



BRITISH ENGLISH

# NEW FRONTIERS

TEACHER'S GUIDE

3

**A2**

Pre-Intermediate

# Scope and Sequence

## HOW TO USE

..... Page 4

UNIT / PAGE	VOCABULARY	GRAMMAR & STRUCTURES	LISTENING
<b>ALL ABOUT ME</b> Page 6 <b>1</b>	Interests Lifestyles Profiles	<i>Can you</i> and <i>do you feel like</i> Present simple vs present continuous	Listen to descriptions of people's lifestyles
<b>FASHION FORWARD</b> Page 18 Page 30 <b>Review 1-2</b> <b>2</b>	Clothes Fashion Outfits	<i>used to</i> and <i>would</i> Conjunctions and linkers Simple past vs present perfect Present continuous	Listen to discussions about changing tastes in fashion
<b>THAT'S ENTERTAINMENT!</b> Page 32 <b>3</b>	Types of music TV & film genres Kinds of video games Feelings	<i>so</i> and <i>such</i> <i>-ed</i> and <i>-ing</i> adjectives	Listen to people talk about their tastes in music
<b>IN THE FUTURE</b> Page 44 Page 56 <b>Review 3-4</b> <b>4</b>	Inventions Tech industry Predictions Technology	Future simple vs future continuous Future continuous for predictions	Understand job descriptions of people in the tech industry
<b>WHAT'S COOKING?</b> Page 58 <b>5</b>	Food Tastes Cooking & eating	<i>would rather</i> and <i>would prefer to</i> Quantifiers	Listen to people talk about what they want to eat
<b>KNOW THE RULES</b> Page 70 Page 82 <b>Review 5-6</b> <b>6</b>	Safety precautions Permission Rules and consequences	<i>may</i> for permission Conditionals (zero vs first) <i>must</i> and <i>must not</i>	Understand rules and consequences
<b>LET'S GO SHOPPING</b> Page 84 <b>7</b>	Shops Shopping Comparing items	<i>need to</i> , <i>would like to</i> , and <i>want to</i> Comparatives (1) Verbs followed by <i>to</i> -infinitives	Understand people talking about shopping
<b>AFTER SCHOOL</b> Page 96 Page 108 <b>Review 7-8</b> <b>8</b>	School clubs & activities Social problems Global issues	Tag questions Direct and indirect reported speech	Understand conversations about extracurricular activities
<b>DISCOVERY</b> Page 110 <b>9</b>	Discoveries Inventions Gadgets & technology	Comparatives (2) Definite vs indefinite articles	Listen to comparisons of the past and present
<b>I CAN'T DECIDE!</b> Page 122 Page 134 <b>Review 9-10</b> <b>10</b>	Decisions Recommendations Descriptions	Superlative adjectives Indefinite pronouns Relative pronouns	Understand gift recommendations

SPEAKING	READING	WRITING	PROJECT
Describe something you like to do	Read about people's interests	Write personal profiles	Make a Seating Arrangement
Talk about things you used to like	Learn about fashion trends in the past	Write a description of someone's outfit	Predicting Future Trends
Talk about favourite films and TV shows	Read and respond to a blog post about video games	Describe a film or TV show	Space Capsule
Make predictions about the future	Learn about important inventions	Write about new and changing technology	App Designer
Ask about things on a menu	Understand a recipe	Write about food from your country	Iron Chefs
Ask for and respond to requests for permission	Understand safety precautions	Write a letter asking for permission	Logic Problems
Compare items	Read about traditional markets	Ask for and give shopping advice	Sales Pitches
Report what others have said	Read about students trying to make a change	Write a detailed message	Debating Club
Talk about the way technology used to be	Read about important discoveries	Write about amazing discoveries	Pros vs Cons
Describe things you don't know the word for	Read about decision-making	Write a message asking for help	Put on a Play

# How to Use

## QR Codes

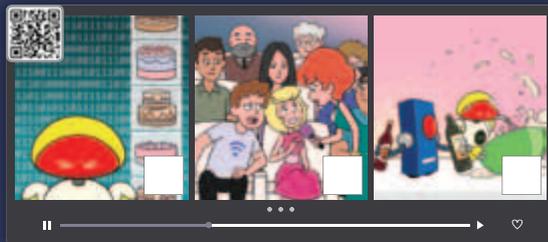
### AUDIO

Scan the QR code at the start of each lesson to get the audio for the unit.



### VIDEO

Scan the QR code on Project Lessons to link to animated shorts.



## Comics

Every animated short comes with a companion comic.



Download the comics at <https://www.compasspub.com/newfrontiersBE3>

## Class Booster

Every unit has a digital supplemental unit on the Class Booster platform. Download to enjoy additional activities and fun games.



# Classroom Language



Scan for Audio

## 1 Listen and number. 00-01

listen	talk with a partner
read	talk with a group
write	look at the board
speak	open your books
answer	close your books
repeat	research
role-play	watch

## 2 Read the questions.

How do you spell "board"?  
Can you repeat that?  
Can you say that again more slowly?  
How do you say " \_\_\_\_\_ " in English?  
What does "board" mean?  
How do you pronounce this word?  
I have a question.  
What's the answer to number four?



**NOTE**  
Keep an eye out for Notes! They provide extra information and activities.



## Answer Key

- listen
- talk with a partner
- read
- talk with a group
- write
- look at the board
- speak
- open your books
- answer
- close your books
- repeat
- research
- role-play
- watch

## 2 Read the questions.

- Read the questions to the students.
- Ask students if they understand the questions.
- Practise again. Ask students if they can ask you some questions.

## Classroom Language

### Teacher's Note

#### Classroom Language

Explain to students that this page is there to help them when they need to understand a direction line or need help asking questions.

## 1 Listen and number. 00-01

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Practise again. Give the classroom commands. Ask them to follow along.
- Ask students if they have any questions.

This unit will give students the ability to use the present simple and present continuous tenses to talk about their interests, making invitations and giving responses, different lifestyles, and personal profiles.

Scan the QR code to download Unit 1 audio.

### WHAT YOU WILL DO IN THIS UNIT

#### Unit 1 AIMS

Lesson A: Read about people's interests  
 Lesson B: Describe something you like to do  
 Lesson C: Listen to descriptions of people's lifestyles  
 Lesson D: Write personal profiles  
 Lesson E: Make a seating arrangement

#### Target Skills

Lesson A: Reading  
 Lesson B: Speaking  
 Lesson C: Listening  
 Lesson D: Writing  
 Lesson E: Project

#### Target Vocabulary

Lesson A	Lesson B
bat belt diary magic medal racket squash writer	aerobics card game draughts energy enter explore hobby radio/podcast
Lesson C	Lesson D
active boxing competition game quiet relaxed rugby yoga	fact foreign information member neighbour playmate profile tourist
Lesson E	
analyse code figure out shuffle	

**UNIT 1**

# ALL ABOUT ME

Scan for Audio

### WHAT YOU WILL DO IN THIS UNIT

- A Reading** Read about people's interests
- B Speaking** Describe something you like to do
- C Listening** Listen to descriptions of people's lifestyles
- D Writing** Write personal profiles
- E Project** Make a seating arrangement

6



Look at the photos and answer the questions.

1. Which activity looks like the most fun to you?
2. What is your favourite thing to do with friends?
3. What are some of your interests?
4. How would you describe yourself?

7

## Key Grammar

### questions with *can you* and *do you feel like*

Use *Can you* + verb and *Do you feel like* + verb + *-ing* to ask another person to do something with you.

<i>Can you</i> + verb	<i>Do you feel like</i> verb + <i>-ing</i>
<i>Can you</i> play a computer game with me?	<i>Do you feel like</i> playing a computer game with me?
<i>Can you</i> sing with me?	<i>Do you feel like</i> singing with me?
<i>Can you</i> go to the party with me?	<i>Do you feel like</i> going to the party with me?

## present simple and present continuous

Use present simple tense to talk about things that are always or generally true, or things that happen regularly. Use present continuous tense to describe something that you haven't finished yet, or things that are happening right now.

Present Simple	Example
to describe things that are always or generally true	The Earth <i>goes</i> around the Sun.
to describe things that happen regularly	She <i>goes</i> abroad during summer holiday.
Present Continuous	Example
to describe something that you haven't completed	I <i>am learning</i> to play the guitar.
to describe things that are happening right now	Look! It <i>is snowing</i> now!

## Unit 1 Discussion

Look at the photo and answer the questions.

- Ask students to look at the Unit 1 cover page.
- Then ask the class each question.
- Give corrections and ask follow-up questions.
- Ask students to talk with a partner. Have students take turns asking the questions on the page to their partner.

### Extra Practise More Discussion

Ask more questions about group and personal activities.

#### Ex.

When do you like to be alone?  
 What is your favourite thing to do by yourself?  
 Do you prefer to hang out with friends or by yourself?  
 Describe your favourite active activity.  
 Describe your favourite relaxing activity.  
 Do you prefer a relaxed lifestyle or an active lifestyle?  
 Why?

Aim: Read about people's interests

## Vocabulary

### 1 Listen and number. 1-01

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the word in the book.
- Check students' answers.

### Answer Key

From left to right, top to bottom

6. medal
2. writer
1. racket
7. magic,
5. bat
8. belt
3. diary
4. squash

- Practise again. Point at different pictures and ask students to say the words.

### 2 Fill in the gaps with the best vocabulary words.

- Ask students to read the sentence prompts.
- Ask students to write the best vocabulary word in the gap.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

1. diary
2. squash
3. bat
4. medal
5. writer
6. racket
7. belt
8. magic

### Extra Practise Who is good at...?

Practise asking students about people who are good at certain activities with the phrases:

"Who is good at \_\_\_\_\_?" → "\_\_\_\_\_ is good at \_\_\_\_\_."

"Why is she/he good at \_\_\_\_\_?" → "She/He is good at \_\_\_\_\_ because \_\_\_\_\_."

#### Ex.

Who is good at basketball? → LeBron James is good at basketball. / Why is he good at basketball? → He is good at basketball because he practises a lot.

# A Reading

Aim Read about people's interests

## Vocabulary

### 1 Listen and number. 1-01



### 2 Fill in the gaps with the best vocabulary words.

1. I write in my \_\_\_\_\_ every night before bed.
2. My dad and I love to play \_\_\_\_\_ at the gym.
3. I broke my \_\_\_\_\_ at cricket practice.
4. My sister got the gold \_\_\_\_\_ for being the fastest runner at her school.
5. My mum is a \_\_\_\_\_. She writes for a magazine.
6. I bought a new tennis \_\_\_\_\_ because my old one was missing strings.
7. My brother is trying to get his brown \_\_\_\_\_ in karate.
8. My sister still believes in \_\_\_\_\_. She wants to be a wizard.

## Pre-reading

### 3 Look at the activities. List famous people who do these activities. Then list classmates who you think are good at the activities.

Activity	Famous People	Classmates
team sports (football, hockey, cricket, rugby, etc.)		
extreme sports (skateboarding, snowboarding, BMX, etc.)		
combat sports (boxing, judo, taekwondo, etc.)		
arts (writing, painting, singing, dancing, etc.)		

## Pre-reading

### 3 Look at the activities. List famous people who do these activities. Then list classmates who you think are good at the activities.

- Ask students to look at the table.
- Ask students to write one famous person for each kind of activity in the table.
- Ask students to list one classmate for each kind of activity in the table.
- Check students' work to make sure they're doing it properly.
- Ask some students to present their work to the class.
- Give feedback.

4 Read about the people's interests. Circle the activities each person talks about. 1-02

## TELL ME ABOUT YOUR INTERESTS!

 Anne

I want to be a writer when I grow up. In fact, I am writing many things right now. I write in my diary every night before bed. It helps me remember my experiences and feelings. I also write fan fiction. They're stories made using the characters and settings of other people's stories. Do you want to know what kind of fan fiction I write? I'll give you a hint: it has magic in it!

 Carlos

I love competition. That's why I do combat sports. Combat sports are activities like karate and judo. At the moment, I'm taking taekwondo classes. I'm applying for my blue belt next week. I hope I get it.

I have two dreams. One of my dreams is to get a gold medal at the Olympics. My other dream is to be a famous mixed martial artist like the fighters you see on TV.

 James

I have a lot of interests. It's hard for me to pick just one. Right now, I'm really into squash. I played tennis for a little while and got bored.

Squash is similar to tennis in many ways but also very different. In tennis and squash, you use a racket and take turns hitting the ball. But a squash racket and ball are smaller than a tennis racket and ball. Also, the size of a squash court is smaller. This makes the games feel a lot faster.

 Sarah

I do a lot of different things. I'm on my school's rugby team, and I surf with my friends at the weekend. But secretly, I have a favourite hobby: magic.

Hear me out... I've always loved magic shows. Magicians like David Blaine and David Copperfield are so exciting to watch. I know it's not real, but I can't help but love it. In my free time, I like to practise magic tricks and work on routines.

### Comprehension

5 Circle true or false.

- |  |      |       |
|--|------|-------|
| 1. Anne enjoys team sports.              | true | false |
| 2. Sarah enjoys combat sports.           | true | false |
| 3. James enjoys squash more than tennis. | true | false |
| 4. Carlos has two dreams.                | true | false |
| 5. Anne and Sarah both like magic.       | true | false |

6 Talk with a partner.

- Whose interests are closest to yours: Anne, Carlos, James, or Sarah?
- What is something you're interested in but have never tried?
- What kinds of dreams do you have?
- What do you want to do when you grow up? How are you preparing for it?

### Challenge

7 Give recommendations to Anne, Carlos, James, and Sarah. Recommend new activities and things they should try. Write your recommendations on a separate piece of paper.

## Comprehension

5 Circle true or false.

- Ask students to answer the questions.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

- false
- false
- true
- true
- true

6 Talk with a partner.

- Tell students to find a partner.
- Tell students to discuss the questions.
- Ask students if they would like to share their discussion with the class.
- Ask follow-up questions.

## Challenge

7 Give recommendations to Anne, Carlos, James, and Sarah. Recommend new activities and things they should try. Write your recommendations on a separate piece of paper.

- Ask students to think of recommendations to give each person.
- Tell students to write their recommendations on a separate sheet of paper.
- Check students' work to make sure they're doing it properly.
- Ask some students to present their work to the class.
- Give feedback.

### Teacher's Note

#### You should try...

For activity 7, remind students to use *should* statements to give recommendations. For example, "Carlos likes combat sports. He should try taking jujitsu classes."

4 Read about the people's interests. Circle the activities each person talks about. 1-02

- Listen to the audio.
- OR
- Read the article aloud.
- OR
- Ask students to read parts of the reading aloud.
- Replay the audio if needed.
- Ask students to circle the activities they hear.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

 Anne

I want to be a writer when I grow up. In fact, I am writing many things right now. I **write in my diary** every night before bed. It helps me remember my experiences and feelings. I also **write fan fiction**. They're stories made using the characters and settings of other people's stories. Do you want to know what kind of fan fiction I write? I'll give you a hint: it has magic in it!

 Carlos

I love competition. That's why I **do combat sports**. Combat sports are activities like karate and judo. At the moment, I'm **taking taekwondo classes**. I'm applying for my blue belt next week. I hope I get it.

I have two dreams. One of my dreams is to get a gold medal at the Olympics. My other dream is to be a famous mixed martial artist like the fighters you see on TV.

 James

I have a lot of interests. It's hard for me to pick just one. Right now, I'm really **into squash**. I **played tennis** for a little while and got bored.

Squash is similar to tennis in many ways but also very different. In tennis and squash, you use a racket and take turns hitting the ball. But a squash racket and ball are smaller than a tennis racket and ball. Also, the size of a squash court is smaller. This makes the games feel a lot faster.

 Sarah

I do a lot of different things. I'm **on my school's rugby team**, and I **surf with my friends** at the weekend. But secretly, I have a favourite hobby: **magic**.

Hear me out... I've always loved magic shows. Magicians like David Blaine and David Copperfield are so exciting to watch. I know it's not real, but I can't help but love it. In my free time, I like to **practise magic tricks** and **work on routines**.

# Lesson B Speaking

Aim: Describe something you like to do

## Vocabulary

### 1 Listen and number. 1-03

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the word in the book.
- Check students' answers.

#### Answer Key

From left to right, top to bottom

6. hobby
3. draughts
1. energy
2. explore
7. enter
8. aerobics
4. card game
5. radio/podcast

- Practise again. Point at different pictures and ask students to say the words.

### 2 Fill in the gaps with the best vocabulary words.

- Ask students to read the sentence prompts.
- Ask students to write the best vocabulary word in the gap.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

1. energy
2. hobby
3. enter
4. aerobics
5. podcast
6. draughts
7. explore
8. card game

#### Teacher's Note

##### Excuses and White Lies

Explain to students that when one is asked to do something that he or she doesn't want to do by another person, the polite thing to do is to decline the offer and make an excuse. If the person really has no excuse to do the requested activity, then he or she can make up an excuse. In this case, the person can tell a *white lie*. Explain to students what *white lies* are and when it is okay to tell them. Then, have students practise making their own *white lies*.

# B Speaking

Aim Describe something you like to do

## Vocabulary

### 1 Listen and number. 1-03



### 2 Fill in the gaps with the best vocabulary words.

1. I exercise in the morning because that's when I have the most \_\_\_\_\_.
2. Painting is my favourite \_\_\_\_\_. I do it every day.
3. My best friend and I will \_\_\_\_\_ a dance contest.
4. I am doing \_\_\_\_\_ to lose weight.
5. My favourite singer is doing an interview on a/the \_\_\_\_\_ tonight.
6. I don't know how to play chess, but I can play \_\_\_\_\_.
7. My friends and I like to \_\_\_\_\_ the city in search of good cafés.
8. On game night, we play a(n) \_\_\_\_\_ such as *Go Fish* or *Uno*™.

## Focus

### 3 Talk with a partner.

Can you *dance* with me now?

Of course, I'd love to! / I'm sorry, I am *dancing with Victoria* now.

Do you feel like *playing a card game* with me?

Sounds great! / I'd love to, but I have another commitment.

**NOTE**  
A commitment is a promise to do something or be somewhere.



### 4 Listen and circle the best answer. 1-04

1. a. b. c. d.
2. a. b. c. d.
3. a. b. c. d.
4. a. b. c. d.

## Focus

### 3 Talk with a partner.

- Read the short conversations aloud or ask two students to read the short conversations aloud.
- Ask students to practise the conversations with a partner.
- Tell students to practise the conversations again but to talk about different activities and responses.

### 4 Listen and circle the best answer. 1-04

- Listen to the audio.
- Ask students to circle the correct answer.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

1. b
2. a
3. c
4. d

## Expressions

### More invitations and responses

#### 5 Listen and repeat. 1-05

Invitation	Accept	Decline
Will you listen to the radio with me?	Of course! I'd love to!	Sorry, I can't. I have to <i>study</i> .
Do you want to play this card game?	I'd love to! Thanks for asking.	Thanks for the offer, but I have to refuse.
Would you like to join my aerobics class?	Sounds great.	Sorry, I'd love to, but I <i>don't have the energy to do aerobics</i> now.
Do you feel like playing a game of draughts?	With pleasure!	I'd love to, but I have another commitment.
How about listening to the radio?	Sure! That sounds like fun.	I'm sorry. I'm <i>going to meet Rachel soon</i> .

#### 6 Talk with a partner. Take turns making invitations using the ideas below and accepting or declining them.



play cards



enter a talent show



explore the city



listen to a podcast



start a hobby together

**NOTE**  
We use verbs such as *like, enjoy, love, and hate* followed by a gerund (V + -ing) to talk about how we feel about an activity.  
**Ex** I enjoy singing in the shower. I love dancing in the rain.

## Speak Up

#### 7 Change the verbs to the gerund form. Then use the verbs to write sentences about the things you do in your free time. Talk with a partner.

base form	gerund form	I like...
play	<b>Ex</b> playing	I like playing PC games and mobile games in my free time.
do		
listen		
watch		
ride		

#### 8 Choose an activity from 7. Then fill in the gaps to describe why you enjoy the activity. Then talk with a partner. Try to convince your partner to try your hobby.



I like \_\_\_\_\_

The reason I like it is \_\_\_\_\_

I think it's a good hobby/interest to have because \_\_\_\_\_

Would you like to \_\_\_\_\_?

11

## Expressions

### More invitations and responses

#### 5 Listen and repeat. 1-05

- Read the contents of the table.
- OR
- Ask students to read the table.
- OR
- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students if they know what kind of expressions are being highlighted.

### Extra Practise I Don't Like/Enjoy... .

Have students practise talking about activities that they don't like/enjoy doing. Tell students to choose an activity they don't like. Then have them use the sentence prompts in activity 8 to talk about why they don't like the activity. Don't forget to tell students to change the sentence prompts to make them negative. When students are done writing, have some students share their work with the class. Remember to give feedback and ask follow-up questions.

#### 6 Talk with a partner. Take turns making invitations using the ideas below and accepting or declining them.

- Tell students to find a partner.
- Ask students to take turns making invitations to do the activities and accepting or declining them.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to present their conversations to the class.
- Give feedback.

## Speak Up

#### 7 Change the verbs to the gerund form. Then use the verbs to write sentences about the things you do in your free time. Talk with a partner.

- Ask students to look at the table.
- Ask students to write the gerund form of the verb in the table.
- Ask students to write a sentence about something they like or enjoy with the gerund form of the verb.
- Tell students to find a partner.
- Ask students to talk about the things they like and enjoy doing.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to present their conversations to the class.
- Give feedback.

#### 8 Choose an activity from 7. Then fill in the gaps to describe why you enjoy the activity. Then talk with a partner. Try to convince your partner to try your hobby.

- Ask students to choose an activity from activity 7.
- Ask students to write about why they like the activity using the sentence prompts.
- Tell students to find a partner.
- Ask students to take turns convincing one another to try their activities.
- Tell students to use the patterns in activities 3, 5, and 7.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to present their conversations to the class.
- Give feedback.

# Lesson C Listening

Aim: Listen to descriptions of people's lifestyles

## Vocabulary

### 1 Listen and number. 1-06

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the word in the book.
- Check students' answers.

#### Answer Key

From left to right, top to bottom

8. yoga, 1. relaxed, 7. rugby, 3. quiet,  
4. competition, 6. boxing, 5. game, 2. active

- Practise again. Point at words in the book and ask students to say the words aloud.

### 2 Listen and answer the questions with the best vocabulary words. 1-07

- Listen to the audio.
- Ask students to write the correct word on the line.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

1. yoga
2. boxing
3. rugby
4. active
5. game

## Focus

### 3 Talk with a partner.

- Read the short conversations aloud or ask two students to read the short conversations aloud.
- Ask students to practise the conversations with a partner.
- Tell students to practise the conversations again but to talk about different activities and responses.

### 4 Listen and circle the answers. 1-08

- Listen to the audio.
- Ask students to circle the correct answer.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

1. a
2. c
3. c
4. b

# C Listening

Aim Listen to descriptions of people's lifestyles

## Vocabulary

### 1 Listen and number. 1-06



### 2 Listen and answer the questions with the best vocabulary words. 1-07

1. Which activity is being described?  
\_\_\_\_\_
2. Which activity is being described?  
\_\_\_\_\_
3. Which activity is being described?  
\_\_\_\_\_
4. Which kind of lifestyle is being described?  
\_\_\_\_\_
5. Which event is being described?  
\_\_\_\_\_

**NOTE**  
A lifestyle is the way a person lives. Someone's lifestyle can be active, relaxed, luxurious, healthy, etc.

## Focus

### 3 Talk with a partner.

Do you like *exercising*?

Not really, I prefer *a relaxed lifestyle*.

Would you like to *get some pizza with me*?

Sorry, but I'm a *vegetarian*. I'm trying to *live a healthy lifestyle*.

### 4 Listen and circle the answers. 1-08

Jared has a(n) \_\_\_\_\_ lifestyle.  
a. active  
b. relaxed  
c. quiet  
1. Jared

Sandra asks Mike \_\_\_\_\_.  
a. to get ready  
b. to play better  
c. to play another game  
2. Sandra

Ezra is joining \_\_\_\_\_.  
a. a yoga class  
b. a music club  
c. a competition  
3. Ezra

Iman is worried because \_\_\_\_\_.  
a. she got a text message  
b. she can't find her teammates  
c. she missed her game  
4. Iman

12

## Extra Practise Lifestyles

Practise asking students about their lifestyles with the phrases:

"Do you have a relaxed or active lifestyle?" → "I have a(n) relaxed/active lifestyle."

"What kinds of activities do you like doing?" → "I like \_\_\_\_\_ and \_\_\_\_\_."

### Ex.

Do you have a relaxed or active lifestyle? → I have an active lifestyle.

What kinds of activities do you like doing? → I like playing football and going surfing.

## Listen Up

5 Who is the speaker? Listen and number. 1-09



6 Listen again. Fill in the gaps and circle. 1-09

1. Mark: Do you need help with something \_\_\_\_\_? My job is to teach / help people how to live their lives better.

2. Andrea: Would you like to live a more \_\_\_\_\_? I have practised rugby / yoga for years to help with my stress.

3. David: Do you want to improve your \_\_\_\_\_? Let me help you live a more stronger / active lifestyle.

4. Samantha: Do you have trouble \_\_\_\_\_? Music therapy is a great way to help quiet / relaxed and shy people open up to others.

## Challenge

7 Listen and circle the words you hear. 1-10

boxing	rugby	relaxed	quiet
healthy	active	competition	games

8 Listen again and answer the questions. 1-10

- Where was Márquez born?
  - the Philippines
  - Mexico
  - the United States
  - Colombia
- What is NOT true about Márquez?
  - He was a poor student.
  - He was an accountant.
  - He grew up in a dangerous area.
  - He started boxing at age eight.
- What does the speaker mean when he says, "Márquez stayed out of trouble"?
  - Márquez was not a good boxer.
  - Márquez was involved in crime as a kid.
  - Márquez did not cause problems as a child.
  - Márquez moved out of his area.
- Circle **true** or **false**.
 

a. Márquez was an accountant.	true	false
b. Márquez won only nine fights.	true	false
c. Márquez fought Manny Pacquiao.	true	false

13

## Listen Up

5 Who is the speaker? Listen and number. 1-09

- Listen to the audio.
- Ask students to write the number of the audio next to the correct picture.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

From left to right

2, 4, 1, 3

6 Listen again. Fill in the gaps and circle. 1-09

- Listen to the audio.
- Ask students to fill in the gap and circle the correct answer.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

- in your life, teach
- relaxed lifestyle, yoga
- health, active
- communicating, quiet

## Challenge

7 Listen and circle the words you hear. 1-10

- Listen to the audio.
- Ask students to circle the words they hear.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

From left to right, top to bottom

boxing, quiet, healthy, active

8 Listen again and answer the questions. 1-10

- Listen to the audio.
- Ask students to answer the questions.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

- b
- a
- c
- a. true  
b. false  
c. true

## Teacher's Note

### Famous People with Active and Relaxed Lifestyles

Introduce various celebrities with active and relaxed lifestyles. For example, for celebrities with active lifestyles, choose athletes. For celebrities with relaxed lifestyles, choose artists or writers. Ask students if they know who the celebrities are. If they don't, then explain the celebrities to them. Describe why they are active or relaxed. Then ask students to introduce and describe celebrities they are interested in. Remember to tell them to describe why their celebrities are active or relaxed.

# Lesson D Writing

Aim: Write personal profiles

## Vocabulary

### 1 Listen and repeat. 1-11

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Practise again. Point at words in the book and ask students to say the words aloud.

### 2 Match the words with their definitions.

- Ask students to read the words and the definitions.
- Ask students to match the word with the correct definition.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

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

## Grammar

### 3 Look at the table. Then talk with a partner.

- Read the contents of the table.
- OR
- Ask students to read the table.
- Ask students if they know what kind of grammar points are being highlighted.
- Tell students to find a partner.
- Ask students to discuss the information from the table.

#### Teacher's Note

Explain adverbs and time expressions that are frequently used with the present simple and the present continuous tenses. For example, the adverbs *always*, *often*, *frequently*, *sometimes*, *occasionally*, *seldom*, *rarely*, *hardly ever*, and *never* are all used with the present simple. Meanwhile, time expressions such as *at the moment*, *these days*, *now*, *nowadays*, and *currently* are used with the present continuous.

#### Ex.

I always play tennis after school.  
 I never eat bananas.  
 Bears sometimes eat salmon.  
 I am watching a film at the moment.  
 We are learning Korean these days.  
 Etc.

# D Writing

Aim Write personal profiles

## Vocabulary

### 1 Listen and repeat. 1-11



### 2 Match the words with their definitions.

- |                |   |   |
|----------------|---|---|
| 1. profile     | • | a. a friend, usually another child                        |
| 2. tourist     | • | b. a person who is in a group                             |
| 3. playmate    | • | c. a person who lives near you                            |
| 4. member      | • | d. something that is known to be true or to have happened |
| 5. neighbour   | • | e. details about a person, place, event, etc.             |
| 6. information | • | f. being of or from a country that is not your own        |
| 7. foreign     | • | g. a person who is visiting another place for fun         |
| 8. fact        | • | h. a short description of a person                        |

## Grammar

### 3 Look at the table. Then talk with a partner.

Present Simple	Present Continuous
Use the present simple to talk about: <ul style="list-style-type: none"> <li>• things in general</li> <li>• things that are routine and happen frequently</li> </ul>	Use the present continuous to talk about: <ul style="list-style-type: none"> <li>• things you are in the middle of doing and haven't finished yet</li> <li>• short-term things that are happening "around now" but not right at the moment</li> </ul>
<b>Ex.</b> • My family <i>travels</i> during the summer. • The Earth <i>goes</i> around the Sun.	<b>Ex.</b> • It <i>isn't raining</i> anymore. • My sister <i>is studying</i> English.

**4** Fill in the gaps with the correct form of the given words.

1. Mark \_\_\_\_\_ (speak) three languages.
2. Today \_\_\_\_\_ (be) my birthday.
3. We are \_\_\_\_\_ (have) fun.
4. We \_\_\_\_\_ (practise) a lot for the play.
5. He is \_\_\_\_\_ (drive) his new car.
6. I \_\_\_\_\_ (take) violin lessons after school.

**5** Listen and put a tick (✓) on the type of sentence you hear.  1-12

	Present Simple	Present Continuous
1		
2		
3		
4		
5		
6		

**6** Read and complete the sentences.

**Name:** Amir  
**Age:** 17  
**Year:** 10  
**Height:** 184 cm  
**Nationality:** Turkish

**Biography:**  
Amir is a foreign exchange student. He has lived in London for only one month. His neighbour, Ali, was his primary school playmate. They're best friends. Ali and Amir are planning to go to university in the UK, so they are studying hard every day.



**Name:** Soo-Jin  
**Age:** 16  
**Year:** 9  
**Height:** 164 cm  
**Nationality:** Korean

**Biography:**  
Soo-Jin is a writer. She enjoys writing about many things. She's a member of an online community of writers. They write and share stories about their favourite television show characters. Right now, Soo-Jin is writing a story about her favourite heroes in the *Legend of Korra*.



1. Amir is a(n) \_\_\_\_\_.
2. Amir is studying because \_\_\_\_\_.
3. Amir lives next to \_\_\_\_\_.
4. Soo-Jin is a member of \_\_\_\_\_.
5. People in Soo-Jin's group like to \_\_\_\_\_.
6. Soo-Jin's nationality is \_\_\_\_\_.

**Writing**

**7** Look at the profiles in 6. Write your own profile on a separate piece of paper. Include at least three facts about yourself in the biography. Write at least one sentence in the present continuous.

15

**4** Fill in the gaps with the correct form of the given words.

- Ask students to read the sentence prompts.
- Ask students to write the correct form of the given word in the gap.
- Ask students to complete the activity.
- Check students' answers.

**Answer Key**

- |            |             |
|------------|-------------|
| 1. speaks  | 2. is       |
| 3. having  | 4. practise |
| 5. driving | 6. take     |

**5** Listen and put a tick (✓) on the type of sentence you hear.  1-12

- Listen to the audio.
- Ask students to put a tick in the correct box.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

**Answer Key**

- |                       |                   |
|-----------------------|-------------------|
| 1. present continuous | 2. present simple |
| 3. present continuous | 4. present simple |
| 5. present simple     | 6. present simple |

**6** Read and complete the sentences.

- Ask students to read the passages.
- Ask students to read the sentence prompts.
- Ask students to write the correct words to complete the sentence.
- Ask students to complete the activity.
- Check students' answers.

**Answer Key**

*Sample Answers*

1. Amir is a foreign exchange student.
2. Amir is studying because he is planning to go to university in the UK.
3. Amir lives next to Ali.
4. Soo-Jin is a member of an online community of writers.
5. People in Soo-Jin's group like to write and share stories about their favourite television show characters.
6. Soo-Jin's nationality is Korean.

**Writing**

**7** Look at the profiles in 6. Write your own profile on a separate piece of paper. Include at least three facts about yourself in the biography. Write at least one sentence in the present continuous.

- Ask students to write their own profiles.
- Ask students to write three facts about themselves and include at least one sentence in the present continuous.
- Tell students to use the patterns in activities 3, 4, 5, and 6.
- Tell students to write their profiles on a separate sheet of paper.
- Check students' profiles to make sure they're writing correctly.
- Ask some students to present their profiles to the class.
- Give feedback.

**Extra Practise** **Celebrity Profiles**

Ask students to choose a celebrity and write his or her profile. When students are done writing, choose one student to read his or her profile to the class. Tell that student not to say the name of the celebrity. When the student is done reading his or her profile to the class, ask the other students to guess who the celebrity is. Repeat this process with the other students.

**Aim:** Make a seating arrangement

## Video

### 1 Match the word with the correct definition.

- Ask students to read the words and the definitions.
- Ask students to match the word with the correct definition.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

- c
- a
- d
- b

### 2 Look at the pictures. What do you think the video will be about? Talk with a partner.

- Ask students to look at the pictures.
- Ask students to make predictions about the video they're about to watch.
- Tell students to talk with a partner.
- Tell students to share their predictions with their partner.

Scan the QR code to link to Unit 1 video.

### 3 Watch the video. Number the pictures in order.

Video 1

- Play the video for students.
- Ask students if their predictions were correct.
- Ask students to number the pictures in order.
- Play the video again if needed.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

From left to right  
3, 2, 1

### 4 Watch again. Put a tick (✓) next to the words you hear.

Video 1

- Play the video again.
- Ask students to put a tick next to the words they hear.
- Play the video again if needed.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

From left to right, top to bottom  
playmate, card game, yoga, magic, diary

## E Project

**Aim:** Make a seating arrangement

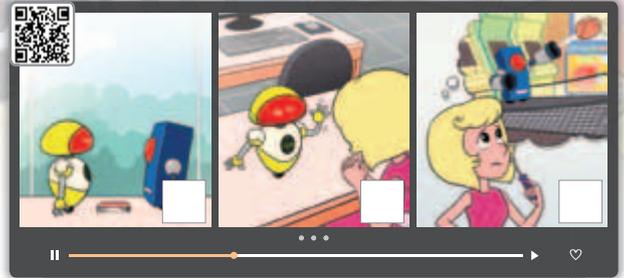
### Video

#### 1 Match the word with the correct definition.

- |               |   |  |
|---------------|---|--|
| 1. figure out | • | a. to look at in detail                        |
| 2. analyse    | • | b. to mix; to put in a different order         |
| 3. code       | • | c. to understand something; to solve something |
| 4. shuffle    | • | d. a program of instructions for computers     |

#### 2 Look at the pictures. What do you think the video will be about? Talk with a partner.

#### 3 Watch the video. Number the pictures in order.



#### 4 Watch again. Put a tick (✓) next to the words you hear.

- |                                    |                                  |                                  |                                |                                |
|------------------------------------|----------------------------------|----------------------------------|--------------------------------|--------------------------------|
| <input type="checkbox"/> playmate  | <input type="checkbox"/> active  | <input type="checkbox"/> relaxed | <input type="checkbox"/> hobby | <input type="checkbox"/> facts |
| <input type="checkbox"/> card game | <input type="checkbox"/> foreign | <input type="checkbox"/> yoga    | <input type="checkbox"/> magic | <input type="checkbox"/> diary |

#### 5 Watch again. Circle the word(s) you hear.



- It sounds like he needs a playmate / hobby.
- Daisy, teach Collector how to do rugby / yoga.
- Teach Collector some facts / magic tricks.
- Teach Collector how to write a diary / profile.



- Now watch / watching as I make a white rabbit appear!
- Keep your eye / eyes on the ball.
- Hold the ball on / in your hand, like this.
- Open your notebook and write / writing about your day.

### 5 Watch again. Circle the word(s) you hear.

Video 1

- Ask students to read the sentences.
- Play the video again.
- Ask students to circle the word(s) they hear.
- Play the video again if needed.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

- playmate
- watch
- yoga
- eye
- magic tricks
- in
- diary
- write

6 It's your friend's wedding. You have to choose where people will sit. Make sure everyone is sitting next to someone who has some of the same interests. Work in groups. Turn to p.143 and read the profiles. Then discuss and decide where people should sit. Write your plan below.



Maria



Jin



Stan



Amir



Linda



Gloria



Miguel



Mandy



Iliana



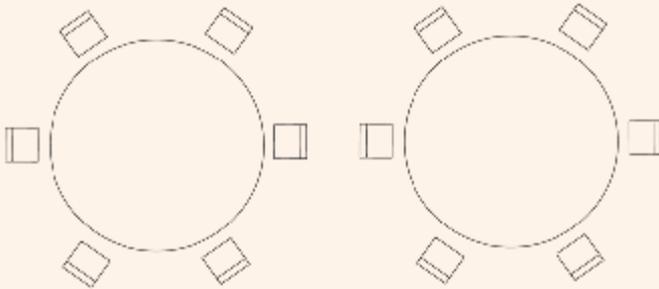
Sasha



Josh



Antonia



**Teacher's Note**

**Weddings**

Explain to students what happens at a wedding in your country. Be sure to include information such as the different roles and the people who usually attend, where weddings and receptions usually take place, the type of food that is served, the activities that take place, and the kinds of gifts wedding guests give. Then ask students to describe weddings in their country. Try to see what is similar and different.

**Extra Practise Write a Diary Entry**

Have students write a diary entry related to the wedding from activity 6. Tell each student to choose one of the wedding guests from activity 6. Then tell students to write a diary entry about that person's experience from the wedding. Tell students to include information such as who the person met and talked to at the wedding, who they sat next to, and what they did at the wedding. When students are done writing, ask some students to read their diary entries to the class. Remember to give feedback and ask follow-up questions.

**21<sup>st</sup> Century Skills**

6 It's your friend's wedding. You have to choose where people will sit. Make sure everyone is sitting next to someone who has some of the same interests. Work in groups. Turn to p. 143 and read the profiles. Then discuss and decide where people should sit. Write your plan below.

- Tell students to get into groups.
- Ask students to read the profiles on p. 143.
- Ask students to make their seating arrangements.
- Tell students to draw/make their seating arrangements on a separate sheet of paper.
- Ask students to include their reasoning why people are seated in their respective seats.
- Tell students to use the patterns from the previous lessons in Unit 1.
- Check students' seating arrangements to make sure they're making them properly.
- Ask some students to present their seating arrangements to the class.
- Give feedback.

This unit will give students the ability to talk about things they used to like and do using the simple past and present perfect tenses. Students will also gain the ability to talk about clothing, fashion in general, and past, present, and future fashion trends.

Scan the QR code to download Unit 2 audio.

### WHAT YOU WILL DO IN THIS UNIT

#### Unit 2 AIMS

Lesson A: Listen to discussions about changing tastes in fashion

Lesson B: Talk about things you used to like

Lesson C: Learn about fashion trends in the past

Lesson D: Write a description of someone's outfit

Lesson E: Make predictions of future trends

#### Target Skills

Lesson A: Listening

Lesson B: Speaking

Lesson C: Reading

Lesson D: Writing

Lesson E: Project

#### Target Vocabulary

Lesson A	Lesson B
loose magazine pockets size sleeves tight try on uniform	brand celebrity chain design fashion jewellery skirt trainers
Lesson C	Lesson D
casual cheap expensive formal popular secret trend whisper	blouse collar lipstick old-fashioned outfit pattern perfume unusual
Lesson E	
scarf	

# FASHION FORWARD



Scan for Audio

### WHAT YOU WILL DO IN THIS UNIT

- A Listening** Listen to discussions about changing tastes in fashion
- B Speaking** Talk about things you used to like
- C Reading** Learn about fashion trends in the past
- D Writing** Write a description of someone's outfit
- E Project** Make predictions of future trends



Look at the photo and answer the questions.

1. What do you see in the picture?
2. What kinds of clothing are they wearing?
3. Do you think the people are fashionable? Why or why not?
4. How do you and your friends dress?

19

## Key Grammar

### **used to and would**

Use *used to* and *would* to describe past events that you did regularly.

