What <b>'s it called</b> (it / call) in English?</p> <p><b>A</b> A webcam. It <b>'s spelled</b> (spell) w - e - b - c - a - m.</p> | <p><b>2</b></p> <p><b>A</b> Hi. Can I help you?</p> <p><b>B</b> Um, I'm looking for some American cookies, but I don't know what <b>'they're called</b> (call)!</p> <p><b>A</b> OK. I might be able to help! What <b>'are the cookies made</b> (the cookies / make) from?</p> <p><b>B</b> They <b>'re made</b> (make) from chocolate and cream.</p> <p><b>A</b> And what do they look like?</p> <p><b>B</b> Um, they're round, and they look like cookie sandwiches! They <b>'re often eaten</b> (often / eat) with milk.</p> <p><b>A</b> Ah, do you mean Oreos? Like these?</p> <p><b>B</b> That's it! Thanks. I love Oreos!</p> |
|--|---|

### Learn it, use it!

You ask	You answer
Can I help you?	I'm looking for a kind of / some ... ... but I don't know what it's / they're called (in English).
What does it / do they look like?	It's / They're small / big / round / square / silver, etc. It looks / They look like ...
What's it / What are they made from?	It's / They're made from plastic / glass / chocolate, etc.
What's it / What are they used for?	It's / They're used for filming videos / drying your hair, etc.
Do you mean ...?	That's it! Thanks. What's it / What are they called (in English)?



**2 224** **Pronunciation** We often link a consonant sound at the end of a word to a vowel sound at the start of a word. Read the examples. Then listen and repeat.

- |                                      |  |
|--------------------------------------|--|
| 1 It's <b>a</b> kind of gadget.      | 3 Can <b>u</b> help you?                 |
| 2 What's <b>i</b> called in English? | 4 What <b>are</b> the cookies made from? |

**3 225** Listen and complete the description of the object. Guess what it is.

It's **small**, **long**, and **thin**. It's made from **plastic and glass**. It's used for **seeing at night** when you're **camping**. You can hold it in **one hand**.

**4 226** Listen to the rest of the conversation. Check your answer to exercise 3.

The shopper was looking for a **flashlight**.

**5 Pairwork** Practice dialogues like the ones in exercise 1. Take turns to be a shopper and a clerk.

**Shopper** Choose one of the items in the photos. Explain what you're looking for. At the end, ask what the shoes / hat are / is called in English.  
**Clerk** Ask questions to find out what the shopper wants. Tell them how to spell the word at the end. (Answers at the bottom of page 79)

76 seventy-six

Workbook p.42

Extra practice online

### Exercise 4 2-26

- Play the audio. Students listen and check their answer to exercise 3.

**Audioscript** Teacher's Book page 113

### Exercise 5 Pairwork

- Read through the instructions with the class, and check that students understand everything.
- Students work in pairs and practice their dialogues. They check the words on page 79.
- Ask some pairs to perform their dialogues for the class.
- You can show students some short video clips of native speakers having similar conversations on iTools or the DVD.

## Consolidation

- Suggest to students that they could choose some familiar objects at home. They could practice describing them, and then use their dictionary to find the English words for them.

**Workbook page 42**

**Online Workbook Extra practice**

## Grammar page 77

### Aim

To present and practice the passive in the simple past

**Grammar PowerPoint presentation Unit 7**

The passive: Simple past

Affirmative and negative

Affirmative	
The cloth <b>was sewn</b> in India.	
Their cups <b>were thrown</b> away.	
Negative	
Shirin <b>wasn't paid</b> much.	
The T-shirts <b>weren't made</b> locally.	
by + agent	
Polystyrene <b>was discovered by</b> Eduard Simon.	
The birds <b>were killed by</b> plastic.	
We use by + agent when it is important to know who or what did the action.	
Rules	pp.W38-39

1 Complete the sentences with the affirmative (✓) or negative (X) simple past passive form of the verbs in the box. Correct the incorrect sentences with the information in parentheses.

build destroy discover invent paint win

- Penicillin wasn't discovered by Galileo. (X / Alexander Fleming)
- 1 The Sistine Chapel was painted by Michaelangelo. (✓)
- 2 Trains weren't invented by Alexander Bell. (X / George Stephenson)
- 3 The Giza Pyramids weren't built by the Romans. (X / ancient Egyptians)
- 4 The 2010 FIFA World Cup wasn't won by the U.S. (X / Spain)
- 5 Pompeii and Herculaneum were destroyed by a volcano in AD 79. (✓)

Questions and short answers

yes / no questions and short answers	
Was the wood <b>made</b> into paper?	Yes, it was. / No, it wasn't.
Were any animals <b>killed</b> by plastic last year?	Yes, they were. / No, they weren't.
Wh- questions	
Where was paper <b>invented</b> ?	
How many birds <b>were killed</b> by plastic?	
Rules	p.W39

2 Complete the dialogue with the simple past passive form of the verbs in parentheses.

- A Was ice cream invented (ice cream / invent) in the U.S.?
- B No, it wasn't.
- A Really? Where was it invented (it / invent)?
- B Possibly in the Middle East, about 4,000 years ago.
- A Wow! When was it introduced (it / introduce) to Europe?
- B In about AD 62.
- A Was ice cream eaten (ice cream / eat) by the Romans?
- B Yes, it was.
- A The Roman Emperor Nero loved it! How was it made (it / make)?
- B With snow, honey, fruit, and nuts.
- A Were milk and cream used (milk and cream / use) in Roman ice cream?
- B No, they weren't.



3 227 Write questions and choose the correct answers from the box. Then listen and check.

farm workers France  
Marlon Brando and James Dean  
the nineteenth century  
the U.S. the 1950s

- Where / denim / invent?
- Where was denim invented? France
- 1 Where / the first pair of modern denim jeans / manufacture?
- 2 When / the first jeans / sell?
- 3 Who / the first jeans / buy / by?
- 4 Who / jeans / make / famous by?
- 5 When / jeans / first / wear / by teenagers?

Finished?

Write a short paragraph called *The History of Jeans*. Use the information from exercise 3. Add your own ideas!

Denim was invented in ... In my country, jeans are worn by ...

Puzzle p.107

Workbook p.41 Extra practice online

seventy-seven 77

Grammar chart

- Go through the chart with the class.
- Refer students to the rules on page W39.

Rules page W39

Exercise 2

- Read the example answer and elicit another example.
- Students complete the dialogue with the correct passive verb forms.
- Check answers by asking a pair of students to read the completed dialogue to the class.

Exercise 3 227

- Students use the prompts to write questions.
- Ask some students to read their questions to the class.
- Students then choose the correct answers from the box.
- Play the audio for students to listen and check their answers.
- Ask: *Who got all the answers right?*

ANSWERS

- 1 Where was the first pair of modern denim jeans manufactured? the U.S.
- 2 When were the first jeans sold? the nineteenth century
- 3 Who were the first jeans bought by? farm workers
- 4 Who were jeans made famous by? Marlon Brando and James Dean
- 5 When were jeans first worn by teenagers? the 1950s

Audioscript Teacher's Book page 113

Finished?

- Students write a paragraph about the history of jeans.
- Ask one or two students to read their paragraphs to the class. Ask other students: *Do you agree with the extra information?*
- Once students have finished this activity, they can go on to do the puzzle on page 107/C16.

ANSWERS

Students' own answers.

Consolidation

- Suggest to students that they could choose another familiar object, e.g., cell phone or computer. They could then write some sentences or a short paragraph about its history, saying when it was first invented, when it was first used, what it was used for, etc.

Workbook page 41  
Online Workbook Extra practice

Warm-up

- Pick up or point to some familiar objects in the classroom such as pens and pencils and ask: *Where do you think this was made?*
- Ask: *Where do you think your clothes were made?* Students can check the labels in their clothes to see where they were made.
- Write some sentences on the board: *The pen was made in China. (Leo's) T-shirt was made in India.*
- Underline the verbs and ask: *Are they active or passive? Do they refer to the present or past?*
- Elicit some answers, and tell students they are going to study the simple past form of the passive.

The passive: Simple past (affirmative and negative, questions and short answers)

Grammar chart

- Go through the chart with the class.
- Refer students to the rules on pages W38-39.

Rules pages W38-39

Exercise 1

- Read the example answer and elicit another example from the class.
- Students complete the sentences with the correct passive verbs.
- Check the answers with the class.

**Reading**

**Aim**

To read and understand a magazine article about recycling

**Warm-up**

- Point to the pictures and ask: *What are these containers used for? (recycling) What things are recycled at your school? What things do you recycle at home? What things do you never recycle?*
- Elicit a few answers, then ask: *Is it important to recycle things? Why? / Why not?* Encourage students to express their own opinions.

**Exercise 1**

- Read the *My reading skills* box with the class.
- Students read the article quickly and find the words. They choose the correct definitions.
- Check the answers with the class.
- Go through the *Check it out!* box and ask students to find the words in the article. Make sure that students understand the meaning of the words.

**Exercise 2 Read and listen** 🎧 2-28

- Give students time to read the questions.
- Play the audio. Students read and listen, and answer the questions.
- Encourage students to write full sentences in their answers, and use their own words where possible.
- Students can compare their answers in pairs.
- Check the answers with the class.

**ANSWERS**

- 1 Waste is harming the planet because it causes pollution in the environment, and we are running out of places to put it.
- 2 The “fun theory” is that you can change people’s behavior by making things fun to do.
- 3 Yes, it was a success because a lot more trash was collected.
- 4 When they put the bottles into the bottle bank, a light came on and they scored points.
- 5 The writer thinks that the “fun theory” works, and we could use it to help save the planet.

**Audioscript** Student Book page 78

**Extra activity**

- Write these sentences on the board.
- 1 *The temperature of the world has risen by 8 degrees.*
- 2 *Some people are too lazy to recycle things.*

**7 Skills**

# SAVING THE PLANET

Something to Laugh About?





The environment is in trouble. Since the early twentieth century, the average world temperature has risen by about 0.8°C. One of the biggest causes of global warming is high energy use. Modern life depends on technology, and a lot of energy is needed to light and heat buildings, power vehicles, or simply operate our computers and cell phones. When fossil fuels like coal and oil are burned to produce energy, they create **greenhouse gases**. These are gases which stay in the Earth’s atmosphere and make the world hotter. Waste is also harming the planet. It pollutes the environment, and we’re running out of places to put it!

So, why aren’t we doing more to be green? Well, some people are frightened by the size of the problem, and prefer not to think about it. Others find “the environment” a boring topic. Some of us are simply lazy, or forgetful! However, one team of researchers in Sweden believe that they can change our **behavior** by making it fun to do good things. This is called “the fun theory”!

In one experiment, the researchers wanted to reduce litter in the town center. So they painted “the world’s deepest can” on a **trash can**. When trash was thrown in, a sound effect was activated. Users heard the sound of a long fall, and then a big **crash!**

**Check it out!**

Find these words and check their meaning.

global warming  
fossil fuel  
waste  
green  
litter  
arcade game

**Reading**

1 Read the *My reading skills* box. Then find the words below in the magazine article and choose the correct definition.

greenhouse gases – gases which stop **heat** / **light** leaving the Earth.

- 1 behavior – the way we **act** / **speak**
- 2 trash can – a **large piece of trash** / **something you put your trash in**
- 3 crash – a **loud noise** / **an accident**
- 4 bottle bank – a place where you **buy** / **recycle** bottles

2 🎧 228 Read and listen to the article. Then answer the questions.

What is causing global warming?

**Fossil fuels are burned to produce energy. This creates greenhouse gases, which stay in the Earth’s atmosphere and make the world hotter.**

- 1 What’s the problem with waste?
- 2 What is the “fun theory”?
- 3 Was the trash can experiment a success? How do we know?
- 4 How did people have fun when they recycled bottles?
- 5 What does the writer of the article think about the “fun theory”? How do we know?

**My reading skills**

**Guessing the meaning of new words**

Sometimes you can guess the meaning of new words in a text. Read the paragraph in which the word appears very carefully. Does the text give you any clues? Are there any clues in the pictures?



78 seventy eight

- 3 *When people put trash in the can, it fell a long way down.*
  - 4 *The trash can experiment was repeated in different countries.*
  - 5 *Two thirds of trash in the U.S. is not recycled.*
- Students read the article again and decide if they are true or false, or not mentioned. Ask them to correct the false sentences.

**ANSWERS**

- 1 False. It has risen by 0.8 degrees.
- 2 True.
- 3 False. It sounded as though it fell a long way down.
- 4 Not mentioned.
- 5 True.

**Listening**

**Aim**

To listen to a student responding to a survey about the environment

**Warm-up**

- With books closed, ask: *How ‘green’ do you think you are? Why?* Explain the meaning of *green* if necessary (doing things to help the environment).
- Put students into pairs and give them two minutes to note down things that they do to help the environment, and also things they do that are bad for the environment.
- Ask pairs in turn to tell the class their ideas. Discuss as a class who is green and who definitely isn’t green.

Listening

- 3 2:29 Amelia is answering a survey about the environment. Listen to the conversation. Then check (✓) the best answer.
- How "green" is Amelia?
    - a not at all green
    - b about average
    - c very green
  - How does Amelia save energy? She always turns off ...
    - a lights when she leaves a room.
    - b her computer when she isn't using it.
    - c her phone when she isn't using it.
  - Which of these things are recycled at home?
    - a cardboard, paper, plastic
    - b glass, paper, plastic
    - c cardboard, glass, paper
  - What does Amelia want to do at school?
    - a campaign for more trash cans
    - b ask the cafeteria to stop using plastic cups
    - c start a recycling project

Speaking

- 4 2:30 Listen to the interviewer asking Mateo the same questions. Then complete the questions.

**Interviewer** How "green" do you think you are ?  
**Mateo** Umm, I don't think I'm very green, **but** I know I should do more. I'm pretty lazy, **so** sometimes I forget!  
**Interviewer** How do you save energy?  
**Mateo** I turn off the computer at night **because** it uses a lot of energy. My phone is never turned off, **though!**  
**Interviewer** Do you recycle at home ?  
**Mateo** Yes, paper and cardboard are recycled. We **also** recycle aluminum cans.  
**Interviewer** What does your school do to be green?  
**Mateo** A lot! **For example**, paper and plastic is recycled. Students are taught about the environment in class, **too**. And last semester, our class organized fun activities to collect money for an environmental charity, **like** a sponsored bike ride.

- 5 Look at the dialogue in exercise 4 again and notice how Mateo uses the bold words to extend his answers. Complete the chart with the bold words.

Adding ideas	Contrasting ideas	Reasons and explanations	Examples
<sup>1</sup> also _____ <sup>2</sup> too _____	<sup>3</sup> but _____ <sup>4</sup> though _____	<sup>5</sup> so _____ <sup>6</sup> because _____	<sup>7</sup> for example _____ <sup>8</sup> like _____

- 6 **Pairwork** Ask and answer the questions from exercise 4. Use as many of the words from the chart in exercise 5 as possible to extend your answers.

Writing

- 7 How green are you? Write a short report with the headings below. Use your answers to exercise 6 to help you.
- **Introduction** (tip: think about the first question from exercise 4)
  - **Helping the environment at home** (tip: think about the second and third questions from exercise 4)
  - **Helping the environment at school** (tip: think about the last question from exercise 4)

Workbook p.43

Writing builder p.95

a tip-tops to process  
c bottle first d sun hat

seventy-nine 79

Exercise 4 2:30

- Give students time to read the interview.
- Play the audio for students to listen and complete the questions.
- Check the answers with the class.

Audioscript Teacher's Book page 113

Exercise 5

- Students complete the chart.
- Check the answers with the class.

Exercise 6 Pairwork

- Give students time to think about their answers. Tell them they can make notes, but they shouldn't write out their answers in full.
- Students then work in pairs to ask and answer the questions.
- Monitor and help as necessary. Make a note of any repeated mistakes to go over at the end of the lesson.
- Ask some students to tell the class something they learned about their partner.

Writing

Aim

To write a report about how 'green' you are

Writing builder

- Ask students to turn to the Writing builder on page 95/C10. Complete the exercises. Then go straight to the Writing section on the skills page of the main unit.

Exercise 7

- Read through the task with the class. Check that students understand everything.
- With weaker classes, elicit a possible first line and write it on the board. Elicit one or two more sentences to continue the report. Students can then continue the report themselves.

ANSWERS

Students' own answers.

Consolidation

- Suggest to students that they could write a short report on how green their school is. They could then search online for 'green schools' and read about other schools that are helping the environment. Point out that reading more will help students improve their vocabulary and writing skills.

Writing builder page 95/C10

Workbook page 43

Online Workbook Extra practice

Unit test

Worksheets

DVD

Exercise 3 2:29

- Give students time to read the questions and possible answers.
- Play the audio. Students listen and check the best answers.
- Check the answers with the class.

Audioscript Teacher's Book page 113

Extra activity

- Write these sentences on the board.
- 1 Amelia thinks she buys too many things.
  - 2 She doesn't walk very often.
  - 3 She always forgets to turn off the lights.
  - 4 The cafeteria at her school stopped using plastic cups last year.
  - 5 There's a lot of litter at her school.

- Students decide from memory if the sentences are true or false. Ask them to correct the false sentences.
- Play the audio again for them to listen and check.
- Check the answers with the class.

ANSWERS

- 1 True.
- 2 False. She walks as much as she can.
- 3 False. She sometimes forgets.
- 4 True.
- 5 False. There isn't much litter.

Speaking

Aim

To practice responding to survey questions

# 8 He told me he was surprised!

## Grammar

Reported speech (1) (verb changes)  
*say and tell*

Reported speech (2) (pronouns, possessive adjectives, and time expressions)

## Vocabulary

Media activities

## Communication

Taking phone messages

## Skills

**Reading:** A web page about advertising

**Listening:** Three radio ads

**Speaking:** Interviewing your partner about American favorites and reporting back to the class

**Writing:** A blog post about learning English

## Topics and values

Advertisements; Consumerism; The Internet

## Presentation pages 80–81

### Aim

To present the new language in an interesting context

### Warm-up

- Point to the picture and ask: *What's she doing?* Teach the word *DJ* if necessary. Ask: *Do you listen to the radio? What radio stations do you listen to? What makes a good radio program? What makes a good DJ? Would you like to do this job? Why? / Why not?*
- Elicit a range of answers.

### Exercise 1 Read and listen 2-31

- Read the questions with the class and make sure students understand everything.
- Students read the newsletter quickly and complete it with the questions. Play the audio for them to listen and check.
- Go through the *Check it out!* box and ask students to find the words in the newsletter. Make sure that students understand the meaning of the words.

**Audioscript** Teacher's Book page 113

# 8

## He told me he was surprised!

# LiviLive



### Q&A with an Award-winning Student Radio DJ

*Belo Campus News is delighted to report that student Livi Ribeiro has just won the Best College DJ award for her show LiviLive, on the college's very own RadioBelo.com. We're not surprised. You may remember that last month we reviewed LiviLive right here. We said it was the best breakfast show we'd ever heard!*

**Q** Hi, Livi. We love LiviLive, and we know a lot of other students do, too! *How do you feel about winning the award?*

**A** Thanks, and I'm over the moon! I can't stop smiling.

**Q** The judges said they'd enjoyed your warm and friendly approach. *Is positivity important for a DJ?*

**A** When you present a breakfast show, it's essential! I'm a morning person, but I know many other students hate mornings! My roommate once told me that getting up was the hardest part of her day. I try to cheer listeners up.

**Q** *But you also discuss the news, don't you?*

**A** Oh, yes. I don't just play songs and tell jokes. I also talk about things like the environment, social issues, crime ... these aren't "funny" topics, but they're interesting and important. One day I interviewed the mayor. He told me that he was surprised I was interviewing him that day. He said most students were only interested in shopping and partying. I really hate that stereotype. It simply isn't true.

**Q** *Is there anything you don't like about DJ-ing?*

**A** No. Oh wait, the ads! Companies pay us to advertise on the station, which is great, but some of the advertising music is terrible. Terrible, but catchy. A librarian once told me I was annoying people because I was singing "Supersave Supermarket" while I was studying! I was so embarrassed. Luckily, she laughed when I said I'd heard it about 50 times the week before.

**Q** *Have you always wanted to be a DJ?*

**A** Um, no! Actually, I'm studying to be an engineer. But my advisor said that doing extracurricular activities could look good on my résumé. So I said I'd volunteer for the college radio station. I thought I was being "sensible." I never expected I'd love it so much! But I told my mom that I wasn't going to give up my degree to be a DJ. I think she'd go crazy if I did!

**Check it out!**

Find these words and check their meaning.

mayor	extracurricular
stereotype	résumé
station	give up
catchy	

**1** 231 **Read and listen** Read the newsletter quickly and complete it with the questions in the box. Then listen and check your answers.

But you also discuss the news, don't you?  
Have you always wanted to be a DJ?  
How do you feel about winning the award?  
Is positivity important for a DJ?  
Is there anything you don't like about DJ-ing?

**80** eighty

### Exercise 2 Comprehension

- Students read the newsletter again and answer the questions.
- They can compare their answers in pairs.
- Check the answers with the class.

#### ANSWERS

- I'm very happy.
- She tries to be cheerful to cheer her listeners up in the morning.
- She disagrees that most students are only interested in shopping and partying.
- She was singing an advertising tune while she was studying in the library.
- She became a DJ because her advisor told her that doing extracurricular activities like this could look good on her résumé.

### Extra activity

- Write these sentences on the board.
  - Livi sometimes talks about serious issues on her show.*
  - Livi doesn't think advertising on the show is a good idea.*
  - Livi is a medical student.*
  - Livi is paid a small amount to work as a DJ.*
- Students decide from memory if the sentences are true or false, then check their answers in the newsletter.

#### ANSWERS

- True.
- False. She thinks it's great.
- False. She's studying to be an engineer.
- False. She volunteers.

## 2 Comprehension Answer the questions.

Who is Livi Ribeiro?

She's a DJ who presents the breakfast show on RadioBelo.com.

- 1 What do you think the expression "I'm over the moon" means in her first answer?
- 2 Why does Livi try to be cheerful?
- 3 What does Livi disagree with the mayor about?
- 4 What embarrassing event happened to Livi?
- 5 Why did Livi become a DJ originally?

## Language focus

### 3 Complete the reported statements from the newsletter.

*"It's the best breakfast show we've ever heard!"*

We said it was the best breakfast show we'd ever heard!

- 1 *"Getting up is the hardest part of my day."*  
My roommate once told me that getting up was the hardest part of her day.
- 2 *"Most students are only interested in shopping and partying."*  
He said most students were only interested in shopping and partying.
- 3 *"You're annoying people because you're singing."*  
A librarian once told me I was annoying people because I was singing.
- 4 *"Doing extracurricular activities could look good on your résumé."*  
My advisor said that doing extracurricular activities could look good on my résumé.
- 5 *"I'm not going to give up my degree to be a DJ."*  
I told my mom that I wasn't going to give up my degree to be a DJ.

### 4 Change the bold words in the reported statements. Use words from the newsletter.

- 1 "We enjoyed **her** warm and friendly approach."  
The judges said they 'd enjoyed your warm and friendly approach.
- 2 "I'm surprised **you're** interviewing **me** today."  
He told me that he was surprised I was interviewing him that day.
- 3 "I heard it about 50 times **last week**."  
I said I'd heard it about 50 times the week before.

### 5 Focus on you Report things that you and people you know have said this month. Look at sentences 1–5 in exercise 3 to help you. If you cannot think of anything, use your imagination!

- 1 My brother / sister / friend told me that ... was ...
- 2 Someone on the news said most students / teenagers were ...
- 3 ... told me that ... was annoying ... because ...
- 4 My advisor / teacher said that ... could ...
- 5 I told my mom / dad that I was / wasn't going to ...

*My sister told me that my new haircut was awful!*

### 6 Pairwork Discuss your ideas from exercise 5. Take turns to be Student A and Student B.

- A Say one of your reported sentences from exercise 5.  
B Reply. Express interest, sympathy, surprise, amazement, or annoyance.  
A *My sister told me that my new haircut was awful!*  
B *That's really mean. I think your new haircut looks great!*

eighty-one 81

- Students then write their sentences.
- Ask some students to read their sentences to the class. Correct any mistakes with the reported speech.