Example
He <i>used to/would</i> buy fashion magazines every month.
I <i>used to/would</i> wear loose clothes. I don't anymore.
She <i>used to/would</i> always listen to pop music.

## past simple

Use simple past tense to talk about events in the past, including finished past events, habitual actions in the past, and events which were true in the past.

Usage	Example
to show events which were done in the past	He <i>wore</i> a suit to attend the business meeting.
to talk about repeated events or actions in the past	They <i>went</i> on a picnic every Sunday.
to talk about things that were true for some time in the past	She <i>used</i> the same mobile phone all through university.

## present perfect

Use present perfect tense in the following situations.

Usage	Example
to talk about events repeated from the past until now	I <i>have called</i> him three times.
to talk about the duration of things happening from the past until now	He <i>has been</i> a teacher since 2002.
to talk about changes from the past until now	He <i>has grown</i> a lot since I last saw him.
to talk about an event at an unspecified time in the past	I <i>have been</i> to Japan once.
to talk about uncompleted actions that are expected to happen	She <i>hasn't finished</i> her homework yet.

## Unit 2 Discussion

Look at the photo and answer the questions.

- Ask students to look at the Unit 2 cover page.
- Then ask the class each question.
- Give corrections and ask follow-up questions.
- Ask students to talk with a partner. Have students take turns asking the questions on the page to their partner.

### Extra Practise More Discussion

Ask more questions about clothing.

#### Ex.

What kind of clothing do you like best?  
 What are your favourite clothing/shoe brands?  
 Where do you go shopping for clothes?  
 Do you prefer wearing regular brands or expensive brands? Why?

# Lesson A Listening

**Aim:** Listen to discussions about changing tastes in fashion

## Vocabulary

### 1 Listen and repeat. 2-01

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Practise again. Point at words in the book and ask students to say the words aloud.

### 2 Fill in the gaps with the best vocabulary words.

- Ask students to read the sentence prompts.
- Ask students to write the best vocabulary word in the gap.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

1. size
2. pockets
3. uniform
4. tight
5. loose
6. sleeves
7. try on
8. magazine

## Focus

### 3 Talk with a partner.

- Read the short conversations aloud or ask two students to read the short conversations aloud.
- Ask students to practise the conversations with a partner.
- Tell students to practise the conversations again but to talk about different clothing and ideas.

### 4 Use the given verbs and *used to* to make sentences about you.

- Ask students to read the example.
- Ask students to read the given verb.
- Ask students to make a sentence with the given verb and *used to* to make a sentence that is true about them.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

Sample Answers

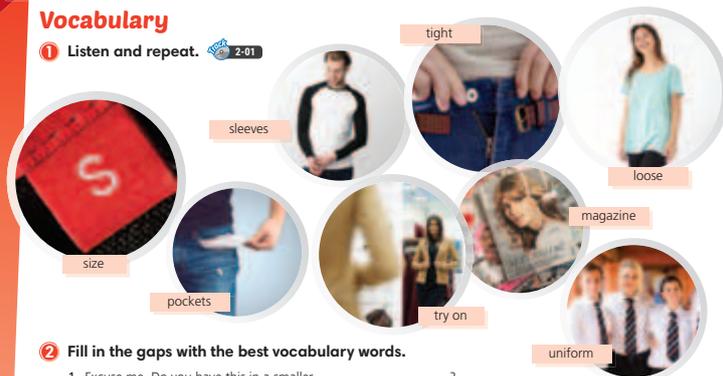
1. I used to wear a baseball cap to school.
2. I used to eat biscuits for breakfast.
3. I used to play at the park at the weekend.

# A Listening

**Aim** Listen to discussions about changing tastes in fashion

## Vocabulary

### 1 Listen and repeat. 2-01



### 2 Fill in the gaps with the best vocabulary words.

1. Excuse me. Do you have this in a smaller \_\_\_\_\_?
2. I don't like these trousers. The \_\_\_\_\_ are too small. I can't fit my phone in them.
3. My school makes us wear a(n) \_\_\_\_\_. I like it, but others don't.
4. That jacket is way too \_\_\_\_\_. I can't even close the front.
5. This hoodie is too \_\_\_\_\_. It's twice my size.
6. Roll up your \_\_\_\_\_ while you're cooking. You don't want them to get dirty.
7. I'd like to \_\_\_\_\_ this dress. Is there a fitting room I can use?
8. I saw an interesting \_\_\_\_\_ at the bookshop.

## Focus

### 3 Talk with a partner.

What do you think of *this shirt*?

I like it. I *used to have one just like it*.

What do you *wear to school*?

I *used to wear a uniform*. I don't anymore.

**NOTE**  
We use *used to* to talk about the past. We use it to talk about things that we did regularly in the past or a situation that was true in the past, but not now.  
**Ex** I *used to wear* tight clothes all the time.

### 4 Use the given verbs and *used to* to make sentences about you.

**Ex.** I *used to wear* leather jackets.

1. I \_\_\_\_\_ (wear)
2. I \_\_\_\_\_ (eat)
3. I \_\_\_\_\_ (play)

## Teacher's Note

### Used To and Use To

*Use to*, not *used to*, is used when making sentences and asking questions with *did* and *didn't*. Make sure students understand this. See the examples below.

#### Ex.

Did you *use to* wear a uniform at school?  
Didn't you *use to* live in that house?  
I *didn't use to* live there.  
They *didn't use to* go swimming during summer holiday.

## Listen Up

### 5 Listen and circle the answers. 2-02

1. What did Anne use to wear?  
a. b.
2. What would Mirida like to try on?  
a. b.
3. What did Frank use to like?  
a. b.
4. Which trousers will Suhir buy?  
a. b.

### 6 Listen again. Circle the words you hear. 2-02

loose	tight	uniform	pocket
magazine	try on	size	hoodie

## Challenge

### 7 Listen and circle the answers. 2-03

1. What kinds of jackets did Amanda use to like?  
a. leather      b. sports      c. tight      d. loose
2. Why does Amanda keep the jeans?  
a. She has lost weight.      b. She likes jeans.  
c. She likes tight clothes.      d. She thinks baggy clothes are fashionable.
3. Circle **true** or **false**.  
a. Amanda likes her orange clothes.      true      false  
b. Amanda doesn't like clothes without sleeves.      true      false  
c. Amanda will give Milly some shoes if they fit.      true      false  
d. Amanda gives Milly a leather jacket.      true      false

### 8 Listen again. Circle Amanda's clothes. Draw a square around Milly's clothes. 2-03



21

## Listen Up

### 5 Listen and circle the answers. 2-02

- Listen to the audio.
- Ask students to circle the correct answer.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

1. b
2. b
3. a
4. b

### 6 Listen again. Circle the words you hear. 2-02

- Listen to the audio.
- Ask students to circle the words they hear.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

From left to right, top to bottom  
loose, tight, uniform, try on, hoodie

## Challenge

### 7 Listen and circle the answers. 2-03

- Listen to the audio.
- Ask students to circle the correct answer.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

1. a
2. d
3. a. true  
b. true  
c. true  
d. true

### 8 Listen again. Circle Amanda's clothes. Draw a square around Milly's clothes. 2-03

- Listen to the audio.
- Ask students to circle Amanda's clothes and draw a square around Milly's clothes.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

Amanda's clothes: large black leather jacket, scarves, orange jacket, baggy jeans  
Milly's clothes: all the shoes, faded tight jeans, pink dress, short black leather jacket

### Extra Practise What did you use to do...?

Have students practise asking and answering questions with *used to*. Tell two students to stand up. Have them play *Rock, Scissors, Paper*. Tell the winner of the game to ask the other student a question using *used to*. The other student should then answer the question. After answering correctly, that student then gets to choose another student to ask a question to. Repeat this process until every student has asked and answered a question. Tell students to ask questions about what they used to do in elementary school, middle school, during summer or winter holiday, etc.

#### Ex.

What did you use to play in elementary school? →  
I used to play *Super Mario Bros* in elementary school.

# Lesson B Speaking

Aim: Talk about things you used to like

## Vocabulary

### 1 Listen and number. 2-04

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the word in the book.
- Check students' answers.

#### Answer Key

From left to right, top to bottom

1. design
7. celebrity
6. brand
2. fashion
5. trainers
3. skirt
4. chain
8. jewellery

- Practise again. Point at words in the book and ask students to say the words aloud.

### 2 Fill in the gaps with the best vocabulary words.

- Ask students to read the sentence prompts.
- Ask students to write the best vocabulary word in the gap.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

1. celebrity
2. skirt
3. Trainers
4. brand
5. Fashion
6. Jewellery
7. design
8. chain

#### Teacher's Note

### Jewellery

Explain some other kinds of Jewellery to students. Introduce Jewellery such as *anklets, bracelets, necklaces, pendants, rings, and watches*. Introduce materials and gem stones such as *diamonds, emeralds, gold, platinum, rubies, sapphires, silver*, and so on. Ask students what kind of Jewellery they like. Also, ask and talk about the different kinds of Jewellery students are wearing at the moment.

# B Speaking

Aim Talk about things you used to like

## Vocabulary

### 1 Listen and number. 2-04



**NOTE**  
Trainers are called sneakers in American English.

### 2 Fill in the gaps with the best vocabulary words.

1. A \_\_\_\_\_ is a famous person.
2. A \_\_\_\_\_ is a kind of clothing worn mostly by women.
3. \_\_\_\_\_ are very comfortable on your feet.
4. A \_\_\_\_\_ is a group of products made by a specific company.
5. \_\_\_\_\_ is the most popular clothes, appearance, or behaviour at a certain time.
6. \_\_\_\_\_ is worn by both men and women, and is often expensive.
7. A \_\_\_\_\_ is a certain type or way that something is made.
8. A \_\_\_\_\_ is made of a line of metal rings that are connected.

## Focus

### 3 Talk with a partner.

*I used to love celebrities such as Taylor Swift.*

*Really? Me too! I would listen to all her songs in secret.*

**NOTE**  
*Would* can be used to talk about repeated past actions.  
*Used to* would call my dad every night before I went to bed.

### 4 Listen and circle the answer. 2-05

1. Inara  
What did Inara use to love?  
a. trainers  
b. celebrities

2. Darwish  
What is Darwish embarrassed about?  
a. wearing jewellery  
b. following a celebrity

3. Nadine  
What did Nadine hate to wear?  
a. skirts  
b. trainers

4. Charlie  
What does Charlie not wear anymore?  
a. jewellery  
b. earrings

## Focus

### 3 Talk with a partner.

- Read the short conversation aloud or ask two students to read the short conversation aloud.
- Ask students to practise the conversation with a partner.
- Tell students to practise the conversation again but to talk about different activities and ideas.

### 4 Listen and circle the answer. 2-05

- Listen to the audio.
- Ask students to circle the correct answer.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

1. a
2. b
3. a
4. b

## Expressions

### Linkers and connectors

5 Look at the table.

Linker & Connector Word	Purpose	Example
also	to add	I also like trainers and boots.
so	to show cause and effect	I don't like skirts, so I always wear jeans.
like	to give examples	I love expensive brands like Yves Saint Laurent.
but	to contrast	I like the design, but I don't like the cost.

6 Read and write a response using the linkers and connectors in 5.

- I love hip-hop and rock music. How about you? (*Ex. I also love hip-hop and rock music.*)  
\_\_\_\_\_
- I used to play video games a lot, so I'm still pretty good at them. How about you?  
\_\_\_\_\_
- I like salty food like pizza. How about you?  
\_\_\_\_\_
- I like exciting films, but I don't like scary films. How about you?  
\_\_\_\_\_

## Speak Up

7 Write a sentence about yourself and the given category using *used to*. Then talk with a partner.

- (game) *Ex. I used to love Minecraft.*  
\_\_\_\_\_
- (film) \_\_\_\_\_
- (food) \_\_\_\_\_
- (clothing) \_\_\_\_\_
- (music) \_\_\_\_\_



8 Look at what you wrote in 7. How have you changed? Write about your current favourite things in each category. Talk with a partner. What do you have in common?

- (game) *Ex. Now I like to play FIFA.*  
\_\_\_\_\_
- (film) \_\_\_\_\_
- (food) \_\_\_\_\_
- (clothing) \_\_\_\_\_
- (music) \_\_\_\_\_



**NOTE**  
The term *in common* is used to talk about something that is true of two people or things.

23

## Speak Up

7 Write a sentence about yourself and the given category using *used to*. Then talk with a partner.

- Ask students to read the categories.
- Ask students to write a sentence about themselves using *used to* and the category on the line.
- Tell students to find a partner.
- Ask students to talk about the things they used to like.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to present their conversations to the class.
- Give feedback.

8 Look at what you wrote in 7. How have you changed? Write about your current favourite things in each category. Talk with a partner. What do you have in common?

- Ask students to look at what they wrote in activity 7.
- Ask students to write a sentence about what they like now on the line.
- Tell students to work with the same partner from activity 7.
- Ask students to talk about the things they like to do now.
- Tell students to mark down the things they have in common.
- Tell students to use the words and patterns from activities 5, 6, and 7.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to present their conversations to the class.

## Expressions Linkers and Connectors

5 Look at the table.

- Read the contents of the table.
- OR
- Ask students to read the table.
- Ask students if they know what kind of words are being highlighted.

6 Read and write a response using the linkers and connectors in 5.

- Ask students to read the sentences and questions.
- Ask students to write a response using linkers and connectors on the line.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

#### Sample Answers

- I like hip-hop, but I love heavy metal.
- I am also pretty good at video games.
- I don't like salty food, so I never eat pizza.
- I love scary films.

### Extra Practise I used to... , but now I... .

Have students practise talking about what they used to do or like and what they do or like now, with the pattern:

"I used to \_\_\_\_\_, but now I \_\_\_\_\_."

#### Ex.

I used to like playing football, but now I like playing basketball.

I used to take piano lessons, but now I take guitar lessons.

I used to love skiing in winter, but now I love snowboarding.

Aim: Learn about fashion trends in the past

## Vocabulary

### 1 Listen and repeat. 2-06

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Practise again. Point at words in the book and ask students to say the words aloud.

### 2 Fill in the gaps with the best vocabulary words.

- Ask students to read the sentence prompts.
- Ask students to write the best vocabulary word in the gap.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

1. whisper
2. trend
3. secret
4. formal
5. casual
6. expensive
7. cheap
8. popular

## Pre-Reading

### 3 Look at the pictures. Talk with a partner. Guess the country the fashion trend comes from.

- Tell students to find a partner.
- Ask students to look at the pictures.
- Ask students to guess and write down the country where the fashion trend comes from.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

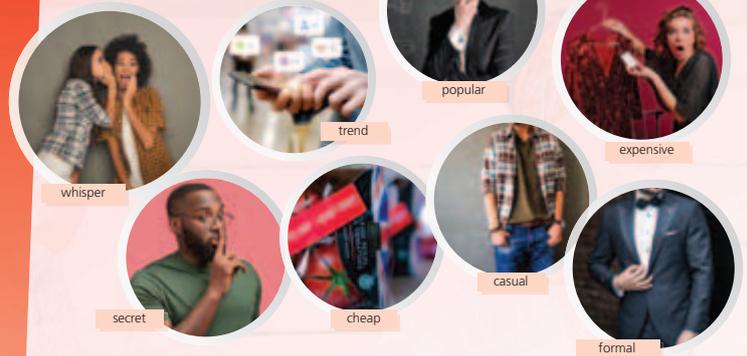
1. Vietnam
2. Scotland
3. Mongolia

## C Reading

**Aim** Learn about fashion trends in the past

### Vocabulary

#### 1 Listen and repeat. 2-06



#### 2 Fill in the gaps with the best vocabulary words.

1. When you \_\_\_\_\_, you speak very quietly.
2. A(n) \_\_\_\_\_ describes something that many people enjoy or do at around the same time.
3. When you tell someone something you don't want them to tell others, it's a(n) \_\_\_\_\_.
4. People often wear \_\_\_\_\_ clothing when they go to special events like weddings.
5. Many schools don't require uniforms and allow students to wear \_\_\_\_\_ clothing.
6. Something that costs more than you think it should cost is \_\_\_\_\_.
7. Something that costs less than you think it should cost is \_\_\_\_\_.
8. Something or someone who is liked by many people is \_\_\_\_\_.

### Pre-Reading

#### 3 Look at the pictures. Talk with a partner. Guess the country the fashion trend comes from.



24

### Teacher's Note

#### Traditional Clothing

Explain the traditional clothing of some countries to students. Then have the students describe the traditional clothing of their country. Make sure to point out similarities and differences between the traditional clothing of their country and other countries. Below is a short list of some countries' traditional clothing. Prepare pictures to show students

- Central America and Mexico: huipil
- Germany: lederhosen
- India: sari
- Japan: kimono
- Korea: hanbok
- Malaysia: kebaya
- Scotland: kilt
- South East Asia: sarong
- Spain: flamenco dress
- West Africa: agbada

**4** Read the article.  2-07

# Fashion Trends through the Ages

**1** \_\_\_\_\_

In the 16th century, most people had healthy teeth. This is because sugar was not in most food since it was very expensive. One person who loved sweets and had enough money to buy them was Queen Elizabeth I of England. She loved sweets so much that some people say her teeth were black. But instead of seeing black teeth as dirty, people saw them as trendy. People started to blacken their teeth so that they could look rich and noble like Queen Elizabeth.



**2** \_\_\_\_\_

High heels are very popular with women. Women wear them with both formal and casual clothing. Some are cheap and affordable, while others are extremely expensive. But here's a little secret: high heels were first popular among men! High heels were originally made for Persian horse riders. But they became popular in the 15th century with Europeans. In fact, people say that King Louis XIV, one of the most famous kings of France, wore heels that were almost 10 cm tall!



**3** \_\_\_\_\_

The samurai were once the highest class of people in Japan. People looked to them to see what was fashionable. One thing that almost all samurai had in common was their hairstyle—called a *chonmage* or topknot. This look was made by shaving the top of one's head and growing out the back and sides. Then the long hair was wrapped into a bun and placed on top of the head. Samurai did this to keep their helmets on top of their head, but it soon became a very fashionable hairstyle.



**NOTE**  
A class is a group of people in a country that share certain economic or social qualities.

## Comprehension

**5** Circle true or false.

- |  |      |       |
|--|------|-------|
| 1. Sugar used to be very expensive.  | true | false |
| 2. People used to think that black teeth were dirty.                       | true | false |
| 3. The French were the first to wear high heels.                           | true | false |
| 4. The samurai were the highest class of people in Japan.                  | true | false |
| 5. A <i>chonmage</i> was used to help keep a samurai's helmet on his head. | true | false |

**6** Circle the best title for each paragraph. Then write in the spaces above.

- |                                     |                      |                        |
|-------------------------------------|----------------------|------------------------|
| 1. Paragraph 1: a. Sweet Tooth      | b. Royal Houses      | c. Kings and Queens    |
| 2. Paragraph 2: a. Cheap Deals      | b. A Man in Heels    | c. Persian Horses      |
| 3. Paragraph 3: a. 47 Loyal Samurai | b. Knot on a Samurai | c. The Origin of Sushi |

**7** Talk with a partner.

- Describe a fashion trend from the past. Why do you think the trend went away?
- Name someone you think is very fashionable and explain why you think so.
- What are some current fashion trends? Describe them.

**6** Circle the best title for each paragraph. Then write in the spaces above.

- Ask students to answer the questions.
- Ask students to write the correct title in the gap.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

- a
- b
- b

**7** Talk with a partner.

- Tell students to find a partner.
- Tell students to discuss the questions.
- Ask students if they would like to share their discussion with the class.
- Ask follow-up questions.

### Extra Practise Create Traditional Clothing

Have students get into groups of three to four. Then have them create their own set of traditional clothing for their country. Tell students to describe the purpose of each item of clothing. Tell students to list as many kinds of clothing as possible. Then have them draw a picture of their traditional clothing. When all groups are done, have each group present their traditional clothing to the class. Remember to give feedback and ask follow-up questions.

**4** Read the article.  2-07

- Listen to the audio.
- OR
- Read the article aloud.
- OR
- Ask students to read parts of the reading aloud.
  - Replay the audio if needed.

## Comprehension

**5** Circle true or false.

- Ask students to circle the correct answer.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

- true
- false
- false
- true
- true

Aim: Write a description of someone's outfit

## Vocabulary

### 1 Listen and number. 2-08

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the word in the book.
- Check students' answers.

#### Answer Key

From left to right, top to bottom

6. perfume
5. outfit
4. old-fashioned
1. pattern,
3. blouse
2. collar
8. lipstick
7. unusual

- Practise again. Point at different pictures and ask students to say the words.

### 2 Fill in the gaps with the best vocabulary words.

- Ask students to read the sentence prompts.
- Ask students to write the best vocabulary word in the gap.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

1. pattern
2. perfume
3. outfit
4. collar
5. unusual
6. lipstick
7. blouse
8. old-fashioned

## Grammar

### 3 Look at the table. Then talk with a partner.

- Read the contents of the table.
- OR
- Ask students to read the table.
- Ask students if they know what kind of grammar points are being highlighted.
- Tell students to find a partner.
- Ask students to discuss the information from the table.

# D Writing

Aim Write a description of someone's outfit

## Vocabulary

### 1 Listen and number. 2-08



### 2 Fill in the gaps with the best vocabulary words.

1. The shirt has a blue and red \_\_\_\_\_ on it.
2. I don't wear \_\_\_\_\_ because I don't like having a strong smell.
3. Wow! I love your \_\_\_\_\_! Your shirt, shoes, and skirt are all so cute.
4. I don't like shirts with a(n) \_\_\_\_\_ on them. They're too formal.
5. What a(n) \_\_\_\_\_ jacket. It has 10 pockets!
6. I don't like to wear \_\_\_\_\_ because it always gets on my teeth.
7. I don't like to wear this \_\_\_\_\_ because it's too loose on me.
8. That hat is so \_\_\_\_\_! It looks like something my grandpa would wear.

**NOTE**  
Remember that you can use intensifiers like *so, really, and very* to make your statements stronger.

That hat looks *so* old-fashioned.

Whatever... I look *really* amazing.



## Grammar

### 3 Look at the table. Then talk with a partner.

Simple Past	Present Perfect
To describe actions, events, or situations that happened in a finished period of time <b>Ex:</b> She <i>bought</i> that blouse last year.	To describe things that happened before now, in a period of time that is not finished yet <b>Ex:</b> She <i>has bought</i> lots of new clothes recently.
To describe things that happened repeatedly for some time in the past, but not now <b>Ex:</b> She <i>wore</i> the same kinds of clothes throughout secondary school.	Use <i>ever, never, several times</i> , etc. to describe things that happened or did not happen in an unfinished time period <b>Ex:</b> He <i>has never worn</i> a suit in his life.
	To describe things that happened before now and have a result or effect in the present <b>Ex:</b> Her style <i>has changed</i> a lot.

26

## Teacher's Note

### More on Intensifiers

Explain some other intensifiers to students, such as *amazingly, exceptionally, incredibly, particularly, remarkably, and unusually*. Also, explain to students that instead of using *very + adjective*, they can use strong adjectives such as *awful, brilliant, certain, delicious, disgusting, dreadful, enormous, excellent, huge, ideal, perfect, splendid, terrible, tiny, and wonderful*. Instead of using *very + strong adjective*, intensifiers such as *absolutely, completely, exceptionally, particularly, really, quite, totally, and utterly* are used with strong adjectives.

**4 Write sentences using the given words. Use the simple past or present perfect.**

- (I) (buy) (new outfit) (last weekend)  
→ \_\_\_\_\_
- (Pamela) (never) (wear perfume)  
→ \_\_\_\_\_
- (Lee) (wear) (shirts with wide collars) (in secondary school)  
→ \_\_\_\_\_
- (Margot) (put on) (lipstick)  
→ \_\_\_\_\_
- (Blouses with unusual patterns) (become) (popular)  
→ \_\_\_\_\_

**5 Read the descriptions. Then complete the sentences. Answers will vary.**



A. This model is wearing a very dark outfit. He's wearing shiny leather boots and a skirt with a green and red pattern. He's also wearing a collar. Not a collared shirt, but a collar. This isn't really an outfit I'd wear myself. It's a little unusual. But I think it's very cool that he enjoys wearing it.



B. This girl is wearing a white dress. It doesn't match her trainers and hat. But I think her outfit looks great. She looks like she's a dancer. I think I'll try wearing something like this sometime.

- The writer likes outfit \_\_\_\_\_ the best because \_\_\_\_\_.
- The writer thinks that outfit A looks \_\_\_\_\_.
- The writer thinks the girl in outfit B looks like \_\_\_\_\_.

**Writing**

**6 Write about your own outfit and a classmate's, or choose two of the outfits below. Write your descriptions on a separate piece of paper. Include your opinion of each outfit.**



27

**4 Write sentences using the given words. Use the simple past or present perfect.**

- Ask students to read the sentence parts.
- Ask students to use the simple past or present perfect to write the correct sentence on the line.
- Ask students to complete the activity.
- Check students' answers.

**Answer Key**

- I bought a new outfit last weekend.
- Pamela has never worn perfume.
- Lee wore shirts with wide collars in secondary school.
- Margot has put on lipstick.
- Blouses with unusual patterns have become popular.

**5 Read the descriptions. Then complete the sentences. Answers will vary.**

- Ask students to read the outfit descriptions.
- Ask students to read the sentence prompts.
- Ask students write the correct words in the gap(s) to complete the sentence.
- Ask students to complete the activity.
- Check students' answers.

**Answer Key**

*Sample Answers*

- The writer likes outfit B the best because it looks great.
- The writer thinks that outfit A looks a little unusual.
- The writer thinks that the girl in outfit B looks like a dancer.

**Writing**

**6 Write about your own outfit and a classmate's, or choose two of the outfits below. Write your descriptions on a separate piece of paper. Include your opinion of each outfit.**

- Ask students to think about their outfit and a classmate's outfit, or think about two of the outfits from activity 6.
- Ask students to write a description for each outfit.
- Tell students to use the patterns in activities 2, 3, 4, and 5.
- Tell students to write their descriptions on a separate sheet of paper.
- Check students' descriptions to make sure they're writing correctly.
- Ask some students to present their descriptions to the class.
- Give feedback.

**Extra Practise Guess Who?**

Before class, write each student's name on a separate slip of paper. During class, hand a slip of paper to each student. Make sure each student has a slip of paper with a different name on it. Then, ask each student to write a description for the student who is on their slip of paper. Tell students to use the patterns from activity 6 in their descriptions. When all the students are done writing, choose a student and have him or her read their description to the class. Tell the student not to name who he or she is describing. Have the other students guess who is being described. The student who guesses correctly can then read his or her description to the class. Repeat this process several times or until each student has had a turn.

Aim: Make predictions of future trends

## Video

1 Look at the pictures. What do you think the video will be about? Talk with a partner.

- Ask students to look at the pictures.
- Ask students to make predictions about the video they're about to watch.
- Tell students to talk with a partner.
- Tell students to share their predictions with their partner.

Scan the QR code to link to Unit 2 video.

2 Watch the video. Number the pictures in order.

Video 2

- Play the video for students.
- Ask students if their predictions were correct.
- Ask students to number the pictures in order.
- Play the video again if needed.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

From left to right

3, 1, 2

3 Watch again. Circle the words you hear.

Video 2

- Ask students to read the words.
- Play the video again.
- Ask students to circle the words they hear.
- Play the video again if needed.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

From left to right

whisper, perfume, scarf, uniform, pattern

4 Watch again. Circle true or false.

Video 2

- Ask students to read the sentences.
- Play the video again.
- Ask students to circle the correct answer.
- Play the video again if needed.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

1. false    2. false    3. true    4. false    5. true

5 Answer the questions.

- Ask students to read the questions.
- Ask students to write the correct answer on the line.
- Ask students to complete the activity.
- Check students' answers.

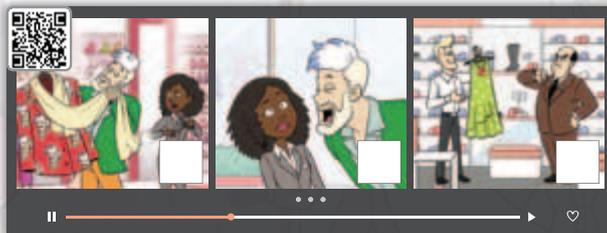
# E Project

Aim Make predictions of future trends

## Video

1 Look at the pictures. What do you think the video will be about? Talk with a partner.

2 Watch the video. Number the pictures in order.



3 Watch again. Circle the words you hear.

whisper    perfume    collar    scarf    uniform    pattern    size    magazine

4 Watch again. Circle true or false.

- |  |      |       |
|--|------|-------|
| 1. Gloria is a fashion designer.               | true | false |
| 2. Marc Mendez changed his name.               | true | false |
| 3. Mendez has worked for other companies.      | true | false |
| 4. Mendez's old boss knew a lot about blouses. | true | false |
| 5. Mendez made a scarf with his hair.          | true | false |

5 Answer the questions.

1. Why does Gloria say she is sorry?  
\_\_\_\_\_
2. What did Mendez use to do?  
\_\_\_\_\_
3. What is Mendez's newest design?  
\_\_\_\_\_

6 Watch again. Circle the words you hear.



1. Welcome to Celebrity / Designer Circus—the show that gives you a(n) inside / sneak look into the world of celebrities / designers.



2. I understand that you used to / once work for many different clothing companies / brands before becoming a famous fashion designer.

3. We have a new outfit / pattern in our men's casual / formal wear.

4. This scarf is made with / from my actual hair. People are saying / have said that it's the best scarf they've / they're ever seen.

28

### Answer Key

Sample Answers

1. She called the designer Marc instead of Mendez.
2. He used to work for different companies.
3. His newest design is a police uniform.

6 Watch again. Circle the words you hear.

Video 2

- Ask students to read the sentence prompts.
- Play the video again.
- Ask students to circle the words they hear.
- Play the video again if needed.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

1. Celebrity, inside, celebrities
2. used to, brands
3. pattern, formal
4. with, have said, they've

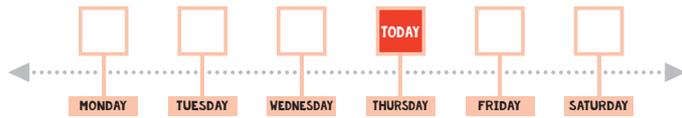
## Teacher's Note

### Trends and Fads

Explain to students that fads and trends are similar, but fads typically last for one month to one season. Trends, on the other hand, are longer lasting and can continue to be fashionable for years or decades.

## Grammar

7 Listen and number the days with the correct events. 2-09



## 21<sup>st</sup> Century Skills

### Predicting Future Trends

Critical Thinking Communication

8 Work with a group. Answer the questions. Fill in the table or write your answers on a separate piece of paper. Then discuss how your tastes have changed.

Question	My answers		My group's answers	
	3 years ago	Now	3 years ago	Now
What is / was your favourite clothing brand?				
Who is / was your favourite singer?				
What is / was your favourite food?				
What are / were your favourite TV shows and films?				
Who is / was your favourite celebrity?				

9 Look at the pictures. What do you think of their fashion? Talk with a group.



10 Do research. Use your classmates, the internet, and magazines to collect photos of fashionable celebrities. What trends do you see? Make a list of this year's trends on a separate piece of paper.

11 Can you make a guess about future fashion trends? Make a prediction and recommend fashionable outfits for the future.

29

## Grammar

7 Listen and number the days with the correct events. 2-09

- Listen to the audio.
- Ask students to write the correct number in the box.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

From left to right

1. Monday
2. Tuesday
3. Friday
5. Wednesday
6. Saturday

## 21<sup>st</sup> Century Skills

8 Work with a group. Answer the questions. Fill in the table or write your answers on a separate piece of paper. Then discuss how your tastes have changed.

- Tell students to get into groups.
- Ask students to look at the table.
- Ask students to answer the questions from the table.
- Tell students to write their answers in the table or on a separate sheet of paper.
- Ask students to discuss their answers as a group.
- Tell students to use the patterns from the previous lessons in Unit 2.
- Check students' conversations to make sure they're speaking properly.
- Give feedback.

9 Look at the pictures. What do you think of their fashion? Talk with a group.

- Tell students to work with the same group.
- Ask students to look at the pictures.
- Ask students to talk about the fashion from each era.
- Check students' conversations to make sure they're speaking properly.
- Give feedback.

10 Do research. Use your classmates, the internet, and magazines to collect photos of fashionable celebrities. What trends do you see? Make a list of this year's trends on a separate piece of paper.

- Tell students to work with the same group.
- Ask students to do research on celebrities and current fashion trends.
- Tell students to talk to their classmates and use the internet and magazines.
- Ask students to make a list of this year's fashion trends.
- Check students' lists to make sure they're working properly.
- Give feedback.

11 Can you make a guess about future fashion trends? Make a prediction and recommend fashionable outfits for the future.

- Tell students to work with the same group.
- Ask students to make a prediction for future fashion trends.
- Tell students to talk about and write their trends on a separate sheet of paper.
- Check students' work to make sure they're working properly.
- Ask some students to present their fashion trends to the class.
- Give feedback.

### Extra Practise Trends in the Year 3000

Have students predict fashion and technology trends for the year 3000. Tell students to work in the same groups as activity 8. Tell students to write their predictions in a similar manner as activity 11. When students are done, ask some groups to present their work to the class. Remember to give feedback and ask follow-up questions.

## 1 Read and circle the best words to fill in the gaps.

- Ask students to read the reading.
- Ask students to circle the best word to fill in the gap.
- Ask students to write the word in the gap.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

- c, hobby
- c, rugby
- d, competition
- b, size
- a, uniform
- b, collar

## 2 Read and fill in the gaps using the word box. One word is not used.

- Ask students to read the reading.
- Ask students to circle and write the correct word in the gap.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

- g, outfit
- b, blouse
- h, patterns
- f, formal
- c, casual
- a, old-fashioned
- e, skirt

### Teacher's Note

#### Fashionable Clothing

Explain some other adjectives for describing clothing and fashion to students. Explain adjectives such as *baggy, casual, chic, close-fitting, conservative, designer, dressy, fashionable, full-length, ill-fitting, knee-length, low-cut, modern, off-the-rack, oversized, reversible, roomy, skin-tight, smart, snug, stretchy, tailor-made, tailored, unfashionable, and zip-up*. Make sure students understand these adjectives and when and how to use them.

## 1 Read and circle the best words to fill in the gaps.

**CLUB NOTICE**

Are you looking for a new 1. \_\_\_\_\_? Have you thought about trying 2. \_\_\_\_\_? It's great for people who enjoy team sports and 3. \_\_\_\_\_. If you're interested, please sign up for the club this Friday!

Please know your shirt 4. \_\_\_\_\_, so we can order your 5. \_\_\_\_\_. Every member of the rugby club will get a shirt. It will be in the school's colours, crimson and cream, and have a large 6. \_\_\_\_\_.



- |               |                |            |                |
|---------------|----------------|------------|----------------|
| 1. a. member  | b. playmate    | c. hobby   | d. outfit      |
| 2. a. yoga    | b. aerobics    | c. rugby   | d. draughts    |
| 3. a. secrets | b. celebrities | c. fashion | d. competition |
| 4. a. design  | b. size        | c. trend   | d. pattern     |
| 5. a. uniform | b. perfume     | c. blouse  | d. trainers    |
| 6. a. relaxed | b. collar      | c. foreign | d. active      |

## 2 Read and fill in the gaps using the word box. One word is not used.

- |                  |           |           |             |
|------------------|-----------|-----------|-------------|
| a. old-fashioned | b. blouse | c. casual | d. brands   |
| e. skirt         | f. formal | g. outfit | h. patterns |



The *sinh* is a long traditional tube 1. \_\_\_\_\_ worn in Laos and Thailand. A *sinh*'s design can differ greatly between communities and events. But basically, a *sinh* is made of three parts: the *hua sinh*, *waistband*, and *phuen sinh*. These parts are a top or 2. \_\_\_\_\_, skirt, and scarf used to cover the body. They come in colourful 3. \_\_\_\_\_ and are made from both silk and cotton.

In Thailand, a *sinh* is worn mostly at 4. \_\_\_\_\_ events, such as weddings. But in Laos, a *sinh* can be worn both as formal and 5. \_\_\_\_\_ dress. *Sinhs* were first worn around 3,000 years ago. However, they're not 6. \_\_\_\_\_ clothing in Laos. In Laos, many women make it a special point to wear the 7. \_\_\_\_\_.

30

## 3 Read and circle the best word.

- Ask students to read the sentences.
- Ask students to circle the correct word.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

- wearing
- try out
- like
- whispering
- have

**3 Read and circle the best word.**

1. She is wears / wearing a sari.
2. He wants to try out / trying out for the rugby team.
3. Mark and Ada like / liking living an active lifestyle.
4. Penelope isn't whispers / whispering to her friends now.
5. I am / have never bought that brand before.

**4 Correct the underlined part of the sentences. Then rewrite the sentences.**

1. They have enters the talent show. → \_\_\_\_\_
2. She are winning the game. → \_\_\_\_\_
3. He has figuring out the puzzle. → \_\_\_\_\_
4. She has never wears lipstick before. → \_\_\_\_\_

**5 Listen and circle true or false.**  R1-01

1. Amanda is wearing a red cardigan. true false
2. Amanda is wearing black trousers. true false
3. Amanda has a yellow rucksack. true false
4. Amanda is wearing a school uniform. true false

**NOTE**  
A cardigan is a kind of jumper that is open at the front and buttons up.

**6 Listen and circle the correct answer.**  R1-02

1. What is NOT true about Michael?
  - a. He is wearing black trousers.
  - b. He is in uniform.
  - c. He is wearing a jacket.
  - d. He has a blue rucksack.
2. What is true about Michael?
  - a. He is wearing a jumper.
  - b. He is wearing jewellery.
  - c. He has a green rucksack.
  - d. He has a blue rucksack.
3. Where is Michael probably going?
  - a. to the library
  - b. to the school
  - c. to the gym
  - d. to the cafeteria

**NOTE**  
A vest is a piece of clothing that does not have sleeves and is usually worn under a shirt.

**7 Listen to the audio in 5 and 6 again. Put the correct letters in the gaps: Amanda (A), Michael (M), Peter (P), and Catherine (C). One person will not be labelled. Put an (X) in the gap.**  R1-01  R1-02



31

**4 Correct the underlined part of the sentences. Then rewrite the sentences.**

- Ask students to read the sentences.
- Ask students to correct the underlined part and write the correct sentence on the line.
- Ask students to complete the activity.
- Check students' answers.

**Answer Key**

1. They have entered the talent show.
2. She is winning the game.
3. He has figured out the puzzle.
4. She has never worn lipstick before.

**5 Listen and circle true or false.**  R1-01

- Ask students to read the sentences.
- Listen to the audio.
- Ask students to circle the correct answer.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

**Answer Key**

1. false
2. false
3. false
4. true

**6 Listen and circle the correct answer.**  R1-02

- Ask students to read the questions.
- Listen to the audio.
- Ask students to answer the question.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

**Answer Key**

1. d
2. c
3. d

**7 Listen to the audio in 5 and 6 again. Put the correct letters in the gaps: Amanda (A), Michael (M), Peter (P), and Catherine (C). One person will not be labelled. Put an (X) in the gap.**

 R1-01  R1-02

- Listen to the audio.
- Ask students to put the correct letters in the gaps.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

**Answer Key**

From left to right  
P, A, X, M, C

**Teacher's Note**

**Formal Wear**

Explain different garments that make up formal wear for men and women. For men, explain formal wear such as *belt, bow tie, dress shoes, jacket, loafers, necktie, overcoat, pocket square, suspenders, three-piece suit, trousers, vest, and wingtips*. For women, explain clothing such as *blouse, business suit, cocktail dress, evening gown, high heels, scarf, shawl, skirt, and stockings*. Make sure students understand these various pieces of clothing.

This unit will give students the ability to use adjectives and conjunctions to talk about the kinds of music, video games, films, and television shows they like. Students will also gain the ability to give detailed reviews for music, video games, films, and TV shows.

Scan the QR code to download Unit 3 audio.

### WHAT YOU WILL DO IN THIS UNIT

#### Unit 3 AIMS

Lesson A: Listen to people talk about their tastes in music

Lesson B: Talk about favourite films and TV shows

Lesson C: Read and respond to a blog post about video games

Lesson D: Describe a film or TV show

Lesson E: Choose cultural items for a space capsule

#### Target Skills

Lesson A: Listening

Lesson B: Speaking

Lesson C: Reading

Lesson D: Writing

Lesson E: Project

#### Target Vocabulary

Lesson A	Lesson B
classical dance (EDM) folk jazz metal pop rap (hip-hop) rock	action animation chat show comedy documentary drama fantasy game show horror romance
Lesson C	Lesson D
adventure fighting first-person shooter online puzzle racing role-playing side scrolling	amazed annoyed bored confused embarrassed entertained interested shocked
Lesson E	
capsule culture galaxy human USB	

# THAT'S ENTERTAINMENT!



Scan for Audio

### WHAT YOU WILL DO IN THIS UNIT

- A Listening** Listen to people talk about their tastes in music
- B Speaking** Talk about favourite films and TV shows
- C Reading** Read and respond to a blog post about video games
- D Writing** Describe a film or TV show
- E Project** Choose cultural items for a space capsule



Look at the photo and answer the questions.

1. Where are they?
2. What are they doing?
3. How do they feel?
4. Do you enjoy video games? Why or why not?

33

### **-ed adjectives and -ing adjectives**

Use adjectives ending in *-ed* to describe the emotions that a person feels as a result of some experience. Use adjectives ending in *-ing* to describe how something or someone makes others feel.

<i>-ed</i> adjectives	<i>-ing</i> adjectives
I feel <i>excited</i> . / I am <i>excited</i> .	The film is <i>exciting</i> .
She feels <i>bored</i> . / She is <i>bored</i> .	The lecture is <i>boring</i> .
He feels <i>shocked</i> . / He is <i>shocked</i> .	The news is <i>shocking</i> .

### **Unit 3 Discussion**

Look at the photo and answer the questions.

- Ask students to look at the Unit 3 cover page.
- Then ask the class each question.
- Give corrections and ask follow-up questions.
- Ask students to talk with a partner. Have students take turns asking the questions on the page to their partner.

#### **Extra Practise More Discussion**

Ask more questions about leisure activities.

**Ex.**

- What kinds of video games do you like best?
- What kinds of films do you like?
- Who is your favourite actor/actress?
- What kind of music do you like?
- Who is your favourite singer/band/group?

### **Key Grammar**

#### **so and such**

Use *so* and *such* to make adjectives stronger. Put an adjective after *so*, and put *a/an* + an adjective + a noun after *such*.

<i>so</i>	<i>such</i>
That concert was <i>so</i> amazing!	That was <i>such</i> an amazing concert!
The clerk was <i>so</i> kind.	She is <i>such</i> a kind clerk.
This computer is <i>so</i> expensive.	This is <i>such</i> an expensive computer.

# Lesson A Listening

Aim: Listen to people talk about their tastes in music

## Vocabulary

### 1 Listen and number. 3-01

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the word in the book.
- Check students' answers.

#### Answer Key

From left to right, top to bottom

3. pop, 6. jazz, 7. dance/EDM, 1. rap/hip-hop,  
8. rock, 2. classical, 5. metal, 4. folk

- Practise again. Point at different pictures and ask students to say the words.

### 2 Listen and write the genre of music you think is being played. Talk with a partner. 3-02

- Listen to the audio.
- Ask students to write the genre of music they think they hear.
- Replay the audio if needed.
- Tell students to find a partner.
- Ask students to talk about and compare their answers.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

Answers may vary.

## Expressions

### 3 Talk with a partner.

- Read the short conversation aloud or ask two students to read the short conversation aloud.
- Ask students to practise the conversation with a partner.
- Tell students to practise the conversation again but to talk about different music and adjectives.

## Listen Up

### 4 Look at the pictures in 6. Guess what kind of music they like.

- Ask students to look at the pictures in activity 6.
- Ask students to guess what kind of music each person likes.
- Ask some students about their guesses.
- Give feedback.

# A Listening

Aim Listen to people talk about their tastes in music

## Vocabulary

### 1 Listen and number. 3-01



### 2 Listen and write the genre of music you think is being played.

#### Talk with a partner. 3-02

1. \_\_\_\_\_ music    2. \_\_\_\_\_ music    3. \_\_\_\_\_ music  
4. \_\_\_\_\_ music    5. \_\_\_\_\_ music    6. \_\_\_\_\_ music

**NOTE**  
A genre is a type of art, writing, etc. in a particular style.

## Expressions

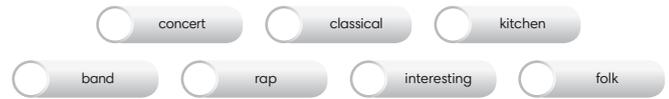
### 3 Talk with a partner.



## Listen Up

### 4 Look at the pictures in 6. Guess what kind of music they like.

### 5 Listen and put a tick (✓) next to the words you hear. 3-03



34

### 5 Listen and put a tick (✓) next to the words you hear. 3-03

- Listen to the audio.
- Ask students to put a tick next to the words they hear.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

From left to right, top to bottom

concert, classical, rap

## Teacher's Note

### Instruments

Explain the kinds of instruments used in each genre of music. Explain that rock music uses guitars, drums, and bass guitars. Pop uses synthesisers along with instruments found in rock music. Jazz uses pianos, trumpets, trombones, drums, guitars, and bass guitars. Rap music sometimes uses drums and often uses synthesisers and turntables. Classical music uses a variety of woodwind, brass, stringed, and percussion instruments.

6 Listen again. Fill in the table.  3-03

	JENNA	JOE	MARCY
Likes	• _____	• _____	• _____
Doesn't like	• _____	• _____	• _____
Extra information	• _____	• _____	• _____

7 Listen and fill in the table with the man's five favourite songs.  3-04

NUMBER	SONG TITLE	GENRE

### Challenge

8 Interview your partner about his/her favourite songs. Fill in the table with your partner's information.

	SONG TITLE (AND ARTIST, OPTIONAL)	GENRE	WHY THEY LIKE IT
1			
2			
3			
4			
5			

### Challenge

8 Interview your partner about his/her favourite songs. Fill in the table with your partner's information.

- Tell students to find a partner.
- Ask students to interview one another about their favourite songs.
- Tell students to write their partner's information in the table.
- Tell students to use the patterns in activity 3.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to present their conversations to the class.
- Give feedback.

### Extra Practise My Favourite Song Is...

Practise asking students about their favourite songs with the phrases:

"What's your favourite song?" → "My favourite song is \_\_\_\_\_." / "Who sings/plays it?" → "\_\_\_\_\_ sings/plays it." / "What kind of song is it?" → "It's a \_\_\_\_\_ song."

#### Ex.

What's your favourite song? → My favourite song is 'Heaterz'. / Who sings it? → Wu Tang Clan sings it. / What kind of song is it? → It's a hip-hop track.

35

6 Listen again. Fill in the table.  3-03

- Listen to the audio.
- Ask students to write the correct answer on the line.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

##### Sample Answers

Jenna: rap and rock music, classical and jazz, went to a rock festival last month

Joe: dance and classical, rock and metal, plays the cello

Marcy: jazz, pop and rock, listens to jazz on her phone every day

7 Listen and fill in the table with the man's five favourite songs.  3-04

- Listen to the audio.
- Ask students to write the correct answers in the table.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

1. 'Darkness at Noon', metal
2. 'Love U Always', pop
3. 'Move Your Body', EDM
4. 'Fugue in D minor', classical
5. 'Let's Get Out of Here', rock

# Lesson B Speaking

Aim: Talk about favourite films and TV shows

## Vocabulary

### 1 Listen and number. 3-05

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the word in the book.
- Check students' answers.

### Answer Key

From left to right, top to bottom

5. chat show
  9. animation
  3. action
  4. documentary
  7. horror
  8. drama
  1. comedy
  10. game show
  2. fantasy
  6. romance
- Practise again. Point at words in the book and ask students to say the words aloud.

### 2 Talk with a partner. Change the underlined parts to make the conversation true for you.

- Tell students to find a partner.
- Ask students to practise the conversation.
- Tell students to practise the conversation again but change the underlined parts so the conversation is true for them.
- Check students' conversations to make sure they're speaking properly.
- Give feedback.

### Teacher's Note

#### So vs Very

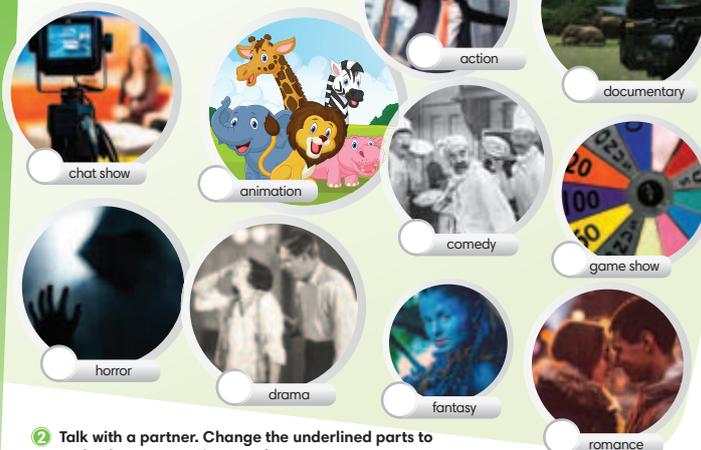
*So* and *very* can be used interchangeably in most situations. For example, "She is so tired," and "She is very tired," have the same meaning. When using both words together in separate sentences, we use *very* to introduce new information and *so* to emphasise information that is already known. For example, "Learning English is very easy. I didn't think it would be so easy." Make sure students understand the difference between *so* and *very*.

# B Speaking

Aim Talk about favourite films and TV shows

## Vocabulary

### 1 Listen and number. 3-05



### 2 Talk with a partner. Change the underlined parts to make the conversation true for you.

- A: What kinds of films do you like?  
 B: I like fantasy and action films because they're exciting and interesting.  
 A: What kinds of films do you hate?  
 B: I hate drama and romance films. They're so boring!  
 A: What film do you want to see next?  
 B: I want to see Time Crisis 2. It's an action film.



## Grammar

### 3 Look at the table. Then listen and repeat. 3-06

so and such	
Both so and such are used to make an adjective stronger.	
so with only an adjective	such with an adjective and noun
<b>Ex.</b> That film was <u>so</u> amazing!	<b>Ex.</b> That was <u>such</u> an amazing film!

## Grammar

### 3 Look at the table. Then listen and repeat. 3-06

- Read the contents of the table.
- OR
- Ask students to read the table.
- OR
- Listen to the audio.
- Ask students if they know what kind of words are being highlighted.

**4 Rewrite the sentences with so or such.**

- |                                      |                        |
|--------------------------------------|------------------------|
| 1. This is such a scary horror film! | This horror film _____ |
| 2. That song was so beautiful!       | That was _____         |
| 3. He is such a handsome actor!      | The actor _____        |
| 4. The comedian is so funny.         | She _____              |
| 5. Those boys are so friendly.       | They _____             |
| 6. This is such a sad film.          | This _____             |

**Focus**

**5 Talk with a partner.**

What is your favourite **film**?

I think my favourite film is *Avatar*. It's a **science fiction** film. It's so **amazing**!

**NOTE** Science fiction is a type of story that talks about life in the future or in space.

What's your favourite **TV show**?

I think it's *Gag Central*. It's a **comedy**, and it's such a **funny** show!

**Challenge**

**6 Get in groups. Use the above dialogue to talk to people in your group.**

Question	Partner 1	Partner 2	Partner 3
favourite film?			
favourite TV show?			
favourite song?			
favourite game?			

**7 Listen and repeat.**

Linking ending consonants with vowels
It's such-an-amazing film!
It's-a really-old TV show.
He's my favourite-actor.
It's-an-American TV show.



**8 Draw lines to link the words where the ending consonants link with the vowel at the beginning of the next word.**

1. I think Peter Taylor is a really great actor.
2. *Avatar* is such a great film.
3. *Dragon King II* is an amazing game.

37

**4 Rewrite the sentences with so or such.**

- Ask students to read the sentences.
- Ask students to rewrite the sentence with *so* or *such* on the line.
- Ask students to complete the activity.
- Check students' answers.

**Answer Key**

1. This horror film is so scary.
2. That was such a beautiful song.
3. The actor is so handsome.
4. She is such a funny comedian.
5. They are such friendly boys.
6. This film is so sad.

**Focus**

**5 Talk with a partner.**

- Read the short conversations aloud or ask two students to read the short conversations aloud.
- Ask students to practise the conversations with a partner.
- Tell students to practise the conversations again but to talk about different films and TV shows.

**Challenge**

**6 Get in groups. Use the above dialogue to talk to people in your group.**

- Tell students to get into groups.
- Ask students to ask and answer the questions from the table.
- Tell students to use the patterns in activity 5.
- Tell students to write their answers in the table or on a separate sheet of paper.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to present their conversations to the class.
- Give feedback.

**7 Listen and repeat.**

- Read the contents of the table.
- OR
- Ask students to read the table.
- OR
- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students if they know what is being highlighted.

**8 Draw lines to link the words where the ending consonants link with the vowel at the beginning of the next word.**

- Ask students to look at the sentences.
- Ask students to draw lines to link the words where the ending consonants link with the vowel at the beginning of the next word.
- Ask students to complete the activity.
- Check students' answers.

**Answer Key**

1. I think Peter Taylor is-a really-great actor.
2. *Avatar* is such-a-great film.
3. *Dragon King II* is-an-amazing game.

**Extra Practise Genre Practise**

Split the class into two teams. Make sure the students from each team are sitting on different sides of the classroom. Have one student from each team stand up. Then say or point to one of the vocabulary words from the vocabulary section of Lesson B. Tell the students that are standing to quickly say a film title or television show related to the vocabulary word. The student that answers first gets a point for his or her team. Repeat this process until all the students have had a turn.

**Aim:** Read and respond to a blog post about video games

## Vocabulary

1 Write the word(s) under the correct picture.

- Ask students to read the words and look at the pictures.
- Ask students to write the word under the correct picture.
- Practise again. Point at words in the book and ask students to say the words aloud.

### Answer Key

1. online
2. first-person shooter
3. puzzle
4. racing
5. adventure
6. fighting
7. side scrolling
8. role-playing

2 Complete the sentences. Then talk with a partner. Does your partner agree or disagree? Why?

- Ask students to complete the sentences with information that is true for them.
- Tell students to find a partner.
- Ask students to compare their sentences.
- Tell students to talk about why they agree or disagree with one another.
- Check students' conversations to make sure they're speaking properly.
- Give feedback.

### Answer Key

*Sample Answers*

1. I like racing games because they're fun to play.
2. I hate fighting games because I feel bored when I play them.

## Pre-reading

3 Talk with a partner about the last game he or she played.

- Tell students to find a partner.
- Ask students to talk about the last video games they played.
- Tell students to include the game title, the game genre, their opinion of the game, and how many stars they give the game.
- Check students' conversations to make sure they're speaking properly.
- Give feedback.

# C Reading

**Aim** Read and respond to a blog post about video games

## Vocabulary

1 Write the word(s) under the correct picture.

fighting	racing	puzzle	role-playing
first-person shooter	adventure	side scrolling	online
1. 	2. 	3. 	4. 
5. 	6. 	7. 	8. 

2 Complete the sentences. Then talk with a partner. Does your partner agree or disagree? Why?

I like \_\_\_\_\_ games because \_\_\_\_\_

I hate \_\_\_\_\_ games because \_\_\_\_\_

## Pre-reading

3 Talk with a partner about the last game he or she played.

How many stars would he or she give it? Why?



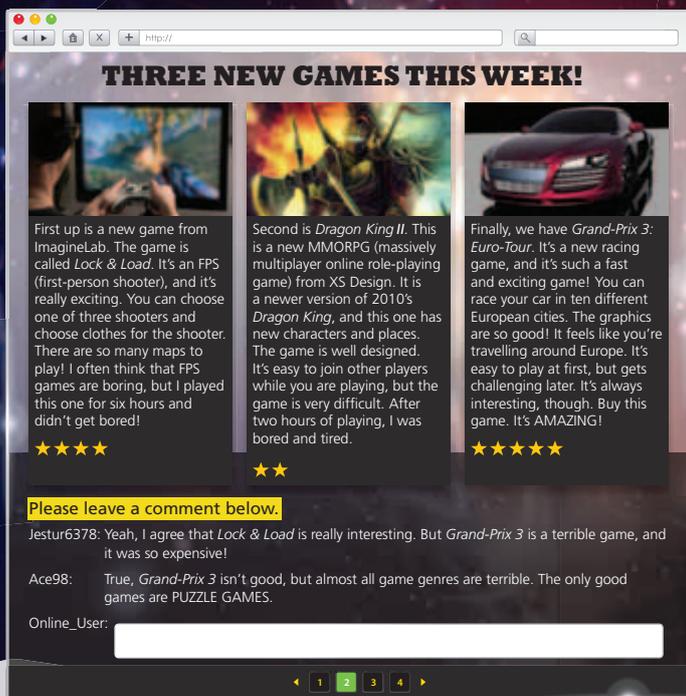
**NOTE**  
5 stars = best  
0 stars = worst

## Teacher's Note

### Computer Games vs Video Games vs Arcade Games vs Smartphone Games

Explain to students that arcade games, video games, smartphone games, and computer games are practically the same thing. The only difference is that computer games are played on an actual desktop computer or laptop. Video games are typically played through a video gaming console. Arcade games are usually played through large machines with a monitor and interface at a video arcade. Finally, smartphone games are played on a smartphone and are usually downloaded as applications through an application store. Make sure students understand these differences.

4 Read the reviews.  3-08



**THREE NEW GAMES THIS WEEK!**

First up is a new game from ImagineLab. The game is called *Lock & Load*. It's an FPS (first-person shooter), and it's really exciting. You can choose one of three shooters and choose clothes for the shooter. There are so many maps to play! I often think that FPS games are boring, but I played this one for six hours and didn't get bored!  
★★★★

Second is *Dragon King II*. This is a new MMORPG (massively multiplayer online role-playing game) from XS Design. It is a newer version of 2010's *Dragon King*, and this one has new characters and places. The game is well designed. It's easy to join other players while you are playing, but the game is very difficult. After two hours of playing, I was bored and tired.  
★★

Finally, we have *Grand-Prix 3: Euro-Tour*. It's a new racing game, and it's such a fast and exciting game! You can race your car in ten different European cities. The graphics are so good! It feels like you're travelling around Europe. It's easy to play at first, but gets challenging later. It's always interesting, though. Buy this game. It's AMAZING!  
★★★★★

Please leave a comment below.

Jestur6378: Yeah, I agree that *Lock & Load* is really interesting. But *Grand-Prix 3* is a terrible game, and it was so expensive!

Ace98: True, *Grand-Prix 3* isn't good, but almost all game genres are terrible. The only good games are PUZZLE GAMES.

Online\_User:

**Comprehension**

5 Complete the summary. Circle the answers and fill in the gaps.

This is a(n) 1. email / blog post / poem about new 2. computers / films / games. The blogger reviews 3. two / three / five items. Of the three games, the blogger thinks 4. \_\_\_\_\_ is best, 5. \_\_\_\_\_ is second best, and 6. \_\_\_\_\_ is worst.

6 Circle true or false.

- 1. The blogger thinks all three games were great.      true    false
- 2. He thinks that FPS games are usually boring.      true    false
- 3. *Dragon King II* is designed for one player.      true    false
- 4. The blogger thinks *Grand-Prix 3* is not cheap.      true    false

7 Do you agree with Ace98's comment? In the space above, write a reply.

39

4 Read the reviews.  3-08

- Listen to the audio.
- OR
- Read the reviews aloud.
- OR
- Ask students to read parts of the reading aloud.
- Replay the audio if needed.

**Comprehension**

5 Complete the summary. Circle the answers and fill in the gaps.

- Ask students to read the summary.
- Ask students to circle the correct answers and fill in the gaps.
- Ask students to complete the activity.
- Check students' answers.

**Answer Key**

- 1. blog post
- 2. games
- 3. three
- 4. *Grand Prix 3*
- 5. *Lock & Load*
- 6. *Dragon King II*

6 Circle true or false.

- Ask students to circle the correct answer.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

**Answer Key**

- 1. false
- 2. true
- 3. false
- 4. false

7 Do you agree with Ace98's comment? In the space above, write a reply.

- Ask students to read Ace98's reply.
- Ask students to decide if they agree or disagree with it.
- Ask students to write their own reply in the space.
- Ask students to complete the activity.
- Check students' answers.

**Answer Key**

*Sample Answers*

Ace 98, you're wrong! There are great games in every genre, and *Grand Prix 3* is fantastic. Open your mind a little.

**Extra Practise Write a Video Game Review**

Have students work with a partner or in groups of three. Tell students to write a video game review similar to the ones in the reading. Make sure to tell students to include the name of the game, the genre of the game, why they like or dislike it, the game's strong points and weak points, and how many stars they give it. When students are done writing, ask some students to share their reviews with the class. Remember to give feedback and ask follow-up questions.

## Lesson D Writing

Aim: Describe a film or TV show

### Vocabulary

#### 1 Listen and repeat. 3-09

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Practise again. Point at words in the book and ask students to say the words aloud.

#### 2 Complete the sentences with information that is true for you.

- Ask students to read the sentence prompts.
- Ask students to complete the sentence with information that is true for them.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

##### Sample Answers

1. I feel bored when I watch talk shows.
2. I feel interested when I study English.
3. I feel confused when I study maths.
4. I feel annoyed when my sister plays with my toys.
5. I feel entertained when I read comic books.
6. I feel embarrassed when I come to class late.

### Grammar

#### 3 Look at the table.

- Read the contents of the table.
- OR
- Ask students to read the table.
  - Ask students if they know what kind of grammar points are being highlighted.

#### Extra Practise When do you feel...?

Have students practise asking and answering questions about certain feelings with the patterns:

"When do you feel \_\_\_\_\_?" → "I feel \_\_\_\_\_ when \_\_\_\_\_."

#### Ex.

When do you feel bored? → I feel bored when I read my history book.

When do you feel excited? → I feel excited when I ride a roller coaster.

## D Writing

Aim Describe a film or TV show

### Vocabulary

#### 1 Listen and repeat. 3-09



#### 2 Complete the sentences with information that is true for you.

**Ex.** I feel bored when I listen to jazz music.

I feel interested when I read a history book.

1. I feel bored when \_\_\_\_\_
2. I feel interested when \_\_\_\_\_
3. I feel confused when \_\_\_\_\_
4. I feel annoyed when \_\_\_\_\_
5. I feel entertained when \_\_\_\_\_
6. I feel embarrassed when \_\_\_\_\_

### Grammar

#### 3 Look at the table.

**NOTE**

Some adjectives have two forms, with different meanings. For example, *scared* means the subject is afraid, while *scary* means that the subject has frightening qualities.

#### -ed and -ing adjectives

We use adjectives ending in *-ed* to describe feelings and emotions—how someone feels.

**Ex.** I feel bored. / I am bored.  
He feels excited.

We use adjectives ending in *-ing* to describe the quality of a thing or person—the effect it has on someone.

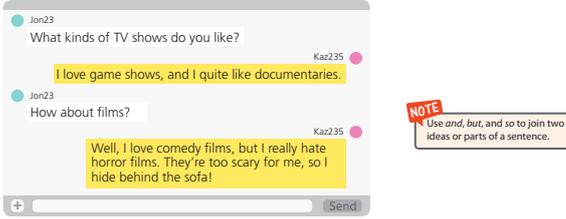
**Ex.** The film is boring.  
The party was exciting.

**4** Fill in the gaps with the correct form of the given words.

- When I heard that I failed the test, I was \_\_\_\_\_ (shock).
- My younger brother is so \_\_\_\_\_ (annoy). He's always shouting and hitting me.
- I hate singing on stage. It's really \_\_\_\_\_ (embarrass).
- That man talked about himself for an hour! He's so \_\_\_\_\_ (bore).
- I hate puzzle games. Whenever I play them, I feel very \_\_\_\_\_ (bore).
- I love history class. I think it's such an \_\_\_\_\_ (interest) subject.

**Focus**

**5** Talk with a partner.



**6** Fill in the gaps with information that is true for you.

- Jon23: What kinds of films do you like?  
 User95: I \_\_\_\_\_ and \_\_\_\_\_.
- Jon23: What kinds of TV shows do you like?  
 User95: I \_\_\_\_\_, but \_\_\_\_\_.
- Jon23: What kinds of games do you enjoy?  
 User95: I \_\_\_\_\_, so \_\_\_\_\_.

**Writing**

**7** Write a description of a recent film or TV show. Use the prompts to fill in the gaps.

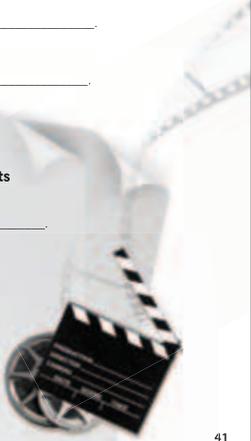
\_\_\_\_\_ is a new \_\_\_\_\_ about \_\_\_\_\_.  
(name) (film / TV show) (noun)

The main character is a(n) \_\_\_\_\_ who  
(adjective) (noun)

\_\_\_\_\_ in \_\_\_\_\_.  
(verb) (place)

It is a very \_\_\_\_\_ and \_\_\_\_\_ story!  
(adjective) (adjective)

The ending is so \_\_\_\_\_.  
(adjective)



41

**4** Fill in the gaps with the correct form of the given words.

- Ask students to read the sentence prompts.
- Ask students to write the correct form of the given word in the gap.
- Ask students to complete the activity.
- Check students' answers.

**Answer Key**

- shocked
- annoying
- embarrassing
- boring
- bored
- interesting

**Focus**

**5** Talk with a partner.

- Read the short conversation aloud or ask two students to read the short conversation aloud.
- Ask students to practise the conversation with a partner.
- Tell students to practise the conversation again but to talk about different kinds of films and TV shows.

**6** Fill in the gaps with information that is true for you.

- Ask students to read the sentence prompts.
- Ask students to complete the sentence with information that is true for them.
- Ask students to complete the activity.
- Check students' answers.

**Answer Key**

*Sample Answers*

- I like action films and fantasy films.
- I like game shows, but I love reality shows.
- I enjoy puzzle games, so I play them all the time.

**Writing**

**7** Write a description of a recent film or TV show. Use the prompts to fill in the gaps.

- Ask students to read the sentence prompts.
- Ask students to fill in the gaps according to the word type.
- Tell students to use the patterns from activities **3**, **4**, **5**, and **6**.
- Check students' reviews to make sure they're writing properly.
- Ask some students to present their reviews to the class.
- Give feedback.

**Teacher's Note**

**Conjunction Junction**

Remind students about the uses of conjunctions. *And* is used when two statements or ideas are similar. For example, "I play basketball and study science after school." *But* is used to connect two opposite ideas. For example, "I like ice cream, but I love cake." *Or* is used to express choices. For example, "Do you want to eat a taco or a hamburger?" *So* is used to link cause/reason and results. For example, "It was raining, so I brought an umbrella." *Because* is used to give reasons. For example, "I didn't go to work because I was sick." Make sure students understand which conjunctions to use to express their ideas.

**Aim:** Choose cultural items for a space capsule

## Video

### 1 Match the picture with the word.

- Ask students to look at the pictures.
- Ask students to read the words.
- Ask students to match the picture to the correct word.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

From left to right

- 1-galaxy
- 2-culture
- 3-humans
- 4-radio
- 5-capsule
- 6-USB

### 2 Fill in the gaps with words from above.

- Ask students to read the sentence prompts.
- Ask students to write the correct vocabulary word in the gap.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

1. galaxy
2. culture
3. radio
4. USB
5. capsule
6. humans

### 3 Look at the pictures. What do you think the video will be about? Talk with a partner. Video 3

- Ask students to look at the pictures.
- Ask students to make predictions about the video they're about to watch.
- Tell students to talk with a partner.
- Tell students to share their predictions with their partner.

Scan the QR code to link to Unit 3 video.

### 4 Watch again. Circle true or false. Video 3

- Ask students to read the sentences.
- Play the video again.
- Ask students to circle the correct answer.
- Play the video again if needed.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

1. true
2. true
3. false
4. true

# E Project

**Aim** Choose cultural items for a space capsule

## Video

### 1 Match the picture with the word.

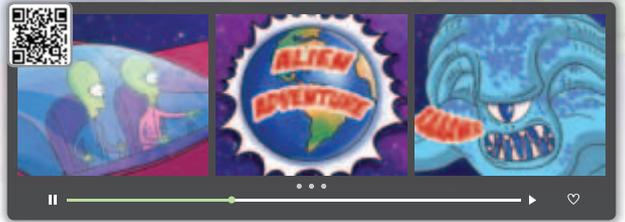


radio galaxy USB capsule culture humans

### 2 Fill in the gaps with words from above.

1. Our \_\_\_\_\_ is the Milky Way, and the next nearest one is Andromeda.
2. I love all kinds of \_\_\_\_\_ but especially art and music.
3. Turn on the \_\_\_\_\_ so we can hear some music.
4. I can store all my files on my \_\_\_\_\_ stick.
5. I will put it in a(n) \_\_\_\_\_ and send it out into space.
6. There were 7.65 billion \_\_\_\_\_ living on Earth in 2018.

### 3 Look at the pictures. What do you think the video will be about? Talk with a partner. Video 3



### 4 Watch again. Circle true or false. Video 3

1. The aliens want to learn about human culture. true false
2. The aliens don't like rock music. true false
3. The aliens think dance music is good because it's loud. true false
4. The aliens watched a scary film. true false

### 5 Watch again. Match the phrases. Video 3

1. It's called "music". • so I don't know.
2. It's also loud, • Humans really like it.
3. It's not in the book, • but it's exciting.

42

### 5 Watch again. Match the phrases. Video 3

- Ask students to read the sentence parts.
- Play the video again.
- Ask students to match the phrases.
- Play the video again if needed.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

1. It's called "music." Humans really like it.
2. It's also loud, but it's exciting.
3. It's not in the book, so I don't know.

## Teacher's Note

### Galaxies in the Universe

Explain to students that a galaxy is a collection of gas, dust, and billions of stars and their solar systems that are held together by gravity. Our galaxy is called the Milky Way and is one of possibly billions of other galaxies in the universe. In fact, some scientists believe there are as many as one hundred billion galaxies in total.

**6 Circle the error in each sentence and write the correct sentence.**

1. Wow! This music is so excited. I love it!  
\_\_\_\_\_
2. I don't like this horror film. It's too scaring for me.  
\_\_\_\_\_
3. That is so a good song.  
\_\_\_\_\_
4. He doesn't enjoy history class, so he feels boring right now.  
\_\_\_\_\_
5. I think dance music is such great.  
\_\_\_\_\_
6. It's such an excited story.  
\_\_\_\_\_



**21<sup>st</sup> Century Skills**  
Space Capsule

Critical Thinking Collaboration

**7 NASA is sending a spacecraft to another galaxy. In the spacecraft, there will be a USB memory stick with six things on it. These things should show aliens what human culture is like.**

Choose six cultural items to include (e.g., songs, paintings, films, games, TV shows, etc.).

Write a sentence describing each item and why you chose it.

1		
2		
3		
4		
5		
6		

**8 Talk with a group. Decide on a final list of six items. Then give a group presentation about the items you chose and why. Vote on which group has the best list.**

43

**6 Circle the error in each sentence and write the correct sentence.**

- Ask students to read the sentences.
- Ask students to circle the error in the sentence.
- Ask students to write the correct sentence on the line.
- Ask students to complete the activity.
- Check students' answers.

**Answer Key**

1. excited; Wow! This music is so exciting. I love it!
2. scaring; I don't like this horror film. It's too scary for me.
3. so; That is such a good song.
4. boring; He doesn't enjoy history class, so he feels bored right now.
5. such; I think dance music is so great.
6. excited; It's such an exciting story.

**21<sup>st</sup> Century Skills**

**7 NASA is sending a spacecraft to another galaxy. In the spacecraft, there will be a USB memory stick with six things on it. These things should show aliens what human culture is like.**

- Ask students to look at the table.
- Ask students to write six cultural items in the table.
- Ask students to write one sentence for each item, explaining why they chose it.
- Check students' lists and sentences to make sure they're writing properly.
- Give feedback.

**8 Talk with a group. Decide on a final list of six items. Then give a group presentation about the items you chose and why. Vote on which group has the best list.**

- Tell students to get into groups.
- Ask students to compare lists and choose a final list of six items.
- Tell students to write their list and sentences on a separate sheet of paper.
- Check students' lists to make sure they're working properly.
- Ask each group to present their lists to the class.
- Ask students to vote on which group has the best list.
- Give feedback.

**Extra Practise Time Capsules**

Have students stay in the same groups. Tell them that they are now going to make time capsules to show the future generation of 1,000 years in the future what life was like in the past. Tell students to make a list with reasons, as they did in activity 7. This time, though, they are to include items that show what their lives are like now. When the students are done working, have each group present their lists to the class. Remember to give feedback and ask follow-up questions.

This unit will give students the ability to talk about inventions and technology in the past and in the future. Students will also gain the ability to use the future tenses to talk about the future and make predictions.

Scan the QR code to download Unit 4 audio.

#### WHAT YOU WILL DO IN THIS UNIT

#### Unit 4 AIMS

Lesson A: Learn about important inventions  
 Lesson B: Understand job descriptions of people in the tech industry  
 Lesson C: Make predictions about the future  
 Lesson D: Write about new and changing technology  
 Lesson E: Design an application

#### Target Skills

Lesson A: Reading  
 Lesson B: Listening  
 Lesson C: Speaking  
 Lesson D: Writing  
 Lesson E: Project

#### Target Vocabulary

Lesson A	Lesson B
create data device invention machine rare research technology	application automatic decision digital download process screen upload
Lesson C	Lesson D
browse errands improve know latest plans project sure	able access area available change control develop engineer

# IN THE FUTURE



Scan for Audio

#### WHAT YOU WILL DO IN THIS UNIT

- A Reading** Learn about important inventions
- B Listening** Understand job descriptions of people in the tech industry
- C Speaking** Make predictions about the future
- D Writing** Write about new and changing technology
- E Project** Design an application



Look at the photo and answer the questions.

1. What do you see in the picture?
2. What do you think the boy is doing?
3. What kind of technology does your school use?
4. What kind of technology are you most interested in?

45

## Key Grammar

### future simple vs future continuous

Use simple future tense to show expected events which will happen and be completed in the future. Use future continuous tense to show events which will be ongoing during a period of time in the future. Be careful not to use future continuous tense with stative verbs. (See unit 1 of book 2 to review.)

Example	
Future Simple	Future Continuous
I <i>will finish</i> my homework this evening.	This afternoon, I <i>will be searching</i> for the information for my homework.
He <i>will arrive</i> at 3 p.m.	He <i>will be flying</i> during the morning.
She <i>will buy</i> a necklace for her friend this evening.	She <i>will be choosing</i> the necklace this afternoon.

### Future Continuous Tense for Prediction

We can also use future continuous tense to make a prediction about the future.

Example
It <i>will be raining</i> this afternoon.
She <i>will be buying</i> some coffee for her classmates.
He <i>will be finishing</i> his work over the weekend.

### Unit 4 Discussion

Look at the photo and answer the questions.

- Ask students to look at the Unit 4 cover page.
- Then ask the class each question.
- Give corrections and ask follow-up questions.
- Ask students to talk with a partner. Have students take turns asking the questions on the page to their partner.

#### Extra Practise More Discussion

Ask more questions about technology.

#### Ex.

- What kind of technology do you use at home?
- What kind of technology do you use most often?
- When do you use the technology?
- What kind of technology do you wish you had? Why?
- Why do you think people like using new technology?

# Lesson A Reading

Aim: Learn about important inventions

## Vocabulary

### 1 Listen and number. 4-01

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the word in the book.
- Check students' answers.

#### Answer Key

From left to right, top to bottom

2. research
4. technology
3. invention
1. data
5. machine
8. rare
7. device
6. create

- Practise again. Point at different pictures and ask students to say the words.

### 2 Listen and write the vocabulary word(s) you hear. 4-02

- Listen to the audio.
- Ask students to write the words they hear.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

1. devices, technology, machine
2. research, data, create
3. inventions
4. rare

## Teacher's Note

### Important Inventions

Explain some of the most important inventions throughout history. Make sure to tell students who created the inventions, when they were invented, and how they helped society. Below is a list of some important inventions.

1. the wheel, 3500 BC, Mesopotamia
2. the screw, 400 BC, Greece
3. pozzolana (ancient concrete), 27 BC, Rome
4. the mechanical clock, 725, Yi Xing
5. the telephone, 1876, Alexander Graham Bell
6. the light bulb, 1879, Thomas Edison
7. flight, 1903, the Wright Brothers
8. penicillin, 1928, Alexander Fleming
9. the internet, 1972, Vinton G. Cerf

# A Reading

Aim Learn about important inventions

## Vocabulary

### 1 Listen and number. 4-01

research technology invention data  
machine rare device create

### 2 Listen and write the vocabulary word(s) you hear. 4-02

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

## Pre-Reading

### 3 Label the inventions below. Then talk with a partner. How did these inventions change the world? Which do you think was the most important?

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

## Pre-reading

### 3 Label the inventions below. Then talk with a partner. How did these inventions change the world? Which do you think was the most important?

- Ask students to look at the pictures.
- Ask students to write the name of the invention below the picture.
- Tell students to find a partner.
- Ask students to talk about how the inventions changed the world and which one was the most important.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to present their conversations to the class.
- Give feedback.

#### Answer Key

1. matches
2. fridge
3. smartphone

4 Read the article.  4-03

# TECHNOLOGY

## Past, Present, and Future

**A** Books used to be hard to find and very expensive. They were expensive because every book was written by hand. This also made it hard for people to share information. Around 1439, Johannes Gutenberg invented the printing press. It used raised letters that could be moved around in a machine to make words. Then he put ink on the letters and pressed paper on it to copy the words. This allowed Gutenberg to create hundreds of pages of text in minutes. His invention made books easier to make and cheaper.



**B** The smartphone is one of the most useful inventions of the 21st century. In 2018, 77 percent of all adults in the US owned a smartphone. Research also found that 36 percent of the world's population owned a smartphone. This might be because smartphones have so many uses. People use them to play games, work, take pictures, record videos, share ideas and experiences, etc. Yet, there are some people who think smartphones are harmful. These people believe that always being connected makes people less happy.



**C** One technology that will change the world is artificial intelligence (AI). The most common form of AI right now is machine learning. Machine learning is a system that computers use to learn and predict results. You can find this kind of AI in chatbots, self-driving cars, and on your smartphone. But scientists want to go further. Using data, scientists are trying to create real artificial intelligence, or true AI. They want to create a machine that can think like a person.



### Comprehension

5 Circle true or false.

- Gutenberg's books were expensive. true false
- More people could read books after Gutenberg invented the printing press. true false
- About 77 percent of the world's population had a smartphone in 2018. true false
- People use their smartphones for more than just communication. true false
- Most AI right now uses machine-learning systems. true false

6 Match the statements to the paragraph about the same idea.

- AlphaGo is a computer program that beat top players of Go in 2017.  A  B  C
- Other devices like the tablet and smartwatch are becoming more popular.  A  B  C
- The first book made with the press was a Latin-language Bible.  A  B  C

7 Talk with a partner.

- Which invention do you think is the most important? Why?
- What do you use your smartphone for most?
- What do you think AI will be able to do in the future?

47

6 Match the statements to the paragraph about the same idea.

- Ask students to read each statement.
- Ask students to match each statement to the correct paragraph.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

- C
- B
- A

7 Talk with a partner.

- Tell students to find a partner.
- Tell students to discuss the questions.
- Ask students if they would like to share their discussion with the class.
- Ask follow-up questions.

### Extra Practise Invent Something

Have students get into groups of two to three. Tell them to invent something new that will help people do something. Make sure to tell students to include a name for their invention, what it does, and how it helps people. Then have students draw a picture of their invention. Tell students to put their work on a separate sheet of paper. When students are done working, ask each group to present their inventions to the class. Afterwards, have students vote on which invention was the best. Remember to give feedback and ask follow-up questions.

4 Read the article.  4-03

- Listen to the audio.
- OR
- Read the article aloud.
- OR
- Ask students to read parts of the reading aloud.
- Replay the audio if needed.

### Comprehension

5 Circle true or false.

- Ask students to answer the questions.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

- false
- true
- false
- true
- true

# Lesson B Listening

**Aim:** Understand job descriptions of people in the tech industry

## Vocabulary

### 1 Listen and number. 4-04

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the word in the book.
- Check students' answers.

#### Answer Key

From left to right, top to bottom

7. digital
1. screen
6. application
8. automatic
4. upload
2. decision
5. download
3. process

- Practise again. Point at different pictures and ask students to say the words.

### 2 Listen and answer the questions with the best vocabulary word. 4-05

- Listen to the audio.
- Ask students to write the correct word on the line.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

1. application
2. screen
3. automatic
4. upload
5. download

## Focus

### 3 Talk with a partner.

- Read the short conversations aloud or ask two students to read the short conversations aloud.
- Ask students to practise the conversations with a partner.
- Tell students to practise the conversations again but to talk about different technologies and ideas.

### 4 Listen and circle the answers. 4-06

- Listen to the audio.
- Ask students to circle the correct answer.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

# B Listening

**Aim** Understand job descriptions of people in the tech industry

## Vocabulary

### 1 Listen and number. 4-04



### 2 Listen and answer the questions with the best vocabulary word. 4-05

1. Which word is being described?  
\_\_\_\_\_
2. Which word is being described?  
\_\_\_\_\_
3. Which word is being described?  
\_\_\_\_\_
4. Which word is being described?  
\_\_\_\_\_
5. Which word is being described?  
\_\_\_\_\_

**NOTE** Words like *maybe, perhaps, and probably* show how sure the speaker is about something.

## Focus

### 3 Talk with a partner.

What do you think *smartphones* will be like in the future?