## ANSWERS

Students' own answers.

### Exercise 6 Pairwork

- Ask two confident students to read out the example dialogue.
- Ask one or two students to read out one of their sentences. Elicit an appropriate reaction.
- Students then work in pairs to discuss their ideas and respond in an appropriate way.
- Ask some pairs to tell the class something that someone has said to their partner.

### Consolidation

- Suggest to students that they could note down some of the things that people say to them this week. They could then practice changing what the people said into reported statements.

### Consolidation

- Point out that the newsletter contains some words to do with the media (interview, show, etc.). Suggest that students find these and note them down in their vocabulary notebooks because they will be learning more words to do with the media later in the unit.

## Language focus page 81

### Aim

To practice the target language in a controlled and personalized context

### Exercise 3

- Students complete the sentences from the newsletter.

- Check the answers with the class. Then ask students what they notice about the verb forms in the reported statements.

### Exercise 4

- Students change the bold words in the reported statements, using words from the newsletter.
- Check the answers with the class. Make sure that students understand all the sentences. Ask students to translate some of the pairs of sentences into their own language, to help them understand the changes to the bold words.

### Exercise 5 Focus on you

- Read out the example answer. Read out each gapped sentence in turn and give a possible answer yourself. Elicit another example for each from the class.

## Media activities

### Aim

To present and practice vocabulary for media activities

Grammar PowerPoint presentation Unit 8

### Warm-up

- Focus on the pictures and ask: *What are the people doing?* Elicit some answers, then ask: *What things do they do as part of their jobs?* Elicit a few ideas, e.g., *interview people, report on news stories.* Put students into pairs and give them two minutes to write down as many ideas as they can.
- Write students' ideas on the board. Ask: *Would you like to do these jobs? Why? / Why not?*

### Exercise 1 82 2-32

- Students work individually or in pairs to read the ad and choose the correct words.
- Play the audio. Students listen and check.
- Play the audio again, pausing after each expression for students to repeat chorally, then individually. Make sure that students understand all the expressions.

**Audioscript** Teacher's Book page 113

### Exercise 2

- Read out the first statement in the ad. Ask individual students: *Does that sound a lot like you, a bit like you, or not like you at all?*
- Students read the ad again and choose their responses.
- Students compare their answers in pairs and discuss who would be most suitable for the job.
- Ask some students to tell the class if they or their partner would be suitable for the job, and why.

### Exercise 3 Pairwork

- Read out the questions and check that students understand them all.
- Students work in pairs to ask and answer the questions. Ask students to note down their partner's answers.
- Ask some students to tell the class something they learned about their partner.


#### Extra activity

- Write a jumbled word from exercise 1 on the board, e.g., *daupte* (update).
- Say: *Can you guess the word and put it into a sentence?* Elicit answers, e.g., *We update our website every week.*

# 8 Vocabulary

## Media activities

**1** 82 2-32 Choose the correct answers to complete the ad. Then listen and check.



**MEDIA PLANET**

We're looking for students with an interest in the media to join our news team this summer. This would be fantastic work experience and would look great on your résumé!

Apply if you match three or more of these descriptions:

- 1 You are usually the first person to **report** / review music, sports, or celebrity news to your friends, and **present** / **update** them with what's happening.
- 2 You can name at least two people who **interview** / **present** news shows or documentaries on TV.
- 3 You can name at least two radio hosts who **report** / **interview** guests on their shows.
- 4 You **edit** / **follow** at least five famous people on Twitter, or other social media sites.
- 5 You can name at least two companies which **advertise** / **publish** with cool online videos.
- 6 You can name at least two websites which **review** / **report** books, music, or products (good or bad!).
- 7 You already **follow** / **publish** comments, articles, or videos on your own blog, vlog\*, or personal website.
- 8 You care about accuracy, and **advertise** / **edit** your writing to correct any mistakes.
- 9 You love to **update** / **share** interesting articles and videos with your friends.

\* = video blog

**2** For each of 1–9 in exercise 1, choose one of the responses A–C below. Then compare your ideas with a partner. Who do you think would be most suitable for the job?

A "This sounds a lot like me."  
 B "This sounds a bit like me, but ..."  
 C "This doesn't sound like me at all!"

**3 Pairwork** Take turns to ask and answer the questions. 🗨️

- 1 What was the last music or video link you shared with your friends?
- 2 How would you review the last movie you saw?
- 3 Describe a commercial you enjoyed. What product was it advertising?
- 4 Do you follow any celebrities online? Who? Which celebrities would you like to interview?
- 5 "Newspapers should be free to publish anything they like." Do you agree?
- 6 What job would you rather have: reporting the news for a newspaper, editing a news website, or presenting a TV news show? Why?

82 eighty-two

Workbook p.46
Extra practice online

- Ask students to look at the bold words in the ad again and choose three to test their partner. Tell them they must know what their words mean, and they must be able to put them into a sentence themselves.
- When students are ready, ask them to close their books.
- Students work in pairs to test each other on the words. They get a point for each word they recognize and put into a sentence.
- Students can repeat the activity with a different partner for extra practice.
- See who got the most points overall.

### Consolidation

- Advise students to note down the new vocabulary in their vocabulary notebooks. Remind students that they should write an example sentence for each word, to help them remember the grammar and collocations.

**Workbook page 46**

**Online Workbook Extra Practice**

## Grammar page 83

### Aim

To present and practice reported speech, and *say* and *tell*

Grammar PowerPoint presentation Unit 8

Reported speech (1)

Verb changes

Direct speech	Reported speech
Simple present	Simple past
"Getting up is hard," she said.	She said that getting up <b>was</b> hard.
Present progressive	Past progressive
"You're singing," she said.	She said that I <b>was singing</b> .
Simple past	Past perfect
"We enjoyed it," said the judges.	The judges said they'd <b>enjoyed</b> it.
Present perfect	Past perfect
"It's the best we've ever heard," we said.	We said it was the best we'd ever <b>heard</b> .
am / is / are going to	was / were going to
"I'm not going to quit," I told her.	I told her that I <b>wasn't going to quit</b> .
will	would
"I will volunteer," I said.	I said I <b>would</b> volunteer.
can	could
"Volunteering can look good on your résumé," she said.	She said that volunteering <b>could</b> look good on my résumé.

Rules p. W44

1 Complete the sentences with the correct form of the verbs in reported speech.

- "I love the show," said Valerie. Valerie said she **loved** the show.
- Mo said: "The show is going to start soon." Mo said the show **was going to start** soon.
- "They will be on TV," said Mr. Prior. Mr. Prior said that they **would be** on TV.
- "I can't find the website," said Tess. Tess said that she **couldn't find** the website.
- They said: "We're listening to the radio." They said they **were listening** to the radio.
- "RadioBelo plays great music," said the DJ. The DJ said RadioBelo **played** great music.
- "I spoke with Kim after the movie," said Tom. Tom said he **had spoken** with Kim after the movie.

Workbook p.46 Extra practice online

say and tell

We **said** it was the best breakfast show we'd ever heard!  
He **told me** that he was surprised.

He **said** (that) it was a great show.  
He **told me** (that) it was a great show.

Think!

- Complete the rules with **say** or **tell**.
- You use **'tell'** + object (+ *that*) + clause if you mention who you are talking to.
  - You use **'say'** (+ *that*) + clause if you don't mention who you are talking to.
- Choose the correct alternative.
- You **'must / don't have to'** use *that* before the reported speech.

Rules p. W44

2 Read the celebrity newsfeed. Then complete the fan page. Use the correct form of the verbs in reported speech, and say and tell.

- 1052 The Oscars party was crazy. I think I've found **two**!
- 1053 I'll tell you more later. I can trust you to keep a secret. You're the best fans in the world! **xxx**

Minutes ago, Hollywood star Josh Ferreira **told** fans that the Oscars party **had been** crazy. He **'told** us he **'thought** he **'d found** true love! He **'said** he **'d tell** us more later. He **'said** he **'could trust** us to keep a secret. (Hahaha! 😊) He also **'told** us we **'were** the best fans in the world. Well, of course we are!

Finished?

Imagine you are a celebrity. Write five things you want to tell your fans online! Then swap sentences with a partner. Write a report for the fan page like the one in exercise 2.  
"I'm going to be playing for Brazil in the World Cup!"  
Ana told us she was going to be playing for Brazil in the World Cup!  
Puzzle p. 107

- Go through the grammar chart with the class.
- Students read the *Think!* box and complete the rules with the correct verbs.
- Check the answers with the class. Point out the common mistakes: *He said me that ...* and *She told that ...*
- Refer students to the rules on page W44.

Rules page W44

Exercise 2

- Ask students to read the celebrity newsfeed. Read out the example answers on the fan page, and elicit one more example.
- Students complete the fan page with the correct verb forms.
- Check the answers with the class. Refer back to the grammar charts if necessary to explain the answers.

Extra activity

- Ask students to write two newsfeeds about their own life. Elicit some examples first, e.g., *I'm worried about my exams next week. I hope I can go to Lara's party on Saturday.*
- Students exchange newsfeeds with a partner and rewrite them as reported speech.
- Ask students in turn to read their reported statements to the class. Correct any mistakes as a class.

Finished?

- Students write five more celebrity newsfeeds.
- Students exchange with a partner and write a report based on the newsfeeds.
- Students can read their reports in their pairs.
- Alternatively, ask some students to read their reports to the class. Correct any mistakes as a class. As a class, try to rewrite some of the original newsfeeds from the report.
- Once students have finished this activity, they can go on to do the puzzle on page 107/C16.

ANSWERS

Students' own answers.

Consolidation

- Suggest to students that they could read some real newsfeeds from celebrities or people they know, and practice rewriting them as reported speech. Suggest that they refer to the chart on page 83 and the rules on page W44 to check that they are making all the necessary changes.

Workbook page 46 Online Workbook Extra practice

Warm-up

- Ask: *What can you remember about LiveLive? What did the judges say about it?*
- Elicit some answers, then write on the board: *"It's the best breakfast show we've ever heard."*
- Point to the sentence and ask: *What did they say?* Elicit the reported statement and write it on the board: *They said it was the best breakfast show they'd ever heard.* Prompt and help students if necessary to arrive at the correct reported statement.
- Point to the two sentences and underline the verbs. Ask: *How have the verbs changed?*
- Tell students they are going to practice reporting statements in this lesson.

Reported speech (1) (Verb changes)

Grammar chart

- Go through the grammar chart with the class.
  - Refer students to the rules on page W44.
- Rules page W44

Exercise 1

- Students complete the sentences with the correct verb forms.
- Check the answers with the class. Refer back to the grammar chart if necessary to explain the answers.

say and tell

Grammar chart and Think! box

- Read out the grammar examples.



## Taking phone messages

### Aim

To present and practice taking phone messages

### Warm-up

- Point to the picture and ask: *What's she doing? Why is she writing?* Elicit that she is taking a message for someone.
- Ask: *Do you ever take phone messages for other people? Do you ever leave phone messages? When was the last time this happened?*
- Elicit some answers and encourage students to talk about their own experiences. Then ask: *What do you think she's saying?* Elicit a few ideas.

### Exercise 1 2-33

- Play the audio of the first dialogue for students to listen. Ask: *Why is Luke calling?*
- Play the audio of the second dialogue. Students listen and complete the message. Play the audio again for them to listen and check.
- Check the answers with the class.
- Play the audio of the second dialogue again, pausing after each line for students to repeat chorally, then individually.
- Go through the *Learn it, use it!* chart with the class. Check that students understand all the phrases.

**Audioscript** Teacher's Book page 114

### Exercise 2 Pronunciation 2-34

- Point to the upward arrows and remind students that intonation is very important in English.
- Play the audio once for students to listen to the questions.
- Play the audio again, pausing after each question for students to repeat chorally, then individually. Encourage them to copy the rising intonation of the questions.

**Audioscript** Student Book page 84

### Exercise 3 2-35

- Give students time to read the message.
- Play the audio for students to listen to the phone conversation. They then complete the message.
- Play the audio again if necessary for students to check and complete their answers.
- Check the answers with the class.

**Audioscript** Teacher's Book page 114

### Exercise 4 Groupwork

- Read through the instructions with the class. Make sure that students understand everything.

# 8 Communication

## Taking phone messages

**1 2-33** Listen to the dialogue between Luke and Saira. Then listen and complete the message that Saira gives Emir. Listen again and check. Then listen and repeat.



<p><b>1</b></p> <p><b>Saira</b> Hello?</p> <p><b>Luke</b> Hello, Mrs. Khan. It's Luke. Can I talk with Mr. Khan, please?</p> <p><b>Saira</b> Sorry, Luke, Emir isn't here at the moment. Can I take a message?</p> <p><b>Luke</b> Yes, please. It's about soccer practice. Can you tell him that I won't be able to come on Friday? Dad's told me I have to study.</p> <p><b>Saira</b> Oh, OK. That's too bad, but I'm sure he'll understand. Was there anything else?</p> <p><b>Luke</b> Umm, no. I mean yes! Can you tell him I'm very sorry I'm going to miss practice? Soccer practice is <i>much</i> more exciting than studying!</p> <p><b>Saira</b> Sure. I'll tell him that.</p>	<p><b>2</b></p> <p><b>Saira</b> Oh, Emir! Luke called.</p> <p><b>Emir</b> Did he leave a message?</p> <p><b>Saira</b> Yes. It was about soccer practice. He asked me to tell you that he <u>wouldn't be</u> able to come on Friday. He said his dad <u>'had told</u> him he <u>'had</u> to study.</p> <p><b>Emir</b> Oh, that's too bad. Was that all?</p> <p><b>Saira</b> No. He also asked me to tell you that he <u>'was</u> very sorry he <u>'was going to miss</u> practice.</p> <p><b>Emir</b> Oh, OK. That's nice of him.</p> <p><b>Saira</b> And he told me that soccer practice <u>'was</u> <i>much</i> more exciting than studying!</p> <p><b>Emir</b> Ha ha, well of course it is!</p>
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### Learn it, use it!

You say	You answer
X called.	Did he / she leave a message?
He / She asked me to tell you (that) ...	Oh, that's too bad. / Oh, great. / Oh, how annoying! / Oh, OK.
He / She said (that) ...	
He / She told me (that) ...	Was that all? / Was there anything else?

### 2 2-34 Pronunciation Listen and repeat.

- Can I talk with Mr. Khan?
- Can you tell him I'm very sorry?
- Did he leave a message?
- Was that all?

### 3 2-35 Listen to a phone conversation. Then complete the message.

### 4 Groupwork Work in threes. Practice giving, taking, and reporting phone messages. Write similar dialogues to those in exercise 1. Use one of the situations below and use different names.

- can't come to band practice tonight – sick (message for band leader)
- going to be late for job in the bookstore – missed the bus (message for store owner)
- want to volunteer for the school newsletter – interested in photography (message for editor)



- Choose one of the situations and elicit a model dialogue from the class. Write it on the board.
- Choose two confident students to practice the dialogue.
- Tell the student who took the message that they are now going to pass the message on to a third student.
- Elicit a model dialogue from the class, based on the second dialogue in exercise 1. The two students then practice the dialogue for the class.
- Students work in groups of three to write and practice their dialogues. They change roles and practice again.
- Ask some groups to perform their dialogues for the class.
- You can show students some short video clips of native speakers having similar conversations on iTools or the DVD.

### ANSWERS

Students' own answers.

### Consolidation

- Remind students that it is a good idea to learn the phrases in the *Learn it, use it!* chart by heart. Suggest that they go back and review all the *Learn it, use it!* charts in the book and check that they understand the phrases and can use them.

**Workbook page 48**  
**Online Workbook Extra practice**

Reported speech (2)

Pronouns

"I can't stop smiling," she said.  
She said that **she** couldn't stop smiling.

"Companies pay **us**," she said.  
She said that companies paid **them**.

"**You've** inspired **me**," the interviewer told her.  
The interviewer told her **she'd** inspired **him**.

Rules p. W44

1 Complete the sentences with the correct pronouns.

- "I trained Livi," said Tim.  
Tim said that **he** 'd trained Livi.
- 1 "Jess calls me every evening," said Nick.  
Nick said Jess called **him** every evening.
- 2 "I saw you on TV," Tom told us.  
Tom told us **he** had seen **us** on TV.
- 3 "He interviewed us!" said Meg.  
Meg said he'd interviewed **them**.
- 4 "You can help me," she said.  
She told me **I** could help **her**.

Possessive adjectives

"We love **your** show," they told Livi.  
They told Livi they loved **her** show.

"You're **my** favorite DJ," Matt said.  
Matt said she was **his** favorite DJ.

Rules p. W45

2 Complete the sentences with the correct pronouns and possessive adjectives.

- "We read your article," they told him.  
They told him **they** 'd read **his** article.
- 1 "Our vlog is famous," they said.  
They said **their** vlog was famous.
- 2 "You can visit my blog," he told me.  
He told me **I** could visit **his** blog.
- 3 "I've met your dad," she told me.  
She told me **she** had met **my** dad.
- 4 "Your talent impresses us," they said.  
They said **my / our** talent impressed **them**.

Time expressions

"I heard it a lot **last week**," she said.  
She said she'd heard it a lot **the week before**.

Direct speech	Reported speech
tomorrow	<b>the next day</b>
today	<b>that day</b>
this morning	<b>that morning</b>
this afternoon	<b>that afternoon</b>
yesterday	<b>the day before</b>
last week	<b>the week before</b>
next week	<b>the following week</b>

Rules p. W45

3 Rewrite the sentences in reported speech. Use the correct time expressions.

- "Ethan is at school this morning."  
She said **(that) Ethan was at school that morning**.
- 1 "We're going on a trip tomorrow."  
They said **(that) they were going on a trip the next day**.
- 2 "I updated my vlog yesterday."  
He told me **(that) he'd updated his vlog the day before**.
- 3 "I'll talk with Beth next week."  
She said **(that) she would talk with Beth the following week**.
- 4 "You're all taking a test today."  
He said **(that) we were all taking a test that day**.
- 5 "They are arriving this afternoon."  
I said **(that) they were arriving that afternoon**.
- 6 "We met your cousin last week."  
They told me **(that) they'd met my cousin the week before**.

4 Game! Work in small groups. Think of a famous celebrity. Then write as many sentences about that person as you can. Report what you said to the class, but don't use the celebrity's name! Can they guess who you were talking about?

- A Thiago said that he loved her music.  
B Rosa said many of her songs were in Spanish.  
C Luis said she was born in Colombia.  
Answer: They were talking about Shakira!

**Finished?**

Report five things that people have said or told you in this class.

Julia told me I could borrow her pen.  
The teacher said we would check our homework the next day.

Puzzle p. 107

Workbook p.47 Extra practice online

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Grammar chart

- Go through the chart with the class.
- Refer students to the rules on page W45.

Rules page W45

Exercise 2

- Read the example answer and elicit another example.
- Students complete the sentences with the correct pronouns and possessive adjectives.
- Students compare their answers in pairs.
- Check the answers with the class.

Grammar chart

- Read out the grammar examples.
- Go through the chart with the class.
- Refer students to the rules on page W45.

Rules page W45

Exercise 3

- Students rewrite the sentences in reported speech.
- Students can compare their answers in pairs.
- Check the answers with the class.

Exercise 4 Game!

- Students write the sentences.
- Check the answers with the class.

ANSWERS

Students' own answers.

Finished?

- Students write five things that people have said in the class.
- Students compare their answers in pairs.
- Alternatively, ask one or two students to read their sentences to the class. Correct any mistakes as a class.
- Once students have finished this activity, they can go on to do the puzzle on page 107/C16.

ANSWERS

Students' own answers.

Consolidation

- Suggest to students that they keep a note of interesting things that people say to them this week. They could then practice reporting the sentences. Suggest that they refer to the grammar charts in this unit and the rules on pages W44–45 to check they have changed the tenses correctly and made all the other necessary changes.

Workbook page 47  
Online Workbook Extra practice

Grammar page 85

Aim

To present and practice changing pronouns, possessive adjectives, and time expressions in reported speech

Grammar PowerPoint presentation Unit 8

Warm-up

- With books closed, ask: *What do you know about reported speech? How do verb forms change?* Elicit that verbs usually move one tense into the past. Elicit some examples of tense changes, e.g., simple present > simple past, simple past > past perfect.
- Ask: *What else changes in reported speech?* Elicit a few ideas, then tell students they are now going to study other changes in reported speech.

Reported speech (2) (pronouns, possessive adjectives, time expressions)

Grammar chart

- Go through the chart with the class.
- Refer students to the rules on page W44.

Rules page W44

Exercise 1

- Read the example answer and point out that *I* in the direct speech has changed to *he* in the reported speech.
- Tell students that Nick (in question 1) and Tom (in question 2) are both boys.
- Students complete the sentences with the correct pronouns.
- Students compare their answers in pairs.
- Check the answers with the class.

**Reading**

**Aim**

To read and understand a web page about advertising

**Warm-up**

- Point to the pictures and ask: *What can you see?* Elicit that the pictures all show advertisements, or ads. Ask: *Have you seen any of these ads? Do you like them? Why? / Why not?*
- Elicit some answers, then ask: *What's your favorite ad at the moment? Why do you like it?*
- Elicit a range of answers from individual students and encourage them to express their own opinions.

**Background notes**

- Viral ads such as Evian's *Roller Babies* can be viewed by millions of people each week. The company has built on the success of the original baby ad in 2009 and produced a series of similar funny ads featuring babies, all of which are available to view online.
- On October 14<sup>th</sup>, 2012, The Austrian skydiver Felix Baumgartner jumped from a height of 38,969.3 meters. He was in freefall for a total of four minutes, nineteen seconds, and traveled at a maximum speed of 1,357 kilometers per hour.

**Exercise 1 Read and listen** 2-36

- Give students time to read the three headings.
- Play the audio. Students read and listen, and match the pictures with the headings.
- Check the answers with the class.
- Go through the *Check it out!* box and ask students to find the words in the web page. Make sure that students understand the meaning of the words.

**Audioscript** Student Book page 86

**Exercise 2**

- Students read the web page again and answer the questions.
- Encourage students to write full sentences in their answers, and use their own words where possible.
- Students can compare their answer in pairs.
- Check the answers with the class.

**ANSWERS**

- 1 They are eager to advertise there because games are more popular than movies now.
- 2 They could order a pizza while they were playing.
- 3 It is cheap, and a lot of people see it.
- 4 Most residents said it made their city more beautiful, but a few residents

**8 Skills**

1 B

2 C

3 A

**Check it out!**  
Find these words and check their meaning.  
market research  
brand  
link  
ban  
sponsor

86 eighty six

**ADS EVERYWHERE!**

Ads are everywhere, from sports events to cell phones. In 2007, the market research team Yankelovich told us that the average American saw, or heard, 5,000 ads every day! Here's how advertisers try to get our attention when we:

**A PLAY**

Brands have appeared in movies for decades. James Bond's cars and watches are almost as famous as 007! Today, we spend more money on games than on movies, so companies are eager to advertise there, too. The next time you're playing or watching, look out for posters, store names, or brand names on clothes and food. You might be surprised by how many hidden ads you find! Some advertising has been more direct. For example, one version of *Everquest II* featured a link to a pizza delivery company inside the game. Some fans said it was a great idea because they could order food without stopping playing!

**B GO OUT**

Publishing in magazines and newspapers is expensive. Outdoor advertising is cheap, and it can reach a lot of people. Advertisers can put ads anywhere – on walls, buses, or park benches. They can even project ads onto sidewalks for us to walk over, or play with as interactive games. Wherever there's space, there's space for an ad! Not everyone is happy with this trend, however. In 2006, the mayor of Sao Paulo in Brazil banned outdoor advertising. Most residents said the ban made the city more beautiful, but a few complained. They told reporters that Sao Paulo felt less colorful, and that without the bright lights from ads, the streets were darker, and more dangerous at night!