I think *smartphones* will probably *get thinner and faster*.

What do you think will *change* about *computers* in the future?

Perhaps *computers* will become *more powerful and smaller*.

### 4 Listen and circle the answers. 4-06

Holly thinks there will be \_\_\_\_\_ screens.

- more
- better
- fewer

1. Holly

Benjamin thinks school will be \_\_\_\_\_.

- shorter
- longer
- better

2. Benjamin

Melody thinks it will be \_\_\_\_\_ to make decisions.

- faster
- easier
- harder

3. Melody

48

#### Answer Key

1. c, 2. a, 3. b

## Extra Practise What Would Life Be Like Without...?

Practise asking students what they think life would be like without certain inventions using the phrases:

"What do you think life would be like without \_\_\_\_\_?"  
→ "I think \_\_\_\_\_ because \_\_\_\_\_."

### Ex.

What do you think life would be like without the internet? → I think life would be hard because we would have to physically do things like send letters and go to the library.

What do you think life would be like without airplanes? → I think travel would take a long time because we would have to use boats, trains, cars, and horses.

## Listen Up

5 Who is the speaker? Listen and number. 4-07



back-end developer



UX designer



AR/VR developer



futurist

6 Listen again. Fill in the gaps and circle. 4-07



1. Megan

I'm a(n) \_\_\_\_\_ for smartphone \_\_\_\_\_.

Maybe / Perhaps / Probably you're using one of my applications right now and don't even know it.



3. James

I'm a(n) \_\_\_\_\_ developer. You maybe / perhaps / probably don't know what that is.

It's my job to make sure that everyone's \_\_\_\_\_ and uploads are fast.



2. Jacob

I'm a(n) \_\_\_\_\_. I do lots of \_\_\_\_\_ and study trends.

Using my research to predict trends in people's behaviour is maybe / perhaps / probably the biggest part of my job.



4. Amy

I'm a(n) \_\_\_\_\_ developer.

You've maybe / perhaps / probably heard of virtual reality. With virtual reality, we try to make a(n) \_\_\_\_\_ world.

## Challenge

7 Listen again and answer the questions. 4-07

- Which person makes predictions?
  - back-end developer
  - UX designer
  - AR/VR developer
  - futurist
- Which person makes applications easier to use?
  - back-end developer
  - UX designer
  - AR/VR developer
  - futurist
- What is true about augmented reality?
  - It is similar to back-end development.
  - It requires a virtual reality headset.
  - It includes the use of actual reality.
  - It was made by futurists.
- What is NOT true about back-end developers?
  - They make sure websites work well.
  - They make sure the speed of updates is fast.
  - They make sure that websites are easy to use.
  - They make sure everyone can download and upload files quickly.

8 Talk with a partner.

- Which job do you think is the most exciting?
- What kinds of VR or AR games would you like to play in the future?
- What kind of predictions would you make if you were a futurist?

49

## Challenge

7 Listen again and answer the questions. 4-07

- Listen to the audio.
- Ask students to answer the questions.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

- d
- b
- c
- c

8 Talk with a partner.

- Tell students to find a partner.
- Tell students to discuss the questions.
- Ask students if they would like to share their discussion with the class.
- Ask follow-up questions.

### Teacher's Note

#### Technology Jobs

Introduce other jobs in the technology field, such as aeronautical engineer, big data analyst, computer programmer, information security analyst, mechanical engineer, robotics engineer, rocket scientist, software developer, and web developer. Then ask students which of these jobs seem the most interesting and why.

## Listen Up

5 Who is the speaker? Listen and number. 4-07

- Listen to the audio.
- Ask students to write the number of the audio next to the correct picture.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

From left to right

3, 1, 4, 2

6 Listen again. Fill in the gaps and circle. 4-07

- Listen to the audio.
- Ask students to fill in the gap and circle the correct answer.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

- UX designer, applications, Maybe
- futurist, research, perhaps
- back-end, probably, downloads
- AR/VR, probably, digital

# Lesson C Speaking

Aim: Make predictions about the future

## Vocabulary

### 1 Listen and number. 4-08

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the word in the book.
- Check students' answers.

#### Answer Key

From left to right, top to bottom

- plans
- sure
- browse
- know
- errands
- improve
- latest
- project

- Practise again. Point at different pictures and ask students to say the words.

### 2 Fill in the gaps with the best vocabulary words.

- Ask students to read the sentence prompts.
- Ask students to write the best vocabulary word in the gap.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

- plans
- browse
- errands
- improve
- project
- latest
- know
- sure

## Teacher's Note

### Errands vs Chores

Explain to students that errands and chores are not the same thing. Chores are done at home and include things like *taking out the trash, washing the dishes, cleaning one's room, vacuuming the carpets*, and so on. Errands are done outside the home and include things like *going food shopping, mailing a letter at the post office, picking up/dropping off the dry cleaning, returning a book to the library*, and so on. Make sure students understand the difference between chores and errands. Then ask them what kinds of chores and errands they usually do.

# C Speaking

Aim: Make predictions about the future

## Vocabulary

### 1 Listen and number. 4-08



### 2 Fill in the gaps with the best vocabulary words.

- My \_\_\_\_\_ include going to art school in London in the future.
- I went to the game shop to \_\_\_\_\_ through the newest games.
- My mum gave me a list of \_\_\_\_\_ to do this weekend, such as buying new school supplies.
- I need to take guitar lessons if I want to \_\_\_\_\_.
- I am working with Ben on a science \_\_\_\_\_. We are making a bridge with toothpicks.
- My friend bought the \_\_\_\_\_ iPhone last spring. It's so cool.
- You will \_\_\_\_\_ who Gabby is by her blue hair.
- I'm \_\_\_\_\_ that we turned off the oven, but Mum wants to go back and check.

## Focus

### 3 Talk with a partner.

What will you do *next weekend*?

I might *go camping with my friends*.

What will you *write about for your essay*?

I'm not sure. I could *write about the Aztec Empire*, or I could *write about the Mayan Empire*.

**NOTE**  
We use modals like *may, might, can, and could* to show something is possible but not certain.

### 4 Listen and circle the answers. 4-09

1. What will Nadine do next weekend?

- She'll be doing errands.
- She'll be working on a project.

2. What will Max do for his science project?

- something with plants
- something with smartphones

3. What would Jason like to improve?

- his website
- his programming ability

## Grammar

5 Look at the table. Then listen and repeat.  4-10

Future Simple
Future simple tense shows that an action is expected to happen in the future and be completed. <b>Ex.</b> I will arrive at noon.
Future Continuous
Future continuous tense shows that at a certain time in the future, an action will be happening and will continue, usually only for a short time. <b>Ex.</b> At noon, I will be talking to my teacher about the homework.



**NOTE** Future continuous tense can only be used with action verbs, like *run, think, and see*. You should not use this tense with stative verbs.  
**Ex.** After class, I will be knowing how to cook strawberry cake. (X)  
After class, I will know how to cook strawberry cake. (O)

6 Complete the sentences with the given verbs in future continuous.

- I \_\_\_\_\_ (run) in a marathon next month.
- Sarah \_\_\_\_\_ (study) for her computer science test this Friday.
- Phil and Andrea \_\_\_\_\_ (do) research this afternoon in the library.
- The debating team \_\_\_\_\_ (compete) against Bolivar Secondary School next week.
- Sandra \_\_\_\_\_ (wear) a light blue dress to dinner.

## Speak Up

7 What are the following technologies like now? What will they be like by 2050? Fill in the table with a group.

Technology	Now	In 2050
1. transport (cars, boats, trains, aeroplanes, etc.)		
2. communication (phones, computers, tablets, etc.)		
3. education (courses, devices, etc.)		
4. home (appliances, electronics, security, etc.)		

8 Read 3 again. Talk with a group. Ask and answer the questions.

Question	My Notes	Group Notes
What will you do next year?		
What will change in the next ten years?		
What will technology be like when you're in your 30s?		
What kinds of technology do you look forward to most?		
What can students do to be ready for the future?		

51

## Grammar

5 Look at the table. Then listen and repeat.  4-10

- Read the contents of the table.
- OR
- Ask students to read the table.
- OR
- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students if they know what kind of grammar points are being highlighted.

### Extra Practise What Will the Future Be Like?

Have students practise asking one another what certain aspects of the future will be like with the phrases:

"What will \_\_\_\_\_ be like in the future?" → "\_\_\_\_\_ will be \_\_\_\_\_ in the future because \_\_\_\_\_."

**Ex.**

What will school be like in the future? → School will be easy in the future because robots will do our homework.

What will travel be like in the future? → Travel will be instantaneous in the future because we will use teleportation machines.

6 Complete the sentences with the given verbs in future continuous.

- Ask students to read the sentence prompts.
- Ask students to write the future continuous form of the given word in the gap.
- Ask students to complete the activity.
- Check students' answers.

## Answer Key

- will be running
- will be studying
- will be doing
- will be competing
- will be wearing

## Speak Up

7 What are the following technologies like now? What will they be like by 2050? Fill in the table with a group.

- Tell students to get into groups.
- Ask students to look at the table.
- Ask students to talk about how the technologies are now and how they will be by 2050.
- Tell students to write their ideas in the table or on a separate sheet of paper.
- Tell students to use the patterns in activities 3 and 5.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to present their conversations to the class.
- Give feedback.

8 Read 3 again. Talk with a group. Ask and answer the questions.

- Tell students to work in the same groups.
- Ask students to review the information from activity 3.
- Ask students to ask and answer the questions in the table.
- Tell students to write their answers in the table or on a separate sheet of paper.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to present their conversations to the class.
- Give feedback.

Aim: Write about new and changing technology

## Vocabulary

### 1 Listen and number. 4-11

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the word in the book.
- Check students' answers.

#### Answer Key

From left to right, top to bottom

6. engineer
7. able
2. develop
3. change
8. area
1. available
5. control
4. access

- Practise again. Point at different pictures and ask students to say the words.

### 2 Match the words with their definitions.

- Ask students to read the words and the definitions.
- Ask students to match the word with the correct definition.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

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

## Expressions

### Sequence signal words

#### 3 Look at the table.

- Read the contents of the table.
- OR
- Ask students to read the table.
- Ask students if they know what kind of words are being highlighted.

#### 4 Listen. Then put the facts in the correct order (1-5). 4-12

- Listen to the audio.
- Ask students to read the sentences.
- Ask students to number the sentences in the correct order.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

From top to bottom

- 2, 1, 4, 5, 3

Aim Write about new and changing technology

## Vocabulary

### 1 Listen and number. 4-11



### 2 Match the words with their definitions.

- |              |   |  |
|--------------|---|--|
| 1. engineer  | • | a. having the ability to do something                        |
| 2. able      | • | b. someone whose job is to design, build, or fix machines    |
| 3. develop   | • | c. free or not busy; able to be used                         |
| 4. change    | • | d. the ability to make someone or something do what you want |
| 5. area      | • | e. to grow, build, or make something, such as a new product  |
| 6. available | • | f. the ability to see or use; permission to enter            |
| 7. control   | • | g. to become different from before                           |
| 8. access    | • | h. a specific part of a country, city, town, etc.            |

## Expressions

### Sequence signal words

#### 3 Look at the table.

Sequence Words	Example Sentences
first, second, third	First, I had an iPhone. Second, I bought a Samsung. Third, I got an LG.
then	I bought a computer. Then I started playing computer games.
before	You need access to the folder before you can download the files.
after	You can download the files after you get access to the folder.
last	The last thing you should do is press that red button.

#### 4 Listen. Then put the facts in the correct order (1-5). 4-12

- Engineers collected sand from the ocean. \_\_\_\_\_
- Engineers checked the area to make sure it was safe to build on. \_\_\_\_\_
- Engineers used satellites to help control the construction. \_\_\_\_\_
- Engineers made holes in the dam to let in water. \_\_\_\_\_
- Engineers built a large dam around the area. \_\_\_\_\_



52

## Teacher's Note

### More Sequence Words

Introduce other sequence words to students. Make sure they understand how and when to use them. Below is a list of various sequence words.

Beginning	Middle/ Continuing	Interruption (Unexpected Event)	Ending
<ul style="list-style-type: none"> <li>- Once upon a time,</li> <li>- One day,</li> <li>- Today,</li> <li>- In the past,</li> <li>- Nowadays,</li> <li>- Yesterday,</li> </ul>	<ul style="list-style-type: none"> <li>- The next day,</li> <li>- After that,</li> <li>- Later,</li> <li>- Later that day</li> <li>- Later that night</li> </ul>	<ul style="list-style-type: none"> <li>- Suddenly,</li> <li>- All of a sudden,</li> <li>- But then,</li> <li>- Just that moment,</li> <li>- At that moment,</li> </ul>	<ul style="list-style-type: none"> <li>- Finally,</li> <li>- Lastly,</li> <li>- In the end,</li> </ul>

**5 Read. Then answer the questions.**

*SnapshotShare* is a picture-sharing application. It's very easy to use. First, make an account. Then, create a user name and profile. Now you can use the application!

Do you want to upload your own pictures? That's easy. Tap on the camera icon and then tap the "New Post" button. Then choose the photo you want to upload. Before you upload it, you can edit the picture. Don't forget to add a description. Last, press the "Done" button. That's it!

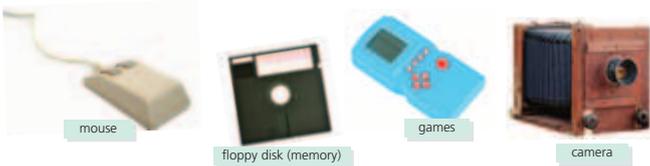
Want to find friends on the application? First, go to your settings. Second, tap the "Find Friends" button. Third, write some of your interests. You can pick up to ten. Then, look at people's profiles and send them friend requests. Easy!



1. What kind of application is this?  
\_\_\_\_\_
2. What is the first thing a user must do?  
\_\_\_\_\_
3. How can you find friends with this application?  
\_\_\_\_\_
4. What are some applications you know that are similar to this one?  
\_\_\_\_\_
5. How did people share pictures before applications?  
\_\_\_\_\_

**Writing**

**6 Look at the following technologies. Write about how they have changed on a separate piece of paper. Look online for information if necessary.**



mouse

floppy disk (memory)

games

camera



**Ex.** Television screens have changed a lot in the past sixty years.  
**First**, television screens used tubes, or CRTs.  
**Then**, they used LCD screens.  
**Next**, they made plasma screens.  
**Lately**, television screens are made from LEDs.  
**In the future**, screens will probably use quantum dot (QD) technology.

**Writing**

**6 Look at the following technologies. Write about how they have changed on a separate piece of paper. Look online for information if necessary.**

- Ask students to look at the technologies.
- Ask students to look at the example.
- Ask students to write how the technologies have changed on a separate sheet of paper.
- Tell students to use the internet if they need to find additional information.
- Tell students to use the patterns in activities **3** and **4**.
- Check students' work to make sure they're writing correctly.
- Ask some students to present their writing to the class.
- Give feedback.

**Extra Practise What Will Technology Be Like in the Future?**

Tell students to work in groups of two or three. Then tell them to write about what the technologies in activity **6** will be like in the future. Tell students to be creative with their answers. Tell students to use the patterns they used in activity **6**, but to also use the future tenses. When students are done writing, ask each group to present their work to the class. Remember to give feedback and ask follow-up questions.

**5 Read. Then answer the questions.**

- Ask students to read the passage.
- Ask students to answer the questions.
- Ask students to complete the activity.
- Check students' answers.

**Answer Key**

*Sample Answers*

1. It is a picture-sharing application.
2. First, a user must make an account.
3. First, go to settings. Then tap "Find Friends." Third, write some interests. Last, look at people's profiles and send friend requests.
4. Snapchat and Instagram are similar.
5. Before applications, people mailed photos to each other.

Aim: Design an application

## Video

1 Look at the pictures. What do you think the video will be about? Talk with a partner.

- Ask students to look at the pictures.
- Ask students to make predictions about the video they're about to watch.
- Tell students to talk with a partner.
- Tell students to share their predictions with their partner.

Scan the QR code to link to Unit 4 video.

2 Watch the video. Number the pictures in order.



- Play the video for students.
- Ask students if their predictions were correct.
- Ask students to number the pictures in order.
- Play the video again if needed.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

From left to right

2, 3, 1

3 Watch again. Circle the words you hear.



- Play the video again.
- Ask students to circle the words they hear.
- Play the video again if needed.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

From left to right, top to bottom

access, automatically, research, decision, engineers

4 Watch again. Circle true or false.



- Ask students to read the sentences.
- Play the video again.
- Ask students to circle the correct answer.
- Play the video again if needed.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

1. true
2. false
3. true
4. true
5. true

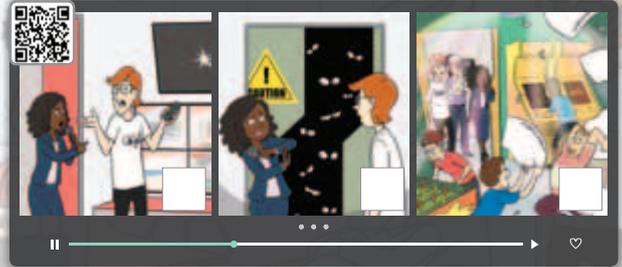
# E Project

Aim Design an application

## Video

1 Look at the pictures. What do you think the video will be about? Talk with a partner.

2 Watch the video. Number the pictures in order.



3 Watch again. Circle the words you hear.

access	automatically	research	available
decision	errands	plans	engineers

4 Watch again. Circle true or false.

1. Oogle is a tech company. true false
2. Gloria loses the card. true false
3. Oogle has a game space. true false
4. Perry made his first award-winning application at age seven. true false
5. Perry's greatest invention is artificial intelligence. true false

5 Watch again. Circle the words you hear.



1. Who knows? Maybe / Perhaps they're to stop people from taking too many treats...
2. It was possibly / probably someone else's house... Come along.
3. To the grand finale... What I'm about to show you will change / will be changing the world. It will be making / will make all our problems go away. It's my greatest invention. It's perhaps / maybe the greatest invention of all time.

6 Watch again. Put the actions in the correct order (1-6).

- Gloria and Perry see the break room. \_\_\_\_\_
- Perry talks about when he was younger. \_\_\_\_\_
- Gloria and Perry see the control centre. \_\_\_\_\_
- Perry shows his greatest invention. \_\_\_\_\_
- Gloria gets an access key. \_\_\_\_\_
- Gloria and Perry see the game room. \_\_\_\_\_

54

5 Watch again. Circle the words you hear.



- Ask students to read the sentences.
- Play the video again.
- Ask students to circle the word(s) they hear.
- Play the video again if needed.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

1. Maybe, 2. probably, 3. will change, will make, perhaps

6 Watch again. Put the actions in the correct order (1-6).



- Ask students to read the sentences.
- Play the video again.
- Ask students to number the sentences in the correct order.
- Play the video again if needed.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

From top to bottom

3, 4, 5, 6, 1, 2

## Grammar

7 Look at the table. Then talk with a partner.

Future Continuous for Predictions	
Future continuous tense shows that at a certain time in the future, an action will be happening and will continue, usually only for a short time. It can also be used to make predictions.	
<b>Ex:</b>	I will be travelling in Argentina this spring. They will be making a lot of changes to the school curriculum. He will be upgrading the computers next month.

8 Write the sentences as predictions using the future continuous tense.

- It will rain in Seattle tomorrow.  
\_\_\_\_\_
- Iliana is moving to Spain next year.  
\_\_\_\_\_
- Cars in the future will drive themselves.  
\_\_\_\_\_

## 21<sup>st</sup> Century Skills

### App Designer

Creativity Critical Thinking

9 Work alone or get in groups. Read the task and complete the project.

**Task** Design your own phone application. Then, write directions about how to use the application. Draw a storyboard and write directions on a separate piece of paper. Share your application with the class.



## Grammar

7 Look at the table. Then talk with a partner.

- Read the contents of the table.
- OR
- Ask students to read the table.
- Ask students if they know what kind of grammar point is being highlighted.
- Tell students to find a partner.
- Ask students to discuss the information from the table.

8 Write the sentences as predictions using the future continuous tense.

- Ask students to read the sentences.
- Ask students to use the future continuous to rewrite the sentence as a prediction on the line.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

- It will be raining in Seattle tomorrow.
- Iliana will be moving to Spain next year.
- Cars in the future will be driving themselves.

## 21<sup>st</sup> Century Skills

9 Work alone or get in groups. Read the task and complete the project.

- Tell students to work alone or to get into groups.
- Ask students to design a phone application.
- Ask students to write directions on how to use the application.
- Ask students to draw a storyboard for the application.
- Tell students to write their directions and draw their storyboards on a separate sheet of paper.
- Check students' work to make sure they're doing it properly.
- Ask each group to present their applications to the class.
- Give feedback.

### Teacher's Note

#### Predictions: Will and Be Going To

Remind students that they can also make predictions about the future using *will* and *be going to*. For example, the sentences below all have the same meaning.

- Ben will arrive on time tomorrow.
- Ben is going to arrive on time tomorrow.
- Ben will be arriving on time tomorrow.

### Extra Practise Future Continuous Prediction Race

Before class, make a list of different technologies and situations like cars, computers, robots, going to school, doing homework, etc. During class, split the class into two teams and have each team line up at the front of the classroom. Tell the first two students that you will say one of the technology items or situations to them. Then, they have to quickly use the future continuous tense to make a prediction about what the technology or situation will be like in the future. The first student to answer correctly gets a point for his or her team. Tell the first two students to go to the back of their lines and then repeat the process for the next two students. Continue the game until every student has had a turn.

**1** Read and choose the best words to fill in the gaps.

- Ask students to read the reading.
- Ask students to circle the best word to fill in the gap.
- Ask students to write the word in the gap.
- Ask students to complete the activity.
- Check students' answers.

**Answer Key**

- d, rock
- c, jazz
- d, dance (EDM)
- d, horror
- d, drama
- b, excited

**2** Read and fill in the gaps using the word box. One word is not used.

- Ask students to read the reading.
- Ask students to circle and write the correct word in the gap.
- Ask students to complete the activity.
- Check students' answers.

**Answer Key**

- puzzle
- racing
- fighting
- boring
- first-person shooter
- scrolling
- online

**Teacher's Note**

**Gaming Hardware**

Explain various gaming hardware to students. Make sure students understand items such as *action button*, *cheat code*, *controller*, *game disc/cartridge*, *D-pad*, *gaming console*, *headset*, *joystick*, *level boss*, *load game function*, *menu screen*, *mouse and keyboard*, *pause button*, *portable gaming device*, *save game function*, *special move*, *start button*, *virtual reality headset*, and *wireless controller*.

**1** Read and choose the best words to fill in the gaps.

## MY DAY AT THE TOWN MUSIC FESTIVAL

I went to the Town Music Festival yesterday with my aunt and cousin. My aunt loves really loud and exciting music. It was no surprise that she liked the 1. \_\_\_\_\_ band the most.

My cousin plays the saxophone, and she loved the 2. \_\_\_\_\_ performance. She even got the saxophone player to sign her T-shirt.

My favourite was the 3. \_\_\_\_\_ music because I love to dance and move around a lot. A band called The Blue Frogs played an electronic remix of Michael Jackson's *Thriller*. The band members were all dressed up like monsters from a(n) 4. \_\_\_\_\_ film. They also played the opening song of *SuperKids*, a cartoon 5. \_\_\_\_\_. My cousin and I got really 6. \_\_\_\_\_ because *SuperKids* is our favourite show!

It was a lot of fun listening to all the different music. I hope they have the festival again next year!

Don't miss out on this year's Town Music Festival!

- |                   |              |                |                |
|-------------------|--------------|----------------|----------------|
| 1. a. classical   | b. folk      | c. jazz        | d. rock        |
| 2. a. rock        | b. rap       | c. jazz        | d. metal       |
| 3. a. classical   | b. rap       | c. metal       | d. dance (EDM) |
| 4. a. fantasy     | b. action    | c. romance     | d. horror      |
| 5. a. documentary | b. animation | c. game show   | d. drama       |
| 6. a. annoyed     | b. excited   | c. embarrassed | d. confused    |

**2** Read and fill in the gaps using the word box. One word is not used.

- |           |        |                      |             |
|-----------|--------|----------------------|-------------|
| puzzle    | racing | fighting             | entertained |
| scrolling | online | first-person shooter | boring      |



Lucky E's Arcade has so many games. I really love going there with my family.

My dad likes to play the 1. \_\_\_\_\_ games. You have to fit the pieces together quickly. The game ends if you run out of time.

My mum really likes 2. \_\_\_\_\_ games. She loves to drive fast.

My sister and I like to play the 3. \_\_\_\_\_ games. I like to pick the strong characters that can kick really fast. You can also choose where to fight. My sister loves the space map, but I think it looks 4. \_\_\_\_\_. We also play the 5. \_\_\_\_\_ games. You can find over 20 different guns in the game.

I'm entertained for hours when I'm at the arcade. Next week, I'm going to play a new game called *Addie's Adventure*. It's a 6. \_\_\_\_\_ game like *Super Mario*™. It's even better than the 7. \_\_\_\_\_ version because you can play with a friend who's right next to you.

I can't wait to go there again!

**3** Choose the correct form of the adjectives.

- Ask students to read the sentences.
- Ask students to circle the correct word.
- Ask students to complete the activity.
- Check students' answers.

**Answer Key**

- bored
- boring
- annoying
- annoyed
- confusing

**3 Choose the correct form of the adjectives.**

1. She is bored / boring by the jazz band.
2. His jokes are bored / boring, so no one ever laughs.
3. My little sister is so annoyed / annoying because she yells and jumps around all day.
4. Lauren is annoyed / annoying with her friend because he never answers the phone.
5. This film is confused / confusing because the story doesn't make sense.

**4 Change the sentences to future simple tense.**

1. They will be playing a video game tomorrow afternoon.  
→ \_\_\_\_\_
2. Next summer, she will be working at her dad's restaurant.  
→ \_\_\_\_\_
3. He will be dancing on that stage next week.  
→ \_\_\_\_\_
4. After school, she will be talking to her teacher about the homework.  
→ \_\_\_\_\_

**5 Listen and circle true or false.** R2-01

1. Maxine is making holiday plans for the weekend. true false
2. Phil's uncle is a back-end developer. true false
3. Maxine believes AR/VR headsets will become lighter. true false
4. Maxine hopes the application will be used in schools. true false

**NOTE**  
A headset is a device you wear on your head. This frees up your hands to do other things.

**6 Listen and circle the correct answer.** R2-02

1. What is NOT true about George's new team?
  - a. They don't have much experience.
  - b. Patty worked on an app that Jenna uses.
  - c. Ian worked at a well-known company.
  - d. Jenna is impressed with George's team.
2. What is true about Dora?
  - a. She is a UX designer.
  - b. Her job is to make sure the speed of updates is fast.
  - c. She is excited about the technology.
  - d. She worked with Jenna on a previous project.
3. What is Jenna probably going to do next?
  - a. go back to work
  - b. join George's team
  - c. help George find new people for his team
  - d. meet the new team

**7 Listen to the audio in 6 again. Match the person with their job.** R2-02

1. <span style="border: 1px solid black; padding: 2px;">UX designer</span>	2. <span style="border: 1px solid black; padding: 2px;">back-end developer</span>	3. <span style="border: 1px solid black; padding: 2px;">AR/VR developer</span>	4. <span style="border: 1px solid black; padding: 2px;">team leader</span>
•	•	•	•
 George	 Dora	 Patty	 Ian

57

**4 Change the sentences to future simple tense.**

- Ask students to read the sentences.
- Ask students to use the future simple to rewrite the sentences on the line.
- Ask students to complete the activity.
- Check students' answers.

**Answer Key**

1. They will play a video game tomorrow afternoon.
2. Next summer, she will work at her dad's restaurant.
3. He will dance on that stage next week.
4. After school, she will talk to her teacher about the homework.

**5 Listen and circle true or false.** R2-01

- Ask students to read the sentences.
- Listen to the audio.
- Ask students to circle the correct answer.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

**Answer Key**

1. false
2. false
3. true
4. true

**6 Listen and circle the correct answer.** R2-02

- Ask students to read the questions.
- Listen to the audio.
- Ask students to answer the question.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

**Answer Key**

1. a
2. c
3. d

**7 Listen to the audio in 6 again. Match the person with their job.** R2-02

- Listen to the audio.
- Ask students to match the person with the correct job.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

**Answer Key**

1. Patty
2. Ian
3. Dora
4. George

**Teacher's Note**

**Will vs Going To**

Remind students of the differences between *will* and *going to*. *Will* is used to talk about rapid decisions (I am thirsty. I will drink some water.), offers (She is busy. I will help her.), promises (I won't tell anyone.), threats (If you don't clean up, I will punish you.), and refusals (My dog won't behave.). *Going to* is used to talk about prior plans (I'm going to go to the beach next month.), evidence and signs (It smells delicious. The food is going to be great.). Finally, remind students that both *will* and *going to* can be used to talk about predictions.

This unit will give students the ability to talk about what they want to eat, how to order food in a restaurant, how to describe the taste and smell of food, and how to understand and write a recipe. Students will also gain the ability to understand and use linking verbs as well as how to use quantifiers to talk about food.

Scan the QR code to download Unit 5 audio.

### WHAT YOU WILL DO IN THIS UNIT

#### Unit 5 AIMS

Lesson A: Listen to people talk about what they want to eat

Lesson B: Ask about things on a menu

Lesson C: Understand a recipe

Lesson D: Write about food from your country

Lesson E: Create your own recipe

#### Target Skills

Lesson A: Listening

Lesson B: Speaking

Lesson C: Reading

Lesson D: Writing

Lesson E: Project

#### Target Vocabulary

Lesson A	Lesson B
breakfast	crunchy
dessert	dry
dinner	greasy
fast food	salty
junk food	sour
lunch	spicy
main course	sweet
side dish	taste
Lesson C	Lesson D
bake	chili
curry	fresh
fork	fried
knife	garlic
omelette	grilled
plate	ingredients
roast	sauce
spoon	smell

# WHAT'S COOKING?



Scan for Audio

### WHAT YOU WILL DO IN THIS UNIT

- A Listening** Listen to people talk about what they want to eat
- B Speaking** Ask about things on a menu
- C Reading** Understand a recipe
- D Writing** Write about food from your country
- E Project** Create your own recipe



Look at the photo and answer the questions.

1. What do you see in the picture?
2. Do you like pizza? What do you like on your pizza?
3. What's the best meal you've ever had? Describe it.
4. How would you describe your country's food?

59

## Key Grammar

### would rather and would prefer to

Use *would rather* or *would prefer to* to ask which of two options someone wants, or to state a preference.

Question	Answer
Would you <i>rather</i> have a cup of coffee or tea?	I <i>would rather</i> have a cup of tea.
Would you <i>rather</i> meet at the café or at the theater?	I <i>would rather</i> meet at the theater.
Would you <i>prefer to</i> read a novel or a comic book?	I <i>would prefer to</i> read a comic book.
Would you <i>prefer to</i> take a taxi or a bus?	I <i>would prefer to</i> take a taxi.

## quantifiers

Use quantifiers to answer the questions "How much?" and "How many?" If there is a sufficient amount of something, use 'adjective + *enough*'. The negative form is 'not + adjective + *enough*'. Use '*too* + adjective' when the amount of a certain thing is more than is needed.

Example	
(not) + Adjective + <i>enough</i>	<i>too</i> + Adjective
This chocolate is <i>sweet enough</i> . / This chocolate is <i>not sweet enough</i> .	This chocolate is <i>too sweet</i> .
This spaghetti is <i>salty enough</i> . / This spaghetti is <i>not salty enough</i> .	This spaghetti is <i>too salty</i> .
This ramen is <i>hot enough</i> . / This ramen is <i>not hot enough</i> .	This ramen is <i>too hot</i> .

Use *some*, *any*, *not any*, *no*, and *none* with both countable nouns and uncountable nouns.

Example
I would like <i>some</i> pizza.
I don't want <i>any</i> pizza.
There is <i>no</i> pizza left in the fridge.
<i>None</i> of them ordered the pizza.

## Unit 5 Discussion

Look at the photo and answer the questions.

- Ask students to look at the Unit 5 cover page.
- Then ask the class each question.
- Give corrections and ask follow-up questions.
- Ask students to talk with a partner. Have students take turns asking the questions on the page to their partner.

### Extra Practise More Discussion

Ask more questions about food.

#### Ex.

Which country's food do you like most? Why?  
 What is your favourite restaurant?  
 How often do you eat out?  
 Do you prefer to eat at home or at a restaurant? Why?  
 Do you like cooking? Why or why not?  
 What dishes do you know how to make?

# Lesson A Listening

Aim: Listen to people talk about what they want to eat

## Vocabulary

### 1 Listen and number. 5-01

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the word in the book.
- Check students' answers.

### Answer Key

From left to right, top to bottom

2. breakfast, 3. lunch, 6. dinner, 8. junk food,  
4. fast food, 7. main course, 5. side dish, 1. dessert

- Practise again. Point at different pictures and ask students to say the words.

### 2 Write examples of each kind of dish. Talk about your answers.

- Ask students to read the words and examples.
- Ask students to write an example of the kind of dish on the line.
- Ask students to complete the activity.
- Check students' answers.
- Compare students' answers and discuss their examples with them.
- Give feedback.

### Answer Key

Sample Answers

- |                   |            |                  |           |
|-------------------|------------|------------------|-----------|
| 1. scrambled eggs | 2. salad   | 3. roast dinner  | 4. sweets |
| 5. taco           | 6. lasagne | 7. jacket potato | 8. cake   |

## Focus

### 3 Talk with a partner.

- Read the short conversations aloud or ask two students to read the short conversations aloud.
- Ask students to practise the conversations with a partner.
- Tell students to practise the conversations again but to talk about different food, meals, and ideas.

### 4 Listen and circle the answers. Then talk with a partner and answer the questions with your own answers. Use *would you rather* and *would you prefer to*. 5-02

- Listen to the audio.
- Ask students to circle the correct answer.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.
- Tell students to work with a partner.
- Ask students to practise asking and answering the questions with *would you rather* and *would you prefer to*.
- Check students' conversations to make sure they're speaking properly.

### Answer Key

1. a      2. a

# A Listening

Aim Listen to people talk about what they want to eat

## Vocabulary

### 1 Listen and number. 5-01



### 2 Write examples of each kind of dish. Talk about your answers.

- breakfast → **Ex.** cereal \_\_\_\_\_
- lunch → **Ex.** sandwich \_\_\_\_\_
- dinner → **Ex.** spaghetti \_\_\_\_\_
- junk food → **Ex.** crisps \_\_\_\_\_
- fast food → **Ex.** burger \_\_\_\_\_
- main course → **Ex.** steak \_\_\_\_\_
- side dish → **Ex.** soup \_\_\_\_\_
- dessert → **Ex.** ice cream \_\_\_\_\_

## Focus

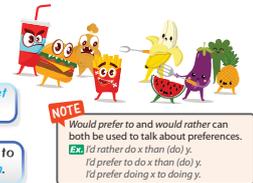
### 3 Talk with a partner.

Would you rather *have fast food* or *healthy food*?

Would you prefer to *meet for lunch* or *dinner*?

I would rather *have fast food*.

I would prefer to *meet for lunch*.



### 4 Listen and circle the answers. Then talk with a partner and answer the questions with your own answers. Use *would you rather* and *would you prefer to*. 5-02

1. What does Jake want for breakfast?

2. What will Elizabeth NOT eat?

**NOTE** A scone is a small round cake.



60

## Teacher's Note

### Street Food

Explain to students that street food is basically fast food, and sometimes junk food, that is served on the street from food carts, not restaurants. Street food can be healthy and unhealthy. People usually eat street food because it's quick, cheap, and fun. Every country has its own kind of street food. Before class, prepare some pictures of street food from other countries. During class, explain the different foods to students. Then ask them what kind of street food people eat in their country.

## Listen Up

### 5 Listen and answer the questions. 5-03

1. What does Jake want for dinner?
2. What is being served in the cafeteria?



a. pizza



b. salad



a. chicken



b. beef and broccoli

3. What has Jessica NOT eaten?
4. What does Peter choose as his side dish?



a. French fries



b. sushi



a. roasted green beans and tomatoes



b. gnocchi

### 6 Listen again. Circle the words you hear. 5-03

dinner	breakfast	fast food	lunch
dessert	junk food	main course	restaurant

## Challenge

### 7 Listen and answer the questions. 5-04

1. What is NOT one of Martin's recommendations?
  - a. barbecue chicken pizza
  - b. basil pan steak
  - c. chicken Caesar salad
  - d. penne arrabiata
2. What does Martin order?
  - a. penne arrabiata and garlic bread
  - b. penne arrabiata and Caesar salad
  - c. barbecue chicken and basil pan steak
  - d. basil pan steak and Caesar salad
3. Circle **true** or **false**.
 

a. Milla wants coffee after her meal.	true	false
b. Milla does not order any side dishes.	true	false
c. Milla wants black tea with milk.	true	false
d. Milla orders extra garlic bread.	true	false

### 8 Listen again. Circle Martin's order. Draw a square around Milla's order. 5-04



61

## Listen Up

### 5 Listen and answer the questions. 5-03

- Listen to the audio.
- Ask students to circle the correct answer.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

1. b
2. a
3. b
4. a

### 6 Listen again. Circle the words you hear. 5-03

- Listen to the audio.
- Ask students to circle the words they hear.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

From left to right, top to bottom  
dinner, breakfast, lunch, junk food

## Challenge

### 7 Listen and answer the questions. 5-04

- Listen to the audio.
- Ask students to circle the correct answer.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

1. d
2. a
3. a. false  
b. true  
c. true  
d. false

### 8 Listen again. Circle Martin's order. Draw a square around Milla's order. 5-04

- Listen to the audio.
- Ask students to circle the items Martin orders and draw a square around the items Milla orders.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

Martin's order: garlic bread, coffee, penne arrabiata (red pasta)  
Milla's order: tea, salad

### Extra Practise At a Restaurant

Tell students to find a partner. Then tell them to write a dialogue about ordering food in a restaurant similar to the dialogue in activities 7 and 8. Tell students that one of them is to order food while the other student is to be the waiter/waitress. Tell students to be creative with their orders. Also, tell them to offer food recommendations. When students are done writing, have each team present their conversation to the class. Remember to give feedback and ask follow-up questions.

# Lesson B Speaking

Aim: Ask about things on a menu

## Vocabulary

### 1 Listen and repeat. 5-05

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Practise again. Point at words in the book and ask students to say the words aloud.

### 2 Look at the foods. Talk with a partner. Use the vocabulary words to describe the foods.

- Tell students to find a partner.
- Ask students to look at the pictures.
- Ask students to take turns describing the foods with the vocabulary words.
- Check students' conversations to make sure they're speaking properly.
- Give feedback.

### 3 Circle the countries you have had food from. Then write a dish from that country. Research online if needed. Then talk with a partner. Describe the dishes.

- Ask students to circle the flags of the countries they have had food from.
- Ask students to write a dish from the country on the line.
- Tell students to use the internet if they need to.
- Tell students to find a partner.
- Ask students to take turns describing the different dishes.
- Check students' conversations to make sure they're speaking properly.
- Give feedback.

#### Answer Key

##### Sample Answers

1. Korea: bulgogi, kimchi jjigae
2. India: curry, samosa
3. Mexico: taco, burrito
4. France: beef bourguignon, cassoulet
5. China: drunk chicken, gua bao

# B Speaking

Aim Ask about things on a menu

## Vocabulary

### 1 Listen and repeat. 5-05



### 2 Look at the foods. Talk with a partner. Use the vocabulary words to describe the foods.

Ex. The *cheese balls* look *crunchy*.



### 3 Circle the countries you have had food from. Then write a dish from that country. Research online if needed. Then talk with a partner. Describe the dishes.



## Expressions

### Asking about and describing the taste of food

#### 4 Read the table. Talk with a partner. Look at the different pictures of food in 1 and 2. Use the expressions to ask and answer questions about the foods.

Questions	Describing the taste
What does it taste like?	It's delicious! / It's great! / I really like it! / It tastes [flavour].
Can you tell me about the [food]?	This [food] is too [flavour] for me / for my taste.
How do you like your [food]?	It could be a little more / less...
How's your [food]?	This tastes strange. I think I'd prefer [something else].

**NOTE**  
We use the word *flavour* to describe a specific taste.

## Expressions

### Asking about and describing the taste of food

#### 4 Read the table. Talk with a partner. Look at the different pictures of food in 1 and 2. Use the expressions to ask and answer questions about the foods.