**C WATCH**

Online videos are hugely popular, especially with under-25-year-olds. If we like a video, we share it with our friends, and the video "goes viral" (it reaches a lot of people very quickly). This is great news for advertisers! Some of the best video ads are very funny. A video of roller-skating babies has been a huge success for a water company, Evian, with over 100 million views! Other videos are simply amazing. On October 14<sup>th</sup>, 2012, soft drinks manufacturer Red Bull sponsored Felix Baumgartner to break a world record for skydiving. Millions watched the video of Felix's 39-kilometer fall!

**Reading**

1 2-36 **Read and listen** to the web page. Then match pictures 1–3 with headings A–C in the web page.

2 **Read the web page again. Answer the questions.**

How many ads do people see, or hear, every day?

*The average American sees, or hears, 5,000 ads every day.*

- 1 Why do companies want to advertise in games as well as in movies?
- 2 What could hungry players do when they were playing *Everquest II*?
- 3 What are two advantages of outdoor advertising?
- 4 What did residents think about the mayor's decision in Sao Paulo?
- 5 What does it mean when we say a video "goes viral"?
- 6 What did one drinks company help a sportsperson to do?

complained that it made the streets darker and more dangerous.

- 5 It means that people share it with their friends, so a lot of people watch it.
- 6 Red Bull sponsored Felix Baumgartner to break a world record for skydiving.

**Extra activity**

- Write these sentences on the board.

  - 1 Brands have only started to appear in movies recently.
  - 2 Advertising in games is too expensive for some companies.
  - 3 Some outdoor ads are like interactive games.
  - 4 Online ads are especially popular with younger people.
  - 5 Evian is planning some even more amazing videos.

- Students read the web page again and decide if the sentences are true, false, or not mentioned. Ask them to correct the false sentences.
- Check the answers with the class.

**ANSWERS**

- 1 False. They have been used for decades.
- 2 Not mentioned.
- 3 True.
- 4 True.
- 5 Not mentioned.

Listening

3 2:37 Listen to three radio ads. Then number the ads 1–3 in the order in which you hear them.

- a 3 an exhibition b 1 a store c 2 a concert

4 2:37 Listen to the radio advertisements again. Complete the chart with the missing information.

What?	Where?	When?
1 a new <u>clothes store</u>	on <sup>1</sup> <u>7<sup>th</sup></u> Avenue	opens at 7 a.m. on <sup>2</sup> <u>January</u> <sup>2<sup>nd</sup></sup>
2 a free <sup>3</sup> <u>(music) concert</u>	in Central <sup>4</sup> <u>Park</u> , New York	Saturday, July <sup>5</sup> <u>19<sup>th</sup></u> starting 8 p.m.
3 <sup>6</sup> <u>an exhibition / a dinosaur exhibition</u>	at the American Museum of Natural <sup>7</sup> <u>History</u>	starting <sup>8</sup> <u>Monday</u> , September <sup>9</sup> <u>2<sup>nd</sup></u>

Speaking

5 **Pairwork** Read the *My study skills* box. Then read questions 1–8 and make notes. Ask and answer the questions with your partner.

What's / Who's your favorite American ...?

- online video? (Is it an ad?)
- book, or graphic novel? (Have you read it in English?)
- website? (What's it about?)
- movie? (What's the best part?)
- TV show? (What do you like about it?)
- song? (How does it make you feel?)
- singer or band? (Why do you like them?)
- celebrity? (Is he / she in the news?)

6 What were the four most interesting things you learned about your partner? Report what he / she said to the rest of the class. Use the expressions below to help you.

- (Name) told me a lot of really interesting things about himself / herself
- For example, he / she told me / said ...
- He / She also told me / said that ...
- Then / Next, / Finally, he / she said / told me that ...
- I thought that was really cool / interesting / surprising!

Writing

7 Imagine you write a blog for students. Write a blog post called "Things I've learned about learning English!" Include the ideas below. Try to make it fun and interesting for your readers!

- Useful advice you've had from teachers, friends, etc.  
*He / She said / told me (that) ... This was really useful because ...*
- Things you've done to practice your English at home. Do you have any recommendations?  
*I often ... because ... One movie / book / website, etc. I've really enjoyed is ... because ...*
- Any other ideas!  
*Lastly, / Finally, ...*

Workbook p.49

Writing builder p.95

eighty-seven 87

My study skills

Improving your English outside class

- Read and listen to English as much as you can!
- visit English-language websites and chatrooms.
  - read books, magazines, or graphic novels.
  - watch and listen to English-language movies, TV programs, online videos, songs, and Internet radio.

Speaking

Aim

To practice interviewing your partner about American favorites

Exercise 5 Pairwork

- Read the *My study skills* box with the class. Ask: *Which of these things do you already do?*
- Read through the questions with the class.
- Students make notes of their answers.
- Students ask and answer the questions in pairs. Ask students to make notes of their partner's answers.

ANSWERS

Students' own answers.

Exercise 6

- Give students time to look at their notes and decide which four things to report about their partner.
- Read the expressions with the class.
- Ask students in turn to tell the class about their partner.
- Discuss as a class the most interesting things students have learned about their classmates.

Writing

Aim

To write a blog post about learning English

Writing builder

- Ask students to turn to the Writing builder on page 95/C10. Complete the exercises. Then go straight to the Writing section on the skills page of the main unit.

Exercise 7

- Read through the task with the class. Make sure that students understand everything.
- With weaker classes, elicit a possible first line and write it on the board. Elicit one or two more sentences to continue the blog post. Students can then continue the blog post themselves.

ANSWERS

Students' own answers.

Consolidation

- Suggest to students that as they are coming to the end of the course, they could look back through the Writing builder pages and review all the writing tips and language points they have studied. They can then try to use them in their future writing.

Writing builder page 95/C10

Workbook page 49

Online Workbook Extra practice

Unit test

Worksheets

DVD

Listening

Aim

To listen to three radio ads

Exercise 3 2:37

- Give students time to read the three subjects of the ads. Make sure they understand everything.
- Play the audio. Students listen and number the ads.
- Check the answers with the class.

Audioscript Teacher's Book page 114

Exercise 4 2:37

- Give students time to read the chart. Make sure they understand everything.
- Play the audio for students to listen and complete the chart. Play the audio

again if necessary for students to check and complete their answers.

- Check the answers with the class.

Extra activity

- Put students into pairs and ask them to write their own radio ad.
- Brainstorm some ideas with the class of things their ads could be for, e.g., a new sports center, a movie theater, a new shopping mall.
- Ask pairs in turn to perform their ads for the class.
- Discuss as a class which ads are effective, and which would be popular.

ANSWERS

Students' own answers.

# Review D

## Grammar

The passive

The passive: Simple present (affirmative, negative, questions and short answers)

The passive: Simple past (affirmative, negative, questions and short answers)

Reported speech (1) (verb changes) *say* and *tell*

Reported speech (2) (pronouns, possessive adjectives, and time expressions)

## Vocabulary

Materials

Media activities

## Review D

page 88

### Songs

*Somebody Told Me*, by The Killers (reported speech)

*I Was Made for Lovin' You*, by Kiss (the passive)

### D Review

#### Vocabulary

**1** What materials are the items often made from? Match the items (1–7) with the materials (a–g).

1 cotton	a shoes
2 cardboard	b T-shirts
3 paper	c doors and furniture
4 woolen	d magazines
5 leather	e windows
6 glass	f scarves and gloves
7 wooden	g birthday cards

**2** Complete the ad with the correct form of the verbs in the box.

follow interview present publish  
report review update

**iStudy-iChat**

iStudy-iChat is an exciting new website for English-language students. We publish articles, blogs, and videos, and our journalists report all the latest news. Our critics review all the latest courses and tell you what's good – and what isn't! Our reporters interview teachers from around the world and ask them for their best tips. Our very own "English expert" Professor Smith also presents a fascinating vlog! We regularly update our site with new material. Visit us at [www.iStudy-iChat.au](http://www.iStudy-iChat.au), or why not follow us on Facebook or Twitter?

#### Grammar

**3** Complete the dialogue. Write passive questions and answers.

**A** Where is the Statue of Liberty located? (where / the Statue of Liberty / locate)  
**B** It's located in New York harbor. (it / locate / in New York harbor)

**A** It's a strange color? Is the statue painted green every year? (the statue / paint / green / every year)  
**B** No, the statue isn't painted. (the statue / not paint) It's made from green copper metal. (it / make / from green copper metal)

**A** Was the statue built in New York? (the statue / build / in New York)  
**B** No, it wasn't. It wasn't built anywhere in the U.S.! (it / not build / anywhere in the U.S.) The statue was given to the U.S. by France to celebrate the 100-year anniversary of the Declaration of Independence. (the statue / give / to the U.S. / by France)

**4** Complete the review. Choose *said* or *told* and change the words in parentheses into reported speech.

#### Moneywatch Reviews

Fun Fones – ★★★★★ by Marco

Avoid this company!  
 I saw an ad for a cell phone on the Fun Fones site, and it seemed like a good deal. The ad said / told ("it comes with") it came with a free case. On the phone, a saleswoman called Kate said / told me ("I've updated it") she'd updated it with all the latest software. But my phone arrived with an old version of the software and no case. I went to a store and a salesman said / told ("I'm going to talk to my manager") he was going to talk to his manager about the problem ("this afternoon") that afternoon. He said / told me ("I'll call you back tomorrow") he would call me back the next day, but he didn't. Eventually I got an e-mail which said / told ("we can't give you your money back") they couldn't give me my money back because the phone ("is working") was working.

88 eighty-eight

**Communication**

5 **2.38** Nina works in a shop. Complete two of the conversations she has today. Then listen and check.

1  
**Shopper** Excuse me. I'm looking for a gadget, but I don't know what it **call / it's called**. My English isn't very good. I make a lot of mistakes!  
**Nina** Your English is excellent! But let me help you. What does it look **as / like**?  
**Shopper** It's small, and it's made **about / from** plastic and metal.  
**Nina** Hmm. **What's it used / What it's used** for?  
**Shopper** Umm, it's used by men when they don't want hair on their face.  
**Nina** Ah, do you **mean / understand** a razor?  
**Shopper** That's it! Thanks. Could you repeat the word, please? Was it "razor"?  
**Nina** Correct! It's called a razor, and you pronounced it perfectly.

2  
**Nina** Mrs. Ito! James called again.  
**Mrs. Ito** Did he **leave / put** a message?  
**Nina** Yes. It was about Friday. He asked me **tell / to tell** you that he would be half an hour late for work. He **told / said** he had a doctor's appointment.  
**Mrs. Ito** Oh, that's too bad. Was **this / that** all?  
**Nina** No. He also asked me to tell you that he **can / could** stay half an hour later instead.  
**Mrs. Ito** Oh, OK. That's good! Can you answer the phone if it rings again, Nina? I have to go out!

**Pronunciation**

Stress in two syllable words

6 **2.39** It is a good idea to record word stress as well as sounds when you learn a new word. Complete the table with the words from exercise 5. Then listen, check, and repeat.

again answer correct English excuse gadget instead message metal mistake plastic repeat

again	instead
correct	mistake
excuse	repeat
answer	message
English	metal
gadget	plastic

**Listening**

7 **2.40** Nina has a busy day! Look at the phone messages she leaves for her boss, Mrs. Ito. Then listen. Is the bold information correct (✓) or incorrect (X)? Correct the mistakes.

1  
Leroy called (10:15). He asked me to tell you that he'd booked a table at the **French restaurant**.  
~~X Mexican restaurant~~  
He said he'd pick you up at **quarter past seven**.  
1 ✓

2  
A customer called (10:30). She wasn't happy! She said she'd bought a toy from the store - a **white, plastic dog**.  
~~X brown, plastic dog~~  
She asked me to tell you her son had broken it in **four minutes**.  
~~X three minutes~~  
She's coming over **tomorrow afternoon**.  
2 ✓

3  
A man called **Rob Morton**.  
~~X Bob Norton~~  
called (10:50). He's **an editor**.  
~~X a journalist~~  
at EastWay Times. He told me he wanted to interview you! He asked me to tell you that he'd call you later, **after 4:00**.  
3 ✓

**Extra activity**

- Put students into pairs and ask them to write three sentences using some of the words in exercise 6.
- Ask pairs in turn to read their sentences to the class. Ask other students to listen and notice whether the two syllable words are pronounced correctly.

**Listening**

**Exercise 7** 2.40

- Give students time to read the phone messages. Check that they understand everything.
- Play the audio. Students listen to decide if the bold information is correct, and correct the mistakes.
- Check the answers with the class.

**Audioscript** Teacher's Book page 114

**Extra communication D**

page 89

**Aim**

To practice explaining what you want and taking phone messages; to practice stress in two syllable words; to listen to three phone messages

**Communication**

**Exercise 5** 2.38

- Students choose the correct words to complete the dialogues.
- Play the audio. Students listen and check.
- Ask two pairs of students to read out the two completed dialogues.

**Audioscript** Teacher's Book page 114

**Pronunciation**

**Exercise 6** 2.39

- Model pronunciation of the two example words in the table, exaggerating the stress if necessary so that students can hear the difference.
- Students add the words to the chart.
- Play the audio for students to check their answers. Play the audio again, pausing after each word for students to repeat chorally, then individually.

**Audioscript** Teacher's Book page 114

**Aim**

To learn about Benjamin Franklin; to learn about some important inventions; to discuss important inventions and decide which are the most important

**Reading**

**Warm-up**

- Point to the picture and ask: *What do you know about Benjamin Franklin? Where did he live? When did he live? Why was he important in the history of the U.S.?*

**Exercise 1 Read and listen** 🎧 2-41

- Give students time to read the events. Check that they understand everything.
- Play the audio. Students read and listen to the article, then write the events in the correct order.
- Students compare their answers in pairs.
- Check the answers with the class.
- Go through the *Check it out!* box and ask students to find the words in the article. Make sure that students understand the meaning of the words.
- Read through the *Culture focus* box with the class. Ask: *Which of these inventions do you think is the most important? Why?*

**Audioscript** Student Book page 90

**Exercise 2**

- Students read the article again and answer the questions.
- Students compare their answers in pairs.
- Check the answers with the class.



**ANSWERS**

- He moved to Philadelphia because he had an argument with his brother.
- It predicted the weather and included practical advice and games.
- It was useful because it protected buildings and ships from lightning.
- They were unhappy because Britain was asking them to pay too much tax.
- He helped write the Declaration of Independence and the (1787 American) Constitution.
- They know what he looks like today because his face is on the one hundred dollar bill.

**Exercise 3 Presentation**

- Read out the first few inventions and discuss as a class why each one is important.
- Students work in pairs to discuss the inventions and agree on the two most important ones.
- Ask pairs to tell the class which inventions they chose and why.
- As a class, discuss the inventions students chose and see if the class can agree on the two most important ones overall.

D Culture club

## Benjamin Franklin, American Hero

**B**enjamin Franklin was incredibly talented. He was not only a politician, scientist and journalist – he was also an inventor, a businessman, an author ... the list goes on! He must have been very organized! He once wrote, "Early to bed and early to rise, makes a man healthy, wealthy, and wise." Franklin was born in Boston on January 17<sup>th</sup>, 1706. He only went to school for a short time, then he joined his father's candle and soap business. Later, he started reporting the news for his brother James's newspaper, but James didn't trust Benjamin, so he wasn't allowed to write many articles! The brothers had an argument, and Benjamin Franklin ran away to Philadelphia at the age of 17.

In the 1730s, he published a newspaper of his own, *The Pennsylvania Gazette*. He also created a book called *Poor Richard's Almanack*, which was published annually. It included predictions about the weather, practical advice, and games. The newspaper and book were very popular, and they made Franklin very rich!

In the late 1740s, Franklin spent a lot of time studying science. He discovered that lightning was a kind of electrical energy, and he invented the metal lightning rod, which helps to keep buildings and ships safe in storms. He also invented many other things, like a new kind of energy-saving stove, and a glass harmonica (a kind of musical instrument). But Franklin is probably most famous for his political achievements. In 1757, he traveled to London to talk with the British government, which ruled America at the time. He told British politicians that they were asking Americans to pay too much tax. But they didn't listen, and America and Great Britain went to war. In 1776, Franklin helped to create the Declaration of Independence, which said that America was no longer part of Great Britain. He also persuaded the French government to help in the war. Thanks to French support, the United States of America became an independent country in 1783. Later, Franklin worked on the 1787 Constitution, which is the main law in the U.S. Today, Franklin is often called one of the "Founding Fathers" of America. Benjamin Franklin died in 1790, but he's still very famous in the U.S., and his face is recognized everywhere. It's printed on the one hundred dollar bill!

**Culture focus**

There have been many famous American inventions. For example:

3,100 years ago	1749	around 1850	1895	1965	1971
chocolate	lightning rod	potato chips	volleyball (sport)	email	email network

**Check it out!**

Find these words and check their meaning.

candle  
lightning rod  
fax  
independent  
constitution

**1** 🎧 241 **Read and listen** to the article. Then write the events in the correct order (1–5).

a Franklin invented a kind of musical instrument. <u>3</u>	d Franklin met British politicians. <u>4</u>
b Franklin published a book. <u>2</u>	e Franklin first became a journalist. <u>1</u>
c The U.S. became an independent country. <u>5</u>	

**2** Read the article again. Answer the questions.

What jobs does the article say Franklin had?

**He was a politician, a scientist, a journalist, an inventor, a businessman, and an author.**

- Why did Franklin move to Philadelphia?
- What was Franklin's book about?
- Why was the lightning rod a useful invention?
- Why were Franklin and other Americans unhappy in 1757?
- What two important American documents did Franklin help to write?
- Why do a lot of people know what Franklin looks like today?

**3** **Presentation** Discuss with your partner why you think the inventions below are important. Then choose the two inventions you think are the most important!

• cars	• cell phones	• money	• music	• schools
• soccer	• the Internet	• TV	• writing	

**Extra activity**

- For homework, students could choose an invention, either from exercise 3 or one of their own ideas. You could brainstorm some ideas for other important inventions with the class, e.g., bicycles, airplanes, calculators.
- Students could do some research online to answer the following questions about their invention:
  - Who invented it?
  - When was it invented?
  - In what ways did it change people's lives?

• In the next lesson, students can work in small groups and present their inventions to each other. Groups can discuss the inventions presented to them and decide which is the most important. Ask groups in turn to tell the class which invention they decided was the most important and why.

**My progress D** page 91

**Aim**

To review the language and skills learned in Units 7 and 8

**Vocabulary and speaking**

I can say what things are made from. (p.74) **B2**

1 Complete the materials adjectives.

Today I'm wearing <sup>1</sup>leather shoes, <sup>2</sup>denim jeans, and a <sup>3</sup>cotton top. In my pocket I have some <sup>4</sup>metal coins and some <sup>5</sup>paper dollar bills. **— / 5**

I can explain what I want. (p.76) **B2**

2 Complete the dialogue with the correct form of the verbs in the box.

call can / help look mean use

A Hi. <sup>1</sup>Can I help you?  
 B Um, I <sup>2</sup>'m looking for a kind of pen, but I don't know what it <sup>3</sup>'s called in English!  
 A What <sup>4</sup>'s it used for?  
 B It's used for writing on things like plastic, glass, and wood.  
 A Ah, <sup>5</sup>do you mean a permanent marker pen? **— / 5**

I can use linkers to connect ideas. (p.79) **B2**

3 Complete the dialogue with the words in the box.

also because like though too

A How do you think students can help the environment?  
 B They could turn off computers when they aren't using them <sup>1</sup>because they waste energy. They should switch off lights in empty classrooms, <sup>2</sup>too. They should <sup>3</sup>also try to use "greener" products, <sup>4</sup>like recycled paper and reusable

bottles. It isn't always easy for students, <sup>5</sup>though. Sometimes "being green" is more expensive! **— / 5**

I can talk about media activities. (p.82) **B2**

4 Choose the correct option.

1 Book critics **report** / **review** books.  
 2 Companies **advertise** / **update** their brands on TV.  
 3 I'm popular! More than 10,000 people **share** / **follow** my blog.  
 4 We need to **edit** / **interview** this movie before we can show it. It's too long!  
 5 Newsreaders **present** / **publish** the news on TV or radio. **— / 5**

I can understand and take phone messages. (p.84) **B1**

5 Write or complete the missing words in the dialogue.

A Beth **called** .  
 B Oh? Did she <sup>1</sup>leave a message?  
 A Yes. She told <sup>2</sup>me that she was going to be late.  
 B Oh, how annoying! Was that <sup>3</sup>all ?  
 A She also <sup>4</sup>asked me to <sup>5</sup>tell you that she was very sorry. **— / 5**

I can report what someone says. (p.87) **B2**

6 Correct the mistakes in the reported speech. Write the correct word.

"The Royal Princess told me **lot a lot** of interesting things about **her herself** .  
 From <sup>1</sup>For example, she **said** <sup>2</sup>told me that she didn't enjoy being famous. She said that reporters followed her everywhere. **Final** <sup>3</sup>Finally, she said that she hated being a princess! I thought that was very **surprised** <sup>4</sup>surprising . " **— / 5**

**Reading, listening, and writing**

I can understand an article about some common products and the materials they're made from. (p.72) **B2**

I can understand someone answering survey questions about the environment. (p.79) **B2**

I can write a report about helping the environment. (p.79) **B2**

I can understand a written interview with a radio DJ. (p.80) **B2**

I can understand different radio ads. (p.87) **B2**

I can write a blog post giving recommendations. (p.87) **B2**

	Got it?		
	Yes	I'm not sure	No
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Vocabulary and speaking**

**Exercise 1**

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class.
- If students did not do well, refer them back to page 74.
- Give them one minute to look at the materials words, then ask them to close their books.
- Point to objects in the classroom and ask: *What's this made from?* Students race to say the words.
- Repeat exercise 1 on page 91 as a class, eliciting the correct answers.
- You could test the materials vocabulary again in the next class.

**Exercise 2**

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class.
- Ask two confident students to read out the completed dialogue.
- If students did not do well, refer them back to exercise 1 on page 76.
- Play the audio (2.23) again for students to hear the phrases in context.
- Read out some of the questions in the *Learn it, use it!* chart. Elicit some possible responses.
- Repeat exercise 2 on page 91 as a class, eliciting the correct answers.

**Exercise 3**

- Read out the can-do statement.

- Students complete the activity. Check the answers with the class.
- If students did not do well, refer them back to exercise 5 on page 79. Ask students to find the linkers in the dialogue in exercise 4, and discuss where they should be added to the chart.
- Put students into pairs to repeat exercise 3 on page 91. Check the answers with the class.

**Exercise 4**

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class.
- If students did not do well, refer them back to page 82.
- Give them one minute to study the words in exercise 1, then read out the questions in exercise 3 and elicit some answers. Check that students understand all the words.
- Repeat exercise 4 on page 91 as a class, eliciting the correct answers.
- You could test the media activities vocabulary again in the next class.

**Exercise 5**

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class.
- Ask two confident students to read out the dialogue. They then practice the dialogue in pairs.
- If students did not do well, refer them back to exercise 1 on page 84. Play the audio (2.33) for students to hear the phrases in context.
- Put students into pairs to repeat exercise 5 on page 91 and practice again.

**Exercise 6**

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class.
- If students did not do well, refer them back to exercise 6 on page 87.
- Read through the expressions with the class. If necessary, refer students back to the grammar charts on pages 83 and 85, and review reported speech.
- Repeat exercise 6 on page 91 as a class, eliciting the correct answers.

**Reading, listening, and writing**

- Students look back at the texts and exercises on the pages, and judge how well they can do them now.
- Tell students that if they found any of the activities difficult, they should go back and review them, using a dictionary to help them understand vocabulary they find difficult.



# 1 An article

page 92/C1

## Grammar

used to

## Vocabulary

Education

## Writing skill

Thinking of ideas

## Writing genre

An article

### Aim

To practice thinking of ideas on a topic; to write an article about what life was like in ancient Roman times

### Exercise 1

- Read the information about thinking of ideas. Check that students understand everything.

### Exercise 2

- Read the task with the class. Elicit the main topics that the student has identified. Students work individually or in pairs to think of more topics.
- Write the students' ideas on the board.

### ANSWERS

Home life, Society, Leisure

### Exercise 3

- Students complete the diagrams in exercise 2 and add their own ideas.
- Ask students in turn to read out their ideas. Build up a diagram with all their ideas on the board.

### ANSWERS

Society: cities smaller, less pollution, some children worked

Leisure: sports very popular, theater very popular, no TV

### Exercise 4

- Refer students to exercise 5 on page 17.

# 2 A story

page 92/C1

## Grammar

Past perfect

Past narrative tenses

## Vocabulary

Things to do on vacation

## Writing builder

# 1 An article

## 1 Read the rules.

### Thinking of ideas

- Identify the main topics in the task, then quickly write as many ideas for each topic as you can. Just write key words, not "perfect" sentences.
- Some people find it helpful to draw diagrams. Here's one example:



- When you've finished, circle or check (✓) the best ideas to use.

## 2 Read the task below and the student's notes.

What are the main topics that the student has identified? Can you think of any more? (Hint – look at exercise 1!)

**Task:** Write an article about what life was like in ancient Roman times.



**Ideas**  
 cities smaller  
 less pollution  
 no dishwashers  
 no electricity at home  
 no TV  
 some children worked  
 sports very popular  
 theater very popular  
 women did most chores



## 3 Complete the diagrams in exercise 2 with the student's notes. Then add your own ideas.

## 4 Now do exercise 5 on page 17.

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## Writing skill

Organizing your ideas

## Writing genre

A story

### Aim

To practice organizing your ideas; to write a story about a vacation

### Exercise 1

- Read the information about organizing your ideas with the class. Check that students understand everything.

# 2 A story

## 1 Read the rules.

### Organizing your ideas

#### Before you write

Organize your ideas into a paragraph plan. Use a new paragraph for each main topic.

Paragraph	Main topic	Ideas
1	Introduction and essential details (where? when? who with? why is this story interesting?)	Let's June vacation to Florida with my family worst vacation ever!
2	Main events	
3	Conclusion (how did it end? how did you / everyone feel afterwards?)	

#### When you write

Use linking words to connect ideas together, like also, too, but, so, then, because, in the end.

## 2 Copy the paragraph plan in exercise 1.

Then match the ideas below to paragraphs 2 and 3.

- hotel rooms were tiny and noisy 2
- someone stole Dad's money 2
- we went home early 3
- we argued about what to do 2
- everyone was happy to leave! 3

## 3 Complete the extract from the story with linking words from exercise 1. Use each word once.

Our vacation started badly. Our hotel was dirty, and the rooms were tiny! They were also noisy. so we didn't sleep well! Someone stole Dad's money while we were eating. They stole his cell phone, too! Then the next day, we had an argument because no one could agree about what to do. In the end, we decided to go home. Florida was beautiful, but everyone was happy to leave!

## 4 Look at exercise 6 on page 25. Write a paragraph plan. Then do the task.

### Exercise 2

- Read through the ideas with the class and check that they understand everything.
- Students copy the paragraph plan and match the ideas to the paragraphs.
- Check the answers with the class.

### Exercise 3

- Students complete the extract with the correct linking words.
- Students can compare their answers in pairs.
- Check the answers with the class.

### Exercise 4

- Refer students to exercise 6 on page 25.

### 3 A reply to a post

#### 1 Read the rules.

##### Sounding sympathetic

When someone asks for advice or help, you can sound sympathetic by:

- **showing you understand.**  
*I understand how you feel.  
That must be difficult.*
- **giving similar examples of your own.**  
*For example, when I started college, I was so nervous I had a stomachache!*
- **saying positive things.**  
*I'm sure you'll be fine.  
You did the right thing.  
I hope you feel / things get better soon.  
You shouldn't worry.  
I wish you lots of luck.*

#### 2 Complete the reply with one word in each gap.

Lucy I'm so worried about my test tomorrow!

Aron I understand how you <sup>1</sup> feel. Tests make me nervous, too!  
 I <sup>2</sup> for example, when I had exams last year, I was so nervous I couldn't sleep! But in the end, the exams went well. You <sup>3</sup> shouldn't worry. I'm <sup>4</sup> sure you'll be fine, too! I <sup>5</sup> wish you lots of luck.

#### 3 Complete the replies with the expressions from exercise 1. Include the word in parentheses. Sometimes more than one correct answer is possible.

- "I feel so alone."  
 "We all feel like that sometimes!  
 For example, when I moved to a new town last year, I felt very lonely." (when)
- 1 "I don't feel well."  
 "I hope you feel better soon." (hope)
- 2 "My best friend is leaving town."  
 "That must be difficult." (that)
- 3 "I've got my first moped lesson tomorrow."  
 "I wish you lots of luck." (wish)
- 4 "I told my teacher I'd cheated in the exam."  
 "I know it's hard, but I think you did the right thing." (thing)

#### 4 Now do exercise 6 on page 37.

### 4 An opinion essay

#### 1 Read the rules.

##### Reflexive pronouns

*myself, yourself, himself, herself, itself, ourselves, yourselves, themselves*  
**He cut me.** (I am hurt. I didn't do it.) but  
**I cut myself.** (I am hurt. I did it.)  
 We can also use reflexive pronouns for emphasis. We use them to mean "this person / thing and no one / nothing else."  
*I think you should tell her **yourself**.* (= you and not anyone else!)

##### Look!

Notice the difference between *-selves* and *each other*.



#### 2 Complete the sentences with reflexive pronouns.

- It's good to help others, but we also have to help ourselves.
- 1 You shouldn't try to deal with problems by yourself.
- 2 Liam only cares about himself.
- 3 Jen shouldn't keep the secret to herself.
- 4 I would have reported the bullying myself if I'd seen it happen.
- 5 Jenna and Elliot should share the money between themselves.
- 6 The problem won't solve itself.

#### 3 Complete the sentences with *ourselves, yourselves, themselves, or each other*.

- 1 We shouldn't just think about ourselves. We should support each other, too.
- 2 You should all do your own homework yourselves. Don't copy!
- 3 Do you and your best friend tell each other everything?
- 4 Selfish people only want to help themselves and no one else.

#### 4 Now do exercise 6 on page 45.

#### Exercise 3

- Students complete the replies with the expressions from exercise 1.
- Students can compare their answers in pairs.
- Check the answers with the class.

#### Exercise 4

- Refer students to exercise 6 on page 37.

## 4 An opinion essay

page 93/C2

### Grammar

*should have*

Third conditional

### Vocabulary

Injuries

### Writing skill

Reflexive pronouns

### Writing genre

An opinion essay

#### Aim

To practice using reflexive pronouns; to write an opinion essay about a dilemma

#### Exercise 1

- Read the rules about reflexive pronouns with the class. Check that students understand everything.

#### Exercise 2

- Students complete the sentences with the correct reflexive pronouns.
- Check the answers with the class.

#### Exercise 3

- Students complete the sentences with the correct reflexive pronouns or *each other*.
- Students can compare their answers in pairs.
- Check the answers with the class.

#### Exercise 4

- Refer students to exercise 6 on page 45.

## 3 A reply to a post

page 93/C2

### Grammar

*should / shouldn't*

### Vocabulary

Illnesses

### Writing skill

Sounding sympathetic

### Writing genre

A reply to a post

#### Aim

To practice sounding sympathetic; to write a reply to a post

#### Exercise 1

- Read the information about sounding sympathetic with the class. Check that students understand everything.

#### Exercise 2

- Students read the reply and complete it with one word in each gap.
- Students can compare their answers in pairs.
- Check the answers with the class.

# 5 An interview

page 94/C9

## Grammar

Question tags

## Vocabulary

Relationships

## Writing skill

Question forms

## Writing genre

An interview

### Aim

To practice using question forms; to write an interview about a festival of love

### Exercise 1

- Read the rules about question forms with the class. Check that students understand everything.

### Exercise 2

- Students write the questions to complete the dialogue.
- Students can compare their answers in pairs.
- Check the answers with the class.
- Ask two confident students to read out the dialogue.

### Exercise 3

- Read out the example, and elicit another example from the class.
- Students write the questions for the answers.
- Students can compare their answers in pairs.
- Check the answers with the class.

### Exercise 4

- Refer students to exercise 6 on page 59.

# 6 A description of a picture

page 94/C9

## Grammar

Possibility in the present: *may / might (not), must, and can't*

Possibility in the past: *may / might (not), must, and couldn't*

*a / an, the, no article*

## Vocabulary

Investigation

## 5 An interview

### 1 Read the rules.

#### Question forms

We normally put an auxiliary verb (*have, be, can, etc.*) before the subject. If there is no other auxiliary, we use the correct form of *do*.  
*Is he your boyfriend? Did they get engaged?*

#### Object and subject questions

If the question word is the object, we use *do*.  
*Who did she ask out? What do they cost?*  
If the question word is the subject, we **do not** use *do*.  
*Who asked her out? Which one costs more?*

### 2 Write the questions to complete the dialogue. Use the correct tenses.

- Ellie** Hey, Ash. Have you heard the news?  
(you / hear / the news?)
- Ash** No, I haven't. What's up?  
(what / be / up?)
- Ellie** My sister's got engaged to Dario!
- Ash** When are they getting married?  
(when / they / get married?)
- Ellie** On 6<sup>th</sup> June. Will you come with me?  
(you / come / with me?) It'll be great!
- Ash** Um ... Can I think about it?  
(I / can / think / about it?)
- Ellie** Sure. But don't wait too long. There'll be music, and a barbecue, and ...
- Ash** Wait. Did you say "barbecue"?  
(you / say / "barbecue"?)
- Ellie** Yes, I did. I'll see you there then.

### 3 Write the questions for the answers. Include the words in parentheses.

- Shakespeare wrote *Romeo and Juliet*.  
Who wrote *Romeo and Juliet*? \*  
(*Romeo and Juliet*) "Shakespeare."
- "What did Shakespeare write?" \*  
(Shakespeare) "*Romeo and Juliet*."
- Luhrmann directed *Romeo + Juliet* in 1996.  
What did Luhrmann direct (in 1996)? \*  
(Luhrmann) "*Romeo + Juliet*."
- "Who directed *Romeo + Juliet* (in 1996)?" \*  
(*Romeo + Juliet*) "Baz Luhrmann."
- Romeo and Juliet love each other.  
Who does Romeo love? \*  
(Romeo) "Juliet."
- "Who loves Romeo?" \*  
(Romeo) "Juliet."

### 4 Now do exercise 6 on page 59.

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## Writing skill

Comparisons

## Writing genre

A description of a picture

### Aim

To practice using comparisons in writing; to write a description of a picture

### Exercise 1

- Read the rules about comparisons with the class. Check that students understand everything.

### Exercise 2

- Students complete the sentences with the correct comparative or superlative forms.

## 6 A description of a picture

### 1 Read the rules.

#### Comparisons

We use comparative adjectives to compare things. We often use *than*.  
*This picture is more interesting than that one.*  
We use superlative adjectives to express extremes. We sometimes add emphasis with expressions like *ever* or *by far*.  
*This is the funniest picture I've ever seen!*  
*This is by far the best picture of you.*  
We can also use (*not*) *as + adjective + as* to compare things.  
*This one is as good as that one.*  
*This one isn't as good as that one.*

### 2 Complete the sentences with the comparative or superlative form of the adjectives in parentheses.

- It's one of the strangest pictures I've ever seen. (strange)
- 1 She's much younger than the others. (young)
  - 2 This is the silliest picture by far. (silly)
  - 3 Riding a bike looks much easier than skiing! (easy)
  - 4 It must be one of the worst vacations he's ever had. (bad)

### 3 Rewrite the second sentence so that it has a similar meaning to the first sentence. Include the word in parentheses.

- A bath is much smaller than a pool! (as)  
A bath isn't as big as a pool!
- 1 I think skiing is harder than surfing. (isn't)  
I think surfing isn't as hard as skiing.
  - 2 I've never seen anything odder than this! (as)  
I've never seen anything as odd as this!
  - 3 I'm not as old as the boy in the picture. (than)  
The boy in the picture is older than me.

### 4 Look at the pictures in exercise 6 on page 67. Answer the questions with your own ideas. Use full sentences.

- Who has the biggest smile? Why?  
The girl in picture A has the biggest smile. I think it's because she's riding very fast!
- 1 Which person is wetter than the others? What is he / she doing?
  - 2 Is the person in photo B as happy as the people in A and C? Why / Why not?
  - 3 Which photo is the most interesting? Why?

### 5 Now do exercise 7 on page 67.

- Students compare their answers in pairs.
- Check the answers with the class.

### Exercise 3

- Students rewrite the sentences.
- Students compare their answers in pairs.
- Check the answers with the class.

### Exercise 4

- Refer students to the photos on page 67. Students answer the questions with their own ideas.
- Elicit answers from the class, and discuss as a class which photo is most interesting and why.

### ANSWERS

Students' own answers.

### Exercise 5

- Refer students to exercise 7 on page 67.

## 7 A report

### 1 Read the rules.

#### Defining relative clauses

We use a relative pronoun + clause to give essential information about a noun. We use: **who / that** for people  
*She's someone who / that tries to be "green."*  
**which / that** for things  
*A bottle is a container which / that is usually made from glass or plastic.*  
**where** for places  
*That's the shop where I bought this jacket.*  
**when** for times  
*Winter is the time when most hats are sold.*

### 2 Complete the definitions with **who, which, when, where, or that**.

A landfill is a place where we bury or burn trash.

1 An **environmentalist** is someone who / that cares about the environment.

2 A **factory** is a building where things are manufactured.

3 **Waste** is something which / that we throw away.

4 **World Environment Day** is a day when people organize events to make us think about green issues.

### 3 Join the sentences. Use a defining relative clause with **who, which, when, where, or that**.

Most of my friends are caring people. They want to help the planet.

Most of my friends are caring people who want to help the planet.

1 June 5<sup>th</sup> is the date. People celebrate World Environment Day then.

2 Glass, paper, and cardboard are materials. We recycle them.

3 School is a place. I do a lot of recycling there.

4 I'm a fairly "green" person. I try to save energy.

5 The environment is a topic. I am very passionate about it.

### 4 Choose two of these words and write your own definitions. Use **which, who, or that**.

global warming   manufacturer   politician  
 pollution   recyclable materials   scientist

A politician is a person who is elected.

### 5 Now do exercise 7 on page 79.

## 8 A blog post

### 1 Read the rules.

#### Checking your work

Always check your writing carefully afterwards for mistakes. Think about:

**Grammar**                      **Vocabulary**  
**Word Order**                **Spelling**  
**Punctuation** (, ! ? , etc.)

Correct any mistakes. Then check your writing again. Correcting your mistakes and learning from them is one of the best ways to improve your English. Good luck!

### 2 Read and correct the circled mistakes in the essay. Use the error code in exercise 1 to help you (G = grammar, etc.).

#### Learning English with the Beatles!

When I was ten, I didn't used to know any English. G Then one day I heard my first Beatles song. S It called Love Me Do! G I fell in love with the Beatles. V I started learning English because I wanted to understand the words to all they're amazing songs! S Listening to English music G is a way good to improve your English because you can read the words online and listen at the same time. WD "See a lot of fun, too?" Great essay! Just a few mistakes!

#### use to know

- heard
- it was / is called
- I fell in love
- their
- is a good way to improve your
- it's a lot of fun, too!

### 3 Find the mistakes in the essay. Then rewrite it correctly.

#### Learning English with "The Simpsons"

I've loved cartoons since I've been a child. G "The Simpsons" is a famous American cartoon. S Have you seen it ever? WD It's very funny, isn't it? WD  
 When I was 10, I told my mom "I want to speak like Bart!" P She laughed, but she said I can start lessons that year. G I did a lot of mistakes at first. V But now I can watch and enjoy TV in English!

I've loved cartoons since I was a child ...

### 4 Now do exercise 7 on page 87.

ninety-five 95

- School is a place where I do a lot of recycling.
- I'm a fairly "green" person who / that tries to save energy.
- The environment is a topic which / that I am very passionate about.

### Exercise 4

- Students choose two of the words and write definitions for them.
- Ask students in turn to read their definitions to the class.

#### ANSWERS

Students' own answers.

### Exercise 5

- Refer students to exercise 7 on page 79.

## 8 A blog post

page 95/C10

### Grammar

Reported speech  
 say and tell

### Vocabulary

Media activities

### Writing skill

Checking your work

### Writing genre

A blog post

### Aim

To practice checking your work; to write a blog post about learning English

### Exercise 1

- Read the rules with the class. Check that students understand everything.

### Exercise 2

- Students correct the mistakes.
- Students compare their answers in pairs.
- Check the answers with the class.

### Exercise 3

- Students read the essay and correct the mistakes.
- Students compare their answers in pairs.
- Check the answers with the class.

#### ANSWERS

"The Simpsons" is a famous American cartoon. Have you ever seen it? It's very funny, isn't it?

When I was 10, I told my mom, "I want to speak like Bart!" She laughed, but she said I could start lessons that year. I made a lot of mistakes at first. But now I can watch and enjoy TV in English!

### Exercise 4

- Refer students to exercise 7 on page 87.

## 7 A report

page 95/C10

### Grammar

The passive

### Vocabulary

Materials

### Writing skill

Defining relative clauses

### Writing genre

A report

### Aim

To practice using defining relative clauses; to write a report about how green you are

### Exercise 1

- Read the rules with the class. Check that students understand everything.

### Exercise 2

- Students complete the definitions with the correct relative pronouns.
- Students compare their answers in pairs.
- Check the answers with the class.

### Exercise 3

- Students join the sentences using defining relative clauses.
- Students compare their answers in pairs.
- Check the answers with the class.

#### ANSWERS

- June 5<sup>th</sup> is the date when people celebrate World Environment Day.
- Glass, paper, and cardboard are materials which / that we recycle.

# Language

pages 96–97/C3–C4

## Grammar

Permission: *can, could*Permission: *be allowed to**used to*

Past perfect

Past narrative tenses

## Vocabulary

Education

Things to do on vacation

## Topic

Endangered languages

## Project

Write a personal statement on why you are studying English

## Warm-up

- Ask: *What languages can you speak? What other languages would you like to learn in the future? Why?*
- Elicit some ideas, then ask: *How many different languages are there in your country? How many languages do you think there are in the world? Which languages have the most speakers? Elicit a few guesses. Use the discussions to teach *Mandarin* and *Hindi*.*
- Ask: *Why do you think some languages are more popular than others? Why do you think some languages are endangered? Elicit a range of ideas.*

A Curriculum extra Language

## ENDANGERED LANGUAGES

**HOW MANY LANGUAGES ARE THERE?**  
There are around 6,000–7,000 languages in the world today. More than 800 million people speak Mandarin as a **native language**, the first language they learn. Other languages have fewer speakers. For instance, only around 1,000 people speak Boe Wadaru, which used to be the main language of the Bororo tribe in the Amazon (visitors who take the long bus journey to go sightseeing there may learn the word *lorudu/wabokwa*, which means “stupid”). Around 25 languages disappear every year, and we may lose nearly half of all languages in the next century.

**WHY ARE SOME LANGUAGES SO POPULAR?**  
Today, many of us want to travel, and to communicate with people from around the world. This is much easier if we speak a big, **global language** like Mandarin, Spanish, Hindi, or English. For example, around 375 million people speak English as a native language, and millions more speak it as an additional, **second language**. Around 25 percent of the world understands some English. As it's the most popular language on the Internet, many people also learn it to access information and knowledge.

**WHY ARE OTHER LANGUAGES DISAPPEARING?**  
As more and more young people choose to study global languages, other languages become less popular. If no young people learn a language, it eventually dies out. In 2010, the ancient Indian language of Aka-Bo died when the last speaker died, aged 85. Boa Sr said she'd felt lonely at times because she'd had no one to speak with. She learned Hindi to make friends.

**WHY ARE ENDANGERED LANGUAGES IMPORTANT?**  
Few students would want to study a tiny language like Bo as a **foreign language** at school! So why is it sad when languages disappear? Well, linguists believe that languages are more than just words. When we learn a language, we also learn about a different culture. When we lose a language, the world loses part of its history.

**CAN WE SAVE ENDANGERED LANGUAGES?**  
It's difficult to save languages, but not impossible! For example, in Chile there has been a big social media campaign to promote **regional languages** like Mapudungun, the language of the Mapuche people, which had around 250,000 speakers in 2007. Campaigners want young Mapuche people to learn Mapudungun to show that they are proud of their heritage. A few years ago, Mapuche schoolchildren were only allowed to use Spanish (which is the main language of Chile and has over 400 million native speakers worldwide). Now the Chilean government supports young people who want to learn Mapudungun. Thanks to poetry events and language courses advertised on Facebook, Twitter, and YouTube, the language is becoming fashionable again. You can pass tests, get qualifications, and even buy “I love Mapudungun” souvenir T-shirts!



**Check it out!**  
Find these words and check their meaning.  
access  
linguist  
campaign  
heritage  
qualification

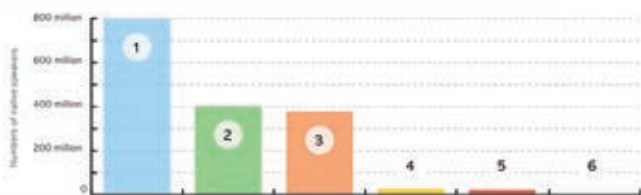


students from many different countries speaking in English

96 ninety-six

1 Read the article. Then complete the graph with the languages in the box.

Aka-Bo Boe Wadaru English Mandarin Mapudungun Spanish



1 Mandarin      3 English      5 Boe Wadaru  
 2 Spanish      4 Mapudungun      6 Aka-Bo

2 Read the article again. Answer the questions.

How many languages are there in the world today? 6,000-7,000

- How many languages disappear every year? 25
- How many people in the world know some English? 25 %
- Who was the last person to speak Aka-Bo? Boa Sr
- Who believe that languages are "more than just words"? linguists
- Which country organized a big social media campaign to promote a local language? Chile
- What kind of things did the social media sites advertise? poetry events and language courses

3 Which of the reasons below for learning a language appear in the article?

Check (✓) the correct answers.

- |   |   |
|---|---|
| 1 to communicate with people from around the world. <input checked="" type="checkbox"/>   | 4 to help you to get a good job. <input type="checkbox"/>                         |
| 2 to access information, for example on the Internet. <input checked="" type="checkbox"/> | 5 to learn about a different culture. <input checked="" type="checkbox"/>         |
| 3 to make friends. <input checked="" type="checkbox"/>                                    | 6 to show that you are proud of your history. <input checked="" type="checkbox"/> |
|   | 7 to enjoy books in another language. <input type="checkbox"/>                    |

4 Look at the bold words in the article and check the meaning. Then complete the sentences with information about you.

- My **native language** is \_\_\_\_\_.
- In my country a lot of people also speak \_\_\_\_\_ as a **second language**.
- Another **foreign language** I would like to learn one day is \_\_\_\_\_.
- \_\_\_\_\_ is a **regional language** which some people speak in \_\_\_\_\_ (which part?) of my country.
- I think that \_\_\_\_\_ is the most important **global language** because \_\_\_\_\_.

**Project**

Write a personal statement for yourself, called "Why I'm studying English!" Include the following information:

- What languages do you know, and how well do you know them?
- Why do you want to learn English? How do you think it will help you in the future?
- What do you want to achieve by the end of this year?

**Exercise 1**

- Read the task with the class. Make sure that students understand everything.
- Students read the article quickly and complete the graph with the correct languages. Remind students that they should read quickly, and not worry at this stage if they don't understand everything.
- Check the answers with the class. Ask: Which number do you find most surprising? Why?
- Go through the Check it out! box and ask students to find the words in the article. Make sure that students understand the meaning of the words.

**Exercise 2**

- Students read the article again and answer the questions.
- Check the answers with the class.
- Ask: Do you think it's sad when languages disappear? Why? / Why not?

**Exercise 3**

- Read through the list of reasons for learning a language. Make sure that students understand everything.
- Students read the article again and check the correct answers.
- Students can compare their answers in pairs.
- Check the answers with the class.