- Tell students to find a partner.
- Ask students to read the table.
- Ask students to take turns using the expressions in the table to describe the foods in activities 1 and 2.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to present their conversations to the class.
- Give feedback.

## Teacher's Note

### Describing Food

Explain to students that along with describing food as being *delicious*, *not delicious*, *good/great*, *bad/terrible*, *salty*, *spicy*, *sweet*, *bitter*, etc., one can also describe the ingredients that one tastes in the food. For example, you can say that chocolate pancakes taste *sweet* and *chocolatey*, or that garlic bread tastes *salty* and *garlicy*. One can also describe the separate ingredients in a dish. For example, "These tacos are great. They are spicy, and I can really taste the beef, chilies, and lime in them."

## Grammar

5 Look at the table. Then talk with a partner.

Quantifiers
Quantifiers are adjectives that answer the questions "How much?" and "How many?"
too + Adjective
We use too + adjective to say there is more of a certain quality than is needed. <b>Ex.</b> The cake is <i>too sweet</i> .
Adjective + enough / not + Adjective + enough
Adjective + enough is used to say there is the right amount of a certain quality. Not + adjective + enough is used to say that there is less than the right amount of a certain quality. <b>Ex.</b> The cake is <i>sweet enough</i> . The cake is <i>not sweet enough</i> .

6 Look at the pictures and complete the sentences with the correct quantifiers.

1.  Wait! That's \_\_\_\_\_ much salt! It's already salty \_\_\_\_\_.

2.  This coffee is not \_\_\_\_\_.  
I'm going to add a little sugar.

3.  There isn't \_\_\_\_\_ cheese on my pizza.  
Please add some more.

4.  I didn't wait long \_\_\_\_\_ for these lemons. They're still much \_\_\_\_\_ sour!

## Speak Up

7 Look at the menu. Talk with a group. Take turns being the guests and the waiter/waitress. Ask and answer questions about the dishes.

**TERRY GOULDS' BREAKFAST Menu**

<b>Main Dishes</b>	
• Seasonal Pancakes (with seasonal fruit)	... £11.99
• French Toast (choose your topping: blueberry, chocolate, peach, apple)	... £10.99
• Eggs Florentine	... £12.99
• Make-Your-Own Omelette (choose your toppings: potatoes, tomatoes, peppers, mushrooms, cheese, spinach, onions) + £1 per topping	... £7.99
<b>Sides</b>	
• Sweet Rolls	... £1.99
• Porridge (choose your toppings: walnuts, blueberries, strawberries, raisins, chocolate chips, almonds) + £1 per topping	... £0.99
• Muffins (blueberry, chocolate, apple, lemon)	... £2.00
<b>Drinks</b>	
• Coffee	... £1.99
• Juice (orange, grape, lemon, strawberry, blueberry)	... £2.99
• Tea	... £1.99
• Cola	... £1.49
<b>Desserts</b>	
• Ice Cream (chocolate, lemon, strawberry, blueberry, vanilla)	... £4.00

May I take your order?

Yes, please. I'd like to order/have (dish). Can you tell me what's in (dish)?

8 Write the group's order below.

---

---

---

---

---

---

---

---

63

## Speak Up

7 Look at the menu. Talk with a group. Take turns being the guests and the waiter/waitress. Ask and answer questions about dishes.

- Tell students to get into groups.
- Ask students to look at the menu.
- Ask students to take turns ordering food as guests and taking orders as waiters/waitresses.
- Tell students to use the patterns from activities 4 and 5 and the patterns from the example.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to present their conversations to the class.
- Give feedback.

8 Write the group's order below.

- Ask students to write down their group's order.
- Tell students to write their orders in the book or on a separate sheet of paper.
- Check students' orders to make sure they're writing properly.
- Ask some students to present their orders to the class.
- Give feedback.

### Extra Practise Create a Restaurant and Menu

Have students stay in the same groups from activities 7 and 8. Tell them to create the restaurant of their dreams and then create the menu for it. Tell students to follow the menu format from activity 8. Tell students to be creative with the foods and prices they add to their menus. Make sure students include a name for their restaurant. Tell students to write/draw their menus on a separate sheet of paper. When all the groups are done writing/drawing, have each group present their menus to the class. Remember to give feedback and ask follow-up questions.

## Grammar

5 Look at the table. Then talk with a partner.

- Read the contents of the table.
- OR
- Ask students to read the table.
- Ask students if they know what kind of words are being highlighted.
- Tell students to find a partner.
- Ask students to discuss the information from the table.

6 Look at the pictures and complete the sentences with the correct quantifiers.

- Ask students to look at the pictures.
- Ask students to read the sentence prompts.
- Ask students to fill in the gaps with the correct words from activity 5.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

1. Wait! That's too much salt! It's already salty enough.
2. This coffee is not sweet enough. I'm going to add a little sugar.
3. There isn't enough cheese on my pizza. Please add some more.
4. I didn't wait long enough for these lemons. They're still much too sour!

Aim: Understand a recipe

## Vocabulary

### 1 Listen and number. 5-06

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the word in the book.
- Check students' answers.

#### Answer Key

From left to right, top to bottom

6. spoon
1. fork
5. knife
4. plate
2. roast
7. bake
3. curry
8. omelette

- Practise again. Point at different pictures and ask students to say the words.

### 2 Fill in the gaps with the best vocabulary words.

- Ask students to read the sentence prompts.
- Ask students to write the best vocabulary word in the gap.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

1. spoon
2. bake
3. omelette
4. Curry
5. plate
6. knife
7. roast
8. fork

## Pre-Reading

### 3 Label the foods. Then circle the ingredients you like in an omelette.

- Ask students to look at the pictures.
- Ask students to write the name of the ingredient in the gap.
- Ask students to circle the ingredients they like in an omelette.
- Ask students to complete the activity.
- Check students' answers.

# C Reading

Aim Understand a recipe

## Vocabulary

### 1 Listen and number. 5-06

NOTE

Both roast and bake mean 'to cook in an oven.' We use roast for foods that are already solid before cooking (ex. meat, potatoes, etc.). For foods that are much softer or like a liquid before cooking (ex., bread dough, muffins, etc.), we use bake.



### 2 Fill in the gaps with the best vocabulary words.

1. Use a(n) \_\_\_\_\_ to eat soup.
2. You need to \_\_\_\_\_ those biscuits for a few more minutes.
3. I made a cheese \_\_\_\_\_ for breakfast. I used two slices of cheese and four eggs.
4. \_\_\_\_\_ powder is a mix of spices that is used in many Indian dishes.
5. Fill your \_\_\_\_\_ with as much food as you want!
6. Do you need a(n) \_\_\_\_\_ to cut your food?
7. Put the chicken in the oven and \_\_\_\_\_ it for twenty minutes.
8. We use a(n) \_\_\_\_\_ to eat salads and to hold meat while cutting.

## Pre-Reading

### 3 Label the foods. Then circle the ingredients you like in an omelette.



#### Answer Key

From left to right, top to bottom

onions, eggs, cheese, mushrooms, spinach, tomatoes, peppers

## Teacher's Note

### Revisiting Sequencing Words

Explain to students that recipes are sometimes written in paragraph form, not just list form as in this lesson's reading. In that case, sequencing words are usually used to describe the steps in a recipe.

#### Ex.

To boil water, first put some water into a pot. Then, put the pot on the stove. Next, turn the heat to high. Then, after around five to ten minutes, the water will start to boil. Finally, turn off the heat.

**4** Read the recipes.  5-07

**MAIN COURSE** **ROASTED CHICKEN CURRY**

**INGREDIENTS**

**Main**

- 1 chicken
- 3 potatoes
- 1 tablespoon vegetable oil

**Spice**

- 3 tablespoons curry powder
- 1 tablespoon chilli powder
- 1 teaspoon salt
- garlic
- ginger
- onion

**DIRECTIONS**

1. Cut the onion, garlic, and ginger and put them into a bowl with a ¼ cup of water in it.
2. Add curry powder, salt, and chilli powder.
3. Mix until a paste is made.
4. Heat the oven to 190°C.
5. Cut the chicken and potatoes into pieces and place in a large bowl.
6. Add ⅔ of the curry spice. Mix.
7. Move the spiced chicken and potatoes to a baking dish.
8. Add vegetable oil to the chicken and potatoes.
9. Roast in an oven for 1 hour and 15 minutes. Add the remaining spice while everything is roasting. Check to make sure the chicken is fully cooked.
10. Remove from the oven and serve with rice.



**DESSERT** **CHOCOLATE CHIP COOKIES**

**INGREDIENTS**

- 1 cup butter (softened)
- 2 teaspoons hot water
- 1 cup white sugar
- ½ teaspoon salt
- 1 cup brown sugar
- 3 cups all-purpose flour
- 2 eggs
- 2 cups chocolate chips
- 2 teaspoons vanilla extract
- 1 teaspoon baking soda

**DIRECTIONS**

1. Heat the oven to 175°C.
2. Mix the butter, sugar, and brown sugar until smooth.
3. Add the eggs one at a time and mix.
4. Add the vanilla extract to the mixture.
5. In a separate cup, mix the baking soda with hot water.
6. Add the baking soda and water mix to batter.
7. Add the salt and stir.
8. Add the flour and chocolate chips last.
9. Mix thoroughly and drop a large spoonful of dough onto an ungreased pan for each cookie.
10. Bake for 10 minutes in a heated oven or until the sides of the cookies are nice and brown.

**NOTE**

Butter is a liquid mixture of flour, milk, and eggs that is usually used for cakes, pancakes, biscuits, and cookies, etc.



**Comprehension**

**5** Circle true or false.

1. There is a lot of sugar in roasted chicken curry. true    false
2. You need white and brown sugar for chocolate chip cookies. true    false
3. Mix the eggs and flour before adding the sugar when making cookies. true    false
4. It takes 10 minutes to cook roasted chicken curry in the oven. true    false
5. You need to grease the pan before adding the cookies. true    false

**6** Talk with a partner.

1. Which recipe looks easier? Why?
2. Which one would you rather eat?
3. What are some baked or roasted dishes that you can cook?

**6** Talk with a partner.

- Tell students to find a partner.
- Tell students to discuss the questions.
- Ask students if they would like to share their discussion with the class.
- Ask follow-up questions.

**Extra Practise** **Write an Omelette Recipe**

Have students get into groups of two to three. Then have them write a recipe for an omelette. Remind them of the omelette ingredients from activity 3. Tell them to use any additional ingredients they want. Also, tell students to follow the recipe format from activity 4, or let students choose to write their recipes in paragraph format. When students are done writing, have each group present their recipe to the class. Have students vote on the best recipe. Remember to give feedback and ask follow-up questions.

**4** Read the recipes.  5-07

- Listen to the audio.

OR

- Read the recipes aloud.

OR

- Ask students to read parts of the reading aloud.
- Replay the audio if needed.

**Comprehension**

**5** Circle true or false.

- Ask students to answer the questions.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

**Answer Key**

1. false
2. true
3. false
4. false
5. false

# Lesson D Writing

Aim: Write about food from your country

## Vocabulary

### 1 Listen and number. 5-08

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the word in the book.
- Check students' answers.

### Answer Key

From left to right, top to bottom

4. grilled, 3. fresh, 5. sauce, 8. ingredients,  
1. fried, 6. chilli, 7. smell, 2. garlic

- Practise again. Point at different pictures and ask students to say the words.

### 2 Match the words with their definitions.

- Ask students to read the words and the definitions.
- Ask students to match the word with the correct definition.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

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

## Focus

### 3 Talk with a partner.

- Read the short conversations aloud or ask two students to read the short conversations aloud.
- Ask students to practise the conversations with a partner.
- Tell students to practise the conversations again but to talk about different foods and ideas.

### 4 Use the given words to write sentences.

- Ask students to read the given words.
- Ask students to write a sentence with the given words on the line.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

Sample Answers

1. The cake tastes too sweet.
2. The hot dogs look delicious.
3. The burger smells good.
4. The fish looks disgusting.
5. The pizza tastes too salty.

# D Writing

Aim Write about food from your country

## Vocabulary

### 1 Listen and number. 5-08



### 2 Match the words with their definitions.

- |                |   |  |
|----------------|---|--|
| 1. grilled     | • | • a. new; not old or spoiled; different              |
| 2. fresh       | • | • b. different foods used to make a dish             |
| 3. sauce       | • | • c. a hot or cold liquid that is put on top of food |
| 4. ingredients | • | • d. cooked on metal bars over a fire                |
| 5. fried       | • | • e. a quality that is noticed by one's nose         |
| 6. chilli      | • | • f. a small red or green vegetable that is very hot |
| 7. smell       | • | • g. cooked in hot oil                               |
| 8. garlic      | • | • h. a vegetable with a very strong taste and smell  |

## Focus

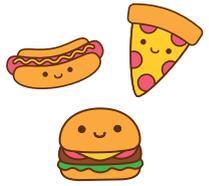
### 3 Talk with a partner.



**NOTE** Linking verbs connect a subject with a noun or adjective. Many linking verbs involve your senses (look, smell, taste, feel, sound). They tell you something about what the subject is, not what it's doing.  
**Ex** The cake looks delicious.  
The soup tastes spicy.  
The barbecue smells amazing.

### 4 Use the given words to write sentences.

1. (cake) (taste) **Ex.** The cake tastes too sweet.  
\_\_\_\_\_
2. (hot dogs) (look)  
\_\_\_\_\_
3. (burger) (smell)  
\_\_\_\_\_
4. (fish) (look)  
\_\_\_\_\_
5. (pizza) (taste)  
\_\_\_\_\_



## Teacher's Note

### More on Linking Verbs

Explain to students that *be*, *become*, and *seem* are always linking verbs. They are true linking verbs in that they do not describe the action, but connect the subject to additional information. Other verbs, however, can function as action verbs and linking verbs, such as the verbs related to the five senses. See the NOTE in the student book. Other linking verbs include *grow*, *prove*, *remain*, *turn*, *stay*, *get*, and *appear*. Make sure students understand the difference between action verbs and linking verbs.

## Grammar

### 5 Look at the table. Then talk with a partner.

Quantifiers	
We use quantifiers when we want to tell <i>how much</i> or <i>how many</i> there are of something. Some quantifiers can only be used with countable nouns, and some can only be used with uncountable nouns. Quantifiers that can be used with both include: <i>some, any, not any, no, and none</i> .	
<b>some</b>	I'd like <b>some</b> tea.
<b>any</b>	I don't want <b>any</b> pizza.
<b>no</b>	There is <b>no</b> food in the fridge.
<b>none of</b>	<b>None of</b> us ordered the chicken.

### 6 Unscramble the sentences.

1. Maria / water / drinks / every meal. / at / some

\_\_\_\_\_

2. doesn't / any / Steve / meat. / eat

\_\_\_\_\_

3. none / cake. / of / Jane / had / the

\_\_\_\_\_

4. no / left / waste. / to / time / I / have

\_\_\_\_\_

5. want / sauce / food. / on / don't / any / I / my

\_\_\_\_\_

### 7 Read about the traditional dish. Then complete the sentences.

My mum is Korean. She makes delicious meals for us every weekend. My favourite dish is called *tteokbokki*. It is a spicy dish made from stir-fried rice cakes and a spice made from chili paste called *gochujang*. There are different kinds of *tteokbokki*. Some are made with cheese and cream. There are some with beef in them. There are even some made with seafood. I prefer *tteokbokki* without meat in it. My favourite kind is *ra-bokki*. That is *tteokbokki* mixed with instant ramen noodles. You can tell what it tastes like just by the look and smell. It's a bright red colour. It looks and tastes spicy, but it's very delicious. Try some!



- The spice used in *tteokbokki* is made from \_\_\_\_\_.
- The speaker prefers *tteokbokki* \_\_\_\_\_.
- Tteokbokki* looks and \_\_\_\_\_.

## Writing

### 8 On a separate piece of paper, write about a dish from your country or about one of the dishes below. Do research online if needed. Include the food's name, how it tastes and smells, and why you like it.



tamale



shrimp shumai



hummus

67

## Grammar

### 5 Look at the table. Then talk with a partner.

- Read the contents of the table.
- OR
- Ask students to read the table.
- Ask students if they know what kind of words are being highlighted.
- Tell students to find a partner.
- Ask students to discuss the information from the table.

### 6 Unscramble the sentences.

- Ask students to look at the sentence parts.
- Ask students to unscramble the sentence parts.
- Ask students to write the unscrambled sentence on the line.
- Ask students to complete the activity.
- Check students' answers.

## Answer Key

### Sample Answers

- Maria drinks some water at every meal.
- Steve doesn't eat any meat.
- Jane had none of the cake.
- I have no time left to waste.
- I don't want any sauce on my food.

### 7 Read about the traditional dish. Then complete the sentences.

- Ask students to read the passage.
- Ask students to read the sentence prompts.
- Ask students to complete the sentence.
- Ask students to complete the activity.
- Check students' answers.

## Answer Key

### Sample Answers

- The spice used in *tteokbokki* is made from *gochujang*.
- The speaker prefers *tteokbokki* without meat in it.
- Tteokbokki* looks and tastes spicy.

## Writing

### 8 On a separate piece of paper, write about a dish from your country or about one of the dishes below. Do research online if needed. Include the food's name, how it tastes and smells, and why you like it.

- Ask students to choose a dish from their country, or a dish from the pictures.
- Ask students to write about their dish.
- Tell students to use the patterns in activities 3, 4, 5, 6, and 7.
- Tell students to write about their dish on a separate sheet of paper.
- Tell students to use the internet if they need to.
- Check students' writing to make sure they're writing correctly.
- Ask some students to present their dishes to the class.
- Give feedback.

## Extra Practise My Favourite Cuisine

First, explain to students that cuisine is all the food from a certain country. Then tell them to choose their favourite foreign cuisine. Tell each student to write a paragraph similar to activity 7 about their favourite type of cuisine. Tell students to include what kinds of dishes the cuisine is made up of, and what kinds of ingredients are typically used. Have students also include the kinds of cooking techniques (boiling, frying, grilling, baking, etc.) used most in the cuisine. Make sure students include why they like the cuisine, too. When students are done, have some students read about their favourite foreign cuisines to the class. Remember to give feedback and ask follow-up questions.

**Aim:** Create your own recipe

## Video

**1** Look at the pictures. What do you think the video will be about? Talk with a partner.

- Ask students to look at the pictures.
- Ask students to make predictions about the video they're about to watch.
- Tell students to talk with a partner.
- Tell students to share their predictions with their partner.

Scan the QR code to link to Unit 5 video.

**2** Watch the video. Number the pictures in order.

Video 5

- Play the video for students.
- Ask students if their predictions were correct.
- Ask students to number the pictures in order.
- Play the video again if needed.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

From left to right

2, 1, 3

**3** Watch again. Circle the words you hear.

Video 5

- Ask students to read the words.
- Play the video again.
- Ask students to circle the words they hear.
- Play the video again if needed.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

From left to right, top to bottom

curry, sauce, chili, roast, forks

**4** Watch again. Circle true or false.

Video 5

- Ask students to read the sentences.
- Play the video again.
- Ask students to circle the correct answer.
- Play the video again if needed.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

1. true
2. true
3. false
4. true
5. false

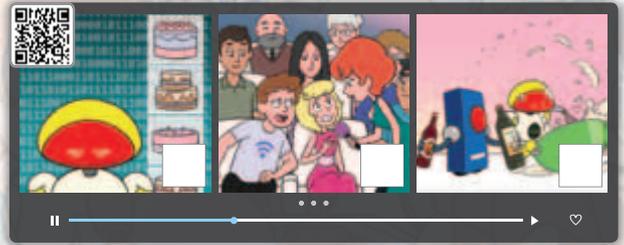
# E Project

**Aim** Create your own recipe

## Video

**1** Look at the pictures. What do you think the video will be about? Talk with a partner.

**2** Watch the video. Number the pictures in order.



**3** Watch again. Circle the words you hear.

main course	curry	sauce	chilli
roast	sour	sweet	forks

**4** Watch again. Then circle true or false.

1. Daisy and Collector make a cake. true false
2. They cook for an hour. true false
3. Team 1 makes a delicious curry roast. true false
4. Team 2 makes a yummy roast that smells so good. true false
5. Daisy and Collector's cake is delicious. true false

**5** Answer the questions.

1. What did Team 1 make?  
\_\_\_\_\_
2. How does Team 2's dish look?  
\_\_\_\_\_
3. What is wrong with Daisy and Collector's dish?  
\_\_\_\_\_

**6** Watch again. Circle the words you hear.



1. This tastes / smells great. Amazing.
2. It looks / tastes delicious and smells / tastes so good.



3. We're almost at 10 minutes into the contest and look how well our teams are doing! It looks like Team 1 is making a tasty / delicious sauce / roast.
4. Goodness! Look at that yummy roast / omelette, everybody! It sure beats fast food / junk food.

68

**5** Answer the questions.

- Ask students to read the questions.
- Ask students to write the correct answer on the line.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

Sample Answers

1. Team 1 made a cheese omelette and curry.
2. Team 2's dish looks delicious.
3. None of the ingredients match.

**6** Watch again. Circle the words you hear.

Video 5

- Ask students to read the sentence prompts.
- Play the video again.
- Ask students to circle the words they hear.
- Play the video again if needed.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

1. tastes
2. looks, smells
3. delicious, sauce
4. roast, fast food

7 Get in groups. You will be creating recipes with your group. Read the rules.

Rules

- You will be judged on creativity and on how clearly your instructions are written.
- You must use at least three of the ingredients in the list below.
- You do not need to use all three ingredients in the same dish.
- You can use ingredients that are not on the list.
- You can make more than one dish.
- Research online if needed.



Special Ingredients



8 Write the ingredient list for each dish you want to prepare. On a separate piece of paper, write instructions for cooking one of your dishes.

Dish 1	Dish 2	Dish 3
•Special ingredients:	•Special ingredients:	•Special ingredients:
•Other ingredients:	•Other ingredients:	•Other ingredients:

21<sup>st</sup> Century Skills

7 Get in groups. You will be creating recipes with your group. Read the rules.

- Tell students to get into groups.
- Read the rules to students.

OR

- Ask students to read the rules.

8 Write the ingredient list for each dish you want to prepare. On a separate piece of paper, write instructions for cooking one of your dishes.

- Tell students to work in the same groups.
- Ask students to write the ingredients list for each dish they want to prepare.
- Ask students to come up with a recipe for one of their dishes.
- Tell students to write their recipes on a separate sheet of paper.
- Tell students to use the patterns from the previous lessons in Unit 5.
- Check students' recipes to make sure they're writing properly.
- Ask each group to present their recipe to the class.
- Give feedback.

Teacher's Note

American vs British English: Food Names

Explain some differences between American English and British English when it comes to food names. Below is a list of some common differences.

American English	British English
beet	beetroot
chips	crisps
cilantro	coriander
cookie	biscuit
cotton candy	candy floss
cup cake	fairy cake
eggplant	aubergine
French fries	chips
French toast	eggy bread
granola	muesli
green beans	runner beans
green onions	spring onions
ground meat	minced meat
lima beans	broad beans
oatmeal	porridge
pickle	gherkin
sausage	banger (colloquial)
slice of bacon	rasher of bacon
zucchini	courgette

Extra Practise Additional Recipe

Have students work in the same groups as in activities 7 and 8. Tell them to think of and write one more recipe, but this time they must use all of the ingredients pictured in activity 7. Tell students to be creative with their recipes and to make them funny or serious. After everyone is done writing, have each group present their recipe to the class. Vote on which recipe is the most delicious, and on which is the strangest. Remember to give feedback and ask follow-up questions.

This unit will give students the ability to understand and talk about safety precautions, rules, and consequences. Students will also gain the ability to ask for and deny permission to do something and use conditionals and modals to talk about problems and consequences.

Scan the QR code to download Unit 6 audio.

#### WHAT YOU WILL DO IN THIS UNIT

#### Unit 6 AIMS

Lesson A: Understand safety precautions  
 Lesson B: Ask for and respond to requests for permission  
 Lesson C: Understand rules and consequences  
 Lesson D: Write a letter asking for permission  
 Lesson E: Solve complex problems with a group

#### Target Skills

Lesson A: Reading  
 Lesson B: Speaking  
 Lesson C: Listening  
 Lesson D: Writing  
 Lesson E: Project

#### Target Vocabulary

Lesson A	Lesson B
alarm attention avoid careful emergency injured problem smoke	bother bring copy delay keep lend shut stay
Lesson C	Lesson D
arrest crime fine instructions jail punish rules trouble	allow cost details exactly find out follow look for place



Scan for Audio

#### WHAT YOU WILL DO IN THIS UNIT

- A Reading** Understand safety precautions
- B Speaking** Ask for and respond to requests for permission
- C Listening** Understand rules and consequences
- D Writing** Write a letter asking for permission
- E Project** Solve complex problems with a group



Look at the photo and answer the questions.

1. Where is the woman?
2. How should you behave in a place like this?
3. What are some rules in your classroom or school?
4. Does your house have a lot of rules? Do you think they're good or bad?

71

## Key Grammar

### may for permission

Use 'May I + verb?' to ask for permission. Answer the question using *may* to give permission or using *may not* to refuse the request.

Question	Answer
May I eat pizza?	Yes, you <i>may</i> . / No, you <i>may not</i> .
May I dance with you?	No, you <i>may not</i> . You have to
May I go home now?	finish your homework.

## conditionals (zero vs first)

All conditionals are used to describe actions or events (in the *if* clause) and their results (in the main clause). Zero conditionals have present simple verbs in both clauses. First conditionals (also called type-1 conditionals) have a present simple verb in the *if* clause, and future tense (with *will* or *be going to*) in the main clause.

Zero Conditional	
Usage	Example
to talk about causes and effects that are always true	<i>If/When</i> it rains, the traffic <i>is</i> always bad.
First Conditional	
Usage	Example
to talk about an action, event, etc. that could possibly happen and it's likely result	<i>If</i> it rains, we <i>will</i> just stay inside.

### must and must not

Use *must* and *must not* to give rules or strong orders about what to do (obligation) or not to do (prohibition).

Example
You <i>must</i> submit this paper by tomorrow. (obligation)
You <i>must not</i> throw trash into the recycling bins. (prohibition)

## Unit 6 Discussion

Look at the photo and answer the questions.

- Ask students to look at the Unit 6 cover page.
- Then ask the class each question.
- Give corrections and ask follow-up questions.
- Ask students to talk with a partner. Have students take turns asking the questions on the page to their partner.

### Extra Practise More Discussion

Ask more questions about rules.

#### Ex.

What is your least favourite school rule? Why?  
 What is your least favourite rule at home? Why?  
 What happens if you break the rules at school?  
 What happens if you break the rules at home?  
 Why do you think we need rules?

Aim: Understand safety precautions

## Vocabulary

### 1 Listen and number. 6-01

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the words in the book.
- Check students' answers.

#### Answer Key

From left to right, top to bottom

2. alarm, 7. emergency, 1. problem, 5. careful,  
3. avoid, 8. smoke, 6. attention, 4. injured

- Practise again. Point at different pictures and ask students to say the words.

### 2 Match the words with their definitions.

- Ask students to read the words and the definitions.
- Ask students to match the word with the correct definition.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

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

#### Teacher's Note

##### Emergency Responders

Explain to students that during certain kinds of emergencies, different people help out. For example, if there's a crime or someone needs protection, the *police* usually show up. They leave the *police station* and go to the emergency in their *police car*. If there's a fire or someone or something is stuck in a high place, *firefighters* usually show up to help in their *fire engine*. They leave the *fire station* and go to the emergency. If someone is sick or injured, *paramedics* usually show up to help. They leave the *hospital* and show up to the emergency in their *ambulance*. Make sure students understand about emergency responders and their corresponding vocabulary.

# A Reading

Aim Understand safety precautions

## Vocabulary

### 1 Listen and number. 6-01



### 2 Match the words with their definitions.

- |              |   |   |
|--------------|---|---|
| 1. alarm     | • | a. a grey or black gas made from burning something      |
| 2. emergency | • | b. to do something with much thought                    |
| 3. problem   | • | c. a serious or dangerous situation                     |
| 4. careful   | • | d. to stay away from a person, place, situation, etc.   |
| 5. avoid     | • | e. a loud noise that warns people of danger             |
| 6. smoke     | • | f. a situation that causes difficulty                   |
| 7. attention | • | g. hurt; damaged  |
| 8. injured   | • | h. the act of watching, listening or thinking carefully |

**NOTE**  
A prefix is a group of letters added to the beginning of a word to change its meaning. Three of the most common prefixes are *re-*, *pre-*, and *un-*.  
*Ex re-*— means "again" / review, renew, reheat  
*pre-*— means "before" / preview, prewriting, prehistoric  
*un-*— means "not" / uninjured, unavoidable, unsafe

## Pre-Reading

### 3 Look at the following emergencies. What should you do in these emergencies?



## Pre-reading

### 3 Look at the following emergencies. What should you do in these emergencies?

- Ask students to look at the pictures.
- Ask students questions about what they should do in these emergencies.

OR

- Tell students to find a partner and talk about what they should do in each emergency.
- Check students' conversations to make sure they're speaking properly.
- Give feedback.

### 4 Read the safety tips. 6-02

- Listen to the audio.
- OR
- Read the safety tips aloud.
- OR
- Ask students to read parts of the reading aloud.
  - Replay the audio if needed.

**4** Read the safety tips. 6-02

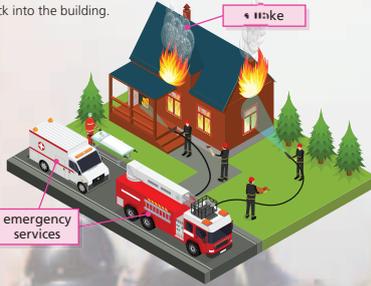
**What to Do in Case of a Fire**

1. In a building with fire alarms, pull the alarm. Then find the exit and leave the building.
2. Be careful. Feel doors for heat before opening them. Pay attention; there might be a fire on the other side.
3. Stay low and avoid smoke. Smoke rises and will hurt you.
4. Watch for falling objects.
5. Once you're free from danger, call for help. Report your emergency to your local emergency service centre.
6. Wait for help. Do not go back into the building.

**What to Do if You're Stuck**

1. Stay where you are.
2. Close the door.
3. Use a wet blanket or sheet to cover the bottom of the door.
4. Open any windows in the room to let out smoke.
5. Get the attention of emergency personnel.

**NOTE** Personnel are people who work for a specific organisation.



**Comprehension**

**5** Circle true or false.

1. If there's a fire, you should stay inside. true false
2. If there's a fire, you should exit the building only if it's safe. true false
3. You should go back into the building to pull the alarm. true false
4. You should not open doors that are hot. true false
5. You should use a wet blanket to cover the tops of doors. true false

**6** Talk with a partner.

1. Have you ever been in an emergency?
2. What other advice would you give to someone who is in a fire?
3. What are some other kinds of emergencies, and how can you deal with them?
4. What's the scariest situation you've ever been in?

**Challenge**

**7** Write a list of things you can do to avoid house fires.

**Ex.** Test smoke alarms.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



**Challenge**

**7** Write a list of things you can do to avoid house fires.

- Ask students to read the example.
- Ask students to list five ways to avoid a house fire.
- Tell students to write their advice in the book or on a separate sheet of paper.
- Check students' work to make sure they're doing it properly.
- Ask some students to present their work to the class.
- Give feedback.

**Extra Practise** **Make a Fire Safety Plan**

Tell students to get into groups of two or three. Tell students to make a fire safety plan for their homes or their school. Make sure students understand that a fire safety plan is a plan of what to do, who to call, and where to meet in case of a fire at home or at school. Tell students to make a detailed list of things to do. When students are done writing, ask some groups to present their fire safety plans to the class. Remember to give feedback and ask follow-up questions.

**Comprehension**

**5** Circle true or false.

- Ask students to circle the correct answer.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

**Answer Key**

1. false
2. true
3. false
4. true
5. false

**6** Talk with a partner.

- Tell students to find a partner.
- Tell students to discuss the questions.
- Ask students if they would like to share their discussion with the class.
- Ask follow-up questions.

# Lesson B Speaking

Aim: Ask for and respond to requests for permission

## Vocabulary

### 1 Listen and number. 6-03

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the word in the book.
- Check students' answers.

#### Answer Key

From left to right, top to bottom

7. keep
2. stay
6. bother
1. bring
4. copy
5. delay
8. lend
3. shut

- Practise again. Point at different pictures and ask students to say the words.

### 2 Fill in the gaps with the best vocabulary words.

- Ask students to read the sentence prompts.
- Ask students to write the best vocabulary word in the gap.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

1. keep
2. bother
3. stay
4. copy
5. shut
6. lend
7. delay
8. bring

### Teacher's Note

#### Different Levels of Permission Requests

Explain to students that there are polite and less polite ways to ask for permission. Polite ways to ask for permission usually include *may I please*, *do you mind if*, *would it be OK if*, and *would I be able to*. These ways to ask for permission are usually used with parents, teachers, and other people in authority. Less polite ways to ask for permission include *can I* and *could I*. These ways to ask for permission are okay to use with friends and siblings. Make sure students understand this.

# B Speaking

Aim Ask for and respond to requests for permission

## Vocabulary

### 1 Listen and number. 6-03



### 2 Fill in the gaps with the best vocabulary words.

1. Please \_\_\_\_\_ your phones on silent so they do not bother people during the show.
2. I don't want to \_\_\_\_\_ you, but can I use your phone?
3. I will \_\_\_\_\_ in the library until my mum comes to pick me up.
4. Hey, Will. Can I \_\_\_\_\_ your notes? I missed class this morning.
5. Please \_\_\_\_\_ the window. It's too cold in the room.
6. Could you \_\_\_\_\_ me five pounds? I want to buy some crisps and a drink.
7. Let's \_\_\_\_\_ the meeting until tomorrow afternoon. I'm too busy today.
8. I want to \_\_\_\_\_ my tablet to school, but my parents won't let me.

## Focus

### 3 Talk with a partner.

May I stay overnight at Jessica's house?

Yes, you may. / No, you may not.

May I bring my cat on holiday?

That will be fine. / I don't think that's a good idea.

**NOTE**  
You can use *may* and *may not* to ask for and give permission.

### 4 Listen and circle the best response. 6-04

1. a. b. c. d.
2. a. b. c. d.
3. a. b. c. d.
4. a. b. c. d.



## Focus

### 3 Talk with a partner.

- Read the short conversations aloud or ask two students to read the short conversations aloud.
- Ask students to practise the conversations with a partner.
- Tell students to practise the conversations again but to talk about different situations and ideas.

### 4 Listen and circle the best response. 6-04

- Listen to the audio.
- Ask students to circle the correct answer.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

1. d
2. b
3. c
4. c

## Expressions

### Asking for permission and responding

#### 5 Listen and repeat. 6-05

Question	Positive Response	Negative Response
May I (please)...?	Yes, you may.	No, you may not.
Can I ... (please)?	Of course, you can.	No, you cannot.
Do you mind if I...?	I don't mind.	I would rather you didn't.
Would I be able to...?	Sure. Feel free.	I don't think that'd be a good idea.
Would it be OK if...?	Yes, that'd be OK.	I don't think that'd be OK.

#### 6 Talk with a partner. Take turns asking for permission. Use the ideas below.



## Speak Up

#### 7 Look at the table. Use the verb and an object of your own to make questions asking for permission.

verb	object	your question
eat	food	<b>Ex.</b> Can I eat this cake, please?
stay over	friend's house	
travel to	country	
play	sport, game	
try	activity	

#### 8 Talk with a partner. Take turns asking for permission and responding. Use the ideas below. Give reasons.



75

## Expressions

### Asking for permission and responding

#### 5 Listen and repeat. 6-05

- Read the contents of the table.
- OR
- Ask students to read the table.
- OR
- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students if they know what kind of expressions are being highlighted.

### Extra Practise

#### Giving Reasons for Denying a Permission Request

Have students practise giving reasons for not permitting someone to do something. Tell students to work with a partner. Tell one student to ask for permission to do something. Tell the other student to deny the request, and then give a reason for the denial. Tell students to write down their conversations. Tell students to write five different permission requests and five different denials with reasons. When students are done writing, ask them to practise their conversations. Ask some students to present their conversations to the class. Remember to give feedback and ask follow-up questions.

#### 6 Talk with a partner. Take turns asking for permission. Use the ideas below.

- Tell students to find a partner.
- Ask students to take turns asking permission to do the activities and accepting or declining them.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to present their conversations to the class.
- Give feedback.

## Speak Up

#### 7 Look at the table. Use the verb and an object of your own to make questions asking for permission.

- Ask students to look at the table.
- Ask students to use the verb and an object of their choice to write a sentence in the gap.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

#### Sample Answers

1. Can I eat this cake, please?
2. May I stay over at Maria's house tonight?
3. Do you mind if we travel to Mexico?
4. Would I be able to play football after school?
5. Would it be OK if they tried fishing?

#### 8 Talk with a partner. Take turns asking for permission and responding. Use the ideas below. Give reasons.

- Tell students to find a partner.
- Ask students to use the situations in the pictures to take turns asking for permission and responding.
- Ask students to give reasons for giving and denying permission.
- Tell students to use the patterns in activities 3, 5, and 6.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to present their conversations to the class.
- Give feedback.

Aim: Understand rules and consequences

## Vocabulary

### 1 Listen and number. 6-06

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the word in the book.
- Check students' answers.

#### Answer Key

From left to right, top to bottom

3. rules
2. crime
1. arrest
7. fine
8. punish
4. jail
5. instructions
6. trouble

- Practise again. Point at different pictures and ask students to say the words.

### 2 Listen to the conversations and circle the words you hear. 6-07

- Listen to the audio.
- Ask students to circle the words they hear.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

1. trouble, arrest, rules
2. punish, trouble
3. instructions
4. rules, punish, arrested, jail, crime

## Focus

### 3 Talk with a partner.

- Read the short conversations aloud or ask two students to read the short conversations aloud.
- Ask students to practise the conversations with a partner.
- Tell students to practise the conversations again but to talk about different actions and consequences.

### 4 Listen again and circle the answers. 6-07

- Listen to the audio.
- Ask students to circle the correct answer.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

# C Listening

Aim Understand rules and consequences

## Vocabulary

### 1 Listen and number. 6-06

**NOTE**  
A punishment is something done to punish someone.

### 2 Listen to the conversations and circle the words you hear. 6-07

- trouble    instructions    arrest  
rules    crime    punish
- punish    jail    arrest  
fine    crime    trouble
- fine    arrest    punish  
instructions    trouble    rules
- rules    fine    punished  
arrested    jail    crime

## Focus

### 3 Talk with a partner.

Can we take pictures in the museum?

If you take pictures, you will be in trouble.

Can I park my car here?

If you park your car here, you will get a fine.

### 4 Listen again and circle the answers. 6-07

Mark will \_\_\_\_\_ if he doesn't recycle.  
a. be fined  
b. be jailed  
c. be arrested

1. Mark

Melissa's punishment is \_\_\_\_\_.  
a. no phone for three days  
b. summer school  
c. a £100 fine

2. Melissa

Frank will not have trouble with his computer \_\_\_\_\_.  
a. if he installs fewer parts  
b. if he buys new parts  
c. if he reads the instructions

3. Frank

Britney thinks \_\_\_\_\_.  
a. Jacob should be arrested  
b. Jacob shouldn't be arrested  
c. Jacob often gets in trouble

4. Britney

76

#### Answer Key

1. a
2. a
3. c
4. a

## Teacher's Note

### More on Zero and First Conditionals

If students are having trouble grasping first and zero conditionals, explain to them that zero conditionals describe truths, or what happens in general. With a zero conditional, *if* can often be replaced with *when* to make a general statement or truth. For example, "When I stay up late, I am tired in the morning." The zero conditional can also be used to talk about one's routine. For example, "When I wake up, I drink coffee." First conditionals describe a particular situation and a result we think is sure to happen. First conditionals use *if*. For example, "If it snows tomorrow, school will be cancelled." Make sure students understand the difference between zero conditionals and first conditionals.

## Grammar

### 5 Look at the table. Then talk with a partner.

First Conditional
First conditionals are used to talk about real actions or events and their likely results in the future. They take the form: <i>if</i> + present simple, ... future. <b>Ex.</b> <i>If the team wins, they will play in the finals.</i>
Zero Conditional
Zero conditionals are used to talk about real actions or events that usually happen and their likely results. They take the form: <i>if/when</i> + present simple, ... present simple. <b>Ex.</b> <i>When you bake a cake too long, it burns.</i>

### 6 Circle the answer.

- |   |       |             |
|---|-------|-------------|
| 1. <b>Ex.</b> <i>If you eat too much and don't exercise, you get fat.</i> | First | <b>Zero</b> |
| 2. <i>If you run for too long, your legs will hurt.</i>                   | First | Zero        |
| 3. <i>If it snows tonight, my dad won't drive to work.</i>                | First | Zero        |
| 4. <i>Sarah will be late if she doesn't catch a bus right now.</i>        | First | Zero        |
| 5. <i>You don't get better at doing things if you never practise.</i>     | First | Zero        |

## Listen Up

### 7 Where are the speakers? Listen and number.



### 8 Listen again. Fill in the gaps.

1. Sandra: If you \_\_\_\_\_ here, you'll get a(n) \_\_\_\_\_.

2. Mei: If you get caught \_\_\_\_\_, they will tell you to \_\_\_\_\_ the photos.

3. Melody: If your bike \_\_\_\_\_, you'll be in \_\_\_\_\_.

4. Marshall: If he is \_\_\_\_\_, he will have to be \_\_\_\_\_.

77

## Grammar

### 5 Look at the table. Then talk with a partner.

- Read the contents of the table.
- OR
- Ask students to read the table.
- Ask students if they know what kind of grammar points are being highlighted.
- Tell students to find a partner.
- Ask students to discuss the information from the table.