**Exercise 4**

- Students use their dictionaries to check the meaning of the bold words.
- Make sure that students understand all the words.
- Students then complete the sentences with information about themselves.
- Students can compare their answers in pairs.
- Ask some students to read their sentences to the class. Correct any mistakes.

**ANSWERS**

Students' own answers.

**Extra activity**

- Ask students to close their books. Ask: What have you learned about endangered languages? Elicit a few ideas, then put students into pairs to note down a list of bullet points with as many facts as they can remember from the article.
- Ask pairs in turn to tell the class their ideas. Make notes on the board.
- Students can open their books and read the article again quickly to see what ideas they missed.

**Project**

- Read through the Project box with the class. Make sure that students understand everything.
- Discuss each of the questions in the Project box with the class and elicit some possible ideas for each topic. Make notes on the board.
- Students then write their personal statement.
- Students can compare their statements in pairs or small groups.
- Ask some students to read their personal statements to the class. Ask other students: Which ideas do you agree with? Do you hope to achieve the same things? How are your goals different?

**Consolidation**

- Encourage students to make a note of any new vocabulary from the article in their vocabulary notebooks. Tell students they can't learn all the new vocabulary they come across in their reading, so they should choose vocabulary that they think they will need to use in the future.

# Life sciences

pages 98–99/C5–C6

## Grammar

should / shouldn't

Second conditional

should have

Third conditional

## Vocabulary

Illnesses

Injuries

## Topic

Health and fitness

## Project

Write a report on outdoor activities for young people in your area

## Warm-up

- Ask: *How healthy do you think you are? How much exercise do you do? What kinds of exercise do you do?* Elicit a range of ideas, and encourage students to talk about their own experiences.
- Ask: *Why is it important to exercise? In what ways is exercise good for you?* Elicit a range of ideas. Try to elicit the idea that exercise is good for both the body and the mind.

**B Curriculum extra** Life sciences



## Go Out, Get Fit, Be Happy!

*Sick, tired, stressed? Maybe you should go out! Spending time in the countryside, or green areas like parks, has many health benefits.*

### 1 Exercise

Even small amounts of exercise can build muscles and help your heart – the most important muscle of all. Research suggests that doing no exercise can shorten your life by three to five years. It can be as bad for you as obesity or smoking!

One 2011 study found that people who exercised outdoors moved faster and felt less tired than those who exercised indoors – perhaps because they enjoyed it more. What can you do outdoors in your area? For instance, if you were lucky enough to live in Sao Bernardo, Brazil, you'd be able to skate, bike, climb, or simply walk in a 5,000-square meter "extreme sports" park!

### 2 Vitamin D

Our body makes vitamin D when the sun shines on our skin. Studies suggest that we need vitamin D for strong bones. It can also help us to get better more quickly when we get a bruise or sprain a muscle. However, too much sun can cause skin cancer, so you shouldn't stay outside for more than a few minutes without sun protection, and you should try to avoid getting a sunburn.

### 3 Fewer colds?

Some people think we should stay indoors in winter to avoid getting colds and other illnesses. That isn't true! We don't get colds because we feel cold. We get colds from tiny viruses. These often spread more quickly in winter because we spend more time close to other people indoors. Perhaps if you'd spent more time outdoors last winter, you'd have felt healthier!

### 4 Happiness

When you breathe in fresh air, more oxygen enters your lungs. This travels around your body in your blood until it reaches your brain. When your brain has extra oxygen, it makes a chemical called serotonin. This is sometimes called the "feel-good chemical," because it makes us feel good!

Going outdoors may also help you to relax. In one South Korean study, researchers studied people's brains while they were looking at different pictures. They found that looking at pictures of cities produced more stress and worry, while trees or mountains inspired positive emotions and happy memories.

### Check it out!

**Find these words and check their meaning.**

obesity  
vitamin D  
cancer  
fresh air  
oxygen

### 5 Better concentration

Did you spend a lot of time studying indoors before your last exams? Perhaps you should have gone out more! One study by the University of Michigan found that people's memory and concentration improved by 20 percent after they'd spent just an hour outdoors. Could going out help you to get better grades? Why not test the idea yourself!



98 ninety-eight

**1** Read the article quickly. Then complete gaps 1–5 in the article with the headings below. There is one heading you do not need.

Better concentration: Exercise  
Fewer colds?: Happiness  
Recommended sports: Vitamin D

**2** Read the article again. Find the body words in the article and label the picture.

**3** Complete the summary with one word from the article in each gap.

You should spend time outdoors because ... exercising outdoors is more effective than exercising indoors.

- 1 the sun on your skin creates healthy vitamin D.
- 2 you may get fewer illnesses like colds.
- 3 extra serotonin can help you to feel good / happy.
- 4 looking at nature can inspire positive emotions and happy memories.
- 5 it can improve your memory and concentration by 20 percent.

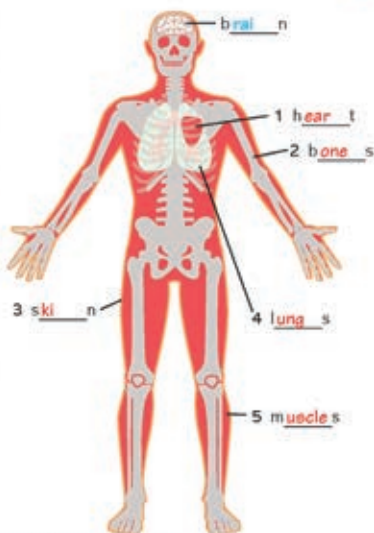
**4** Rewrite the sentences with true information.

- Doing no exercise isn't as bad for you as smoking.  
Doing no exercise can be as bad for you as smoking.
- 1 You can stay outside for an hour without sun protection.  
You shouldn't stay outside for more than a few minutes without sun protection.
  - 2 When we feel cold, we are more likely to get colds.  
We don't get colds when we feel cold.
  - 3 More oxygen leaves your body when you breathe in fresh air.  
More oxygen enters your body / lungs when you breathe in fresh air.
  - 4 South Korean researchers found that pictures of cities produced feelings of relaxation in the brain.  
South Korean researchers found that pictures of cities produced (more) stress and worry (in the brain).
  - 5 People's concentration improved after they'd spent a whole day outdoors.  
People's (memory and) concentration improved (by 20 percent) after they'd spent just an hour outdoors.

**Project**

Your local authority wants to encourage young people to spend more time outdoors. Write a report about the outdoor activities young people can already do in your area, and recommend ways the local authority could encourage them to go out more. Include three to four ideas for each of the following headings:

- Popular outdoor sports for young people in my area.
- Other activities young people enjoy doing outdoors.
- Recommendations  
(How can the local authority encourage young people to spend more time outdoors? For example: They should build a skate park, etc.)



**Exercise 4**

- Students read the article again and rewrite the sentences with true information.
- Students can compare their answers in pairs.
- Check the answers with the class.

**Extra activity**

- Ask students to close their books.
- Write the headings from exercise 1 on the board.
- Put students into pairs and ask them to make notes under each heading of information and facts they can remember from the article.
- Write students' ideas on the board.
- Students can open their books and read the article again quickly to find any information or facts that everyone missed.

**Project**

- Read through the *Project* box with the class. Make sure that students understand everything.
- Write the three headings on the board and brainstorm ideas for each with the class. Make notes on the board.
- Elicit the first few lines of the report with the class, e.g., *Young people can do a lot of sports in my area. For example, they can ...*
- Students write their reports individually.
- Students can compare their reports in small groups and discuss which recommendations are the best.
- Ask each group in turn to tell the class their best recommendations. Discuss as a class what the local authority should do.

**Consolidation**

- Encourage students to make a note of any new vocabulary from the article in their vocabulary notebooks. Tell students they can't learn all the new vocabulary they come across in their reading, so they should choose vocabulary that they are interested in, or vocabulary they think they will need to use in the future.
- Point out that there are some words related to health and the body in the article, which students could add to the health words they have already learned.

**Exercise 1**

- Read through the headings with the class. Make sure that students understand them all.
- Students read the article quickly and complete the gaps with the correct headings. Tell students not to worry if they don't understand everything in the article at this stage.
- Check the answers with the class.
- Go through the *Check it out!* box and ask students to find the words in the article. Make sure that students understand the meaning of the words.

**Exercise 2**

- Point to the picture and ask: *Can you label these body parts?* Elicit a few ideas.
- Students read the article again and label the picture with the correct body words.
- Check the answers with the class.

**Exercise 3**

- Check that students understand *virus* and *breathe in*.
- Students read the article again and complete the summary.
- Students can compare their answers in pairs.
- Check the answers with the class.



# Social science

pages 100–101/C11–C12

## Grammar

Question tags

Possibility in the present: *may / might (not), must, and can't*

Possibility in the past: *may / might (not), must, and couldn't*

*a / an, the, no article*

## Vocabulary

Relationships

Investigation

## Topic

Measuring happiness

## Project

Write an article about what happiness means to you

## Warm-up

- Ask: *What kinds of things make you feel happy? When have you felt very happy over the last few weeks?* Elicit a range of answers, then put students into pairs and give them two minutes to brainstorm ideas.
- Write students' ideas on the board.
- Point to the pictures and ask: *Why do you think people in some countries are happier than those in other countries?* Elicit a range of ideas.

**Curriculum extra** Social science

# MEASURING HAPPINESS

**Happy Planet Index 2012**

№ 1 Country: Costa Rica  
Ecological footprint: 2.5  
Life expectancy: 79.3  
Experienced well-being ("happiness"): 7.3

The New Economics Foundation (NEF) regularly publishes a Happy Planet Index (HPI) which measures national happiness. The 2012 report included more than 151 countries, and almost all of the world's population (99%).

**I'm not surprised by the result. Latin America is a great place to live, isn't it?** You might be right! Nearly all of the countries in the HPI top ten belong to the Central and South American and Caribbean regions, although Vietnam also scores well. Hardly any of the biggest, wealthiest countries score well, and the U.S. came 105<sup>th</sup> in 2012. It seems that money doesn't buy you happiness!

**Ecological footprint. What's that?** It is a score for the amount of resources, like food, water, and energy, that each country uses per person. Countries with small footprints (a score of 2.5 or less) use fewer resources. This saves energy and reduces pollution, so it creates a better environment for all of us. It is also less selfish. None of us can live happy, healthy lives without enough food, water, and other necessities. Unfortunately, a minority of the world's population (17%) use most of the world's resources (80%). The other 83 percent has to share 20 percent of the resources, and billions live in poverty and hunger. Costa Rica is "happy" because it is greener and more considerate than some of the world's wealthiest countries. For example, its footprint score is half of France's footprint score (a high 4.9), and around a third of the U.S.'s footprint (a terrible 7.2)!

**Do Costa Ricans live the longest?** Costa Ricans live for a long time, but the average Japanese person lives for around 83.4 years! Japanese people typically eat a lot of vegetables and fish, which must be very healthy. They also do more exercise and spend more time with family and friends. Few of us enjoy being lonely, and studies show that having good relationships may help you to live a longer, happier life – but only if you avoid having too many arguments!

**Really? But you can't measure happiness, can you?** NEF researchers measured happiness with a question called "the Ladder of Life." Imagine a ladder with steps from zero to ten. Ten means "the best possible life." Which step do you think you are standing on? The majority of the Costa Ricans must have felt they were high on the ladder! Why are they so happy? Well, perhaps you need to explore the country yourself to discover the answer. But watch out! After you've enjoyed the beautiful countryside, fresh air, and warm sunshine, and met the friendly, welcoming local people, you might not want to leave!

**Check it out!**

Find these words and check their meaning.

life expectancy  
measure  
score  
resource(s)  
necessity  
ladder

100 one hundred

1 Which of these topics do you think will appear in an article about happiness? Read the article. Then check (✓) the ideas it includes.

- environment
- 1 fame       3 money       5 weather   
 2 food       4 relationships       6 work

2 Read the article again. Match the numbers with the explanations.

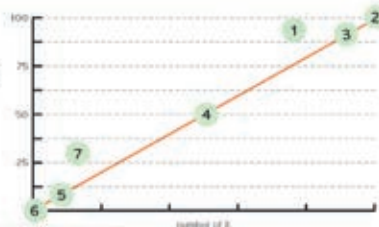
- 1 151      a the size of France's ecological footprint in the 2012 HPI  
 2 105      b the number of countries in the 2012 HPI  
 3 17      c the number which means "the worst possible life" on the Ladder of Life  
 4 4.9      d the average number of years a Japanese person will live  
 5 83.4      e the percentage (%) of people who use 80 percent of the world's resources  
 6 0      f the position of the U.S. in the 2012 HPI

3 Choose the correct options.

- 1 What do we know about the 2012 Happy Planet Index?  
 a It's the first time the report has been published.   
 b It includes every country in the world.   
 c It includes nearly everyone in the world.
- 2 What do we learn about big, wealthy countries?  
 a They don't appear in the HPI.   
 b The U.S. is the biggest and wealthiest country.   
 c They aren't always the "happiest" countries.
- 3 According to the article, countries should use fewer resources if they want to be ...  
 a fairer and wealthier       b greener and fairer   
 c wealthier and greener
- 4 Why do many Japanese people live longer?  
 a They have healthier meals.       b They don't have arguments.   
 c They do sports every day.
- 5 How does "the Ladder of Life" measure happiness?  
 a Happy people choose a higher step.   
 b Only happy people can answer the question.   
 c Happy people climb ladders better.

4 Write the expressions from the article in the correct order on the graph. Write the numbers next to the expressions.

- 2 all of X  
 3 almost / nearly all of X  
 5 (very) few of X / hardly any of X  
 4 (around) half of X  
 1 the majority of X / most of X  
 7 the minority of X  
 6 none of X



### Project

Write an article about what happiness means to you. Include the following information:

- Which people make you happy and why?
- What kind of place do you need to live in to be happy?
- Is money important for happiness? Why? / Why not?
- What else do you need to be happy?

one hundred one 101

### Exercise 1

- Read through the topics with the class. Make sure that students understand them all.
- Students decide which topics they think will appear in the article.
- They then read the article quickly to check their ideas. Remind students not to worry if they don't understand everything in the article at this stage.
- Check the answers with the class.
- Go through the *Check it out!* box and ask students to find the words in the article. Make sure that students understand the meaning of the words.

### Exercise 2

- Check that students understand *ecological footprint*.
- Remind students that for this task they can scan the article to find the numbers, then read that part of the article carefully to match the number to the correct explanation.
- Students complete the matching task.
- Students compare their answers in pairs.
- Check the answers with the class.
- Ask: *Which of these facts do you find most surprising? Why?*

### Exercise 3

- Students read the article again and choose the correct options.
- Students compare their answers in pairs.
- Check the answers with the class.

### Exercise 4

- Point out how the example answers *all of* and *the majority of* fit on the graph.
- Students find the remaining expressions in the article and write the correct numbers next to them.
- Students can compare their answers in pairs.
- Check the answers with the class.

### Extra activity

- Ask: *What changes could the government make in your country to increase happiness?*
- Put students into pairs and ask them to brainstorm ideas. Tell them to think about all the topics in exercise 1.
- Write students' ideas on the board.
- Point to the ideas on the board and ask: *Which ideas would make the biggest difference? Discuss the question as a class.*

### Project

- Read through the *Project* box with the class. Make sure that students understand everything.
- Discuss each question briefly with the class. As students answer, write notes on the board of useful ideas.
- Students write their article.
- Pin the completed articles around the classroom for students to look at. Ask some students: *Whose ideas were the most like yours? Why?*

### Consolidation

- Encourage students to make a note of any new vocabulary from the article in their vocabulary notebooks. Tell students they can't learn all the new vocabulary they come across in their reading, so they should choose vocabulary that they are interested in, or vocabulary they think they will need to use in the future.
- Point out that there are some words related to health and the environment in the article, which students could add to the words they have already learned for these topics.

# Environmental science

pages 102–103/C13–C14

## Grammar

The passive: Simple present  
The passive: Simple past  
Reported speech

## Vocabulary

Materials  
Media activities

## Topic

Garbage pollution in the oceans

## Project

Design a poster for a fundraising event for an environmental charity

## Warm-up

- Focus on the pictures. Ask: *What can you see in each picture? What environmental problems do the pictures show? Elicit a range of ideas.*
- Ask: *Where does all the trash in the oceans come from? What can people do to solve the problem? Elicit a range of ideas, and encourage students to speculate and express their own opinions.*

D Curriculum extra

Environmental science

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[www.cleaneurope.com/great-pacific-garbage-patch](http://www.cleaneurope.com/great-pacific-garbage-patch)

## THE GREAT PACIFIC GARBAGE PATCH





**1 QUESTION** Where's the biggest garbage dump in the world?

**Answer:** It's in the North Pacific Ocean!

Incredibly, the Great Pacific Garbage Patch is bigger than the U.S. It was discovered in 1997 by Captain Charles Moore, who was sailing to California after a boat race. Moore told scientists that he'd seen millions of plastic bottles, bags, and other trash in the water. He later published articles about his experience, and even presented YouTube videos! Scientists discovered that the plastic in the "Patch" was kept together by gyres, which are special kinds of ocean currents. A gyre moves in circles. It collects plastic in its centre and stops it from escaping. The plastic breaks into tiny parts, until it looks like "plastic soup"! Non-biodegradable materials, like metal and most kinds of plastic, aren't very environmentally friendly because they can last for hundreds of years.

**2 QUESTION** How was the Great Pacific Garbage Patch created?

**Answer:** It was made by people like you and me!

Look around. How many plastic objects can you see right now? The average American uses around 190 pounds (86 kilograms) of plastic every year! Only around half of all plastic trash is buried in garbage dumps. Plastic trash which isn't buried often ends up in rivers and streams, and eventually reaches the ocean. This plastic water pollution can hurt or kill sea animals, including endangered species. For example, rare loggerhead sea turtles sometimes eat plastic bags because they look like their favorite food, jellyfish. Plastic is dangerous for us, too. It's eaten by fish, which we may then eat ourselves! Even more worryingly, plastic stops sunlight from reaching algae, which then dies. Algae are very useful because they absorb harmful carbon dioxide gases (a major cause of global warming), and they also make about 70 percent of all the oxygen we breathe.

**3 QUESTION** How can we solve the problem?

**Answer:** We can't!

Unfortunately, experts have said that it would be impossible to "clean" the whole ocean. It's too big! What we can do is teach people about the dangers of ocean trash. In 2010, David de Rothschild sailed from California to Australia in a boat which he called the *Plastiki*. It was made from 12,500 plastic bottles! The voyage was reported around the world and helped to publicize the problem. You can help too, by making sure you always put your trash in a bin. Use less plastic if you can. For example, use paper bags instead of plastic bags, and don't buy chewing gum. Not many people know this, but it's also made from plastic. Yuck!

You could also organize a fundraising event at your school to collect money for environmental changes. [Click here](#) for details.

**Check it out!**

Find these words and check their meaning.

- ocean current
- non-biodegradable
- algae
- carbon dioxide
- voyage
- chewing gum

102 one hundred two

1 Quickly read the web page and match sections 1–3 to photos A–C.

1 B    2 A    3 C

2 Read the web page again. In which sections can you find these things or people? Write 1, 2, or 3. Then write the name of the thing or person.

- a vehicle which is made from plastic: 3 the Plastiki  
 1 a living thing which makes oxygen: 2 algae  
 2 a sailor who traveled from the U.S. to Australia: 3 David de Rothschild  
 3 a sailor who made an interesting scientific discovery: 1 (Captain) Charles Moore  
 4 a food that is made from plastic: 3 chewing gum  
 5 another non-biodegradable material that isn't plastic: 1 metal  
 6 an animal which looks like a plastic bag: 2 jellyfish

3 Read the article again. Answer the questions. Write full sentences.

Why was Captain Charles Moore sailing in the Pacific Ocean?

He was sailing to California after a boat race.

- 1 What are gyres?  
 2 How does our plastic trash reach the ocean?  
 3 What living things sometimes eat plastic trash? (List all the examples you find in the web page.)  
 4 How did the voyage on the *Plastiki* help?  
 5 How can student readers help?

4 Match words from list A with words from list B to make expressions from the article. Then use them to complete the sentences.

A endangered environmentally fund garbage global non- water

B biodegradable dump friendly pollution raising species warming

Plastic trash in the oceans is a kind of water pollution.

- 1 A garbage dump is a big collection of trash.  
 2 If something is environmentally friendly, it's good for the environment.  
 3 The world is getting hotter as a result of global warming.  
 4 Endangered species are very rare kinds of animals and birds that might disappear.  
 5 We organize fundraising events so we can collect money and give it to a charity.  
 6 Non-biodegradable materials like plastic, metal, and glass can last for hundreds of years.

### Project

Imagine that your school is going to organize a special fundraising event to collect money for an environmental charity called Save Our Seas! Design a poster advertising your event. Use an idea from the list and think about the following questions:

a school sale or fair · a sponsored race or competition · a student dance or movie night

- When and where is the event?
- What is the event? (Give details and try to make it sound exciting!)
- What are you raising money for? Why is it important?

one hundred three 103

### Exercise 1

- Students read the web page quickly and match the sections to the photos.
- Check the answers with the class.
- Go through the *Check it out!* box and ask students to find the words on the web page. Make sure that students understand the meaning of the words.

### Exercise 2

- Read through the list of things and people with the class. Make sure that students understand everything.
- Students read the web page again to find which section each thing is mentioned in, and to write the names.
- Students can compare their answers in pairs.
- Check the answers with the class.

### Exercise 3

- Students read the web page again and answer the questions.
- Students can compare their answers in pairs.
- Check the answers with the class.

### ANSWERS

- 1 They are a kind of ocean current which moves in circles.
- 2 A lot of plastic trash ends up in rivers and streams. It is carried along in the water until it reaches the ocean.
- 3 Loggerhead sea turtles and fish sometimes eat plastic trash. (Humans may also eat plastic if we then eat the fish!)
- 4 The voyage was reported around the world and helped publicize the problem of plastic water pollution.

- 5 They can put their trash in a bin, they can use less plastic (for example, by using paper bags and not buying chewing gum), and they can organize a fundraising event at their school.

### Exercise 4

- Students match the words from List A with the words from List B.
- Students use the words to complete the sentences.
- Students can compare their answers in pairs.
- Check the answers with the class.

### Extra activity

- Write these numbers and dates on the board.  
1 70 2 1997 3 190 4 12,500
- Ask students to scan the web page quickly to find the numbers and write a sentence saying what each one refers to. You could make this into a race, to make it more challenging.
- Check the answers with the class.

### ANSWERS

- 1 Algae make about 70% of the oxygen we breathe.
- 2 The garbage patch was discovered in 1997.
- 3 The average American uses 190 pounds of plastic every year.
- 4 The *Plastiki* was made from 12,500 plastic bottles.

### Project

- Read through the *Project* box with the class. Make sure that students understand everything.
- Brainstorm some ideas for where each event could be held, and what it could be like.
- Brainstorm some ideas of projects to raise money for.
- Students design their posters.
- Pin the completed posters around the classroom for students to look at.
- Discuss as a class which posters are best, and which events sound most exciting.

### Consolidation

- Encourage students to make a note of any new vocabulary from the web page in their vocabulary notebooks. Suggest that they choose vocabulary that might be useful in the future for talking about the environment and environmental problems.

# Puzzles 1-2

## Unit 1 page 104/C7

### Grammar

Permission: *can, could*

Permission: *be allowed to*

*used to*

### Vocabulary

Education

### Aim

To practice vocabulary for education, permission with *can, could*, and *be allowed to*, and *used to*

### 1A

- Students find the words in the puzzle and complete the education expressions.

### 1B

- Students complete the sentences, then use the letters in the gray boxes to complete the final sentence.

## Unit 2 page 104/C7

### Grammar

Past perfect (affirmative and negative)

Past narrative tenses

### Vocabulary

Things to do on vacation

### Aim

To practice vocabulary for things to do on vacation, affirmative and negative forms of the past perfect, and past narrative tenses

### 2A

- Students write sentences using words of the same color.

### ANSWERS

- On Tuesday, Harry rented a bike.
- On Wednesday, Harry took some photos.
- On Thursday, Harry went sightseeing.
- On Friday, Harry took a tour.
- On Saturday, Harry met some new people.

### 2B

- Students use the verbs to complete the visitors' comments.

**1A** What did Katy do at school yesterday? Find four more words in the puzzle and complete the education expressions.

P	R	E	S	E	N	T	A	I	O	
R	A	G	O	M	I	S	E	T	K	E
O	T	R	Q	E	M	I	S	D	E	J
J	E	A	Q	U	E	S	T	I	O	N
E	S	D	O	G	R	A	D	D	S	D
C	S	E	P	R	O	J	E	A	T	S
T	M	I	S	T	A	K	E	P	T	O

Katy ...  
passed her geography test.

- answered a difficult question in English.
- did a project on engineering in science.
- only made one mistake on her math test.
- got a good grade for her French homework.

**1B** Complete the sentences. Use the letters in the gray boxes to complete the last sentence.

Peter used to get up at 7 to go to school. Now, he gets up at 6:30. He can't be late! When he was a student, he used to talk with friends at lunch. Now he works. When he was a student, he could wear what he liked. Now he dresses well. He didn't use to do much homework in the evenings. Now he works weekends, too. But he won't have to take any tests this year. The students won't be allowed to miss those!  
Peter is a teacher.

**2A** What did Harry do on vacation? Write his itinerary. Use between two and five words with the same color.

On Monday, Harry ate out.

Mon	Tues	Wed	Thurs	Fri	Sat
some	a	went	made	spoke	
made	ate	took	hiking	got	
took	a	out	rented	with	
was	new	took	some	tour	
up	pictures	tour	people	sightseeing	
modern	souvenirs	some	bike	met	

**2B** Someone's torn the hotel guest book! What did the visitors say? Use the verbs on the pieces of paper.

drop finish get laugh pick read

**The Cheap and Cheerful Hotel**  
The Thompsons, Maine, U.S.  
"The restaurant was awful. The waiter dropped my pizza while he was carrying it! He then served me the pizza which he 'd picked up from the floor!"

Fernando Gómez, Uruguay  
"The room was incredibly dirty. While I was getting dressed one morning, I saw a mouse! When I complained, the manager just 'laughed at me!"

Nguyen Thi Phuong, Vietnam  
"The staff were so rude! The hotel clerk 'was reading a magazine when I arrived. She didn't stop. I had to wait until she 'd finished!"

# Got it! Puzzles 3-4

**3A** Alex is sick! Find five more illnesses. Then label the picture.

cg h k o l d e a r a c h e e a r s a c h e s b a  
c k a k e s t o m a c h a c h e s o a r t h r o t e t o t h a c h e f e v e r  
c  
f e e v e r h e a d a c h e b a c k t o o t h a c h e c o u l d

Alex has a(n):  
headache

- earache
- toothache
- sore throat
- backache
- stomachache

**3B** Match a blue shape with a yellow shape to make sentences.

so much TV, I'd get more done!  
I shouldn't drink more time on my homework.  
I would feel so much soda.  
late for school if I rode my bike.  
I should spend if I didn't watch  
less tired if I went to bed earlier.  
I wouldn't be  
I shouldn't drink so much soda.

**4A** Read the sentences. Write the correct injury words in the word star. Then use the letters in the gray boxes to find out what all six of the injured people are.

- Elle didn't use sunscreen, so she got a **sunburn**.
- Lee **broke** his leg! Now he can't walk.
- Ria **bruised** her arm and it went blue and green!
- Jorge got a big **blister** because his shoes hurt.
- Scott **burned** his hand on the camp fire.
- Kiki got a lot of nasty mosquito **bites**.

Elle, Lee, Ria, Jorge, Kiki, and Scott are all **students**.

**4B** Copy the words with the same color. Reorder the words to make sentences.

movie	if	healthier	have	if	shouldn't
gotten	done	for	better	exercise	that
shouldn't	my	I'd	argument	should	have
have	have	the	watched	if	had
have	studied	grocery	with	tests,	more
last	terrible	done	I	I	friend
math	felt	grades	an	I'd	I'd
action	I'd	best	shopping	year	the

I I shouldn't have watched that terrible action movie!

## Puzzles 3-4

Unit 3 page 105/C8

### Grammar

should / shouldn't  
Second conditional

### Vocabulary

Illnesses

### Aim

To practice vocabulary for illnesses, *should / shouldn't*, and the second conditional

### 3A

- Students find five more illnesses and label the picture.

### 3B

- Students match the blue and yellow shapes to make sentences.

### ANSWERS

- I would feel less tired if I went to bed earlier.
- I should spend more time on my homework.
- If I didn't watch so much TV, I'd get more done.
- I wouldn't be late for school if I rode my bike.

Unit 4 page 105/C8

### Grammar

should have (affirmative and negative)  
Third conditional

### Vocabulary

Injuries

### Aim

To practice vocabulary for injuries, affirmative and negative forms of *should have*, and the third conditional

### 4A

- Students complete the star with the words for injuries, then use the letters in the gray boxes to complete the sentence.

### 4B

- Students copy the words and reorder them to make sentences.

### ANSWERS

- I should have done the grocery shopping.
- I'd have felt healthier last year if I'd done more exercise.
- I shouldn't have had an argument with my best friend.
- If I'd studied for the math tests, I'd have gotten better grades.

# Puzzles 5-6

## Unit 5 page 106/C15

### Grammar

Question tags with *be* (simple present and simple past)

Question tags with *do* (simple present and simple past)

Question tags (other tenses and modal verbs)

### Vocabulary

Relationships

### Aim

To practice vocabulary for relationships, and question tags

### 5A

- Students connect the words and make sentences.

### 5B

- Students put the dominoes together by matching the question tags.

### ANSWERS

You won't go out tonight, will you?  
 You were in town on Sunday, weren't you?  
 You can wear jeans to school, can't you?  
 You didn't walk here today, did you?  
 You aren't enjoying this game, are you?

## Unit 6 page 106/C15

### Grammar

Possibility in the present: *may / might (not), must, and can't*

Possibility in the past: *may / might (not), must, and couldn't*

### Vocabulary

Investigation

### Aim

To practice vocabulary for investigation, and modal verbs for possibility in the present and past

### 6A

- Students write the simple past form of the verbs and complete the code.

### 6B

- Students complete the sentences with the correct modal verbs. They then read the clues and guess where the bank robber is.

# Got it!

## Puzzles 5-6

### 5A

Help Prince Charming and Beauty to live happily ever after! Draw lines to connect the words and make sentences. You do not need to use every box.

Prince Charming met Beauty.						
Charming	broke	up	a	date	'They	out
asked	Beauty	out	to	a	started	going
divorced	fell	'They	went	on	'After a	few weeks,
and	'Beauty	Beauty	with	in	fell	they
Charming	became	to	engaged	love	on	cheated
got	married	wedding	got	'Charming	had	love

They lived happily ever after.

### 6A

Help Jenny investigate! Write the simple past of the verbs and complete the code.

	c	d	e	f	g	h	i	
●	▶	◊	≠	∩	○	♥	=	■
m		r		t	v	y		
♣	◀	◻	◻	◻	◻	◻	◻	♠

The Case of the Missing Sunglasses!

When I **discovered** my new sunglasses were lost, I was worried. I **searched** for them everywhere. I **explored** everywhere! I asked my brother if he'd borrowed them, but he said "no." I **believed** him - he's very honest! I saw my friend and I **explained** my problem. She quickly **solved** the mystery.

Solution: The glasses were **on** my **head**!

### 5B

Put dominoes together by matching the yellow sentences with the blue question tags.

START

You're good at English.

will you?

You were in town on Sunday.

did you?

You aren't enjoying this game.

weren't you?

You can wear jeans to school.

can't you?

You didn't walk here today.

aren't you?

You won't go out tonight.

are you?

END

### 6B

Complete the sentences with a modal verb. Then read the clues and look at the map. Where is the bank robber?

The bank robber **can't** have left the street. The cafe is closed, so he **can't** be there. At 11 a.m., the stores **may** not be busy. They aren't good places to hide. He **couldn't** have crossed the road. There isn't a crossing place. He **must** have walked past the museum - someone saw him. He wants to hide. He **might** prefer somewhere dark.

I know! He must be at the **movie theater**.

### 7A

Find four objects for each material.

belt boots  
computer screen envelope  
flower vase knife magazine map  
motorcycle jacket pants poster pajamas  
scissors sheets shoes soda can stove  
towel window  
wine bottle

glass computer screen flower vase window wine bottle  
cotton pajamas sheets towel pants  
metal knife scissors soda can stove  
leather belt boots motorcycle jacket shoes  
paper envelope magazine map poster

### 7B

Complete the sentences with the simple present passive or simple past passive form of the verbs in parentheses. Guess the answers.

#### What is it?

- It belongs to you, but it is used (use) more by others. Your name!
- It can look like a beautiful girl or an ugly old man! It is made (make) from glass.
  - Thousands of these were broken (break) this morning before they were used (use).
  - These twins started life with fingers and thumbs, but they weren't given (not give) bodies or heads!
  - Roads, rivers, and forests are found (find) here, but no cars, water, or trees.

### 8A

Read the sentences. Complete the crossword with the correct media verbs. Then use the gray letters to find out who Maria is.

1 PUBLISH  
2 N  
3 ADVERTISE  
4 REPORT  
5 EDIT  
6 FOLLOW

A week in the life of a celebrity! This week, ...

- three magazines p... articles about Maria.
- two chat show hosts i... her on TV.
- she starts to a... her new book.
- newspapers r... the news of her "surprise" engagement to another celebrity.
- she asks a magazine to e... a picture of her.
- thousands of new fans f... her on social media.

Who's Maria? She's a pop star!

### 8B

Can you match the quotations with the famous movies? Then complete the reported speech.

- Finding Nemo Robocop Titanic The Wizard of Oz
- "Fish are friends, not food." The shark said that fish were friends, not food. Finding Nemo
- "I'm the king of the world!" Jack said he was the king of the world.
  - "I'll get you ... and your little dog, too!" The witch told Dorothy that she would get her and her little dog, too.
  - "Dead or alive, you're coming with me." A half-man half-robot told his enemy that, dead or alive, he was coming with him.

#### Grammar

Reported speech (1) (verb changes)  
*say and tell*

Reported speech (2) (pronouns, possessive adjectives, and time expressions)

#### Vocabulary

Media activities

#### Aim

To practice vocabulary for media activities, reported speech, and *say and tell*

#### 8A

- Students complete the crossword with the correct media verbs. They then use the gray letters to complete the sentence about Maria.

#### 8B

- Students match the quotations with the movies, then complete the reported speech.

#### ANSWERS

- Titanic*
- The Wizard of Oz*
- Robocop*

## Puzzles 7-8

#### Grammar

The passive  
The passive: Simple present  
The passive: Simple past

#### Vocabulary

Materials

#### Aim

To practice vocabulary for materials, and simple present and simple past forms of the passive

#### 7A

- Students find four objects for each material.

#### 7B

- Students complete the sentences with the correct passive forms, then guess the answers.



# Audioscripts

🎧 1•03 page 12, exercise 1

**Example** be on time, be late

- 1 study for tests
- 2 fail a test
- 3 pass a test
- 4 ask questions
- 5 answer questions
- 6 give a presentation
- 7 get a good grade
- 8 do a project
- 9 do homework
- 10 make mistakes

🎧 1•07 page 17, exercise 3

**Interviewer** Good afternoon, Elaine. Thanks for being here. Now, why did people travel to the American West at the end of the 19<sup>th</sup> century?

**Elaine** Well, in 1862, the U.S. government offered free land in the West to U.S. citizens. Thousands of people, including single women, ex-slaves, and immigrants traveled to the frontier to get a piece of land.

**Interviewer** How did they travel there?

**Elaine** Modes of transportation used to be more limited than today. There weren't cars, of course, but there were boats and trains. These were expensive for most travelers, however, and the majority of people traveled in wagons with horses.

**Interviewer** What were the pioneers' houses like?

**Elaine** They used to be very simple and very small. They usually only had one room which was a kitchen, a dining room, a living room, a workroom, and a bedroom!

**Interviewer** What kinds of food did the pioneers use to eat?

**Elaine** Well, anything that they could catch or grow. Every frontier family had a vegetable garden, and of course they had to buy some things, but they only did the grocery shopping about twice a year!

**Interviewer** What did they do for entertainment?

**Elaine** Not very much because they had a lot of work to do. They used to love reading, though, and they read anything that they could find. Storytelling was also popular, especially on cold winter nights.

🎧 1•09 page 20, exercise 1

**Example** meet new people

- 1 rent a bike
- 2 take a tour
- 3 eat out
- 4 go sightseeing
- 5 visit a museum
- 6 take pictures
- 7 go hiking
- 8 sunbathe
- 9 buy souvenirs

🎧 1•10 page 20, exercise 2

1

OK, here we are in Times Square. It's an interesting name because it's really two triangles – not a square! Over there you can see Broadway and the theater district and that's 7<sup>th</sup> Avenue. The square has a long history ...

2

OK. The bikes are all new and they cost \$8 an hour, or \$40 for a full day. The helmets are included. You mustn't take the bikes out of the park!

3

This is a portrait by the Dutch artist Vincent Van Gogh. It's a self-portrait from the year 1887. Van Gogh produced over 30 self-portraits. He said he had no money and he couldn't pay models.

4

Marcy, move a little to the left. I can't see Grandma. Josh, you come and stand in the front. OK. Everybody ready? Smile!

5

**A** Excuse me. How much are the Statue of Liberty T-shirts?

**B** They're \$8.99 for one, or \$15 for two.

**A** And how much are the "I Love New York" T-shirts?

**B** They're the same price.

🎧 1•11 page 22, exercise 1

**Stella** Where did you go on summer vacation?

**Luke** I went to British Columbia, Canada with my sister, Addison.

**Stella** Canada! What was it like?

**Luke** Well, we stayed with my dad's family in a village on the north coast.

**Stella** Cool!

**Luke** Not really. The village was too small! There was nothing to do!

**Stella** Did you go to the beach?

**Luke** It wasn't warm enough to go to the beach, and the water was too cold for swimming! Luckily, there were some very friendly young people in the village. But it was so difficult to understand them – Canadian people speak too fast!

**Stella** Did you do anything with them?

**Luke** Yeah, we rented some bikes, and they took me mountain biking. While we were riding, we saw a black bear in the forest. It was so cool!

**Stella** Wow!

🎧 1•13 page 22, exercise 3

**Meg** What was your hotel like?

**Lara** It was OK, but there were a few problems. It was too far from downtown, but the beach was very close.

**Meg** Was your room nice?

**Lara** No, it wasn't. There was no air-conditioning, so it was too hot. I'm pretty tall, and the bed wasn't big enough for me. The bathroom was very big, though, and the water in the shower was very warm.

**Meg** Did you have your meals at the hotel?

**Lara** No, we didn't. The hotel restaurant was too expensive. We ate in a beautiful little café in front of the beach.

**Meg** Was there a swimming pool in the hotel?

**Lara** Yes, but it was so small and it was very dirty!

**Meg** What a nightmare hotel!

🎧 1•15 page 25, exercise 3

**Interviewer** Thank you for doing the interview. What grade are you in, Hayley?

**Hayley** I'm in 12<sup>th</sup> grade.

**Interviewer** And you, Ryan?

**Ryan** I'm in 11<sup>th</sup> grade.

**Interviewer** And you're both members of the Lexington High marching band. What instruments do you play?

**Hayley** I play the saxophone.

**Ryan** And I play the trumpet.

**Interviewer** Had you ever been to Los Angeles before the trip?

**Hayley** Yes, I'd been to L.A. twice before. It was my third time.

**Ryan** I'd never been. It was my first time. I was so excited.

**Interviewer** What was the trip like?

**Ryan** The journey was so long and boring. We traveled by airplane all day. We had to stop in Houston and then take another airplane. I was very tired.

**Hayley** I don't know. I slept for the entire journey!

**Interviewer** You had three performances in Los Angeles. Which one was your favorite?

**Ryan** The performance at Universal Studios was cool. A local TV station filmed it, and we saw it on the news that evening. The Walt Disney Concert Hall performance was great, too. The building is amazing.

**Hayley** My favorite performance was the one outside the Chinese Theater. It was cool to play music on the street!

**Interviewer** What was your highlight of the trip?

**Ryan** The best part of the trip for me was the VIP Bus Tour. It was fun, and we saw houses of the rich and famous!

**Hayley** I liked looking at the stars on the Hollywood Walk of Fame. Here's a picture of me at the Beatles star on Hollywood Boulevard. That was a highlight for me!

1•16 page 27, exercise 7

**Leon** So, how was Adventure Camp?

**Ángel** Oh, it was so cool! Everyone was very friendly. You should go sometime!

**Leon** What did you do? Could you choose your activities?

**Ángel** Yes, we could. I chose hiking, kayaking, and rock climbing. At night, we could play games, or just talk and listen to music.

**Leon** Awesome! Were you allowed to walk around the National Park by yourself?

**Ángel** No, we weren't. The leaders said it wasn't safe enough. They thought the wolves were too dangerous!

**Leon** Wolves?

**Ángel** Yeah! We saw some while we were hiking. I took pictures with my cell phone.

**Leon** Wow. You're so lucky! Hey, can I come over? I want to see your pictures.

**Ángel** Yes, of course you can. Would you like to come tomorrow after school?

1•19 page 27, exercises 10 and 11

**Interviewer** Thank you for telling us about your world trip, Jess! Wow, what an incredible experience.

**Jess** Yeah, I'm very lucky. I learned so much! Before last year, I'd only been outside the U.S. once, when I was 6. We visited an aunt who used to live in Toronto.

**Interviewer** Did you visit Canada this time?

**Jess** Um, we didn't have time! First, we went to Europe. We spent a month in Rome, practicing our Italian. Visiting a country is a great way to learn a language, I think – even better than taking a class in school.

**Interviewer** Where did you go next?

**Jess** We went to Asia. I loved Thailand. While we were traveling there, we visited temples, went trekking in the mountains, and even rode elephants!

**Interviewer** That's very cool. Where did you go next?

**Jess** Africa. While we were swimming in the sea in South Africa, we saw some sharks! Luckily, they weren't dangerous. But I decided NOT to have surfing lessons after that! Mom and my brother were braver.

**Interviewer** Your trip sounds like lots of fun.

**Jess** It was, but I wasn't allowed to miss schoolwork! My brother and I used to have online lessons on our laptops. We did homework and took tests. But studying is much nicer on a South African beach!

**Interviewer** What was the highlight of your trip?

**Jess** Probably seeing Machu Picchu in Peru. We took a tour there near the end of our trip. It's so old and beautiful. After my hometown, San Francisco, I think it's the next most beautiful place in the world.

1•20 page 28, exercise 1

### A Introduction

Thanksgiving is a national holiday in the U.S. American people celebrate Thanksgiving on the fourth Thursday in November.

Families usually spend the day together, and they prepare a traditional meal to say "thank you" for the good things in their lives.

### B History

The Thanksgiving tradition began around 400 years ago with a small group of religious people called Puritans. The Puritans used to live in Britain, but they disagreed with the religion of the Church of England. They decided to leave and start a new life in a different place. In September 1620, a group of them sailed to America on a ship called the *Mayflower*, and they settled on the coast of what is now Massachusetts. Their first months in America were very difficult. They didn't have much food, and a lot of people were sick. By the end of the winter, 46 people had died – about half of the small population. In the spring, some friendly Native Americans helped the settlers to plant corn and other vegetables. They also showed them how to hunt wild animals. As a result, they had a lot of food when fall arrived and their leader, William Bradford, decided to have a "thanksgiving" feast. They invited the Native Americans to the feast to thank them for all they had done.

### C Food

Today, many American people eat a traditional meal of turkey on Thanksgiving. Americans buy about 45 million turkeys for Thanksgiving! They usually eat it with potatoes, corn, beans, peas, and carrots. Then, for dessert, they have pumpkin or apple pie. According to tradition, these are the things that the settlers ate with the Native Americans at the first Thanksgiving meal.

### D Celebrations

Because Thanksgiving is on a Thursday, it is usually the start of a four-day holiday. A lot of towns and cities organize events to celebrate. There are big football games in Detroit and Dallas, and there's a very famous parade in New York with live music, colorful clothes, and huge balloons. More than 44 million people watch the parade on television every year.

1•22 page 32, exercise 1

**Example** a toothache

- 1 a backache
- 2 a cough
- 3 a fever
- 4 a cold
- 5 a stomachache
- 6 a headache
- 7 a sore throat
- 8 a rash
- 9 an earache

1•23 page 32, exercise 2

**A** What's the matter?

**B** I don't feel well. I have an earache.

**A** Poor you! You should go to the doctor.

**C** What's wrong?

**D** I don't feel well. I have a bad rash.

**C** Oh, no. You should use some cream.

1•24 page 34, exercise 1

**Doctor** Hello, Tom. How can I help you?

**Tom** I have a terrible backache.

**Doctor** I see. How long have you had it?

**Tom** I've had it for about a week. I was working in the garden when it started to hurt.

**Doctor** OK, let me have a look. Where does it hurt?

**Tom** Right here.

**Doctor** OK. Are you allergic to any medication?

**Tom** No, I'm not.

**Doctor** Good. Here's a prescription for some painkillers. You should take two pills twice a day for a week.

**Tom** OK, thanks. Can I still play sports?

**Doctor** No, you shouldn't play any sports at the moment. You should rest.

1•26 page 34, exercise 3

/ʊ/  
foot  
good  
put  
would

/u/  
fruit  
knew  
soon  
through

1•27 page 34, exercise 4

**Doctor** Good morning, Kaylee. How can I help you?

**Kaylee** I have a stomachache and a fever.

**Doctor** How long have you had it?

**Kaylee** I've had it since Wednesday.

**Doctor** OK. I'm going to write a prescription for you. You should take this medicine four times a day for three days. And you should drink a lot of water.

1•29 page 37, exercises 3 and 4

**Mrs. Taylor** Good morning, Miss Green. I'm Sarah Taylor – Peter's mom.

**Miss Green** Oh, yes. Thank you for coming.

**Mrs. Taylor** I'm really worried about Peter. His grades in math are very bad this year.

**Miss Green** Yes, they are. I'm not very happy with him.

**Mrs. Taylor** Oh, no! What's the problem exactly?

**Miss Green** Well, he doesn't listen in class.

**Mrs. Taylor** Peter says math is difficult.

**Miss Green** If he listened to the lessons, it wouldn't be difficult.

**Mrs. Taylor** He says he doesn't understand the lessons.

**Miss Green** But he never asks questions. If he asked questions, I'd be happy to explain.

**Mrs. Taylor** Maybe math is too difficult for him.

**Miss Green** No, that's not the problem. Peter's an intelligent boy. If he concentrated more on his work, his grades would be better.

**Mrs. Taylor** He doesn't do much homework. Do you give him homework every day?

**Miss Green** Yes, he should do twenty minutes of homework every day, but he never does it. If he did his homework, it would certainly help.

**Mrs. Taylor** I see. I didn't know that. I'm very sorry. I'll talk with Peter tonight and I'll check his homework in the future.

1•31 page 40, exercise 1

**Example** cut your finger

- 1 get a sunburn
- 2 bruise your knee
- 3 get a blister
- 4 sprain your ankle
- 5 get an insect bite
- 6 break your arm
- 7 burn your hand
- 8 graze your leg
- 9 hit your head

1•32 page 40, exercise 2

1

**A** Have you ever cut your finger?

**B** Yes, I have.

**A** How did it happen?

**B** I was making a sandwich for me and my friends. While I was cutting some cheese, my cell phone rang, but I wasn't looking at what I was doing and I cut my finger. I had to go to the hospital – it was so bad!

**A** Ouch!

2

**A** Have you ever grazed your leg?

**B** Yes, I have. Many times!

**A** How did it happen the last time?

**B** I was playing soccer when I fell. The graze looked awful. I had to wear pants and long skirts for weeks to hide it!