### 6 Circle the answer.

- Ask students to read the sentences.
- Ask students to circle the correct answer.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

1. Zero
2. First
3. First
4. First
5. Zero

## Listen Up

### 7 Where are the speakers? Listen and number.

- Listen to the audio.
- Ask students to write the correct number next to the picture.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

From left to right

4. cinema
1. car park
2. museum
3. garage

### 8 Listen again. Fill in the gaps.

- Listen to the audio.
- Ask students to fill in the gaps.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

1. park, fine
2. taking pictures, delete
3. breaks down, big trouble
4. caught, punished

## Extra Practise

### Conditionals Race

Split the class into two teams. Tell each team to line up at the front of the class. Take the first two students from each team. Out loud, tell them either "First Conditional" or "Zero Conditional". The students then have to say a sentence in the conditional form that was stated. The student that correctly says a sentence in the desired conditional form first gets a point for their team. Continue this process until each student has had a turn. The team with the most points at the end of the game wins.

Aim: Write a letter asking for permission

## Vocabulary

### 1 Listen and number. 6-09

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the word in the book.
- Check students' answers.

#### Answer Key

From left to right, top to bottom

4. follow
6. look for
1. exactly
2. find out
5. place
7. details
8. allow
3. cost

- Practise again. Point at different pictures and ask students to say the words.

### 2 Match the words with their definitions.

- Ask students to read the words and the definitions.
- Ask students to match the word with the correct definition.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

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

## Expressions

### Phrasal verbs with look

### 3 Look at the table. Then fill in the gaps with phrasal verbs.

- Read the contents of the table.
- OR
- Ask students to read the table.
- Ask students if they know what kind of grammar point is being highlighted.
- Ask students to read the sentence prompts.
- Ask students to write the correct phrasal verb in the gap.
- Ask students to complete the activity.
- Check students' answers.

Aim Write a letter asking for permission

## Vocabulary

### 1 Listen and number. 6-09



### 2 Match the words with their definitions.

- |             |   |  |
|-------------|---|--|
| 1. follow   | • | a. completely correct                                |
| 2. look for | • | b. specific facts and information about something    |
| 3. exactly  | • | c. to move behind someone or something               |
| 4. find out | • | d. a building, area, town; somewhere                 |
| 5. place    | • | e. to give permission to do something                |
| 6. details  | • | f. to try and see or find something                  |
| 7. allow    | • | g. the amount of money needed to buy or do something |
| 8. cost     | • | h. to get information about something                |

## Expressions

### Phrasal verbs with look

### 3 Look at the table. Then fill in the gaps with phrasal verbs.

Phrasal verbs with look	
Word	Meaning
look after	to take care of someone or something
look (sth.) up	to find information on something
look around	to visit a place and see what is there
look for	to seek or search for someone or something
look out	to be careful

**NOTE** Phrasal verbs are verbs with two parts: a verb and a particle. Some phrasal verbs can be split, while others cannot.  
**EX** I need to look it up. (separable)  
 Let's look around this gallery first. (inseparable)

1. There are many cars around here, so \_\_\_\_\_ when you cross the road.
2. I want you to \_\_\_\_\_ the inventor of the light bulb. Who was he?
3. Dad and I are going to be out tonight, so please \_\_\_\_\_ your little sister.
4. I'm \_\_\_\_\_ my little sister. I think she's lost. I last saw her by this shop.
5. Want to go to the department store and \_\_\_\_\_?

78

#### Answer Key

1. look out
2. look up
3. look after
4. looking for
5. look around

## Teacher's Note

### Must vs Have To

*Must* and *have to* perform the same function and can be used interchangeably. The emotional context, however, is a little different. *Must* means the obligation to do something comes from the speaker, meaning that it's not necessarily a rule. *Have to*, on the other hand, implies that the obligation to do something comes from someone else, something that the speaker can't change. In other words, *have to* expresses an impersonal idea while *must* expresses the speaker's feelings. Make sure students understand this slight difference.

## Grammar

4 Look at the table. Then talk with a partner.

must and must not	
The modal <i>must</i> goes in front of a verb and means that there is no choice. The modal <i>must not</i> has a similar meaning. It means that something is prohibited, or not allowed—it cannot be done.	
<b>Ex</b>	You <i>must</i> call me. (There is no choice.) You <i>must not</i> follow strangers. (It is a rule.)

5 Fill in the gaps using *must* and *must not*.

- You \_\_\_\_\_ be late for school.
- You \_\_\_\_\_ take your coat when you go to the campsite.
- You \_\_\_\_\_ be careful when you are near the campfire.
- You \_\_\_\_\_ study hard to become an astronaut.

6 Answer the questions. Use *must* or *must not* in your answer.

- Q: May I stay at my friend's house this weekend? A: Yes, but you \_\_\_\_\_.
- Q: Can I buy some new clothes? A: Yes, but you \_\_\_\_\_.
- Q: Can I play with the kitten? A: Yes, but you \_\_\_\_\_.

## Writing

7 Look at the ads. Then write a letter to your parents asking for permission to do one of the activities.

79

## Grammar

4 Look at the table. Then talk with a partner.

- Read the contents of the table.
- OR
- Ask students to read the table.
- Ask students if they know what kind of grammar point is being highlighted.
- Tell students to find a partner.
- Ask students to discuss the information from the table.

5 Fill in the gaps using *must* and *must not*.

- Ask students to read the sentence prompts.
- Ask students to write *must* or *must not* in the gap.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

1. must not
2. must
3. must
4. must

6 Answer the questions. Use *must* or *must not* in your answer.

- Ask students to read the sentence prompts.
- Ask students to write an answer using *must* or *must not* on the line.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

#### Sample Answers

1. Yes, but you must come home early the next day.
2. Yes, but you must not spend too much money.
3. Yes, but you must feed him afterwards.

## Writing

7 Look at the ads. Then write a letter to your parents asking for permission to do one of the activities.

- Ask students to look at the ads and choose one.
- Ask students to write a letter to their parents asking for permission to attend.
- Tell students to use the patterns learned in Unit 6 up until now.
- Tell students to write their letters on a separate sheet of paper.
- Check students' letters to make sure they're writing correctly.
- Ask some students to present their letters to the class.
- Give feedback.

### Extra Practise Write a Letter in Response to Activity 7

Ask students to write a response for the letter they wrote in activity 7. Tell students to either grant permission or refuse permission to attend the event that students wrote about in activity 7. Tell students to write their response letters on a separate sheet of paper. After students are done writing, ask some students to present their response letters to the rest of the class. Remember to give feedback and ask follow-up questions.

# Lesson E Project

Aim: Solve complex problems with a group

## Video

1 Look at the pictures. What do you think the video will be about? Talk with a partner.

- Ask students to look at the pictures.
- Ask students to make predictions about the video they're about to watch.
- Tell students to talk with a partner.
- Tell students to share their predictions with their partner.

Scan the QR code to link to Unit 6 video.

2 Watch the video. Number the pictures in order.

- Play the video for students.
- Ask students if their predictions were correct.
- Ask students to number the pictures in order.
- Play the video again if needed.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

From left to right

3, 2, 1

3 Watch again. Put a tick (✓) next to the words you hear.

- Play the video again.
- Ask students to put a tick next to the words they hear.
- Play the video again if needed.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

From left to right, top to bottom

follow, arrested, crime, jail, emergency, punished

4 Watch again. Circle the word(s) you hear.

- Ask students to read the sentences.
- Play the video again.
- Ask students to circle the word(s) they hear.
- Play the video again if needed.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

1. we'll
2. delay
3. Won't
4. we
5. they'll
6. emergency
7. punished
8. can, won't

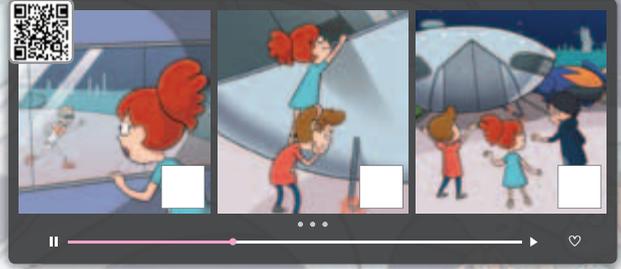
# E Project

Aim Solve complex problems with a group

## Video

1 Look at the pictures. What do you think the video will be about? Talk with a partner.

2 Watch the video. Number the pictures in order.



3 Watch again. Put a tick (✓) next to the words you hear.

- |                                 |                                    |                                 |                                |                                       |
|---------------------------------|------------------------------------|---------------------------------|--------------------------------|---------------------------------------|
| <input type="checkbox"/> follow | <input type="checkbox"/> arrested  | <input type="checkbox"/> crime  | <input type="checkbox"/> avoid | <input type="checkbox"/> instructions |
| <input type="checkbox"/> jail   | <input type="checkbox"/> emergency | <input type="checkbox"/> bother | <input type="checkbox"/> place | <input type="checkbox"/> punished     |

4 Watch again. Circle the word(s) you hear.



1. If he shows up, I'll / we'll ask.
3. Won't / Can't we get arrested for that?
5. If the police catch us, we'll / they'll throw us in jail!
7. We really won't be punished / punishment?



2. Sorry for the delay / bother!
4. If it's an emergency, we / they won't even get a fine.
6. Getting you two back home is an emergency / crime.
8. Yes, we can / could, and no, we wouldn't / won't.

5 Watch again. Then circle true or false.

- |   |      |       |
|---|------|-------|
| 1. Leinad is late for his meeting with Tom and Jessie.    | true | false |
| 2. Jessie and Tom are worried about stealing.             | true | false |
| 3. The world hopper is decorated with racing stuff.       | true | false |
| 4. Jessie opens the door because she's the tallest.       | true | false |
| 5. Tom and Jessie feel that Leinad is not being truthful. | true | false |

5 Watch again. Then circle true or false.

- Ask students to read the sentences.
- Play the video again.
- Ask students to circle the correct answer.
- Play the video again if needed.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

1. true    2. true    3. true    4. false    5. true

## Extra Practise Leinad's Ultimate Goal

Have students work in groups of two to three to come up with a story for why Leinad wanted to steal the world hopper. Tell students to include Leinad's ultimate goal and reasons why he has that goal. Tell students to use the patterns from Unit 6 to write their stories. Tell students to be creative with their stories, too. When students are done writing, have each group present their stories to the class. Remember to give feedback and ask follow-up questions.

**NOTE** Many companies now include logic problems in their hiring interviews. These questions are used to test a person's creativity and critical thinking abilities.

**6** Talk with a partner. Read the following statements and answer the questions. Look in the back of the book to find the solutions.

**A** I. Monica is older than Peter.  
 II. Frank is older than Monica.  
 III. Frank is older than Peter.  
 If the first two statements are true, the third statement is:  
 a. true      b. false      c. uncertain

**B** I. All the roses in Zoe's garden are red.  
 II. All the tulips in Zoe's garden are white.  
 III. All the flowers in Zoe's garden are either red or white.  
 If the first two statements are true, the third statement is:  
 a. true      b. false      c. uncertain

**C** This is Nadine and Carmen. We know that at least one of these statements is a lie. What colour is Nadine's shirt?  
 a. yellow      b. red      c. uncertain



**7** Get in groups. Read the problems. Choose a problem to solve. Talk with your group and write a solution. Make diagrams if necessary.



**River-Crossing Problem**

A farmer needs to move a fox, a rabbit, and some carrots from one side of a river to the other using a boat. The boat is small, so the farmer can only carry himself and one other thing each time he crosses the river.

- If the fox is left alone with the rabbit, it will eat the rabbit.
- If the rabbit is left alone with the carrots, it will eat the carrots.
- How can the farmer move the fox, rabbit, and carrots across the river without losing anything?

**Odd-Ball Problem**

You have nine balls that all weigh the same except for one, which is a little heavier than the rest. You have a double pan scale that you can use to balance the weights. What is the least number of times you have to weigh the balls to find the heavier ball?



21<sup>st</sup> Century Skills

**6** Talk with a partner. Read the following statements and answer the questions. Look in the back of the book to find the solutions.

- Tell students to find a partner.
- Ask students to read the questions.
- Ask students to talk about and answer the questions.
- Tell students to look on p. 144 if they are having trouble solving the questions.
- Tell students to use the patterns from the previous lessons in Unit 6.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to present their answers to the class.
- Give feedback.

**Answer Key**

1. a
2. c
3. b

**7** Get in groups. Read the problems. Choose a problem to solve. Talk with your group and write a solution. Make diagrams if necessary.

- Tell students to get into groups.
- Ask students to read the questions.
- Ask students to talk about and answer the questions.
- Tell students to look on p. 144 if they are having trouble solving the questions.
- Tell students to use the patterns from the previous lessons in Unit 6.
- Tell students to draw diagrams if they need to.
- Check students' conversations and diagrams to make sure they're speaking and working properly.
- Ask some students to present their answers to the class.
- Give feedback.

**Answer Key**

**River Crossing Problem**

1. The farmer must take the rabbit across first.
2. The farmer must return and take the carrots across.
3. The farmer must return with the rabbit so that it doesn't eat the carrots.
4. The farmer must let the rabbit off the boat and then take the fox across to where the carrots are.
5. The farmer must return and pick up the rabbit last.

**Odd-Ball Problem**

1. First, split the balls into groups of three. Weigh two of the groups on the scale. If they are balanced, you know that the odd ball is in the group you did not weigh. If they are not balanced, then you know the odd ball is in the heavier group.
2. Take your heavier group and weigh one ball from the three on each side of the scale. If they balance, you know the third ball that you did not weigh is the odd ball. If they are not balanced, then the heavier ball is the odd ball.

**Teacher's Note**

**Giving Hints**

If students are having a hard time with activities **6** and **7**, rather than letting them look in the back of the book for the answers, give them hints to make them think about the problem more. This way, students will have a better chance of solving the problems without looking up the answers.

## 1 Read and choose the best words to fill in the gaps.

- Ask students to read the reading.
- Ask students to circle the best word to fill in the gap.
- Ask students to write the word in the gap.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

1. a, breakfast
2. c, junk food
3. a, lunch
4. b, main dish
5. c, dinner
6. d, dessert

## 2 Read and fill in the gaps with words in the box. One word is not used.

- Ask students to read the reading.
- Ask students to circle and write the correct word in the gap.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

1. crunchy
2. salty
3. spicy
4. sweet
5. taste
6. greasy
7. sour

## 3 Choose the correct form of determiner.

- Ask students to read the sentences.
- Ask students to circle the correct word.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

1. some
2. any
3. None of
4. no
5. some

## 1 Read and choose the best words to fill in the gaps.

### FOOD DIARY

My mum and I have started writing a food diary. She said it will help us eat more healthy food.

Monday 12th—I woke up late this morning, so I didn't have much time to eat 1. \_\_\_\_\_. I just grabbed some 2. \_\_\_\_\_, such as crisps and some popcorn, and ate them on the bus. For 3. \_\_\_\_\_, I had an egg sandwich as my 4. \_\_\_\_\_. As a side dish, I had a small bowl of vegetable soup. I was very hungry by 5. \_\_\_\_\_ time. My friends wanted to go to Burger Palace, so I went with them. I ate a lot of fast food: a burger, fries, and a large cola. I even had an ice cream sundae for 6. \_\_\_\_\_! I think I didn't do a very good job eating healthy food today. Writing this diary makes me feel like I should do more to be healthy. I'll eat better tomorrow!

1. a. breakfast	b. dessert	c. dinner	d. lunch
2. a. side dishes	b. ingredients	c. junk food	d. fast food
3. a. lunch	b. breakfast	c. dinner	d. dessert
4. a. side dish	b. main dish	c. dessert	d. breakfast
5. a. breakfast	b. lunch	c. dinner	d. dessert
6. a. snack	b. lunch	c. dinner	d. dessert

**NOTE** A snack is a small meal that you eat between breakfast, lunch, and dinner.

## 2 Read and fill in the gaps with words in the box. One word is not used.

sour	sweet	salty	dry
spicy	greasy	crunchy	taste

**Snack Review** Everyone enjoys a good snack! But there are so many. How do you choose? Here is a guide to help you choose the best snacks for this weekend.

**Ray's Crisps**  
Ray's Crisps have always been popular. They're very 1. \_\_\_\_\_, so they make a loud sound every time you eat them! They're baked with sea salt, so they're the perfect 2. \_\_\_\_\_ snack!

**Big T Chilli Fries**  
Big T Chilli Fries are the newest snacks you can find in shops! The name says it all! They are French fries with a special sauce. They are both 3. \_\_\_\_\_ like chilli and 4. \_\_\_\_\_ like sugar!

**Mini Pizza Balls**  
Mini Pizza Balls have been around for a long time. They are a fun snack that everyone enjoys! They might be small, but they 5. \_\_\_\_\_ just like pizza! And just like a real pizza, these Mini Pizza Balls are 6. \_\_\_\_\_. So, don't forget to grab some napkins!

**Lemon Star**  
Have you ever tried Lemon Star? It's a sweet powder that you can share with all your friends! Enjoy the 7. \_\_\_\_\_ flavour of lemon!



## Teacher's Note

### More Food Adjectives

Explain other adjectives to describe food. Make sure students understand adjectives such as *appetising, aromatic, bite-size, bitter, bland, cheesy, creamy, delectable, doughy, dry, fatty, flaky, flavourless, flavoursome hearty, homemade, ice-cold, lean, light, moist, mouth-watering, piping hot, pungent, rich, savoury, scrumptious, seasoned, sharp, silky, spongy, sticky, sugarless, sugary, tasty, tender, tough, yucky, and yummy.*

**3 Choose the correct form of determiner.**

- I would like any / some green tea.
- He doesn't want any / no fried chicken.
- None of / No them ordered the pineapple pizza.
- There is no / none water in the bottle.
- Henrietta wants some / none of her favourite ice cream for dessert.

**4 Circle the kind of conditional.**

- If people aren't careful, they can start forest fires. zero / first
- If our class wins, we will get a trophy. zero / first
- If it rains, there's always a bad traffic jam. zero / first
- If you meet Donald at school, you'll see his new haircut. zero / first

**5 Listen and circle true or false.** R3-01

- Alex learned about the fire from a librarian. true false
- Kevin thinks it's dangerous to use candles in a library. true false
- No one pulled the fire alarm when the fire started. true false
- No one was injured in the fire. true false

**6 Listen and circle the correct answer.** R3-02

- What does Olivia ask her dad for?
  - permission to go to a party
  - permission to stay over at a friend's house
  - a new phone
  - help calling a friend
- What is NOT true about Olivia's dad?
  - He wants to speak to Maddie's parents first.
  - He wants to have the phone number of Maddie's parents.
  - He doesn't think the sleepover is a good idea.
  - He thinks they will skip school.
- What is true about Maddie's sleepover?
  - It's on a school night.
  - Olivia's dad will drive everyone to school.
  - They will do their homework together.
  - Olivia will help Maddie with her chores.

**7 Listen to the audio in 6 again. Match the sentence with the person who is the most likely to have said it. One sentence will not be used. Put an (X) on the sentence that is not used.** R3-02

- Mum, would it be OK to have a sleepover at our house?
- I don't think that's a good idea, Olivia.
- Of course you can, Maddie!
- Can I please go to the sleepover?
- Would it be OK if I borrowed your phone?



**6 Listen and circle the correct answer.** R3-02

- Ask students to read the questions.
- Listen to the audio.
- Ask students to answer the question.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

**Answer Key**

- b
- d
- a

**7 Listen to the audio in 6 again. Match the sentence with the person who is the most likely to have said it. One sentence will not be used. Put an (X) on the sentence that is not used.** R3-02

- Listen to the audio.
- Ask students to match the sentence with the correct person.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

**Answer Key**

- Maddie
- Olivia's dad
- Maddie's mum
- Olivia
- X

**Teacher's Note**

**Conditionals Revisited**

Remind students that zero conditionals are used to talk about general truths and one's daily schedule. The first conditional is used to talk about specific possible situations and their probable results. In many cases, *when* can be substituted for *if* in a zero conditional. On the other hand, *if* is used with first conditionals. Make sure students remember these differences.

This unit will give students the ability to talk about shopping, shopping items, and how to make comparisons between items. Students will also gain the ability to give shopping advice and how to convince others to buy a product.

Scan the QR code to download Unit 7 audio.

### WHAT YOU WILL DO IN THIS UNIT

#### Unit 7 AIMS

Lesson A: Understand people talking about shopping

Lesson B: Compare items

Lesson C: Read about traditional markets

Lesson D: Ask for and give shopping advice

Lesson E: Make a sales pitch

#### Target Skills

Lesson A: Listening

Lesson B: Speaking

Lesson C: Reading

Lesson D: Writing

Lesson E: Project

#### Target Vocabulary

Lesson A	Lesson B
advert bookshop boutique chemist's display for sale greengrocer's sales assistant	compare coupon high low modern price quality retro
Lesson C	Lesson D
bargain customer employee goods location spend stall trade	flyer list product receipt rent search second-hand (used) window-shop

# LET'S GO SHOPPING



Scan for Audio

### WHAT YOU WILL DO IN THIS UNIT

- A Listening** Understand people talking about shopping
- B Speaking** Compare items
- C Reading** Read about traditional markets
- D Writing** Ask for and give shopping advice
- E Project** Make a sales pitch



Look at the photo and answer the questions.

1. What do you see in the picture?
2. What kind of place do you think this is?
3. What kinds of items do you think people can buy here?
4. Where are some interesting places to go shopping in your country?

85

## Key Grammar

### need to, would like to, and want to

We use *need to* when we talk about things that are required because they are important to do. We use *would like to* and *want to* when we talk about things we desire or prefer.

Example
She <i>needs to</i> clean the house before the guests arrive.
I <i>would like to</i> go home right now.
They <i>wanted to</i> visit the museum.

## comparatives (1)

Use comparative forms to compare two things or two people. Follow the pattern noun + verb + comparative adjective + *than* + noun. Add *much*, *far*, *a lot*, *a little*, or *quite a lot* before the comparative adjective to highlight or make the meaning more specific. These are called intensifiers. (See unit 9 to learn more about comparative forms.)

Example
He is <i>much</i> richer than his sister.
This smartphone is <i>a lot</i> bigger than that smartphone.
She is <i>a little</i> taller than Brian.

## verbs followed by to-infinitives

We often use *to* + infinitive verb after another verb to show that an action is done for a certain purpose. Certain verbs expressing a person's thoughts or feelings can also be used with this pattern.

Usage	Example
to express purpose	He is working to make money.
	She is exercising to lose weight.
	They are practising to win the game.
used with certain verbs expressing feeling or thinking	She decided to get a cup of coffee.
	We wanted to join the party.
	They chose to go home now.

## Unit 7 Discussion

Look at the photo and answer the questions.

- Ask students to look at the Unit 7 cover page.
- Then ask the class each question.
- Give corrections and ask follow-up questions.
- Ask students to talk with a partner. Have students take turns asking the questions on the page to their partner.

### Extra Practise More Discussion

Ask more questions about shopping.

#### Ex.

- How often do you go shopping?
- What do you usually go shopping for?
- Where do you go to buy clothes?
- Where do you go to buy electronics?
- Where do you go to buy food?
- Are prices in your country low or high? Why do you think so?

# Lesson A Listening

Aim: Understand people talking about shopping

## Vocabulary

### 1 Listen and number. 7-01

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the word in the book.
- Check students' answers.

#### Answer Key

From left to right, top to bottom

5. boutique
8. bookshop
3. chemist's
1. greengrocer's
7. display
2. advert
6. for sale
4. sales assistant

- Practise again. Point at different pictures and ask students to say the words.

### 2 Fill in the gaps with the best vocabulary words.

- Ask students to read the sentence prompts.
- Ask students to write the best vocabulary word in the gap.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

1. chemist's
2. bookshop
3. boutique
4. greengrocer's
5. advert

## Focus

### 3 Talk with a partner.

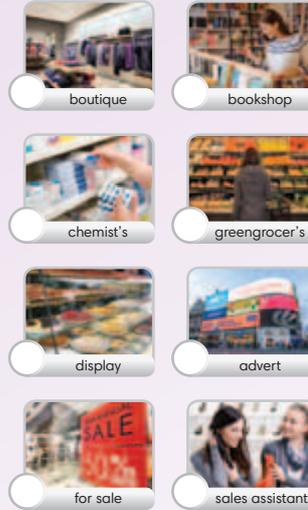
- Read the short conversations aloud or ask two students to read the short conversations aloud.
- Ask students to practise the conversations with a partner.
- Tell students to practise the conversations again but to talk about different places and ideas.

# A Listening

Aim Understand people talking about shopping

## Vocabulary

### 1 Listen and number. 7-01



### 2 Fill in the gaps with the best vocabulary words.

1. A(n) \_\_\_\_\_ is a shop that sells medicine.
2. A(n) \_\_\_\_\_ is a shop that sells books.
3. A(n) \_\_\_\_\_ is a small shop that sells fashionable clothes.
4. A(n) \_\_\_\_\_ is a shop that sells fruit and vegetables.
5. A(n) \_\_\_\_\_ is a picture, video, etc., used to get people to buy something.

## Focus

### 3 Talk with a partner.

- I need to go to *the chemist's* to pick up some medicine.
- Sure. Let's go together. / Oh? What are you looking for?
- I'd like to go to *the bookshop*.
- Sounds good. / I'm a little busy right now.
- I want to go to *the greengrocer's*.
- No problem. / Right now? Why?

### 4 Listen and circle the answers. 7-02

1. Marcus

Marcus needs to stop at the \_\_\_\_\_.

- bookshop
- chemist's
- boutique

2. Alfie

Alfie is at a \_\_\_\_\_ right now.

- greengrocer's
- bookshop
- boutique

3. Sophia & Mark

Mark needs to go to \_\_\_\_\_.

- the greengrocer's
- a boutique
- a bookshop

### 4 Listen and circle the answers. 7-02

- Tell students to find a partner.
- Ask students to practise asking and answering the questions.
- Tell students to use past time expressions.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to present their conversations to the class.
- Give feedback.

#### Answer Key

1. b
2. c
3. b

## Teacher's Note

### Have To...

Explain to students that they can also use *have to* when talking about going places to do something. Remember to explain that *have to* and *need to* do not have the same meaning. *Have to* is used to talk about obligations that one has no choice but to do. *Need to* is used to talk about something necessary to do in order to achieve a certain goal. Make sure students understand this slight difference.

## Listen Up

5 Where should the speaker go? Listen and number. 7-03



6 Listen again. Fill in the gaps. 7-03



I want to go to the \_\_\_\_\_.

I need to get \_\_\_\_\_, like \_\_\_\_\_ and oranges.

1. Andrea



I need to go to the \_\_\_\_\_ this afternoon.

I want to buy some \_\_\_\_\_ for my skin.

2. Levi



I'd like to go to a(n) \_\_\_\_\_ in my area.

The sales assistants \_\_\_\_\_ bags. They told me they'll \_\_\_\_\_ me a bag as well.

3. Patricia



I'd like to go to the \_\_\_\_\_ this afternoon.

There's a big \_\_\_\_\_ inside the bookshop, and I like to relax there.

4. Victor

## Challenge

7 Listen and answer the questions. 7-04

- Which statement is false?
  - The Dubai Mall is the largest shopping centre in the world.
  - The Dubai Mall has over 1,200 shops.
  - The Dubai Mall has many attractions.
  - The Dubai Mall has an aquarium.
- If you're a gamer, what attraction would you likely enjoy?
  - the boutiques
  - the open air cinema
  - the haunted house
  - the VR Park
- What is NOT an attraction at the Dubai Mall?
  - a VR Park
  - an IMAX cinema
  - a giant roller coaster
  - a giant ice rink
- Which statement is true?
  - The Dubai Mall has many attractions.
  - The Dubai Mall carries mostly luxury brands.
  - The Dubai Mall has several aquariums.
  - The Dubai Mall is a scary place.

**NOTE**  
A haunted house is an attraction made to scare visitors for their entertainment.

**NOTE**  
An attraction is something that draws people to a place; for example, a roller coaster, concert, or show.

8 Talk with a partner.

- Where do you usually go shopping?
- What's the biggest shopping centre or market you've ever been to? Describe the experience.
- What are some attractions you can find at shopping centres and markets?

87

## Listen Up

5 Where should the speaker go? Listen and number. 7-03

- Listen to the audio.
- Ask students to write the number next to the correct picture.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

- boutique
- chemist's
- bookshop
- greengrocer's

6 Listen again. Fill in the gaps. 7-03

- Listen to the audio.
- Ask students to write the correct words in the gaps.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

- greengrocer's, fruit, lemons
- chemist's, medicine
- boutique, make the, make
- bookshop, coffee shop

## Challenge

7 Listen and answer the questions. 7-04

- Listen to the audio.
- Ask students to circle the correct answer.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

- a
- d
- c
- a

8 Talk with a partner.

- Tell students to find a partner.
- Tell students to discuss the questions.
- Ask students if they would like to share their discussion with the class.
- Ask follow-up questions.

### Extra Practise I need to go to... to buy...

Have students practise talking about things they need to buy and where they can buy them from using the patterns from activities 3, 4, 5, and 6. Tell students to model their answers on the audio and sentences from activities 4, 5, and 6. Also, make sure students say what they need, and where they will go. Tell students to include three items that they need to buy. Tell students to write their work on a separate sheet of paper and to include a minimum of five sentences. When students are done writing, have some of them present their work to the class. Remember to give feedback and ask follow-up questions.

# Lesson B Speaking

Aim: Compare items

## Vocabulary

### 1 Listen and number. 7-05

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the word in the book.
- Check students' answers.

#### Answer Key

From left to right, top to bottom

- price
- coupon
- compare
- high
- low
- quality
- modern
- retro

- Practise again. Point at different pictures and ask students to say the words.

### 2 Fill in the gaps with the best vocabulary words.

- Ask students to read the sentence prompts.
- Ask students to write the best vocabulary word in the gap.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

- |            |          |
|------------|----------|
| 1. quality | 2. low   |
| 3. modern  | 4. high  |
| 5. coupon  | 6. price |
| 7. compare | 8. retro |

## Focus

### 3 Talk with a partner.

- Read the short conversations aloud or ask two students to read the short conversations aloud.
- Ask students to practise the conversations with a partner.
- Tell students to practise the conversations again but to talk about different clothing and characteristics.

### 4 Listen and circle the best response. 7-06

- Listen to the audio.
- Ask students to circle the correct answer.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

- b
- b
- b

# B Speaking

Aim Compare items

## Vocabulary

### 1 Listen and number. 7-05



### 2 Fill in the gaps with the best vocabulary words.

- It might cost a little bit more than usual, but you're paying for better \_\_\_\_\_.
- This shirt is only two pounds? That price seems quite \_\_\_\_\_.
- This house was built last year, so its design is very \_\_\_\_\_.
- Thirty-five pounds for a pizza? Isn't that price a little \_\_\_\_\_?
- If you have a \_\_\_\_\_, you can get an additional £10 off!
- Can you tell me the \_\_\_\_\_ of this jumper?
- I will \_\_\_\_\_ the two computers and pick the one that fits my needs best.
- That shirt is so \_\_\_\_\_. It looks like something my dad wore when he was younger.

## Focus

### 3 Talk with a partner.

**NOTE**  
Comparatives are used to explain how two things are different. We can also use comparatives with intensifiers such as *much*.  
**Ex** France is a *bigger* country than England. The United States is a *much bigger* country than France.

This *dress* is of *higher quality* than *that dress*.  
This *jacket* is of *lower quality* than *that jacket*.

The *price of this jacket* is *lower* than *that jacket*.  
The *price of this jacket* is *much lower* than *that jacket*.

**NOTE**  
Some words have irregular comparative forms.  
**Ex** good → better  
bad → worse  
far → farther/further

### 4 Listen and circle the best response. 7-06

- The woman asks for:  
a. a warm colour dress  
b. a tighter-fitting dress



- What will lower the price?  
a. buying low-quality materials  
b. signing up for a membership

- What is wrong with the house?  
a. It's too modern for the man.  
b. It's too retro for the man.



## Teacher's Note

### More Intensifiers

Explain to students that more expressive intensifiers can also be used with comparative adjectives. For example, *amazingly*, *particularly*, *exceptionally*, *remarkably*, *incredibly*, and *unusually* can all be used as intensifiers for comparative adjectives. Make sure students understand this and include some variety when using intensifiers.

## Grammar

### 5 Look at the table. Then listen and repeat. 7-07

Comparatives
Comparative adjectives are used to talk about the differences between two people, things, etc. Comparatives take the form: noun (subject) + verb + comparative adjective + <i>than</i> + noun (object). <b>Ex</b> He is <i>bigger</i> than his brother. This car is <i>more expensive</i> than that car.
Intensifiers
Intensifiers can go with a comparative adjective to add detail about the size or degree of a difference. Common intensifiers include <i>much</i> , <i>far</i> , <i>a lot</i> , <i>a little</i> , <i>quite a lot</i> , etc. <b>Ex</b> He is <i>much</i> bigger than his brother. This car is <i>a little</i> more expensive than that car.

### 6 Fill in the gaps using an intensifier and the comparative form of the given words.

- This sports car is \_\_\_\_\_ (fast) than that 4x4.
- This shop's prices are \_\_\_\_\_ (low) than the prices at the shop in the city centre.
- The quality of this suit is \_\_\_\_\_ (good) than the quality of my old one.
- This film is \_\_\_\_\_ (exciting) than the last one we saw.
- This bed is \_\_\_\_\_ (soft) than my old one.

## Speak Up

### 7 Talk with a partner. Look at the items. Choose one set and make comparative statements. Decide which of the two items you like most.

SET A		SET B	
<b>Sports Car</b>  <ul style="list-style-type: none"> <li>Cost: £300,000</li> <li>Features: 400 km/h</li> <li>2 seats</li> <li>Comes in red, yellow, black, and two-tone colours</li> </ul>	<b>Four Wheel Drive (4x4)</b>  <ul style="list-style-type: none"> <li>Cost: £100,000</li> <li>Features: 230 km/h</li> <li>5 seats</li> <li>Comes in silver, red, blue, black, yellow, and orange</li> </ul>	<b>Parka</b>  <ul style="list-style-type: none"> <li>Cost: £400</li> <li>Features: Good for extremely cold weather</li> <li>4 pockets</li> <li>Comes in red, black, white, green, and blue</li> </ul>	<b>MA-1 Jacket</b>  <ul style="list-style-type: none"> <li>Cost: £250</li> <li>Features: Good for slightly cold weather</li> <li>3 pockets</li> <li>Comes in red, black, white, green, and blue</li> </ul>
SET C		SET D	
<b>Gaming Desktop</b>  <ul style="list-style-type: none"> <li>Cost: £1,000</li> <li>Features: 1 TB SSD</li> <li>16 GB RAM</li> <li>High quality graphics</li> <li>Fast processing speed</li> </ul>	<b>Laptop</b>  <ul style="list-style-type: none"> <li>Cost: £2,500</li> <li>Features: 500 GB SSD</li> <li>4 GB RAM</li> <li>Mobile graphics card</li> <li>High quality display</li> </ul>	<b>Smartphone</b>  <ul style="list-style-type: none"> <li>Cost: £1,000</li> <li>Features: 250 GB</li> <li>High quality display</li> <li>Fast processing speed</li> <li>12 cm display</li> </ul>	<b>Tablet</b>  <ul style="list-style-type: none"> <li>Cost: £2,000</li> <li>Features: 500 GB</li> <li>High quality display</li> <li>Fast processing speed</li> <li>32 cm display</li> </ul>

89

## Grammar

### 5 Look at the table. Then listen and repeat. 7-07

- Read the contents of the table.
- OR
- Ask students to read the table.
- OR
- Listen to the audio.
- Ask students if they know what kind of words are being highlighted.

### 6 Fill in the gaps using an intensifier and the comparative form of the given words.

- Ask students to read the sentence prompts.
- Ask students to write an intensifier plus the comparative form of the given word in the gap.
- Ask students to complete the activity.
- Check students' answers.

## Answer Key

### Sample Answers

- a lot faster
- much lower
- far better
- quite a lot more exciting
- amazingly softer

## Speak Up

### 7 Talk with a partner. Look at the items. Choose one set and make comparative statements. Decide which of the two items you like most.

- Tell students to find a partner.
- Ask students to choose one set of items.
- Ask students to take turns making comparisons about the two items.
- Ask each student to choose the item they like most.
- Tell students to use the patterns from activities 3, 5, and 6.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to present their conversations to the class.
- Give feedback.

## Extra Practise Comparing Items

Before class, prepare images of items that are similar but different, or use the remaining items from activity 7. Tell students to work with the same partners they had for activity 7. Ask students to write three comparative sentences for the remaining items. Tell students to use the patterns from activities 3, 5, and 6. Tell students to write their sentences on a separate sheet of paper. When everyone is done writing, ask some students to present their work to the rest of the class. Remember to give feedback and ask follow-up questions.

Aim: Read about traditional markets

## Vocabulary

### 1 Listen and number. 7-08

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the word in the book.
- Check students' answers.

### Answer Key

From left to right, top to bottom

8. location
2. employee
5. customer
1. goods
7. spend
4. trade
6. bargain
3. stall

- Practise again. Point at different pictures and ask students to say the words.

### 2 Fill in the gaps with the best vocabulary words.

- Ask students to read the sentence prompts.
- Ask students to write the best vocabulary word in the gap.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

1. employees
2. customer
3. goods
4. stalls
5. bargain
6. trade
7. location
8. spend

## Pre-Reading

### 3 Talk with a partner. Look at the different places to shop. Can you name some examples of each? What can you buy at each location?

- Tell students to find a partner.
- Ask students to look at the pictures.
- Ask students to talk about some examples of each place to shop.
- Ask students to talk about the things that can be bought at each location.
- Check students' conversations to make sure they're speaking properly.
- Give feedback.

# C Reading

**Aim** Read about traditional markets

## Vocabulary

### 1 Listen and number. 7-08



### 2 Fill in the gaps with the best vocabulary words.

1. The café has two \_\_\_\_\_ who make all the coffee.
2. The \_\_\_\_\_ asked the shop owner about the price.
3. Traditional markets sell many different \_\_\_\_\_.
4. Traditional markets have many \_\_\_\_\_ where people sell food and other items.
5. You can try to \_\_\_\_\_ with shop owners at markets to lower the price.
6. When you offer something in exchange for something else, you're asking the person to \_\_\_\_\_.
7. To get a lot of customers, a shop should have a good \_\_\_\_\_ in a popular area.
8. If you want to save money, you should not \_\_\_\_\_ money on things you don't need.

## Pre-Reading

### 3 Talk with a partner. Look at the different places to shop. Can you name some examples of each? What can you buy at each location?



## Teacher's Note

### Flea Markets and Pawn Shops

Explain to students that a flea market is usually an outdoor market where people sell their old things, antiques, small knickknacks, and other items. Meanwhile, a pawn shop is a brick and mortar store where people sell their old items and also buy used items that the pawn shop purchased from other people. Make sure students understand the difference between pawn shops and flea markets. Then ask them where people in their country sell their old items.

4 Read the article.  7-09

**Toyosu Market - Tokyo, Japan**

Toyosu Fish Market is the largest fish market in the world. It replaced the world famous Tsukiji Fish Market. Toyosu is almost twice the size of Tsukiji Market. It houses thousands of employees, so it's a very busy place. Toyosu is also the host of the famous tuna auctions once held in Tsukiji. At these auctions, hundreds of customers line up as early as 3 a.m. to bargain for fresh tuna. Customers at these auctions spend lots of money. In fact, in 2019, a rich restaurant owner paid over 2.5 million pounds for just one blue fin tuna.

**Maeklong Railway Market - Bangkok, Thailand**

If you visit Bangkok, make sure to see the most dangerous marketplace in the world. This marketplace isn't dangerous because of crime. It's dangerous because a train goes right through it! Seven times a day, a train passes through this marketplace. Stall owners have to move their goods out of the way to let the train pass. Most of the stalls sell food, so come hungry and ready to eat!