3

**A** Have you ever burned your hand?

**B** Yes, I have.

**A** How did it happen?

**B** I was making a cake. I was taking the cake out of the oven when I dropped it because it was so hot. I had burned my hand.

4

**A** Have you ever gotten a blister?

**B** Yes, I have.

**A** How did it happen?

**B** I was wearing new shoes. I went walking with my brother in the mountains and the shoes hurt my feet. I had a blister on my left foot. It was very big and red.

**A** Ugh!

1•33 page 42, exercise 1

**Operator** 911. Which emergency service do you need?

**Aiden** We need an ambulance right away.

**Operator** What's your name?

**Aiden** Aiden. Aiden Williams.

**Operator** Can you tell me what's happened?

**Aiden** One of my friends has fallen. I think he's broken his leg.

**Operator** OK. Try to stay calm. Where are you?

**Aiden** We're at Epic Skate Park on West Sunset Boulevard.

**Operator** I'm sending an ambulance right now. I need you to stay on the line. OK?

**Aiden** OK. But please hurry!

1•35 page 42, exercise 3

1 wrong

2 climb

3 light

4 arrive

5 fire

6 collect

1•36 page 42, exercise 4

1

**Operator** 911. Which emergency service do you need?

**Ron** Ambulance.

**Operator** What is your name?

**Ron** Ron White.

**Operator** Can you tell me what has happened?

**Ron** There's been a car accident. I was driving past the park and I saw a car accident.

**Operator** Can you see if anyone is hurt?

**Ron** One of the drivers is lying on the ground.

**Operator** Where are you?

**Ron** I'm on Green Street near the main entrance.

**Operator** I'm sending an ambulance right now. It'll be there very soon. I need you to stay on the line.

2

**Operator** 911. Which emergency service do you need?

**Carol** The police.

**Operator** What's your name?

**Carol** Carol Mitchell.

**Operator** Can you tell me what has happened?

**Carol** There's been a robbery. I work in a clothes store, and two men came into the store and stole all the money.

**Operator** Are the men there now?

**Carol** No, they've left.

**Operator** Where are you?

**Carol** I'm at Just Jeans. The address is 1224, West Hill Avenue.

**Operator** I'm sending some police officers right now. Do you need an ambulance? Are you hurt?

**Carol** I'm OK, I'm just a little shocked.

**Operator** Please stay on the line.

3

**Operator** 911. Which emergency service do you need?

**Mike** Fire department.

**Operator** What's your name?

**Mike** Mike Jackson.

**Operator** Can you tell me what has happened?

**Mike** There's a car on fire outside my house.

**Operator** Is there anyone in the car?

**Mike** No, there isn't.

**Operator** Where are you?

**Mike** I'm at 233, Red Tree Road.

**Operator** 233, Red Tree Road. I'm sending the fire department now. They will be there very soon. Please stay on the line.

1•38 page 45, exercise 4

**Host** Our next story is about an amazing 3-year-old girl who saved her mom by calling 911. For more on this story, we go to our reporter, Katy Chung.

**Katy Chung** Three-year-old Sarah Gonzales lives with her mom in Wichita, Kansas. Last Sunday, Sarah's mom was standing on a chair cleaning some cupboards when she fell and hit her head. The little girl ran to the phone and called 911. She told the operator: "Mom is sick. She fell. She's sleeping." Sarah's mom said that the little girl knew how to call 911 because of a children's book her grandma had given her.

**Sarah's mom** Sarah's grandma gave her a book called *It's Time to Call 911* for her birthday. It's one of her favorite books.

**Katy Chung** Sarah's mom returned home from the hospital yesterday. She has a broken leg and some bruises. She says Sarah is her hero.

**Sarah's mom** I shouldn't have stood on the chair. I knew it was dangerous. If Sarah hadn't called 911 so quickly, things would have been a lot worse.

1•39 page 47, exercise 7

1  
**A** What's the matter, Grace?  
**B** I have a pain in my left shoulder.  
**A** Your right shoulder. I see.  
**B** No, not my right shoulder. My left shoulder.  
**A** A pain in your left shoulder. Sorry! How long have you had it?  
**B** For nearly two weeks. It's gotten worse!  
**A** I see. Where does it hurt?  
**B** About here.  
**A** OK. Let me see ...

2  
**A** This is 911. What's your name?  
**B** Jay. Jay Lee.  
**A** Which emergency service do you need?  
**B** I need an ambulance, and the police.  
**A** Can you tell me what happened?  
**B** A car hit my friend. The driver didn't stop!  
**A** Where are you?  
**B** I'm at 48, Brewer Street.

1•42 page 47, exercise 10

1  
**Ranger** Hello? Betty Grainger here.  
**Eric** Hello. Is this the park ranger?  
**Ranger** Yes, I'm Betty, the park ranger. How can I help you?  
**Eric** My name's Eric. It's my brother. He fell when we were climbing down the mountain. He hit his arm. I think he's broken it!  
**Ranger** OK, don't worry, Eric. Where are you?  
**Eric** We're on the east side of the mountain, near the river.  
**Ranger** The east side? You should have stayed on the west side. If you'd followed the path, this wouldn't have happened!  
**Eric** We're very sorry. But please hurry!  
**Ranger** Sure, I'm coming, don't worry. You shouldn't move. I'll find you! And you should keep your brother warm. I'll be there in ten minutes.

2  
**Fran** Hi, Mom, it's Fran. Mom ... can you come and pick us up? We're at the café near the lake.  
**Mom** Why? What's the matter, Fran? I thought you were all going for a walk?  
**Fran** We are ... I mean, we were. Only Kate got these nasty insect bites, and Will got a sunburn, and I got a huge blister.  
**Mom** Oh, dear. Maybe you should have prepared better!  
**Fran** But Mom ...  
**Mom** OK, OK, I'll come. You should get some cake in the café. If you had some cake, you'd all feel better.  
**Fran** Thanks, Mom, I think we will. You're the greatest!  
**Mom** Yeah, yeah ... Hey, maybe you should buy me some lemon cake, too, to say thank you! Don't forget – lemon is my favorite. I can't stand chocolate ...

2•03 page 54, exercise 1

1 A – ask someone out  
 2 H – go on a date with someone  
 3 I – go out with someone  
 4 D – fall in love with someone  
 5 F – get engaged to someone  
 6 G – get married to someone  
 7 C – cheat on someone  
 8 J – have an argument with someone  
 9 B – break up with someone  
 10 E – get divorced from someone

2•04 page 56, exercise 1

**Sally** Hey, Blanca! John has told me all about you. You're here on vacation, aren't you?  
**Blanca** Yes, I am.  
**Sally** You went to SeaWorld yesterday, didn't you?  
**Blanca** Yes, I did.  
**Sally** The tickets were expensive, weren't they?  
**Blanca** Yes, they were, but it was awesome.  
**Sally** You've never been to the U.S. before, have you?  
**Blanca** No, I haven't.  
**Sally** You aren't going to stay very long, are you?  
**Blanca** No, I'm not. I'm going home on Tuesday.  
**Sally** You like Florida, though, don't you?  
**Blanca** Yes, I do. I love it!

2•07 page 59, exercise 3

**Kelly** You don't celebrate Valentine's Day in Japan, do you, Maki?  
**Maki** Yes, we do! We love Valentine's Day! Our traditions are a bit different from yours, though.  
**Kelly** Really? What do you do then?  
**Maki** Well, on February 14<sup>th</sup> women give chocolates to men.  
**Kelly** What about the men? They give presents, too, don't they?  
**Maki** No, not on Valentine's Day. Men give women white chocolates or candy on March 14<sup>th</sup>. It's called White Day.  
**Kelly** So, you have two love festivals. Valentine's Day and White Day.  
**Maki** Yes, that's right, but they have three main festivals in South Korea.  
**Kelly** Three? Why three?  
**Maki** Well, they celebrate Valentine's Day and White Day like us, but then on April 14<sup>th</sup>, they have Black Day.  
**Kelly** Black Day? What's that?  
**Maki** Well, on Black Day, single people meet in restaurants and eat noodles with black sauce.  
**Kelly** Black sauce?  
**Maki** Yes, the black color is important! It symbolizes sadness because single people don't have anyone to love.  
**Kelly** Oh, that's awful, isn't it?  
**Maki** Well, not really. Being single can also be a lot of fun! And this is a great day for enjoying a good meal out with your friends.

2•09 page 62, exercise 1

*MythBusters* is a popular science entertainment show. The presenters investigate myths and legends to solve mysteries and discover the truth. They travel the world to search for evidence and proof, and they check all the theories with a series of scientific tests. They record their investigations on film, and they explain all their ideas very clearly.

Myth or Fact?  
 The color red makes cows angry.  
 Don't believe it! Cows can't see red colors very well.  
 People can walk on fire.  
 Yes, they can! We can prove this is possible. Look at this evidence!

Bigfoot exists.  
 We don't know. It's impossible to explore every forest!

2•10 page 64, exercise 1

**Enzo** Where do you think Jen is? She's very late.  
**Alice** She might have forgotten about the movie.  
**Enzo** No, she couldn't have forgotten. I talked with her about it this morning. Her bus may be late.  
**Alice** Or she might have missed it!  
**Enzo** Let's call her ... She isn't answering.  
**Alice** She may have left her phone at home. I don't know.  
**Enzo** Look! There she is. She's buying popcorn!  
**Jen** Hey, where have you guys been? I must have been here for half an hour. It's late. We're going to miss the movie!

2•12 page 64, exercise 3

1  
**A** I can't find my jacket. Have you seen it?  
**B** No, I haven't. When did you have it last?  
**A** I had it at lunchtime.  
**B** Have you looked in the cafeteria? You may have left it there.  
**A** No, I couldn't have left it there. I know I had it when I left the cafeteria.  
**B** Where did you go after lunch?  
**A** I had P.E. I know! I must have left it in the gym!

2  
**Mom** What are you looking for, Sophie?  
**Sophie** I've lost my MP3 player!  
**Mom** Your room is so dirty. It might be in there under all your clothes!  
**Sophie** Ha ha. That's so funny.  
**Mom** You might have left it at Wendy's house last night.  
**Sophie** No, it can't be there. I was listening to it on the bus this morning.  
**Mom** You might have put it in your bag.  
**Sophie** Mmm ... where is my bag? You're right. It was in my bag. Why didn't I think of that?

3

**A** Where are they? Where are they?  
Where are they?  
**B** Where are what?  
**A** I can't find my keys.  
**B** Have you looked in the living room?  
**A** Yes, I have. They're not there.  
**B** They might be in your pocket.  
**A** No, I've already looked. Hello? ... OK.  
I'll come over and get them now.  
**B** Who was that?  
**A** It was Will. He says he found my keys.  
I must have left them at his house this afternoon.

🎧 2-14 page 67, exercise 4

**Host** On *Mysterious History* today, we're talking to Brett Armstrong, the author of a book about the Yonaguni Monument in Japan. Brett, what is the Yonaguni Monument?  
**Brett** Yonaguni is a small island near the south coast of Japan. In 1987, divers discovered an underwater rock formation there. It's between 6,000 and 10,000 years old!  
**Host** Wow! Is it natural, or is it man-made?  
**Brett** No one knows! Some people think the ocean may have shaped the rocks. But other people believe it may be a building.  
**Host** Really? Why do they think that?  
**Brett** Well, many people think it *looks* like a building. Divers may have found evidence of a man-made staircase and some man-made drawings. But it's very difficult to prove that these really *were* staircases or drawings!  
**Host** If it was man-made, what do you think the monument was?  
**Brett** It might have been a temple. We don't really know.  
**Host** What about people who think the rocks are natural?  
**Brett** Some experts say that humans couldn't have built the monument because it is too big, and that it's the result of ocean currents. They say that strong ocean currents can shape the rocks so that they look like man-made buildings. Other experts say that Yonaguni is in an earthquake zone and that sometimes earthquakes create very regular rocks. Earthquakes might have created Yonaguni.  
**Host** And what do you think? You must have an opinion!  
**Brett** Well, I think I might have solved the mystery, but you'll have to buy my book to find out!

🎧 2-15 page 69, exercise 6

**Zoey** Hey, David! You never answer your phone, do you? Anyway, I'm glad I found you. You'll never guess what happened!  
**David** Umm ... you've won the lottery, haven't you?  
**Zoey** Umm, no, I haven't! I've just seen the soccer star Sergio Redondo in town!  
**David** You couldn't have seen him. He lives in L.A.!  
**Zoey** Well, he might be on vacation. That's possible, isn't it?  
**David** Sure, that's possible.  
**Zoey** It must have been Sergio. He has that special smile ... oh, I'd recognize him anywhere! You believe me, don't you?  
**David** Yes, of course I do. So, what was he doing? He wasn't shopping, was he?  
**Zoey** No, he wasn't. He was going into the Russian restaurant on Main Street. He was with a beautiful, blond girl. Do you think she might have been his new girlfriend, Tiffany?

🎧 2-18 page 69, exercise 9

**Host** This time last year, who could have predicted that soccer superstar Sergio Redondo and musician Tiffany La Belle would get engaged? Our reporter, Luke Schiller, traveled to L.A. to discover more.  
**Luke** Hey, guys! Congratulations!  
**Sergio** Thanks, Luke!  
**Luke** Now, I believe you haven't known each other long, have you?  
**Tiffany** No, we haven't. We met last month at a concert, and we fell in love immediately, didn't we, Sergio?  
**Sergio** Yes, we did.  
**Tiffany** And now we're getting married on June 16<sup>th</sup> – next month! It's so exciting. We're going to have a big wedding with 1,000 guests!  
**Sergio** Are we?  
**Tiffany** Yes, of course we are, Sergio! Because we want to prove to the world how happy we are. I must have explained this, like, a million times.  
**Luke** You two have just bought a beautiful house in Beverly Hills, haven't you?  
**Tiffany** Yes, we have! It's wonderful! You didn't like it at first, though, did you, Sergio?  
**Sergio** Well, it's very big!  
**Tiffany** No, it isn't! It only has 36 rooms! Anyway, we need space for all my pets, don't we? I've got ten dogs, five cats, and a miniature pig. I call the pig Sergio, too! You love animals, don't you, darling?  
**Sergio** Do I? I mean, yes, of course I do. And I really love the garden. I'm going to turn it into my own private golf course.  
**Tiffany** Golf?  
**Sergio** Sure! Everybody loves golf, don't they?  
**Tiffany** Um ...  
**Luke** You're going to Hawaii on your honeymoon, aren't you?  
**Sergio** Yes, we are – and my mom's coming, too. Isn't she, Tiffany?  
**Tiffany** What? Your *mom*?

**Sergio** Of course, honey! I know you must love her as much as I do.  
**Luke** Well, thanks very much for talking with us, Sergio and Tiffany. And ... good luck!

🎧 2-21 page 74, exercise 1

**Example** a leather purse  
1 a plastic bottle  
2 a glass jug  
3 a paper bag  
4 a cotton T-shirt  
5 a cardboard box  
6 a woolen hat  
7 a pair of denim jeans  
8 a metal spoon  
9 a wooden table

🎧 2-22 page 74, exercise 2

**Example** They're leather. I wear them on my feet when I go hiking.  
1 They're metal. I use them to cut paper and cardboard.  
2 It's wooden. I sit on it when I'm eating in my kitchen at home.  
3 It's woolen. I wear it around my neck when it's cold.  
4 It's thin and plastic. I use it to buy things in stores or on the Internet.

🎧 2-23 page 76, exercise 1

1  
**A** Excuse me. I'm looking for a kind of gadget, but I don't know what it's called in English.  
**B** OK. What does it look like?  
**A** It's small, and it's made from plastic.  
**B** Hmm. What's it used for?  
**A** It's used for filming and sending videos with a computer.  
**B** Ah, do you mean one of these?  
**A** That's it! Thanks. What's it called in English?  
**B** A webcam. It's spelled W – E – B – C – A – M.

2  
**A** Hi. Can I help you?  
**B** Um, I'm looking for some American cookies, but I don't know what they're called!  
**A** OK. I might be able to help! What are the cookies made from?  
**B** They're made from chocolate and cream.  
**A** And what do they look like?  
**B** Um, they're round, and they look like cookie sandwiches! They're often eaten with milk.  
**A** Ah, do you mean Oreos? Like these?  
**B** That's it! Thanks. I *love* Oreos!

🎧 2-25 page 76, exercise 3

**A** Excuse me. I'm looking for a kind of light, but I don't know what it's called in English.  
**B** OK. What does it look like?  
**A** It's small, and it's long and thin.  
**B** What's it made from?  
**A** It's made from plastic and glass.  
**B** Um ... what's it used for?  
**A** It's used for seeing at night when you're camping. You can hold it in one hand.

2-26 page 76, exercise 4

- A Ah, do you mean one of these?
- B That's it! What's it called in English?
- A It's a flashlight. It's spelled F - L - A - S - H - L - I - G - H - T.

2-27 page 77, exercise 3

Example

- A Where was denim invented?
- B France.

1

- A Where was the first pair of modern denim jeans manufactured?
- B The U.S.

2

- A When were the first jeans sold?
- B The 19<sup>th</sup> century.

3

- A Who were the first jeans bought by?
- B Farm workers.

4

- A Who were jeans made famous by?
- B Marlon Brando and James Dean.

5

- A When were jeans first worn by teenagers?
- B The 1950s.

2-29 page 79, exercise 3

**Interviewer** Excuse me. Could I ask you a few questions about the environment for a survey?

**Amelia** Sure!

**Interviewer** Great, thanks! Can I ask your name?

**Amelia** Amelia Brewer.

**Interviewer** Thanks, Amelia. First question. How "green" do you think you are? Not at all green, about average, very green ...

**Amelia** Um, I'm not very green, but I'm not terrible, either. I suppose I'm somewhere in the middle. I love shopping, so I probably buy too much stuff! But I try to walk as much as I can because I know cars are bad for the environment.

**Interviewer** Walking is a great idea, and it's very healthy, too! OK, question two. How do you save energy? For example, when you leave a room, do you turn off the lights?

**Amelia** Um ... usually. I know it's important, but I sometimes forget. I always turn my computer off when I'm not using it. I keep my phone on all the time, though. Oh, no ...

**Interviewer** Don't worry. It's just a survey. It isn't a test! Question three. Do you recycle at home?

**Amelia** Yes, we do. Plastic and paper is recycled, but not glass - that isn't collected. Oh, and we recycle cardboard, too.

**Interviewer** Last question. What does your school do to be green?

**Amelia** Hmm ... well, the cafeteria stopped serving drinks in plastic cups last year. We

use regular cups now. And we've got a lot of trash cans, so there isn't much litter. But we don't do any recycling. Paper, glass, plastic, and metal cans aren't recycled. They go in the regular trash. That's bad, isn't it? Maybe I should start a recycling project and campaign for change!

**Interviewer** Sounds like a great idea! Thank you very much, Amelia.

2-30 page 79, exercise 4

**Interviewer** How "green" do you think you are?

**Mateo** Um, I don't think I'm very green, but I know I should do more. I'm pretty lazy, so sometimes I forget!

**Interviewer** How do you save energy?

**Mateo** I turn off the computer at night because it uses a lot of energy. My phone is never turned off, though!

**Interviewer** Do you recycle at home?

**Mateo** Yes, paper and cardboard are recycled. We also recycle aluminum cans.

**Interviewer** What does your school do to be green?

**Mateo** A lot! For example, paper and plastic is recycled. Students are taught about the environment in class, too.

And last semester, our class organized fun activities to collect money for an environmental charity, like a sponsored bike ride.

2-31 page 80, exercise 1

**LiviLive - Q&A with an Award-winning Student Radio DJ**

**Reporter** *Belo Campus News* is delighted to report that student Livi Ribeiro has just won the Best College DJ award for her show *LiviLive*, on the college's very own RadioBelo.com. We're not surprised. You may remember that last month we reviewed *LiviLive* right here. We said it was the best breakfast show we'd ever heard! Hi, Livi. We love *LiviLive*, and we know a lot of other students do, too! How do you feel about winning the award?

**Livi** Thanks, and I'm over the moon! I can't stop smiling.

**Reporter** The judges said they'd enjoyed your warm and friendly approach. Is positivity important for a DJ?

**Livi** When you present a breakfast show, it's essential! I'm a morning person, but I know many other students *hate* mornings! My roommate once told me that getting up was the hardest part of her day! I try to cheer listeners up.

**Reporter** But you also discuss the news, don't you?

**Livi** Oh, yes. I don't just play songs and tell jokes. I also talk about things like the environment, social issues, crime ... these aren't "funny" topics, but they're interesting and important. One day, I interviewed the mayor. He told me that he was surprised I was interviewing him that day. He said most students were only interested in

shopping and partying. I really hate that stereotype. It simply isn't true.

**Reporter** Is there anything you don't like about DJ'ing?

**Livi** No. Oh wait, the ads! Companies pay us to advertise on the station, which is great, but some of the advertising music is terrible. Terrible, but catchy. A librarian once told me I was annoying people because I was singing "Supersave Supermarket" while I was studying! I was so embarrassed. Luckily, she laughed when I said I'd heard it about 50 times the week before.

**Reporter** Have you always wanted to be a DJ?

**Livi** Um, no! Actually, I'm studying to be an engineer. But my advisor said that doing extracurricular activities could look good on my résumé. So I said I'd volunteer for the college radio station. I thought I was being "sensible." I never expected I'd love it so much! But I told my mom that I wasn't going to give up my degree to be a DJ. I think she'd go crazy if I did!

2-32 page 82, exercise 1

**Media Planet**

We're looking for students with an interest in the media to join our news team this summer. This would be fantastic work experience and would look great on your résumé! Apply if you match three or more of these descriptions:

- 1 You are usually the first person to report music, sports, or celebrity news to your friends, and update them with what's happening.
- 2 You can name at least two people who present news shows, or documentaries on TV.
- 3 You can name at least two radio hosts who interview guests on their shows.
- 4 You follow at least five famous people on Twitter, or other social media sites.
- 5 You can name at least two companies which advertise with cool online videos.
- 6 You can name at least two websites which review books, music, or products (good or bad!).
- 7 You already publish comments, articles, or videos on your own blog, vlog, or personal website.
- 8 You care about accuracy, and edit your writing to correct any mistakes.
- 9 You love to share interesting articles and videos with your friends.

2-33 page 84, exercise 1

1

**Saira** Hello?

**Luke** Hello, Mrs. Khan. It's Luke. Can I talk with Mr. Khan, please?

**Saira** Sorry, Luke, Emir isn't here at the moment. Can I take a message?

**Luke** Yes, please. It's about soccer practice. Can you tell him that I won't be able to come on Friday? Dad's told me I have to study.

**Saira** Oh, OK. That's too bad, but I'm sure he'll understand. Was there anything else?

**Luke** Umm, no. I mean yes! Can you tell him I'm very sorry I'm going to miss practice? Soccer practice is much more exciting than studying!

**Saira** Sure. I'll tell him that.

2

**Saira** Oh, Emir! Luke called.

**Emir** Did he leave a message?

**Saira** Yes. It was about soccer practice. He asked me to tell you that he wouldn't be able to come on Friday. He said his dad had told him he had to study.

**Emir** Oh, that's too bad. Was that all?

**Saira** No. He also asked me to tell you that he was very sorry he was going to miss practice.

**Emir** Oh, OK. That's nice of him.

**Saira** And he told me that soccer practice was much more exciting than studying!

**Emir** Ha ha, well, of course it is!

2-35 page 84, exercise 3

**Ella** Hello? *Marty's News* here.

**Chiyo** Hello, Ella. It's Chiyo. Can I talk with Marty, please?

**Ella** Sorry, he isn't here at the moment. Can I take a message?

**Chiyo** Yes, please. It's about Saturday. Can you tell him I'll be able to help in the store?

**Ella** Oh, great. He'll be thrilled! We're very busy at the moment. Was that all?

**Chiyo** No. Can you tell him I can start at 6:30? I've discovered there's an early bus!

**Ella** Sure. I'll tell him that. Thanks, Chiyo!

2-37 page 87, exercises 3 and 4

1

**A** What?! What's going on?

**B** Don't worry, honey! I'm just getting up.

**A** But it's 3 a.m.!

**B** I know, I know ... but it opens today, and I don't want to be late!

**C** Don't miss the opening of the new BMA clothes store in New York City! For one day only, everything is half price or less! Designer jeans for just \$9.99 and jackets for less than \$15! Come on down to BMA on 7<sup>th</sup> Avenue. Opens at 7 a.m. on January 2<sup>nd</sup>. The new BMA store in New York – 7<sup>th</sup> Avenue. Be there!