**Chichicastenango Market - Chichicastenango, Guatemala**

Chichicastenango Market in Guatemala is the largest open market in the country. Guatemalans also call the market "Chichi". It's a very colourful market. It is open on Thursdays and Sundays. You can bargain for goods such as jewellery, fabrics, food, and souvenirs here. Keep an eye out for Mayan souvenirs, such as the brightly painted masks.



**NOTE**  
A *souvenir* is something you buy to remember a special place, event, or day.  
A *mask* is something you wear on your head to cover your face.

**Comprehension**

5 Circle true or false.

- |  |      |       |
|--|------|-------|
| 1. There is a fish auction at Toyosu Market.     | true | false |
| 2. Maeklong Railway Market is a dangerous place. | true | false |
| 3. You can buy Mayan souvenirs at Chichi.        | true | false |
| 4. Auctions for fish end at 3.00 a.m.            | true | false |
| 5. The train crosses Maeklong three times a day. | true | false |

6 Read the additional facts about the three markets. Circle the correct marketplace.

- This marketplace was around for many years before a railway was built through it.  
a. Toyosu      b. Maeklong      c. Chichicastenango
- Another popular souvenir is a traditional dress called a *huipil*.  
a. Toyosu      b. Maeklong      c. Chichicastenango
- There are more than 480 kinds of seafood sold at this market.  
a. Toyosu      b. Maeklong      c. Chichicastenango

7 Talk with a partner.

- Where do you do most of your shopping?
- Describe a time when you traded or bargained with someone.
- What kind of souvenirs would you recommend that someone visiting your country should buy?

91

6 Read the additional facts about the three markets. Circle the correct marketplace.

- Ask students to read the sentences.
- Ask students to circle the correct answer.
- Ask students to complete the activity.
- Check students' answers.

**Answer Key**

1. b
2. c
3. a

7 Talk with a partner.

- Tell students to find a partner.
- Tell students to discuss the questions.
- Ask students if they would like to share their discussion with the class.
- Ask follow-up questions.

**Extra Practise A Famous Market**

Tell students to write about a famous market in their country. If they can't think of a market, let students write about an imaginary market. Tell students to include the name of the market, the location of the market, what kinds of goods are sold at the market, and why people like going to the market. Tell students to try and model their writing on the three readings in activity 4. Tell students to write their descriptions on a separate sheet of paper. When students are done writing, ask some of them to present their descriptions to the class. Remember to give feedback and ask follow-up questions.

4 Read the article.  7-09

- Listen to the audio.
- OR
- Read the article aloud.
- OR
- Ask students to read parts of the reading aloud.
  - Replay the audio if needed.

**Comprehension**

5 Circle true or false.

- Ask students to answer the questions.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

**Answer Key**

1. true
2. true
3. true
4. false
5. false

Aim: Ask for and give shopping advice

## Vocabulary

### 1 Listen and number. 7-10

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the word in the book.
- Check students' answers.

### Answer Key

From left to right, top to bottom

1. list
8. receipt
4. flyer
3. search
7. product
6. second-hand (used)
5. window-shop
2. rent

- Practise again. Point at different pictures and ask students to say the words.

### 2 Fill in the gaps with the best vocabulary words.

- Ask students to read the sentence prompts.
- Ask students to write the best vocabulary word in the gap.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

1. products
2. rent
3. search
4. second-hand (used)
5. receipt
6. list
7. window-shop
8. flyer

## Expressions

### Asking for and giving shopping suggestions

#### 3 Read the table. Talk with a partner.

- Read the contents of the table.
- OR
- Ask students to read the table.
- Ask students if they know what is being highlighted.
- Tell students to find a partner.
- Ask students to discuss the information from the table.

Aim Ask for and give shopping advice

## Vocabulary

### 1 Listen and number. 7-10



### 2 Fill in the gap with the best vocabulary words.

1. The shop has many different \_\_\_\_\_ for sale.
2. I don't have my own snowboard. I have to \_\_\_\_\_ one every time I go.
3. You should \_\_\_\_\_ online for a lower price before buying anything at this shop.
4. I bought this \_\_\_\_\_ car, but it works fine. I'm so happy with it!
5. I think I paid too much for this. Let me check the \_\_\_\_\_.
6. I wrote a \_\_\_\_\_ of all the things we will need to go camping.
7. I don't like to \_\_\_\_\_ because I always want to buy something.
8. Oh! Look at this \_\_\_\_\_! There's a sale on jeans. We should go!

## Expressions

### Asking for and giving shopping suggestions

#### 3 Read the table. Talk with a partner.



Phrases	Responses
Which (product) should I buy? I can't decide. <b>Ex.</b> Which chair should I buy? I can't decide.	This one is (adjective), but it's (adjective). <b>Ex.</b> This one is comfortable, but it's expensive.
I need (product), but I don't know which to get. <b>Ex.</b> I need new trousers, but I don't know which to get.	I think (product) is better than (product), but they are (comparative). <b>Ex.</b> I think Gucci is better than Levi's, but they are more expensive.
I like this (product). What do you think? <b>Ex.</b> I like this watch. What do you think?	I like that (product) too, but I think (product) is better. <b>Ex.</b> I like that watch too, but I think this watch is better.
What do you think of this (product)? <b>Ex.</b> What do you think of this shirt?	It's very nice, but I think (product/comparison) might be better. <b>Ex.</b> It's very nice, but I think a brighter colour might be better.

## Teacher's Note

### I recommend... .

Explain to students that they can also give shopping advice using the patterns *I recommend that you buy/get*, and *You should buy/get*. For example, "I recommend that you buy the larger tablet," and "You should get the larger tablet." Also, remind students to put reasons in their suggestions. For example, "I recommend that you get the larger tablet because it will be easier to read from." Make sure students understand these two patterns and how to use them.

## Grammar

### 4 Look at the table. Then talk with a partner.

Verb + to + Infinitive
We can use a to-infinitive to express purpose. <b>Ex.</b> He's searching for a gift to give to his wife.
It can also be used after certain verbs, usually verbs expressing thinking or feeling. <b>Ex.</b> I decided to buy a new shirt. We wanted to try the ice cream. I want to rent a new house.

### 5 Unscramble.

- receipt / to check / want / I / the  
\_\_\_\_\_
- decided / second-hand / a / car / I / to buy  
\_\_\_\_\_
- for / our holiday / to rent / My family / decided / a flat  
\_\_\_\_\_
- and Brandon / went out / for a / place / to search / Martha / to eat.  
\_\_\_\_\_
- cake sale / to make / I / My friends / flyers / for the / and / decided  
\_\_\_\_\_

## Writing

### 6 Look at the shopping list. Choose one item and write a message asking for advice about which product to buy. Then choose another item and give a recommendation about which product to buy. Include reasons. Write on a separate piece of paper.

**SHOPPING LIST**

**Ex.** Brand-name jacket

- Computer
- Phone
- Watch
- Crisps
- Chocolate
- Ice cream
- Clothes
- Rucksack
- Shoes

**Ex.** Hey, Mario! I need your help. I need to buy a new jacket. I can't decide what kind of jacket to buy. I want something that's stylish. I don't want one that's too hot or too heavy.

**Ex.** I really like jackets from M&H. They're cheaper than other brands, but they look just as good. Also, they have many different styles to choose from, so you can pick your favourite.

93

## Grammar

### 4 Look at the table. Then talk with a partner.

- Read the contents of the table.
- OR
- Ask students to read the table.
- Ask students if they know what kind of grammar point is being highlighted.
- Tell students to find a partner.
- Ask students to discuss the information from the table.

### 5 Unscramble.

- Ask students to look at the sentence parts.
- Ask students to unscramble the sentence parts.
- Ask students to write the unscrambled sentence on the line.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

1. I want to check the receipt.
2. I decided to buy a second-hand car.
3. My family decided to rent a flat for our holiday.
4. Martha and Brandon went out to search for a place to eat.
5. My friends and I decided to make flyers for the cake sale.

## Writing

### 6 Look at the shopping list. Choose one item and write a message asking for advice about which product to buy. Then choose another item and give a recommendation about which product to buy. Include reasons. Write on a separate piece of paper.

- Ask students to choose one item from the shopping list.
- Ask students to read the example messages.
- Ask students to write a set of similar messages about the item they chose from the shopping list.
- Tell students to use the patterns in activities 3 and 4 and the patterns related to comparatives from earlier in Unit 7.
- Tell students to write their messages on a separate sheet of paper.
- Check students' writing to make sure they're writing correctly.
- Ask some students to present their messages to the class.
- Give feedback.

### Extra Practise I want to buy a new... .

Tell students to work with a partner. After they find a partner, have students practise asking for and giving shopping advice. Have one student pretend to be a store employee and the other to be a customer. Then have them choose one item from the shopping list in activity 6. Tell students to write a quick dialogue between a store employee and a customer who is asking for shopping advice. Tell students to try to follow the example in activity 6, but to write it in dialogue format. Tell students to write their dialogues on a separate sheet of paper. When students are done writing, have some of them present their conversations to the class. Remember to give feedback and ask follow-up questions.

# Lesson E Project

Aim: Make a sales pitch

## Video

1 Look at the pictures. What do you think the video will be about? Talk with a partner.

- Ask students to look at the pictures.
- Ask students to make predictions about the video they're about to watch.
- Tell students to talk with a partner.
- Tell students to share their predictions with their partner.

Scan the QR code to link to Unit 7 video.

2 Watch the video. Number the pictures in order.

- Play the video for students.
- Ask students if their predictions were correct.
- Ask students to number the pictures in order.
- Play the video again if needed.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

From left to right

3, 1, 2

3 Watch again. Circle the words you hear.

- Ask students to read the words.
- Play the video again.
- Ask students to circle the words they hear.
- Play the video again if needed.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

From left to right, top to bottom

locations, employee, window-shopping, flyer, price

4 Watch again. Circle true or false.

- Ask students to read the sentences.
- Play the video again.
- Ask students to circle the correct answer.
- Play the video again if needed.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

1. true
2. false
3. false
4. false

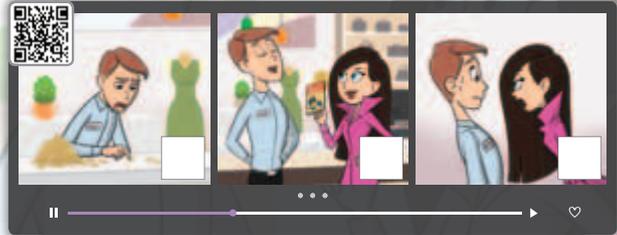
# E Project

Aim Make a sales pitch

## Video

1 Look at the pictures. What do you think the video will be about? Talk with a partner.

2 Watch the video. Number the pictures in order.



3 Watch again. Circle the words you hear.

locations	employee	boutique	window-shopping
stall	flyer	price	list

4 Watch again. Circle true or false.

1. Jamie is a mystery shopper. true    false
2. Her job is to find the cheapest bags. true    false
3. The tote bag costs £85.50. true    false
4. Jamie finished shopping quickly. true    false

5 Watch again. Circle the words you hear.

1. I'm just doing a little / a few window-shopping.
2. Aha! This tote is bigger / more big, so why is it less expensive / cheaper?
3. I have a lot of coins I need to get / am getting rid of.
4. Here is our sales stall / display. This bag is very popular with our employees / customers.
5. I'm just trying helping / to help.
6. How would you like paying / to pay?

6 Watch again. Put the events in the correct order (1-6).

- Jamie asks for a receipt. \_\_\_\_\_
- Jamie meets with Ralph the employee. \_\_\_\_\_
- Ralph explains the membership discounts. \_\_\_\_\_
- Jamie Bond visits Neilson and Neilson's Department Store. \_\_\_\_\_
- Jamie buys a scarf. \_\_\_\_\_
- Ralph shows Jamie the popular bags. \_\_\_\_\_

94

5 Watch again. Circle the words you hear.

- Ask students to read the sentence prompts.
- Play the video again.
- Ask students to circle the words they hear.
- Play the video again if needed.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

1. a little
2. bigger, cheaper
3. need to get
4. display, customers
5. to help
6. to pay

6 Watch again. Put the events in the correct order (1-6).

- Ask students to read the sentences.
- Play the video again.
- Ask students to number the sentences in the correct order.
- Play the video again if needed.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

From top to bottom

6, 2, 4, 1, 5, 3

7 Read about sales pitches.

A sales pitch is a talk that is supposed to convince or persuade someone to buy something. People use sales pitches all the time without thinking about it. Have you ever promised your parents that you'd do extra chores to get something? That's a type of sales pitch. There are many ways to make a sales pitch. People have even tried to develop techniques to help people do it well. Research tips on how to be a better salesperson.

**NOTE**  
To convince or persuade someone is to talk to them until they agree to something or believe something you've told them.  
The term in exchange means to give something to someone in order to receive something of similar value.  
A technique is a way to do something that requires skill.



8 Read the task and sales guide. Talk with a partner. Work together to write a sales pitch. Then present it to the class. Discuss who had the best pitch.

**Task** Make a convincing sales pitch for one of the products below.



**Sales Guide**

Keep your pitch short and sweet!



**Ex1** Hello, I'm Marcus Wright of Underwater Adventures. Do you like the sea but hate swimming? I have an amazing product that can help you move around quickly underwater. It'll get you to where you want to go quickly, and it's a lot of fun. Don't be left behind; buy one today.

8 Read the task and sales guide. Talk with a partner. Work together to write a sales pitch. Then present it to the class. Discuss who had the best pitch.

- Tell students to find a partner.
- Ask students to read the task.
- Ask students to look at the pictures and ideas and read the sales guide.
- Ask students to choose one of the ideas from the pictures and write a sales pitch for it.
- Tell students to write their sales pitches on a separate sheet of paper.
- Tell students to use the patterns from the previous lessons in Unit 7.
- Check students' sales pitches to make sure they're writing properly.
- Ask each group to present their sales pitch to the class.
- Vote on and discuss which sales pitch was the best.
- Give feedback.

**Teacher's Note**

**Sales Pitches in Adverts**

Explain to students how many companies treat their adverts as a kind of sales pitch to potential customers. For example, a magazine advert may list the benefits a product has over its competitors as a way to sell the customer on the idea of buying it. Also, a television commercial may show people happily and effortlessly using a new product, and then compare people struggling to use another company's inferior product. Ask students to think about these two examples. Then ask students to talk about sales pitches in adverts from their country. Try to get them to tell you why it's a sales pitch.

21<sup>st</sup> Century Skills

7 Read about sales pitches.

- Read the passage aloud.
- OR
- Ask students to read parts of the reading aloud.
- OR
- Ask students to read the passage quietly to themselves.
- Check to see if students understood the reading.

**Extra Practise** Make an Advert/Flyer for a New Product

Have students get into groups of three to four. Then tell them to think of a product or service, the more creative the better. Then tell students to make a flyer/advert for their product. In their flyers/adverts, tell students to include a sales pitch. Tell students to draw a picture of their product, too. Tell students to put all their work on a separate sheet of paper. When students are done working, have each group present their products and flyers/adverts to the class. Vote on and discuss which team had the best product and flyer/advert. Remember to give feedback and ask follow-up questions.

This unit will give students the ability to talk about extracurricular activities and environmental issues. Students will also gain the ability to talk about what other people have said using direct and indirect speech. Finally, students will get a basic idea of the principles of debating.

Scan the QR code to download Unit 8 audio.

### WHAT YOU WILL DO IN THIS UNIT

### Unit 8 AIMS

Lesson A: Understand conversations about extracurricular activities

Lesson B: Read about students trying to make a change

Lesson C: Report what others have said

Lesson D: Write a detailed message

Lesson E: Learn to debate and discuss

### Target Skills

Lesson A: Listening

Lesson B: Reading

Lesson C: Speaking

Lesson D: Writing

Lesson E: Project

### Target Vocabulary

Lesson A	Lesson B
academic	air
athletic (sport)	breathe
choir	climate
environmental	health
government	mask
language	pollution
volunteer	safety
wildlife	situation
Lesson C	Lesson D
activity	agree/disagree
hope	belong to
hurry	check
permission	earn
ready	empty
recommend	enough
require	front/back
science fair	include

# AFTER SCHOOL



Scan for Audio

### WHAT YOU WILL DO IN THIS UNIT

- A Listening** Understand conversations about extracurricular activities
- B Reading** Read about students trying to make a change
- C Speaking** Report what others have said
- D Writing** Write a detailed message
- E Project** Learn to debate and discuss



Look at the photo and answer the questions.

1. How do the students in the photo feel?
2. What do you usually do after school?
3. What kinds of clubs and activities are there at your school?
4. How can students be more involved with their school, city, and the world?

97

## Key Grammar

### tag questions

Use tag questions to check if some information is correct or to see if someone agrees with your opinion. Add tag questions at the end of a sentence. Use positive tag questions when the main part of a sentence is negative. If the main part of a sentence is positive, use a negative tag question.

Example	
negative tag questions	positive tag questions
You are in 7th grade, aren't you?	You are not in a football club, are you?
He thinks he is so cool, doesn't he?	She doesn't sing very well, does she?
They will order some pizza, won't they?	We can't borrow a laptop, can we?

## direct and indirect reported speech

Use direct reported speech or indirect reported speech to report what others have said. Use direct reported speech to repeat the exact words someone said. In writing, we put quotation marks around the person's words. Indirect reported speech is another way to talk about what someone said. We do not use quotation marks around their words, and we usually "shift" the tense of the verb to the past and change pronouns and time and place markers.

Example	
direct reported speech	indirect reported speech
He said, "I will clean up the room for you."	He said he would clean up the room for me.
She said, "I can't meet you at that time."	She said she couldn't meet us at that time.
They said, "We are allowed to leave."	They said they were allowed to leave.

Use *said* or *told* before the sentence in quotation marks in direct reported speech. Use *that clause* in indirect reported speech.

Example	
direct reported speech	indirect reported speech
John: I will clean my room. → John said, "I will clean my room."	John: I will clean my room a little bit. → John said that he would clean his room.

## Unit 8 Discussion

Look at the photo and answer the questions.

- Ask students to look at the Unit 8 cover page.
- Then ask the class each question.
- Give corrections and ask follow-up questions.
- Ask students to talk with a partner. Have students take turns asking the questions on the page to their partner.

### Extra Practise More Discussion

Ask more questions about extracurricular activities.

**Ex.**

What are some good extracurricular activities? Why?  
 What are some bad extracurricular activities? Why?  
 What kinds of school activities do you participate in?  
 Do you think it's important to do volunteer work? Why or why not?  
 Have you ever volunteered? If so, where?

# Lesson A Listening

**Aim:** Understand conversations about extracurricular activities

## Vocabulary

### 1 Listen and number. 8-01

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the word in the book.
- Check students' answers.

#### Answer Key

From left to right, top to bottom

1. volunteer
8. academic
2. athletic (sport)
5. language
4. environmental
3. glee
7. government
6. wildlife

- Practise again. Point at different pictures and ask students to say the words.

### 2 Match the words with their definitions.

- Ask students to read the words and the definitions.
- Ask students to match the word with the correct definition.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

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

## Focus

### 3 Talk with a partner.

- Read the short conversations aloud or ask two students to read the short conversations aloud.
- Ask students to practise the conversations with a partner.
- Tell students to practise the conversations again but to talk about different extracurricular activities.

### 4 Fill in the gaps with tag questions.

- Ask students to read the question prompts.
- Ask students to write the correct tag question in the gap.
- Ask students to complete the activity.
- Check students' answers.

# A Listening

**Aim** Understand conversations about extracurricular activities

## Vocabulary

### 1 Listen and number. 8-01



### 2 Match the words with their definitions.

- |                  |   |  |
|------------------|---|--|
| 1. volunteer     | • | • a. a group who make rules and decisions                      |
| 2. academic      | • | • b. related to athletes and sports                            |
| 3. athletic      | • | • c. to do work without being paid for it                      |
| 4. language      | • | • d. related to nature and the environment                     |
| 5. environmental | • | • e. related to school and education                           |
| 6. choir         | • | • f. a group or club that meets to sing songs                  |
| 7. government    | • | • g. a type of communication used by people                    |
| 8. wildlife      | • | • h. animals, birds, plants, and other living things in nature |

## Focus

### 3 Talk with a partner.

**NOTE** A tag question is a short question at the end of a sentence. It is used to check information. If the main part of the sentence is positive, the question tag must be negative. If the main part of the sentence is negative, the question tag must be positive.

You're in *an academic club*, aren't you?

He's in the *volunteering club*, isn't he?

That's right. I'm in the *physics club*.

Yeah, he's in *a volunteering club*. He works with *the Red Cross*.

### 4 Fill in the gaps with tag questions.

1. You're in the student government, \_\_\_\_\_?
2. She's in an environmental club, \_\_\_\_\_?
3. We're all going to join an athletic club, \_\_\_\_\_?
4. Jon will sing in the choir, \_\_\_\_\_?
5. Samantha can't join because she's in a language club, \_\_\_\_\_?

**NOTE** Won't is the contracted form of will not.

#### Answer Key

1. You're in the student government, aren't you?
2. She's in the environmental club, isn't she?
3. We're all going to join an athletic club, aren't we?
4. Jon will sing in the choir, won't he?
5. Samantha can't join because she's in language club, isn't she?

## Teacher's Note

### More on Extracurricular Activities

Introduce other extracurricular activities to students, such as *art club, computer club, drama club, engineering club, hiking club, literature club, poetry club, robotics club, technology club*, and so on. Then ask students about the kinds of clubs they have at their school. Ask them what their favourite clubs are and why they like them. Finally, ask students if there are any kinds of clubs that they wish their school had.

## Listen Up

### 5 Listen and circle the answers. 8-02

1. Who is the student body president right now?



a. Manny



b. Jacob

2. What club is Jessica joining?



a. Chemistry Club



b. Environmental Club

3. What club was Peter in before?



a. Football Team



b. French Club

4. What does Amanda do?



a. Wildlife Club



b. Student Government

### 6 Listen again. Circle the words you hear. 8-02

government	environmental	choir	wildlife
language	volunteer	athletic	academic

## Challenge

### 7 Listen and answer the questions. 8-03

1. What club is Steve in?

- a. Eco-Discovery Club      b. School Choir      c. Zoo Club      d. French Club

2. What is Monica looking for?

- a. a new club      b. a singer for the winter assembly  
c. new members for her club      d. a member of the School Choir

3. Why does Monica say, "Guess I can't interest you in joining the club, huh?"

- a. She thinks Steve is too busy.      b. She thinks Steve doesn't like animals.  
c. She thinks Steve doesn't like cleaning.      d. She thinks Steve can't sing well.

4. What does Monica's club NOT do?

- a. plant trees      b. volunteer work      c. clean the playground      d. plant gardens

5. Circle **true** or **false**.

- |   |      |       |
|---|------|-------|
| a. Monica thinks her club is a lot of work.     | true | false |
| b. Monica didn't like the winter assembly.      | true | false |
| c. Monica worked at the local zoo last year.    | true | false |
| d. The Eco-discovery Club works with the choir. | true | false |
| e. Steve isn't interested in Monica's club.     | true | false |

99

## Listen Up

### 5 Listen and circle the answers. 8-02

- Listen to the audio.
- Ask students to circle the correct answer.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

1. b      2. b      3. a      4. a

### 6 Listen again. Circle the words you hear. 8-02

- Listen to the audio.
- Ask students to circle the words they hear.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

From left to right, top to bottom

government, environmental, wildlife, language, volunteer, athletic

## Challenge

### 7 Listen and answer the questions. 8-03

- Listen to the audio.
- Ask students to circle the correct answer.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

- b
- c
- a
- c
- a. true  
b. false  
c. true  
d. false  
e. false

### Extra Practise Propose a New Extracurricular Club

Tell students to work in groups of three to four. Tell them that they are to make a proposal for a new extracurricular club at their school. Tell students to come up with a name for the club and the kinds of activities that the club will focus on. Also, tell students to include reasons why people would want to join their clubs. Tell students that they can base their clubs on one of the main types of clubs from Lesson A, or they can create a whole new type of club. Tell students to be creative. Tell students to do their work on a separate sheet of paper. Ask them to draw a poster for their clubs if they want. When everyone is done working, ask some groups to present their proposals to the class. Have students vote on and discuss which club is the most interesting. Remember to give feedback and ask follow-up questions.

# Lesson B Reading

**Aim:** Read about students trying to make a change

## Vocabulary

### 1 Listen and number. 8-04

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the word in the book.
- Check students' answers.

#### Answer Key

From left to right, top to bottom

8. climate
1. pollution
2. air
5. situation
3. safety
6. mask
7. health
4. breathe

- Practise again. Point at different pictures and ask students to say the words.

### 2 Fill in the gaps with the best vocabulary words.

- Ask students to read the sentence prompts.
- Ask students to write the best vocabulary word in the gap.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

1. mask
2. pollution
3. breathe
4. climate
5. health
6. safety
7. air
8. situation

## Pre-Reading

### 3 Look at the pictures. What do you think is happening?

- Ask students to look at the pictures.
- Ask students to talk about what they think is happening in the pictures.
- Ask them if they have had or seen similar things and experiences in their country.
- Give feedback.

# B Reading

**Aim** Read about students trying to make a change

## Vocabulary

### 1 Listen and number. 8-04



### 2 Fill in the gaps with the best vocabulary words.

1. People need to wear a(n) \_\_\_\_\_ when there is a lot of dust in the air.
2. The factory creates a lot of \_\_\_\_\_. It has made the river very dirty.
3. The air is very dirty today. I can't \_\_\_\_\_ well. I think I need to buy a mask.
4. The \_\_\_\_\_ in my hometown is very hot and humid all year round.
5. You shouldn't drink too many sugary drinks. It's not good for your \_\_\_\_\_.
6. You should wear gloves in the laboratory. It's for your \_\_\_\_\_.
7. The \_\_\_\_\_ outside is so nice! The sky is bright blue, and there's a nice breeze.
8. Oh, no! I forgot my house keys. I can't get back inside. What a terrible \_\_\_\_\_!

## Pre-Reading

### 3 Look at the pictures. What do you think is happening?



100

## Teacher's Note

### Environmental Issues

Introduce and explain various environmental issues to students. Explain things such as *overhunting, endangered animals, poaching, deforestation, pollution of the oceans, pollution of rivers and lakes, air pollution, global warming, recycling, fossil fuel dependency, the movement towards green energy, electric vehicles*, and so on. Also, try to talk about the things that governments and people are doing to help out and make the environment better. Then ask students what environmental issues are important in their country.

4 Read the article.  8-05

## #FridaysForFuture



**NOTE**  
A protest is an event where people gather to show that they dislike or disagree with something.

Pollution is a huge problem. In places such as China, air pollution is very bad. People must wear masks every day. In South Africa, water pollution has made the water unsafe. Pollution is also causing climate change. This has many serious consequences. But what can we do to stop this?

Scientists in many countries have warned governments about pollution. Some have listened; others have not. Many countries even promised to make changes, but their efforts don't seem to be fixing the situation. This might be why 16-year-old Greta Thunberg started the #FridaysForFuture movement.

In 2018, Greta Thunberg started skipping school every Friday. She wanted to raise awareness of climate issues in Sweden. She called her movement #FridaysForFuture. Her protests started to get a lot of attention. Then, on 15th March 2019, students in over 100 cities around the world decided to join in. They came out to raise awareness of climate change. They wanted to show the world that children are no longer asking for change. They demanded change. They wanted safety and health in the future. They wanted to breathe clean air. They wanted a clean planet.



**NOTE**  
Awareness means knowing about a situation or something's existence.

### Comprehension

5 Circle **true** or **false**.

1. There is a lot of air pollution in China.
2. Water pollution is a problem in Sweden.
3. Nobody is listening to scientists' warnings.
4. Greta skipped school to raise awareness of climate change.
5. Not many students joined Greta's protest.

true	false

6 Talk with a partner.

1. Is pollution bad where you live?
2. What can you do to reduce waste?
3. How can we stop climate change?
4. Why are students worried about the environment?

### Challenge

7 Read the questions. Do research and talk as a group.

1. What will happen if the ice caps melt?
2. How does pollution in the ocean harm wildlife?
3. Are we running out of clean, drinkable water?
4. How do we clean up oil spills?

101

4 Read the article.  8-05

- Listen to the audio.
- OR
- Read the article aloud.
- OR
- Ask students to read parts of the reading aloud.
  - Replay the audio if needed.

### Comprehension

5 Circle **true** or **false**.

- Ask students to answer the questions.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

1. true
2. false
3. false
4. true
5. false

6 Talk with a partner.

- Tell students to find a partner.
- Tell students to discuss the questions.
- Ask students if they would like to share their discussion with the class.
- Ask follow-up questions.

### Challenge

7 Read the questions. Do research and talk as a group.

- Ask students to read the questions.
- Ask students to answer the questions by researching the topics.
- Ask students to share their answers with the class.
- Discuss the questions and answers as a class.
- Give feedback.

#### Extra Practise Action Plans for Protecting the Environment

Tell students to get into groups of three to four. Then have each group select an environmental issue that they think is important. Tell students to then list reasons why the issue is important, and why it harms the environment. Then have each group list how they can help out to make the situation better. Tell students to list as many things as they can. Ask students to also explain why their ideas would help. Tell students to put their work on a separate sheet of paper. When every group is done working, ask each group to present their ideas to the class. Make a list of all the environmental issues and plans of action. Then as a class, discuss the environmental issues and choose the best ways to help. Remember to give feedback and ask follow-up questions.

Aim: Report what others have said

## Vocabulary

### 1 Listen and number. 8-06

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the word in the book.
- Check students' answers.

#### Answer Key

From left to right, top to bottom

5. science fair
8. activity
2. hurry
7. ready
3. permission
4. hope
6. recommend
1. require

- Practise again. Point at different pictures and ask students to say the words.

### 2 Fill in the gaps with the best vocabulary words.

- Ask students to read the sentence prompts.
- Ask students to write the best vocabulary word in the gap.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

1. science fair
2. hope
3. activity
4. hurry
5. ready
6. recommend
7. permission
8. require

## Focus

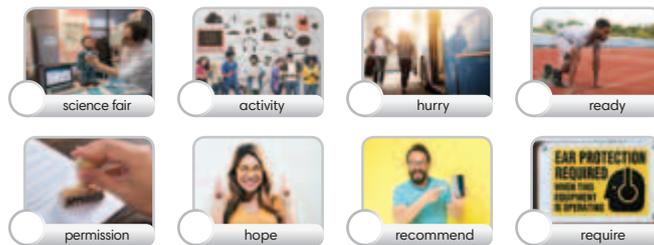
### 3 Talk with a partner.

- Read the short conversations aloud or ask two students to read the short conversations aloud.
- Ask students to practise the conversations with a partner.
- Tell students to practise the conversations again but to talk about different ideas.

Aim Report what others have said

## Vocabulary

### 1 Listen and number. 8-06



### 2 Fill in the gaps with the best vocabulary words.

1. I'm making a computer program to show at the \_\_\_\_\_. I hope I win a prize!
2. When you want something to be true or to happen, you \_\_\_\_\_ that it happens.
3. School clubs often meet to do a(n) \_\_\_\_\_. My club meets to watch films.
4. We're late! We need to \_\_\_\_\_ and get to the underground station.
5. I'm not \_\_\_\_\_ for the exam this Friday. Can we study together?
6. My brother doesn't \_\_\_\_\_ going to that place. He says the food is too spicy.
7. I asked my mum for \_\_\_\_\_ to get a cat. She said, "Yes!"
8. This project will \_\_\_\_\_ a lot of time and work, so start working on it early.

## Focus

### 3 Talk with a partner.

What did Mr Rodrigo say?

He said we're allowed to leave class early.

What did your dad say about helping us with the science fair?

He said, "I'll help you when you're ready."

**NOTE** There are two ways to report what others have said to you. Direct reported speech uses quotation marks to report exactly what was said. Indirect reported speech often uses different pronouns and shifts the verb tenses to the past.

### 4 Listen to the conversations. Then answer the questions with reported speech. 8-07

1. What did Mrs Fletcher say about the project?  
\_\_\_\_\_
2. What did Mr Jacoby say about the test?  
\_\_\_\_\_
3. Where did Sarah say they should have the club dinner?  
\_\_\_\_\_

102

### 4 Listen to the conversations. Then answer the questions with reported speech. 8-07

- Listen to the audio.
- Ask students to read the questions.
- Ask students to use reported speech to write the correct answer on the line.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

Sample Answers

1. She said we're allowed to work in groups of three on the project.
2. Mr Jacoby said we have a test on Friday, but I'm allowed to take it early.
3. Sarah said, "I recommend going to Tomatillos."

## Teacher's Note

Explain some other ways to ask for information to students. Tell them they can ask for information with the following expressions:

*Please let me know... .*  
*Would you mind telling me...?*  
*You wouldn't happen to know..., would you?*  
*If it's not too much trouble, could you tell me...?*

Make sure students understand how to use the above expressions.

## Expressions

### Asking for extra information

#### 5 Look at the table.

Expression	Question Word	Example Ending
Could you tell me...	when	the science fair starts?
Do you know...	where	we can work on our project?
I'd like to know...	what	we need to do for the club.
Could you find out...	who	recommended this place?

#### 6 Read the notice and the statements. Then write the questions. Practise asking other questions about the club with a partner.



**Adventure Club**

**What we do...**

- Plan weekly and monthly outdoor activities (hiking, biking, camping, fishing, etc.)
- Volunteer with local parks to plant trees
- Talk to professionals like park rangers, conservationists, and environmentalists to learn about their jobs

**Information**

- Meets twice a week on Tuesdays and Thursdays at 3 p.m.
- Biology teacher, Mrs Martinez is in charge of the club
- Students must buy their own equipment (roughly £300)

1. Q: \_\_\_\_\_  
A: We plan outdoor activities, volunteer, and talk to professionals.
2. Q: \_\_\_\_\_  
A: You need to have about £300 to buy your own equipment.

## Speak Up

#### 7 Talk with a group. Role-play as a member of one of the clubs. Take turns asking and answering questions about each other's clubs. Practise making up your own answers.



**Volunteering Club**

**What We Do**

- Volunteer at local soup kitchens and homeless shelters
- Volunteer at children's hospitals
- Collect food and money to help the poor



**Drama Club**

**What We Do**

- Write screenplays
- Practise acting and singing
- Make costumes and props
- Put on four school plays every year



**Future Scientists Club**

**What We Do**

- Talk about new technology
- Share ideas and information about science
- Discuss scientists' jobs
- Visit local laboratories, factories, and museums
- Host a science fair every winter and summer



**Chinese Club**

**What We Do**

- Study Chinese reading, speaking, listening, and writing
- Host traditional events for Chinese holidays (ex. Chinese New Year)
- Read books and watch films from China
- Plan summer trips to China to visit schools and universities

#### 8 Now, talk with another partner. Take turns reporting what you heard about the clubs. Write down as many details as you can. How much did you get right?

103

## Expressions

### Asking for extra information

#### 5 Look at the table.

- Read the contents of the table.
- OR
- Ask students to read the table.
- Ask students if they know what kind of expressions are being highlighted.

#### 6 Read the notice and the statements. Then write the questions. Practise asking other questions about the club with a partner.

- Ask students to read the notice.
- Ask students to read the answers.
- Ask students to write a question asking for the information in the answer.
- Tell students to find a partner.
- Ask students to practise asking and answering the questions.
- Ask students to ask and answer new questions about the club.
- Give feedback.

#### Answer Key

##### Sample Answers

- Could you tell me about the activities?
- Do you know how much money I need?

## Speak Up

#### 7 Talk with a group. Role-play as a member of one of the clubs. Take turns asking and answering questions about each other's clubs. Practise making up your own answers.

- Tell students to get into groups.
- Ask students to each choose one of the clubs.
- Ask students to pretend to be a member of their club and take turns asking questions about other clubs and answering questions about their clubs.
- Tell students to use the patterns from activities 5 and 6.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to present their conversations to the class.
- Give feedback.

#### 8 Now, talk with another partner. Take turns reporting what you heard about the clubs. Write down as many details as you can. How much did you get right?

- Tell students to find a partner.
- Ask students to take turns reporting what they heard about the various clubs.
- Tell student to use the patterns in activities 3 and 4.
- Tell students to write their club details on a separate sheet of paper.
- Tell students to see how many items they got right.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to present their conversations to the class.
- Give feedback.

#### Extra Practise Indirect Reported Speech Tag

Split the class up into two teams. Have each team sit on opposite sides of the class. Make sure everyone is sitting. Then choose one student from each group. Have the two students stand up. Tell them to play *Rock, Scissors, Paper*. Instruct the winner of the game to say a sentence; anything will do as long as it's a full sentence. Instruct the other student to report what the first student said using indirect reported speech. If the student correctly reports what the first student said, give that student's team a point. If the student fails to correctly report what the first student said, then the first student's team gets a point. Tell the first student to sit down. Then have the second student choose any student from the opposing team. Tell that student to stand up. Now, ask the second original student to say a sentence out loud. The new student now has to report what the other student said using indirect reported speech. Continue this process until every student has had the chance to say a sentence. Make sure students understand that this game works better when sentences are more creative and imaginative.

Aim: Write a detailed message

## Vocabulary

### 1 Listen and number. 8-08

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the word in the book.
- Check students' answers.

### Answer Key

From left to right, top to bottom

- include
- belong to
- check
- front/back
- earn
- enough
- empty
- agree/disagree

- Practise again. Point at different pictures and ask students to say the words.

### 2 Match the words with their definitions.

- Ask students to read the words and the definitions.
- Ask students to match the word with the correct definition.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

- d
- e
- c
- b
- a
- h
- f
- g

## Expressions

### Phrasal verbs with go

#### 3 Look at the table. Then fill in the gaps.

- Read the contents of the table.
- OR
- Ask students to read the table.
- Ask students if they know what kind of words are being highlighted.
- Ask students to read the sentence prompts.
- Ask students to write the correct word in the gap.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

- back
- away
- up
- out
- over

Aim Write a detailed message

## Vocabulary

### 1 Listen and number. 8-08



### 2 Match the words with their definitions.

- |                   |   |   |
|-------------------|---|---|
| 1. include        | • | a. to make or receive money as payment for work             |
| 2. belong to      | • | b. the side of something that faces forward                 |
| 3. check          | • | c. to make sure that something is the way it should be      |
| 4. front          | • | d. to have someone or something as part of something bigger |
| 5. earn           | • | e. to be owned by   |
| 6. enough         | • | f. to take out everything from inside of something          |
| 7. empty          | • | g. to have the same / the opposite opinion                  |
| 8. agree/disagree | • | h. as much as necessary or needed                           |

## Expressions

### Phrasal verbs with go

#### 3 Look at the table. Then fill in the gaps.

Phrasal verbs with go	
Word	Meaning
go back	to return
go out	to visit a public place, usually for fun
go away	to leave or travel somewhere
go over	to review
go up/down	to increase/decrease



1. What did you say? Go \_\_\_\_\_ and say that again.
2. She said, "Go \_\_\_\_\_! I don't want to see you anymore!" I was so sad.
3. Lunches at the cafeteria used to cost £2.70. When did they go \_\_\_\_\_ to £3.10?
4. Erica wants to go \_\_\_\_\_ for dinner, but I cooked dinner already.
5. Let's go \_\_\_\_\_ the assignment one more time. I'm still not sure I understand.

## Teacher's Note

### More Go Phrasal Verbs

Explain some other phrasal verbs that use *go*. Below is a short list of some other phrasal verbs that use *go*. Make sure students understand when and how to use the phrasal verbs below.

<i>go out</i>	to stop working
<i>go off</i>	to make a loud noise or explode
<i>go on</i>	to happen
<i>go with</i>	to match
<i>go along with</i>	to agree with or follow
<i>go by</i>	to pass

## Grammar

### 4 Look at the table.

**NOTE**  
In indirect reported speech, we often remove *that* from the *that*-clause.

Reported Speech	
Direct Reported Speech	Indirect Reported Speech
When reporting statements, we can use direct or indirect reported speech.	
In direct speech statements, we repeat the exact words that someone said. We usually use the verb <i>say</i> or <i>tell</i> in a past tense with the exact words spoken in quotation marks.	Indirect speech focuses more on the content than the exact wording. When reporting a statement in indirect speech, we usually use a <i>that</i> -clause. We change the pronouns and time markers, and usually shift the verb to the past.
Samantha: I feel a little sick. <b>Ex.</b> Samantha said, "I feel a little sick."	Samantha: I feel a little sick. <b>Ex.</b> Samantha said that she felt a little sick.

### 5 Rewrite the statements as direct reported speech.

- Eric: That phone belongs to me. \_\_\_\_\_
- Melody: I don't agree with your opinion. \_\_\_\_\_
- William: Remember to empty the rubbish bin. \_\_\_\_\_
- Pamela: Please check your emails for my message. \_\_\_\_\_

### 6 Rewrite the statements as indirect reported speech. Answers will vary.

- Mrs Ramirez: We're meeting tomorrow morning at 8 a.m. in front of the school. \_\_\_\_\_
- Patrick: I want to earn enough money to buy a new car. \_\_\_\_\_
- Kelly: I'm sorry I didn't include the date on the invitation. \_\_\_\_\_

## Writing

### 7 Read the following notice. Then fill in the gaps in the message.

#### SCHOOL CAMPING TRIP

This summer, Cherry Secondary School is organising a camping trip at Lake Windermere. It will be three days long. It will start this Friday, 3rd May. If you'd like to come, please get a permission slip from the office and return it signed. Include with the permission slip the fee of £25. This is to help pay for food and camping supplies.