2

The free music event of the year! All your favorite bands together for one night only for The Concert in the Park. Acts on stage starting at 8 p.m. on July 19<sup>th</sup> in Central Park, New York City. Don't miss it! That's the Concert in the Park, Central Park. The ONLY place to be on Saturday!

3

**A** If I saw a tyrannosaurus, I'd run away very quickly! But if I saw a brachiosaurus, I'd ask it for a ride – they're my favorite. Um ... if I saw a triceratops, I'd ask it to frighten my sister – but it would probably run away ... she's scary!

**B** Give your kids a treat and let their imaginations run wild! Bring them to the dinosaur exhibition at the American Museum of Natural History. Starting Monday, September 2<sup>nd</sup>. Have a family day out – but watch out for the triceratops! The dinosaur exhibition at the American Museum of Natural History. Starting Monday, September 2<sup>nd</sup>.

2-38 page 89, exercise 5

1

**Shopper** Excuse me. I'm looking for a gadget, but I don't know what it's called. My English isn't very good. I make a lot of mistakes!

**Nina** Your English is excellent! But let me help you. What does it look like?

**Shopper** It's small, and it's made from plastic and metal.

**Nina** Hmm. What's it used for?

**Shopper** Umm, it's used by men when they don't want hair on their face.

**Nina** Ah, do you mean a razor?

**Shopper** That's it! Thanks. Could you repeat the word, please? Was it "razor"?

**Nina** Correct! It's called a *razor*, and you pronounced it perfectly.

2

**Nina** Mrs. Ito! James called again.

**Mrs. Ito** Did he leave a message?

**Nina** Yes. It was about Friday. He asked me to tell you that he would be half an hour late for work. He said he had a doctor's appointment.

**Mrs. Ito** Oh, that's too bad. Was that all?

**Nina** No. He also asked me to tell you that he could stay half an hour later instead.

**Mrs. Ito** Oh, OK. That's good! Can you answer the phone if it rings again, Nina? I have to go out!

2-39 page 89, exercise 6

**Example** again

1 correct

2 excuse

3 instead

4 mistake

5 repeat

**Example** answer

6 English

7 gadget

8 message

9 metal

10 plastic

2-40 page 89, exercise 7

1

Leroy called (10:15). He asked me to tell you that he'd booked a table at the Mexican restaurant. He said he'd pick you up at quarter past seven.

2

A customer called (10:30). She wasn't happy! She said she'd bought a toy from the store – a brown, plastic dog. She asked me to tell you her son had broken it in three minutes! She's coming over tomorrow afternoon.

3

A man called Bob Norton called (10:50). He's a journalist at *Eastway Times*. He told me he wanted to interview you! He asked me to tell you that he'd call you later, after 4:00.

# Workbook answer key

## Unit 1

### Page W4

- 1**  
1 o'clock  
2 homework  
3 say  
4 mistakes  
5 make

- 2**  
1 do  
2 give  
3 be  
4 make  
5 Ask  
6 get  
7 pass

- 3**  
1 can go  
2 can't watch  
3 could stay  
4 can't use  
5 could wear  
6 couldn't use

- 4**  
1 can sit; couldn't  
2 could ask; can  
3 can wear; couldn't  
4 couldn't eat; can't

### Page W5

- 5**  
1 aren't allowed to go  
2 isn't allowed to ride  
3 wasn't allowed to make  
4 'm allowed to come  
5 aren't allowed to wear  
6 weren't allowed to stay up

- 6**  
1 wasn't allowed to walk  
2 weren't allowed to play  
3 'm allowed to meet  
4 aren't allowed to go  
5 'll be allowed to go  
6 won't be allowed to have

- 7**  
1 used to live  
2 used to walk  
3 Did you use to feel  
4 did  
5 did you use to do  
6 didn't use to go  
7 used to read  
8 Did you use to get  
9 didn't  
10 used to have

- 8**  
1 didn't use to like  
2 used to have  
3 couldn't go  
4 can't fly  
5 are allowed to use  
6 could choose  
7 won't be allowed to become  
8 will be allowed to fly  
9 use to dream

### Page W6

- 1**  
1 I'm  
2 can  
3 can  
4 to have  
5 were  
6 could  
7 could  
8 was

- 2**  
2 Are you allowed to go home for lunch?  
3 Could you stay up late when you were 10?  
4 Can you choose what subjects to study at your school?  
5 Were you allowed to go out alone when you were 8?

- 3**  
a 5  
b 3  
d 4  
e 2

- 4**  
1 Are you allowed to study what you like?  
2 Can you miss exams?  
3 Were you allowed to go to Hollywood parties when you were younger?  
4 Could you have your own parties?

- 5**  
Students' own answers.

### Page W7

- 1**  
1 Rhea  
2 Bill  
3 Rhea  
4 Carmen  
5 Bill  
6 Carmen

- 2**  
1 She moved to the U.S. and got a job in a factory.  
2 He didn't enjoy it very much.  
3 He has inspired her to travel, too, one day.  
4 She loved helping with the farm animals.  
5 They wouldn't allow her to leave school early.

- 3**  
Students' own answers.

## Unit 2

### Page W10

- 1**  
1 go sightseeing  
2 sunbathe  
3 eat out  
4 take; pictures  
5 buy souvenirs  
6 take; tour  
7 meet; people  
8 go hiking  
9 ride; bike

- 2**  
1 had spent  
2 hadn't tried  
3 had forgotten  
4 had seen  
5 hadn't bought

- 3**  
1 'd swum  
2 'd learned  
3 hadn't thought  
4 hadn't come  
5 'd written  
6 'd forgotten  
7 'd won  
8 hadn't unpacked

- 4**  
A  
1 We packed our rucksacks.  
2 we made our sandwiches.  
B  
1 I moved out of the sun.  
2 I felt better.  
C  
1 I left my wallet at home.  
2 I didn't buy souvenirs.  
D  
1 I got back to my hotel room.  
2 I went to bed.

### Page W11

- 5**  
1 hadn't been  
2 felt  
3 stayed  
4 had booked  
5 arrived  
6 went  
7 had taken  
8 walked  
9 didn't take  
10 had left



6

- 1 did you go
- 2 met
- 3 was staying
- 4 hadn't tried
- 5 screamed
- 6 was going
- 7 were walking
- 8 realized
- 9 had forgotten

7

- 1 was swimming; swam; had swum
- 2 had eaten; ate; were eating

8

- 1 was raining
- 2 hadn't remembered
- 3 put
- 4 had locked
- 5 went
- 6 had walked
- 7 was hiding
- 8 was opening
- 9 came
- 10 had organized

### Page W12

1

- 1 very lively
- 2 too hot
- 3 big enough
- 4 too crowded
- 5 very friendly
- 6 so cool

2

- 1 hot enough
- 2 very
- 3 too
- 4 too small
- 5 so
- 6 cool enough

3

- 1 too noisy
- 2 very friendly
- 3 warm enough
- 4 so boring
- 5 lively enough

4

Students' own answers.

### Page W13

1

A

2

- 1 False.
- 2 True.
- 3 True.
- 4 False.
- 5 True.

3

- 1 She didn't sleep and she was very cold.
- 2 She walked about 15 kilometers a day.
- 3 She enjoyed the trip over the Grand Canyon in a helicopter the most.
- 4 She went sightseeing, shopping, and ate out.

4

Students' own answers.

## Unit 3

### Page W16

1

- 1 earache
- 2 stomachache
- 3 backache
- 4 headache
- 5 cough
- 6 fever
- 7 sore throat
- 8 toothache
- 9 rash

2

- 1 should
- 2 shouldn't
- 3 shouldn't
- 4 should
- 5 should
- 6 shouldn't

3

- 2 You should eat healthily.
- 3 You shouldn't run if you don't feel well.
- 4 You should ask your family and friends for support.
- 5 You should choose your clothes carefully!
- 6 You shouldn't worry about the other runners.

4

- 1 Should a sportswoman eat cake for breakfast?; she shouldn't
- 2 Should they clean their teeth every day?; they should
- 3 Should my dad do some exercise on the weekend?; he should
- 4 Should I drink eight cans of soda a day?; you shouldn't

### Page W17

5

- 1 knew
- 2 we'd
- 3 didn't
- 4 Would
- 5 didn't
- 6 started

6

- 1 'd have
- 2 didn't spend
- 3 were
- 4 'd go
- 5 wouldn't be
- 6 had
- 7 wouldn't feel
- 8 didn't give
- 9 lived
- 10 wouldn't feel

7

- 1 'd like; tried
- 2 Would; move; became
- 3 wouldn't fail; studied
- 4 didn't eat; would live
- 5 had; 'd buy
- 6 wouldn't lose; cleaned

8

- 1 shouldn't
- 2 if
- 3 would
- 4 wouldn't
- 5 should
- 6 would
- 7 if
- 8 didn't
- 9 should
- 10 shouldn't
- 11 wouldn't
- 12 if
- 13 didn't

### Page W18

1

- 1 hurts
- 2 have a pain in
- 3 does it hurt
- 4 Right here
- 5 can I help you
- 6 a rash
- 7 have you had
- 8 since
- 9 a prescription

2

- 2 can; c
- 3 How; a
- 4 does; b

3

- 1 does it hurt
- 2 my right foot
- 3 long have
- 4 Since Saturday (I fell over while I was rollerskating.)
- 5 wear a support bandage
- 6 shouldn't go rollerskating

4

- 1 I have a very bad headache.
- 2 Where does it hurt exactly?
- 3 How long have you had it?
- 4 For a few days.
- 5 You should take painkillers twice a day and you should see an optician.

## Page W19

- 1
  - 2 d
  - 3 e
  - 4 c
  - 5 a
- 2
  - 1 They contain vitamin A, which can help eyes to stay healthy.
  - 2 They used special radar technology.
  - 3 Because you need the energy to get better.
  - 4 Because you'd probably get tired eyes or a headache.
  - 5 Many people in the U.S. like drinking hot chocolate because it reminds them of childhood.
- 3
- Students' own answers.

## Unit 4

### Page W22

- 1
  - 1 burned
  - 2 blisters
  - 3 hit
  - 4 grazed
  - 5 bruised
  - 6 sprained
  - 7 break
  - 8 bites
  - 9 got a sunburn
- 2
  - 1 burn
  - 2 blister
  - 3 sunburn
  - 4 sprained
  - 5 broken
- 3
  - 1 have told
  - 2 have bought
  - 3 have left
  - 4 have gone
  - 5 have brought
- 4
  - 1 We shouldn't have left the burgers on the table.
  - 2 She shouldn't have dropped her cell phone.
  - 3 You should have arrived ten minutes ago!
  - 4 He shouldn't have burned the dinner.
  - 5 I should have gone to a different hairdresser's.

## Page W23

- 5
  - 1 would have helped
  - 2 had read
  - 3 would have paid
  - 4 hadn't shouted
  - 5 wouldn't have seen
  - 6 hadn't been
- 6
  - 1 hadn't played; wouldn't have sprained
  - 2 had told; would have helped
  - 3 would have made; had asked
  - 4 wouldn't have gone; had known
  - 5 had locked; wouldn't have gotten
  - 6 wouldn't have taken; hadn't hurt
- 7
  - 1 wouldn't have studied
  - 2 if
  - 3 hadn't encouraged
  - 4 wouldn't have given
  - 5 if
  - 6 hadn't given him
- 8
  - 1 had
  - 2 would have
  - 3 should have
  - 4 had
  - 5 wouldn't have
  - 6 hadn't
  - 7 would have
  - 8 shouldn't have

### Page W24

- 1
  - 1 service
  - 2 tell
  - 3 happened
  - 4 name
  - 5 where
  - 6 line
- 2
  - 2 f
  - 3 b
  - 4 d
  - 5 e
  - 6 a
- 3
- Students' own answers.
- 4
- Students' own answers.

### Page W25

- 1
- C

## 2

- 1 True.
- 2 False. He had a sunburn and he was very thirsty.
- 3 False. There wasn't time to call the emergency services.
- 4 True.
- 5 False. Jennifer couldn't speak.
- 6 True.

## 3

Students' own answers.

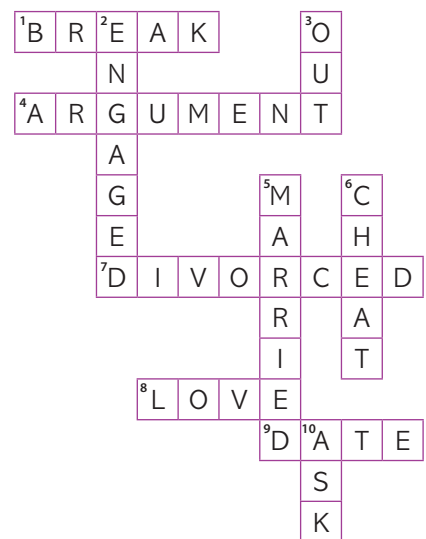
## 4

Students' own answers.

## Unit 5

### Page W28

#### 1



#### 2

- 1 aren't
- 2 wasn't
- 3 are
- 4 was
- 5 weren't
- 6 is
- 7 aren't
- 8 were

#### 3

- 1 don't
- 2 don't
- 3 doesn't
- 4 didn't
- 5 did
- 6 didn't
- 7 do

#### 4

- 1 didn't he
- 2 don't they
- 3 do they
- 4 is there
- 5 wasn't it
- 6 were they
- 7 didn't it

## Page W29

- 5  
1 isn't he  
2 won't you  
3 wasn't she  
4 can you  
5 haven't they  
6 aren't they  
7 had he

- 6  
1 could you  
2 has it  
3 is he  
4 shouldn't he  
5 aren't you  
6 were you  
7 hadn't you  
8 can't I  
9 will you

- 7  
1 has  
2 didn't  
3 hadn't  
4 weren't  
5 is  
6 doesn't  
7 can  
8 won't  
9 is

- 8  
1 am't aren't  
2 ✓  
3 hadn't hasn't  
4 wasn't weren't  
5 ✓  
6 did could  
7 don't won't  
8 hasn't has

## Page W30

- 1  
1 didn't you  
2 Yes, I was  
3 Yes, I can  
4 No, it wasn't  
5 haven't you  
6 aren't you

- 2  
1 Yes, they were.  
2 No, I haven't.  
3 No, we aren't.  
4 Yes, it was.  
5 No, I'm not.

- 3  
Students' own answers.

## Page W31

- 1  
falling in love, getting engaged, getting married

- 2  
1 a year  
2 1950s clothes  
3 got married  
4 died  
5 hospital

- 3  
1 Because they rode to the wedding on a moped and she was wearing a big, white dress.  
2 They got engaged just after they'd heard that they both had places in a marathon.  
3 They ran a marathon wearing their wedding clothes.

- 4  
Students' own answers.

## Unit 6

### Page W34

- 1  
2 g  
3 c  
4 a  
5 e  
6 f  
7 b

- 2  
1 explain  
2 believed  
3 solved  
4 proved  
5 investigate  
6 search for

- 3  
1 can't  
2 must  
3 may not  
4 might  
5 can't  
6 must

- 4  
1 may / might  
2 can't  
3 can't  
4 may / might  
5 must  
6 must

## Page W35

- 5  
1 must have left  
2 might have been  
3 couldn't have gotten  
4 might not have had  
5 couldn't have been  
6 may not have wanted

- 6  
1 couldn't have built  
2 may / might have used  
3 may / might have enjoyed  
4 must have been  
5 couldn't have been  
6 must have taken

- 7  
1 an  
2 the  
3 a  
4 China  
5 the best  
6 mysteries

- 8  
1 an  
2 the  
3 Ø  
4 Ø  
5 the  
6 an  
7 the  
8 a  
9 the  
10 the  
11 the  
12 Ø

- 9  
1 may / might  
2 an  
3 the  
4 Ø  
5 may / might  
6 Ø  
7 have  
8 can't  
9 Ø  
10 the  
11 can't  
12 Ø  
13 must  
14 the

### Page W36

- 1  
1 Where do  
2 might be  
3 can't be  
4 might have picked  
5 What do  
6 must have left

2

- 1 It can't be in the sitting room.
- 2 Tony might have borrowed it.
- 3 No, Tony can't have taken it.
- 4 Who do you think sent it?
- 5 Someone you know must have sent it.
- 6 She must like you a lot.
- 7 Do you think it might be Soo Bin?

3

- 1 She may / might have missed the bus.
- 2 She can't be at home
- 3 She can't have forgotten.
- 4 She may / might be on her way now.
- 5 She must have left her cell phone somewhere.
- 6 She must be worried about you.

4

Students' own answers.

### Page W37

1

- 1 What do the Moai look like?
- 2 How did people make the Moai?
- 3 How did people move the Moai?
- 4 Why did people make the Moai?
- 5 What about the Moai today?

2

- 1 True.
- 2 False.
- 3 False.
- 4 False.
- 5 False.
- 6 True.

3

- 1 Because the statues are huge (the largest stones are nearly ten meters long and weigh about 18,000 kilograms).
- 2 They might protect the villages on the island.
- 3 He tried to take a piece of a statue's ear.

4

Students' own answers.

## Unit 7

### Page W40

1

- 1 plastic
- 2 metal
- 3 cotton
- 4 paper
- 5 cardboard
- 6 leather
- 7 woolen
- 8 denim
- 9 wooden

2

are produced; is told; is served; isn't cooked; are made

3

- 1 created
- 2 are
- 3 sent
- 4 given
- 5 is

4

- 1 is visited
- 2 aren't grown
- 3 is enjoyed
- 4 isn't spoken
- 5 are shown

5

- 1 What is hot chocolate made from?
- 2 Is coffee grown in Brazil?; it is
- 3 Are all plastic cups recycled?; they aren't
- 4 How many hamburgers are eaten in the U.S. every year?
- 5 Is ice cream served hot?; it isn't

### Page W41

6

- 1 was hit
- 2 wasn't injured
- 3 was protected
- 4 were killed
- 5 weren't made
- 6 weren't found
- 7 were sold

7

- 1 The telephone was invented by Alexander Graham Bell.
- 2 My leather shoes were made in Italy.
- 3 My bike was stolen last night.
- 4 Glass was used by ancient Egyptians.
- 5 These wooden chairs were painted by my grandma.
- 6 The old magazines were recycled.

8

- 1 c
- 2 Was the first light bulb invented by Thomas Edison?; a
- 3 Where was paper money invented?; a
- 4 How many denim jeans were sold in the U.S. in 2003?; a
- 5 When was the Empire State Building opened?; b

9

- 1 wasn't bought
- 2 was put
- 3 are played
- 4 is it called
- 5 are found
- 6 trash is brought
- 7 is sold
- 8 aren't paid
- 9 was the orchestra invented
- 10 was started

### Page W42

1

- 1 do they look
- 2 are they used
- 3 do you mean
- 4 'm looking for
- 5 's called
- 6 's the candy made from
- 7 's it called
- 8 's spelled

2

- 1 'm looking for
- 2 does it look like
- 3 's made from
- 4 's it used for
- 5 do you mean
- 6 's it called
- 7 It's spelled

3

Possible answers:

1

**Visitor** Excuse me. I don't know what it's called in English, but I'm looking for a kind of jam.

**Clerk** OK, I might be able to help! What is it made from?

**Visitor** Um, it's made from oranges and sugar. It's often eaten on toast for breakfast in the U.S.

**Clerk** Ah, do you mean this?

**Visitor** That's it! Thanks. What's it called in English?

**Clerk** Marmalade. It's spelled M - A - R - M - A - L - A - D - E.

2

**Visitor** Excuse me. I don't know what it's called in English, but I'm looking for a kind of container.

**Clerk** OK, I might be able to help! What does it look like?

**Visitor** Um, it's usually tall and round and it's often made from glass. It's used for flowers.

**Clerk** Ah, do you mean this?

**Visitor** That's it! Thanks. What's it called in English?

**Clerk** Vase. It's spelled V - A - S - E.

3

**Visitor** Excuse me. I don't know what it's called in English, but I'm looking for a kind of toy.

**Clerk** OK, I might be able to help! What does it look like?

**Visitor** Um, it's round and it's made from plastic. It's thrown and caught. It's often played in the park.

**Clerk** Ah, do you mean this?

**Visitor** That's it! Thanks. What's it called in English?

**Clerk** A Frisbee. It's spelled F - R - I - S - B - E - E.

## Page W43

- 1
- 1 B
- 3 C
- 4 A

2  
fairly typical

- 3
- 1 He spends his money on clothes, apps, music, and games.
- 2 He should wait to see if he still wants to buy something.
- 3 He knows that they aren't recycled very easily, they can pollute the environment, and he thinks they look pretty lame.
- 4 Because trucks and ships pollute the environment, and some products are transported for thousands of miles.
- 5 His mom grows a lot of the vegetables and herbs they eat.
- 6 He could make sure that all his used packaging is recycled.

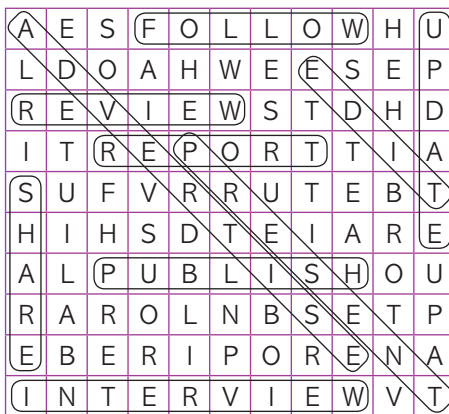
4  
Students' own answers.

5  
Students' own answers.

## Unit 8

### Page W46

1



- 1 publish
- 2 report
- 3 present
- 4 Advertise
- 5 update
- 6 Review
- 7 interview
- 8 share
- 9 edit

- 2
- 1 was getting
- 2 had taken
- 3 had complained
- 4 was going to publish
- 5 could earn
- 6 would make

- 3
- 1 told
- 2 told
- 3 said
- 4 said
- 5 told

### Page W47

- 4
- 1 me / us; my / our
- 2 they; my / our
- 3 he; her; his
- 4 you; my
- 5 she; us; our

- 5
- 1 that day
- 2 the next day
- 3 that morning
- 4 the following weekend
- 5 the week before
- 6 that afternoon

- 6
- 1 was doing
- 2 had won
- 3 before
- 4 her
- 5 her
- 6 next
- 7 was flying
- 8 told
- 9 their
- 10 had been
- 11 us

- 7
- 1 Annie told her dad that her computer wasn't working.
- 2 The twins said that they were going to move to a new house the following year.
- 3 You said you had listened to music with your friends that morning.
- 4 Ian told George that they could take some pictures the following week.

### Page W48

- 1
- 1 Can I talk with
- 2 Can I take
- 3 Can you tell
- 4 Was there anything
- 5 called
- 6 told
- 7 asked me
- 8 said

- 2
- 1 leave
- 2 tell
- 3 that's
- 4 Was
- 5 said
- 6 told

3  
Possible answers:

1  
John – Tilly called.  
She said that she had your cell phone.  
She told me that you left it at the store by accident.  
She asked me to tell you that you could come over and collect it any time after 7 p.m.  
Martin

2  
Abigail, Dion Knowles from The Gift Store called. He said that your order had arrived. He told me that you could come get it from the store whenever you were ready.  
He asked me to tell you that you need to bring your order reference number with you.  
Rosie

### Page W49

- 1
- 1 M
- 3 A

- 2
- 1 too much fame and money
- 2 too depressed to do anything useful
- 3 the media published many articles about the topic and people gave money to charity
- 4 report stupid stories about idiots when there are people who are dying of hunger

- 3
- 1 struggle with
- 2 sympathize
- 3 focus on
- 4 check (something) out
- 5 disagree
- 6 tour

4  
Students' own answers.