Students should bring clothes for three days. Please mark your things so that we know who they belong to. We will meet in front of the school at 7 a.m. The trip to Lake Windermere will take three hours.

To: lizperry@gmail.com

Hi, Mum. Can you sign my 1. \_\_\_\_\_? My school said we need to 2. \_\_\_\_\_ it by 3rd May, because we are going on 3. \_\_\_\_\_. Also, we need to include a fee of 4. \_\_\_\_\_ for 5. \_\_\_\_\_ and camping supplies. The school also said that we should meet at 6. \_\_\_\_\_ in 7. \_\_\_\_\_ of the school on Friday. I'll see you at home!

105

## Grammar

### 4 Look at the table.

- Read the contents of the table.
- OR
- Ask students to read the table.
- Ask students if they know what kind of grammar point is being highlighted.

### 5 Rewrite the statements as direct reported speech.

- Ask students to read the sentences.
- Ask students to rewrite the sentence as direct reported speech on the line.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

- Eric said, "That phone belongs to me."
- Melody said, "I don't agree with your opinion."
- William said, "Remember to empty the rubbish bin."
- Pamela said, "Please check your email for my message."

### 6 Rewrite the statements as indirect reported speech. Answers will vary.

- Ask students to read the sentences.
- Ask students to rewrite the sentence as indirect reported speech on the line.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

##### Sample Answers

- Mrs Ramirez said we're meeting tomorrow morning at 8 in front of the school.
- Patrick said that he wants to earn enough money to buy a new car.
- Kelly said she's sorry she didn't include the date on the invitation.

## Writing

### 7 Read the following notice. Then fill in the gaps in the message.

- Ask students to read the notice.
- Ask students to write the correct word(s) in the gap.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

##### Sample Answers

- permission slip
- return it
- a camping trip
- £25
- food
- 7 a.m.
- front

### Extra Practise Create a School Event

Have students work with a partner. Tell them to create and write an invitation for a school event similar to the one in activity 7. Tell students to include the same kind of information. Then, have students write a similar email explaining the event and asking permission to attend the event. Tell students to use indirect reported speech wherever applicable. Tell students to write their invitations and emails on a separate sheet of paper. When everyone is done writing, have each team present their work to the class. One student can read the invitation, and the other can read the email. Remember to give feedback and ask follow-up questions.

Aim: Learn to debate and discuss

## Video

1 Look at the pictures. What do you think the video will be about? Talk with a partner.

- Ask students to look at the pictures.
- Ask students to make predictions about the video they're about to watch.
- Tell students to talk with a partner.
- Tell students to share their predictions with their partner.

Scan the QR code to link to Unit 8 video.

2 Watch the video. Number the pictures in order.

Video 8

- Play the video for students.
- Ask students if their predictions were correct.
- Ask students to number the pictures in order.
- Play the video again if needed.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

From left to right

3, 1, 2

3 Watch again. Put a tick (✓) next to the words you hear.

Video 8

- Ask students to read the words.
- Play the video again.
- Ask students to put a tick next to the words they hear.
- Play the video again if needed.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

From left to right, top to bottom

science fair, pollution, mask, wildlife, project

4 Watch again. Circle the word(s) you hear.

Video 8

- Ask students to read the sentence prompts.
- Play the video again.
- Ask students to circle the words they hear.
- Play the video again if needed.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

1. science fair
2. air
3. breathe
4. safety
5. sharing
6. masks

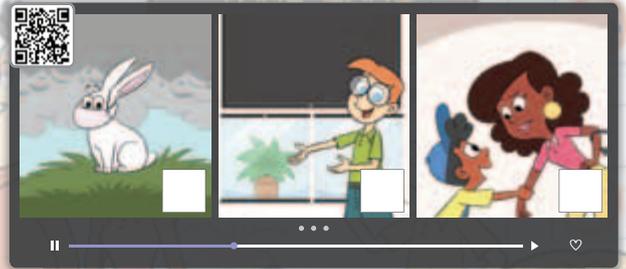
# E Project

Aim Learn to debate and discuss

## Video

1 Look at the pictures. What do you think the video will be about? Talk with a partner.

2 Watch the video. Number the pictures in order.



3 Watch again. Put a tick (✓) next to the words you hear.

- |                                       |                                    |                                   |                                  |                                |
|---------------------------------------|------------------------------------|-----------------------------------|----------------------------------|--------------------------------|
| <input type="checkbox"/> science fair | <input type="checkbox"/> pollution | <input type="checkbox"/> academic | <input type="checkbox"/> climate | <input type="checkbox"/> mask  |
| <input type="checkbox"/> permission   | <input type="checkbox"/> require   | <input type="checkbox"/> wildlife | <input type="checkbox"/> project | <input type="checkbox"/> choir |

4 Watch again. Circle the word(s) you hear.



1. Wow! This is the best science fair / science project I've ever seen!
3. Does that mean people who aren't rich have to breathe / allow bad air?
5. Thanks for allowing / sharing your cool science project!



2. We all know that air / wildlife pollution is bad.
4. We can see that the dust level is already above safety / healthy standards.
6. In fact, many people have to use special masks / projects and air filters every day.

5 Watch again. Then answer the questions using reported speech.

1. What did the boy say about air pollution?  
\_\_\_\_\_
2. What did the boy say about the amount of dust in the air?  
\_\_\_\_\_
3. What did the boy say about air pollution in countries like South Korea?  
\_\_\_\_\_
4. What did the boy say about plants and pollution?  
\_\_\_\_\_

106

5 Watch again. Then answer the questions using reported speech.

Video 8

- Ask students to read the questions.
- Play the video again.
- Ask students to use reported speech to write the answer on the line.
- Play the video again if needed.
- Ask students to complete the activity.
- Check students' answers.

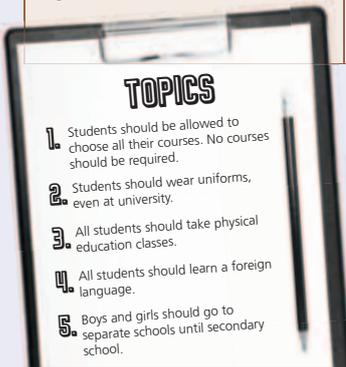
### Answer Key

Sample Answers

1. He said, "We all know that air pollution is bad. But we can't always see how bad."
2. The boy said that anything above 50 micrograms per cubic metre is dangerous to our health.
3. He said that air pollution is already a problem and people have to use special masks and air filters every day.
4. He said, "Plants have the ability to make the air clean."

6 Read the rules. Get in groups. Prepare your arguments for each topic. Then debate against another team. Vote on which teams made the best arguments. Then fill out the Score Card.

Debate Rules	Example Game Dialogue
<ol style="list-style-type: none"> <li>1. Pair groups against each other.</li> <li>2. Randomly choose who will speak first.</li> <li>3. The teacher will assign the debate topic.</li> <li>4. Only one person may speak at a time.</li> <li>5. The team that goes first MUST choose if they agree or disagree with the given topic. The opposing team MUST take the opposite side. (If Team A agrees, Team B must disagree.)</li> <li>6. Groups have 2 minutes to present their argument.</li> <li>7. Groups will be allowed to respond to their opponent three times before the debate ends.</li> <li>8. Groups will be given 1 minute to prepare responses.</li> <li>9. Other students will vote on who presented the best argument.</li> </ol>	<p><b>Topic:</b> Students should not be allowed to drive to school or be driven to school by their parents to reduce pollution.</p> <p><b>Team A:</b> I agree. We need to make an effort to reduce air pollution. If students carpool, take public transport, or ride a bicycle to school, it will reduce air pollution. It will also reduce the number of cars in the car park! Right now, many people leave rubbish in our school's car park.</p> <p><b>Team B:</b> I disagree. Pollution is a problem, but we don't create a lot. Few students drive themselves to school. Parents reduce waste by carpooling when they drop off their kids. Also, stopping students from driving their cars will make it harder for students in after-school clubs.</p> <p><b>Team A:</b> I think the schools can offer bus services for students in afterschool clubs...</p>



Score Card	Winner	Arguments
Topic #1		
Topic #2		
Topic #3		
Topic #4		
Topic #5		

## 21<sup>st</sup> Century Skills

6 Read the rules. Get into groups. Prepare your arguments for each topic. Then debate against another team. Vote on which teams made the best arguments. Then fill out the score card.

- Ask students to read the rules.
- Tell students to get into groups.
- Pair two groups of students together.
- Tell students a debate topic from the list.
- Make sure to give different pairs of groups different topics.
- Tell one group to agree with the topic and the other team to disagree with the topic.
- Ask each group to think of and write down their arguments.
- Tell students to write their arguments on a separate sheet of paper.
- Start one of the debates and follow the given rules.
- At the end of the debate, decide the winning team as a class.
- Give feedback.
- Then start another debate and repeat the debate and judging process until each group has had a debate.

## Teacher's Note

### Debate Talk

Introduce common debate expressions to students. Make sure students understand when to use the expressions. Below is a list of common expressions.

- Our group/team believes that...*
- We think...*
- We feel that...*
- The main idea/thing is...*
- The most important idea/thing is...*
- The most important argument for... is...*
- We'd like to argue that...*
- Your team has a good/valid point, but...*
- We agree with..., but on the other hand...*
- We don't agree with your point because...*
- While your argument was strong, it fails because...*
- Although your point is valid, we feel that... is more important.*
- We don't think your point is valid because...*
- As a final word...*
- My final thought is...*
- Finally, ...*
- To sum it all up...*

### Extra Practise Class Debate

Split the class up into two teams. Make each team sit on opposite sides of the classroom. Ask students to come up with different debate/controversial topics. The topics can be on any issues the students come up with. Write the topics on the board. Have students vote for the most popular ones. When the most popular topic is identified, tell one team to be for the topic, and tell the other team to be against the topic. Then have each team come up with their arguments. Tell them to come up with as many ideas as possible and to write them on a separate sheet of paper. When both teams are done writing, start the debate. Follow the same rules as in activity 6, but this time, keep having students say their arguments and refute them until all of the arguments have been exhausted. Have students take turns presenting and refuting arguments. Keep a list of the arguments and counterarguments that students make, and at the end of the debate select a winner based on who had the better case. Explain to students why the winning team won. Remember to give feedback.

## 1 Read and choose the best words to fill in the gaps.

- Ask students to read the reading.
- Ask students to circle the best word to fill in the gap.
- Ask students to write the word in the gap.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

- d, boutique
- a, sales assistants
- c, display
- a, goods
- b, coupons
- b, compare

## 2 Read and fill in the gaps using the word box. One word is not used.

- Ask students to read the reading.
- Ask students to circle and write the correct word in the gap.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

- pollution
- breathing
- agree
- masks
- health
- recommend
- requires

## 3 Circle the correct form of the adjectives.

- Ask students to read the sentences.
- Ask students to circle the correct words.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

- smaller
- more beautiful
- a lot smarter
- softer
- a little louder

## 1 Read and choose the best words to fill in the gaps.

### SMART SHOPPER BLOG



Hi, everyone! Today, I'm going to introduce you to a great shopping centre. It's called the Super Plaza. The Super Plaza has so many shops! My favourite shop is a little 1. \_\_\_\_\_ that sells clothes and jewellery. Their dresses are very pretty! If you need help, you can just ask one of the 2. \_\_\_\_\_. They'll let you try on any of the clothes on 3. \_\_\_\_\_. I also visited the huge bookshop. You can also pick up cute little 4. \_\_\_\_\_, like a Sherlock Holmes mug. I bought a cute *Alice in Wonderland* pen there last week. Oh, and if you're feeling a little hungry, there's a greengrocer's on the first floor. They have so many discount 5. \_\_\_\_\_ that you don't have to worry about spending too much. They make it really easy to 6. \_\_\_\_\_ prices, so you always know you are getting a bargain. The Super Plaza is the best place to shop. Maybe I'll see you there!

- |                        |              |              |              |
|------------------------|--------------|--------------|--------------|
| 1. a. customer         | b. location  | c. chemist's | d. boutique  |
| 2. a. sales assistants | b. customers | c. lists     | d. products  |
| 3. a. search           | b. goods     | c. display   | d. stalls    |
| 4. a. goods            | b. coupons   | c. prices    | d. bargains  |
| 5. a. employees        | b. coupons   | c. flyers    | d. bookshops |
| 6. a. spend            | b. compare   | c. rent      | d. retro     |

## 2 Read and fill in the gaps using the word box. One word is not used.

requires masks	pollution include	breathing agree	recommend health
-------------------	----------------------	--------------------	---------------------

### How to Save the Planet, with Annie

From: @Jenny\_Earthling

@Annie\_02,

I'm a student at Blackwater Secondary School. I learned about air 1. \_\_\_\_\_ at our school's science fair. I was shocked! I didn't know that I was 2. \_\_\_\_\_ dirty air. I want to help save our environment. What should I do?

Dear @Jenny\_Earthling

I'm so glad to hear that you want to help save our planet! I 3. \_\_\_\_\_ that dirty air is a huge problem. We now have to wear special 4. \_\_\_\_\_ when we go outside! Bad air is terrible for our 5. \_\_\_\_\_ and makes us sick.



As a student, there are many things you can do. I 6. \_\_\_\_\_ volunteering at your school. Most schools have programmes where you help out with saving the planet. You can also join a government programme called "The Green Earth Club". This programme helps students learn more about protecting the environment. Oh, but remember that this programme 7. \_\_\_\_\_ your parents' permission to join, so make sure to ask your mum and dad first!

I hope this was helpful, Jenny. I hope you have fun saving the world!

## Teacher's Note

### Shopping

Explain other vocabulary related to shopping to students. Make sure students understand words such as *aisle, bakery, barcode, basket, butcher shop, cashier, clearance, clerk, convenience store, counter, delicatessen, escalator, florist, gift certificate, hanger, hardware store, in/out of stock, loyalty/point card, optometrists, security tag, shelf/shelves, and special order.*

**3 Circle the correct form of the adjectives.**

1. She is **smaller** / more small than her sister.
2. That doll is **more beautiful** / quite beautiful than this one.
3. Lizzie is **a lot smarter** / more smarter than Ashton.
4. This sofa is **softer** / more soft than the chair.
5. Julianna's voice is **a little louder** / some louder than Ellen's.

**4 Circle the kind of reported speech.**

- |  |                   |
|--|-------------------|
| 1. Donald said he wanted to go home.       | direct / indirect |
| 2. He said, "I don't like this film."      | direct / indirect |
| 3. Sherry said she would be late.          | direct / indirect |
| 4. "I really enjoyed this show," she said. | direct / indirect |

**5 Listen and circle true or false.**  R4-01

- |  |      |       |
|--|------|-------|
| 1. Dani and Cory both take Mr Brown's class.               | true | false |
| 2. Dani forgot about the essay that is due tomorrow.       | true | false |
| 3. Jessica likes topics on current issues.                 | true | false |
| 4. Cory thinks they don't have enough time to do research. | true | false |

**6 Listen and circle the correct answer.**  R4-02

- |  |  |   |
|--|--|---|
| 1. What does Pauline want to do with Johnny? | a. talk to Mrs Anderson                          | b. go over the maths notes              |
|  | c. study together for the maths quiz             | d. join the Drama Club                  |
| 2. What is NOT true about Johnny?            | a. His marks have gone down a lot.               | b. He cares about his grades.           |
|  | c. He doesn't want to go out to watch a musical. | d. He wants Pauline to leave him alone. |
| 3. What will Johnny most likely do next?     | a. take a quiz in Mrs Anderson's class           | b. join the Drama Club with Pauline     |
|  | c. review his notes for the maths quiz           | d. watch a musical with Pauline         |

**7 Listen again. Read the descriptions and circle the person who is most likely to be friends with Pauline. Then draw a square around the person most likely to be friends with Johnny.**  R4-02

1.  <b>Madison</b>	2.  <b>Vivianne</b>	3.  <b>Sam</b>	4.  <b>Hong-Jae</b>	5.  <b>Amira</b>
Hi, I'm Madison. I am really academic, and I love learning about new languages.	My name is Vivianne. I volunteer at the wildlife protection centre. I love animals.	How are you? I'm Sam, and I love sport. I'm super athletic. My favourite thing to do after school is to play basketball with my friends.	My name is Hong-Jae. I love singing and dancing. My favourite thing to do is watch musicals. Have you seen <i>Wicked</i> ? It's my favourite!	Hey, everybody. Amira here. I like to go shopping, and I love fashion. People ask me to recommend products all the time.

**4 Circle the kind of reported speech.**

- Ask students to read the sentences.
- Ask students to circle the correct answer.
- Ask students to complete the activity.
- Check students' answers.

**Answer Key**

1. indirect
2. direct
3. indirect
4. direct

**5 Listen and circle true or false.**  R4-01

- Ask students to read the sentences.
- Listen to the audio.
- Ask students to circle the correct answer.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

**Answer Key**

1. true
2. true
3. false
4. false

**6 Listen and circle the correct answer.**  R4-02

- Ask students to read the questions.
- Listen to the audio.
- Ask students to answer the question.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

**Answer Key**

1. d
2. a
3. c

**7 Listen again. Read the descriptions and circle the person who is most likely to be friends with Pauline. Then draw a square around the person most likely to be friends with Johnny.**  R4-02

- Listen to the audio.
- Ask students to answer the question.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

**Answer Key**

1. Pauline's friend: Hong-Jae
2. Johnny's friend: Madison

**Teacher's Note**

**More on Direct Speech**

When using direct speech with *said* or *says*, the information within the quotation marks should remain in the same verb tense that it was originally reported in.

**Ex.**

He says, "I want to go to the shop."  
He said, "I want to go to the shop."

Remind students that the first quotation mark has a comma before it when introduced mid-sentence, and the last quotation mark follows a period to end the sentence.

**Ex.**

The students shouted, "We want to eat pizza."

When a sentence starts with a quote, the last quotation mark follows a comma (or question mark for questions).

**Ex.**

"We want to eat pizza," shouted the students.  
"Do you want fries with that?" asked the cook.

# UNIT 9

# DISCOVERY

This unit will give students the ability to talk about important discoveries and past and current technology. Students will also gain the ability to compare things using comparative adjectives and talk about things they used to do, currently do, and hope to do in the future using time expressions. Finally, students will learn how to write a short essay to express their opinions on something they read.

Scan the QR code to download Unit 9 audio.

## WHAT YOU WILL DO IN THIS UNIT

### Unit 9 AIMS

- Lesson A: Read about important discoveries
- Lesson B: Talk about the way technology used to be
- Lesson C: Listen to comparisons of the past and present
- Lesson D: Write about amazing discoveries
- Lesson E: List the pros and cons of new discoveries

### Target Skills

- Lesson A: Reading
- Lesson B: Speaking
- Lesson C: Listening
- Lesson D: Writing
- Lesson E: Project

### Target Vocabulary

Lesson A	Lesson B
contact cure discover germs invent kill remove seal	CD player click DVD player laptop MP3 player streaming media tablet touch
Lesson C	Lesson D
amazing brave clever guess noisy prefer receive useful	format normal path print reason remember understand wrong
Lesson E	
control panel course licence navigate passport shut down	

**UNIT 9 DISCOVERY**

Scan for Audio

**WHAT YOU WILL DO IN THIS UNIT**

- A Reading** Read about important discoveries
- B Speaking** Talk about the way technology used to be
- C Listening** Listen to comparisons of the past and present
- D Writing** Write about amazing discoveries
- E Project** List the pros and cons of new discoveries

110



Look at the photo and answer the questions.

1. What are the students doing?
2. Are you interested in science? Why or why not?
3. Name some inventions that you use every day.
4. Can you name any famous inventors? What did they do?

111

## Key Grammar

### comparatives (2)

Use comparative forms to compare two things or two people. Comparative adjectives are formed differently depending on the number of syllables that an adjective has. Keep the following rules in mind when you use comparative adjectives.

Number of syllables in adjective	Rule	Example
one syllable	<ul style="list-style-type: none"> <li>• add <i>-er</i> to the end</li> <li>• double the final consonant</li> </ul>	tall → taller big → bigger
two syllables	<ul style="list-style-type: none"> <li>• add <i>-er</i> to the end</li> <li>• change <i>-y</i> into <i>-i-</i> and add <i>-er</i></li> </ul>	gentle → gentler happy → happier
more than three syllables	<ul style="list-style-type: none"> <li>• add <i>more</i> before the adjective</li> </ul>	important → more important
irregular forms	<ul style="list-style-type: none"> <li>• change irregularly</li> </ul>	many → more far → farther

### definite vs indefinite articles

Use the definite article, *the*, in front of a noun when it is clear what is being referred to. This could be because it was already mentioned or because there is only one. Use the indefinite articles, *a* or *an*, in front of a noun when it is not clear which specific thing is referred to. This could be because it is not important to know which one, the thing is mentioned for the first time, or when speaking generally.

Example	
<i>the</i>	<i>a/an</i>
<i>The</i> coffee is cold.	She bought some flowers at a flower shop.
<i>The</i> problem is solved.	He doesn't have a book.
<i>The</i> phone needed to be fixed.	He wanted to be a teacher.

## Unit 9 Discussion

Look at the photo and answer the questions.

- Ask students to look at the Unit 9 cover page.
- Then ask the class each question.
- Give corrections and ask follow-up questions.
- Ask students to talk with a partner. Have students take turns asking the questions on the page to their partner.

### Extra Practise More Discussion

Ask more questions about technology.

**Ex.**

What kind of technology do you usually use?  
 What kind of technology do you wish you had? Why?  
 What kind of technology do you think needs to be invented? Why?  
 Describe a good place to learn about science.

Aim: Read about important discoveries

## Vocabulary

1 Listen and write the correct word.  9-01

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the word under the correct picture.
- Check students' answers.

### Answer Key

- germs
- cure
- contact
- discover
- kill
- invent
- remove
- seal

- Practise again. Point at different pictures and ask students to say the words

2 Fill in the gaps with the best vocabulary words.

- Ask students to read the sentence prompts.
- Ask students to write the best vocabulary word in the gap.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

- Germs
- invent
- seal
- remove
- kill
- discover
- cure
- contact

### Teacher's Note

#### Inventors

Introduce some other famous inventors to students. Below is a short list of some famous inventors and what they invented.

Marie Curie	discovered radioactivity
Thomas Edison	light bulb, phonograph, motion picture
Galileo	first to use telescope to look at stars
Johannes Gutenberg	printing press
James Naismith	basketball
Isaac Newton	discovered theory of gravity
Leonardo da Vinci	inventor and artist

# A Reading

Aim Read about important discoveries

## Vocabulary

1 Listen and write the correct word.  9-01

**NOTE**  
When you discover something, you see something that has been there but was unknown or forgotten.

germs cure	invent discover	kill seal	contact remove
---------------	--------------------	--------------	-------------------

- 
- 
- 
- 
- 
- 
- 
- 

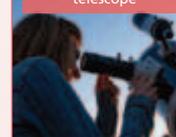
2 Fill in the gaps with the best vocabulary words.

- \_\_\_\_\_ are very small living things that make people sick.
- Scientists \_\_\_\_\_ new things to make our lives better.
- When you close something so that nothing can enter, you \_\_\_\_\_ it.
- We use soap and water to \_\_\_\_\_ dirt and germs from our hands and body.
- To \_\_\_\_\_ is to cause someone or something to die.
- When you find something for the first time, you \_\_\_\_\_ it.
- We use medicine to \_\_\_\_\_ people of diseases.
- Hospitals can be dangerous to your health because you come into \_\_\_\_\_ with many sick people.

**NOTE**  
When you invent something, you make something new for the first time.

## Pre-Reading

3 Look at the inventions. Talk about them with a partner. Discuss why these inventions were important. Research online if you need.

fridge 	concrete 	telescope 
---	--	---

112

## Pre-reading

3 Look at the inventions. Talk about them with a partner. Discuss why these inventions were important. Research online if you need.

- Tell students to find a partner.
- Ask students to look at the pictures.
- Ask students why the inventions were important.
- Check students' conversations to make sure they're speaking properly.
- Give feedback.

**4** Read the article.  9-02

## Great Inventions by Great Minds!



### Louis Pasteur

Louis Pasteur was a French scientist. He invented a way to make foods such as milk and fruit juice safer to drink. How did he do it? First, he had to find out why certain foods made people sick. This is how he discovered germs! Germs are small living things. They can make people who come in contact with them very ill. Before Pasteur, nobody knew what germs were. Next, Pasteur had to find a way to remove the germs from the food. He invented a process to do this: pasteurisation. Pasteur found that heating foods to a high temperature would kill most germs.

Many foods are still pasteurised today. Eggs, milk, juice, and canned foods are a few examples.

### Alexander Fleming

Infections are caused by germs that poison the body. In the past, doctors didn't know how to stop infections. So, they used to have to cut off people's infections to stop them from spreading. But this was dangerous and painful. It also didn't always work. They needed the right medicine.

Alexander Fleming was a professor at St. Mary's Hospital in London. He was studying the flu. One day, a small accident changed medicine forever. He went on a two-week holiday. He left a dish with the flu virus out. When Fleming returned, he found mould in the dish. But he also saw something very strange. The germs didn't grow where mould was. Fleming discovered penicillin, a powerful antibiotic! Finally, doctors had a way to stop infections. This saved many lives.



**NOTE**  
An antibiotic is a medicine that cures infections and kills germs.

### Comprehension

**5** Circle true or false.

- |   |      |       |
|---|------|-------|
| 1. Louis Pasteur discovered germs.                                | true | false |
| 2. Louis Pasteur found a way to kill germs.                       | true | false |
| 3. Louis Pasteur invented a way to stop infections.               | true | false |
| 4. Alexander Fleming accidentally got an infection.               | true | false |
| 5. Alexander Fleming discovered a mould that prevented infection. | true | false |

**6** Talk with a partner.

- Have you ever been sick from something you ate?
- How would life be different without pasteurisation?
- How would life be different without antibiotics?
- What are some other important medical discoveries?

### Challenge

**7** Research one of the following inventors online. What did they invent? Tell your classmates about their inventions and why they're important.

- |                         |                 |                     |
|-------------------------|-----------------|---------------------|
| Wilhelm Conrad Roentgen | Thomas Edison   | the Wright brothers |
| Alexander Graham Bell   | Tim Berners-Lee | Charles Babbage     |

113

**4** Read the article.  9-02

- Listen to the audio.
- OR
- Read the article aloud.
- OR
- Ask students to read parts of the reading aloud.
- Replay the audio if needed.

### Comprehension

**5** Circle true or false.

- Ask students to circle the correct answer.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

- true
- true
- false
- false
- true

**6** Talk with a partner.

- Tell students to find a partner.
- Tell students to discuss the questions.
- Ask students if they would like to share their discussion with the class.
- Ask follow-up questions.

### Challenge

**7** Research one of the following inventors online. What did they invent? Tell your classmates about their inventions and why they're important.

- Ask students to choose one of the inventors.
- Ask students to do some research about their inventors.
- Tell students to use the internet to do research.
- Tell students to write down information about their inventors on a separate sheet of paper.
- Check students' work to make sure they're doing it properly.
- Ask some students to present their work to the class.
- Give feedback.

#### Extra Practise Social Invention

Tell students to get into groups of three to four. Tell them to choose a social topic/problem that they think is important. Then tell them to come up with a way to solve it. They can either invent some kind of machine or vaccine, or they can create some kind of program. Tell students to be creative. Tell them to also write about their social problems and invention/solution on a separate sheet of paper. When students are done writing/working, have each group present their work to the class. Make a list of the social problems and inventions/solutions on the board. Ask students from other groups what else can be done. Try to make the activity a class discussion. Remember to give feedback and ask follow-up questions.

# Lesson B Speaking

Aim: Talk about the way technology used to be

## Vocabulary

### 1 Listen and number. 9-03

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the word in the book.
- Check students' answers.

#### Answer Key

From left to right, top to bottom

1. CD player
6. MP3 player
5. DVD player
4. streaming media
2. laptop
7. tablet
3. click
8. touch

- Practise again. Point at words in the book and ask students to say the words aloud.

### 2 Fill in the gaps with the best vocabulary words.

- Ask students to read the sentence prompts.
- Ask students to write the best vocabulary word in the gap.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

1. DVD player
2. CD player
3. MP3 player
4. tablet
5. laptop
6. streaming media
7. touch
8. click

#### Teacher's Note

##### Used To and Use To

Remind students that when making sentences and questions using *did*, *didn't*, and *used to*, the words *use to* are used. Go over the examples below with students to help remind them. Make sure they understand the difference between *used to* and *use to*.

##### Correct

What did you use to do?  
I didn't use to use a tablet.  
I never used to go there

##### Incorrect

What did you used to do?  
I didn't used to use a tablet.  
I never use to go there.

# B Speaking

Aim Talk about the way technology used to be

## Vocabulary

### 1 Listen and number. 9-03



### 2 Fill in the gaps with the best vocabulary words.

1. Put the DVD in the \_\_\_\_\_.
2. My dad's car is old. It only has a \_\_\_\_\_, so it's hard to listen to new music.
3. You can download the audio and listen to it on a(n) \_\_\_\_\_.
4. I might buy a \_\_\_\_\_ because my laptop is heavy.
5. A tablet is nice, but a \_\_\_\_\_ is more powerful.
6. I watch my favourite TV shows as \_\_\_\_\_.
7. If you \_\_\_\_\_ and hold the screen of my phone, it will open.
8. Write your information here. Then \_\_\_\_\_ the sign-in button.

## Focus

### 3 Talk with a partner.

My dad used to listen to music on a CD player.

My dad used to watch films on a DVD player.

My mum would work on her laptop all night.

My mum would work on her tablet in the evening.

**NOTE** We use *used to* and *would* to talk about things that happened in the past and don't happen anymore. We can also use *it* to talk about a past habit. Review Unit 3 to practise using *used to*.

### 4 Use the given words and *used to* or *would* to write sentences. Answers will vary.

1. (I) (watch films) (brother)
2. (He) (play games) (laptop)
3. (We) (listen to music) (CD player)

114

## Focus

### 3 Talk with a partner.

- Read the short conversations aloud or ask two students to read the short conversations aloud.
- Ask students to practise the conversations with a partner.
- Tell students to practise the conversations again but to talk about different situations and technologies.

### 4 Use the given words and *used to* or *would* to write sentences. Answers will vary.

- Ask students to look at the sentence parts.
- Ask students to use the sentence parts and *used to* or *would* to write the sentence on the line.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

Sample Answers

1. I would watch films with my brother.
2. He used to play games on his laptop.
3. We would listen to music on my CD player.

## Expressions

### More time expressions

#### 5 Listen and repeat. 9-04

Past	Present	Future
recently	these days	soon
a little while ago	at this moment	in the near future
a long time ago	at this time	eventually
in the past	nowadays	later

#### 6 Answer the questions using time expressions.

- What do you do for fun? **Ex** *I have been taking guitar lessons these days. It's a lot of fun*
- What television shows are you watching?
- What is something you're looking forward to?

## Speak Up

#### 7 Look at the old technologies. What were they used for? What do we use now instead of them? Talk with a partner. Then write statements about the technologies with the given words.

Past Technology	Present Technology	Statement
 CD player	 smartphone	1. (used to) <b>Ex</b> <i>People used to listen to music on CD players.</i>
 DVD player	 streaming media	2. (nowadays) <b>Ex</b> <i>Nowadays, people use smartphones to listen to music.</i>
 phone book	 the internet	3. (would)
		4. (these days)
		5. (in the past)
		6. (at this time)

#### 8 Look at the old technologies. What do you think they were used for? Research online if necessary.



115

## Expressions

### More time expressions

#### 5 Listen and repeat. 9-04

- Read the contents of the table.
- OR
- Ask students to read the table.
- OR
- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students if they know what kind of expressions are being highlighted.

#### 6 Answer the questions using time expressions.

- Ask students to read the questions.
- Ask students to use a time expression to write the answer on the line.
- Ask students to complete the activity.
- Check students' answers.

## Answer Key

### Sample Answers

- I have been taking magic lessons these days.
- Nowadays, I have been watching Duck Tales.
- I'm looking forward to going to university in the near future.

## Speak Up

#### 7 Look at the old technologies. What were they used for? What do we use now instead of them? Talk with a partner. Then write statements about the technologies with the given words.

- Tell students to find a partner.
- Ask students to look at the technologies in the table.
- Ask students to discuss what the old technologies were used for and what people use now instead of them.
- Ask students to use the given words to write sentences on the lines.
- Ask students to complete the activity.
- Check students' answers.

## Answer Key

### Sample Answers

- People used to listen to music on CD players.
- Nowadays, people use smartphones to listen to music.
- People would watch films on DVD players.
- These days, we watch films as streaming media.
- In the past, people used a phone book.
- At this time, people use the internet.

#### 8 Look at the old technologies. What were they used for? Talk with a partner. Research online if necessary.

- Tell students to work with the same partner from activity 7.
- Ask students to discuss the old technologies and what they were used for.
- Tell students to use the patterns from activities 5, 6, and 7.
- Tell students to use the internet if they need to.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to present their conversations to the class.
- Give feedback.

## Extra Practise What Will We Use in the Future?

Ask students to work with the same partners from activities 7 and 8. Tell students to discuss how we will listen to music, watch films, and search for information in the future. Tell students to be creative with their answers. Tell them to create new technologies if they can. Tell students to write their technology descriptions on a separate sheet of paper. When everyone is done writing, ask each group to present their work to the class. List all students' ideas on the board. Then vote on and discuss the best ones. Remember to give feedback and ask follow-up questions.

**Aim:** Listen to comparisons of the past and present

## Vocabulary

### 1 Listen and number. 9-05

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the word in the book.
- Check students' answers.

#### Answer Key

From left to right, top to bottom

8. noisy
6. useful
7. brave
2. amazing
5. guess
1. clever
3. prefer
4. receive

- Practise again. Point at different pictures and ask students to say the words.

### 2 Listen and answer the questions with the best vocabulary words. Answers will vary. 9-06

- Ask students to read the questions.
- Listen to the audio.
- Ask students to write the best vocabulary word on the line.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

Sample Answers

1. noisy
2. useful
3. clever
4. spaghetti
5. brave

## Focus

### 3 Talk with a partner.

- Read the short conversations aloud or ask two students to read the short conversations aloud.
- Ask students to practise the conversations with a partner.
- Tell students to practise the conversations again but to talk about different ideas.

### 4 Listen and circle the answers. 9-07

- Listen to the audio.
- Ask students to circle the correct answer.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

1. b
2. c
3. b
4. a

# C Listening

**Aim** Listen to comparisons of the past and present

## Vocabulary

### 1 Listen and number. 9-05



### 2 Listen and answer the questions with the best vocabulary words. Answers will vary. 9-06

1. Which word best describes the person?  
\_\_\_\_\_
2. Which word best describes the app?  
\_\_\_\_\_
3. Which word best describes the cousin?  
\_\_\_\_\_
4. Which does the man prefer?  
\_\_\_\_\_
5. Which word best describes Sam?  
\_\_\_\_\_

**NOTE** Don't confuse *then* and *than*. Use *then* to mean 'at that time' or 'in that case'. Use *than* when talking about how two things or people are different.

## Focus

### 3 Talk with a partner.

My science project is **more important than** my maths homework.

Then we should do the project first.

This messaging app is **more useful than that one**.

Really? Then I'll go ahead and download it.

### 4 Listen and circle the answers. 9-07

Emily is \_\_\_\_\_ than Henry.

- a. hungry
- b. hungrier
- c. not hungrier

1. Emily

Steve is \_\_\_\_\_ than Margot.

- a. brave
- b. braver
- c. not braver

2. Steve

Emma's house is \_\_\_\_\_ than Mark's.

- a. noisy
- b. noisier
- c. not noisier

3. Emma

Oscar is more \_\_\_\_\_ than Phil.

- a. clever
- b. cleverer
- c. not clever

4. Oscar

116

## Teacher's Note

### Cleverer or More Clever?

Explain to students that some adjectives have two possible comparative forms. These adjectives can take either *-er* at the end of the adjective or *more + adjective*. Below is a list of some of these adjectives.

#### Adjective

clever  
common  
likely  
pleasant  
polite  
quiet  
simple  
stupid  
subtle  
sure

#### Comparative

cleverer / more clever  
commoner / more common  
likelier / more likely  
pleasanter / more pleasant  
politer / more polite  
quieter / more quiet  
simpler / more simple  
stupider / more stupid  
subtler / more subtle  
surer / more sure

## Grammar

### 6 Look at the table.

Comparative Forms II		
One syllable	Add -er to the adjective. If the adjective ends with a consonant + vowel + consonant, the final consonant must be doubled before adding -er.	tall → taller fat → fatter big → bigger
Two syllables	Add -er to most two-syllable adjectives. If the adjective ends in -y, drop the -y and add -ier. Some two-syllable adjectives take more before the adjective.	gentle → gentler happy → happier careful → more careful handsome → handsomer / more handsome
Three or more syllables	Add more before the adjective.	important → more important
Irregular comparatives	Some common adjectives have irregular comparatives.	good → better many → more bad → worse far → further

### 6 Fill in the gap with the comparative form of the given word.

1. Anna is \_\_\_\_\_ (funny) than Mario.
2. Charles is \_\_\_\_\_ (smart) than Bucky.
3. This app is \_\_\_\_\_ (useful) than that app.
4. This blue shirt is \_\_\_\_\_ (expensive) than that red one.
5. Pierre is \_\_\_\_\_ (hungry) than Melanie.

## Listen Up

### 7 Listen and number.



### 8 Listen again. Fill in the gaps.

1. I use my phone to get \_\_\_\_\_.  
I also \_\_\_\_\_  
recommendations on which paths are \_\_\_\_\_ to take.

2. I use the \_\_\_\_\_ a lot.  
Of course, its quality \_\_\_\_\_  
\_\_\_\_\_ than my SLR.

3. To \_\_\_\_\_ to people... I mean, that's what a phone is for, right?  
It's so much \_\_\_\_\_  
just to call.

4. I use my phone to get on the \_\_\_\_\_.  
Internet connection is really a lot  
\_\_\_\_\_ to me than  
anything else on my phone.

117

## Grammar

### 5 Look at the table.

- Read the contents of the table.
- OR
- Ask students to read the table.
- Ask students if they know what kind of words are being highlighted.

### 6 Fill in the gap with the comparative form of the given word.

- Ask students to read the sentence prompts.
- Ask students to write the comparative form of the given word in the gap.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

1. funnier
2. smarter
3. more useful
4. more expensive
5. hungrier

## Listen Up

### 7 Listen and number.

- Listen to the audio.
- Ask students to write the correct number next to the picture.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

From left to right

1, 3, 2, 4

### 8 Listen again. Fill in the gaps.

- Listen to the audio.
- Ask students fill in the gaps.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

1. directions, receive, better
2. camera, isn't better
3. talk, easier
4. internet, more useful

### Extra Practise Comparatives Race

Before class, prepare a list of adjectives. During class, split the class into two teams. Tell each team to line up at the front of the class. Take the first two students from each team. Out loud, read one of the adjectives from the list. The first student who correctly says a sentence using the adjective's comparative form wins a point for their team. If the first student to answer says an incorrect sentence or incorrect comparative adjective, then the other student can say a sentence. If neither student says a correct sentence, then go back and forth until one of them says a correct sentence. After one of the students wins a point, tell them to go back to the end of the line. Continue this process until each student has had a turn. The team with the most points at the end of the game wins.

# Lesson D Writing

Aim: Write about amazing discoveries

## Vocabulary

### 1 Listen and repeat. 9-09

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Practise again. Point at words in the book and ask students to say the words aloud.

### 2 Match the words with their definitions.

- Ask students to read the words and the definitions.
- Ask students to match the word with the correct definition.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

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

## Grammar

### 3 Look at the table.

- Read the contents of the table.
- OR
- Ask students to read the table.
  - Ask students if they know what kind of grammar point is being highlighted.

### Teacher's Note

#### Supporting Details

After going over the meaning and purpose of a topic sentence on p. 119, explain to students that the rest of the sentences in a paragraph are the supporting details. These sentences are what explain the main point of the paragraph. They can offer information such as facts, reasons, and examples that provide additional information. Explain to students that if the topic sentence is the *what*, then the supporting details are the *who*, *where*, *when*, *why*, and *how*. Make sure students understand this.

# D Writing

Aim Write about amazing discoveries

## Vocabulary

### 1 Listen and repeat. 9-09



### 2 Match the words with their definitions.

- |               |   |   |
|---------------|---|---|
| 1. normal     | • | a. to create writing or images on paper with a machine      |
| 2. wrong      | • | b. usual; as you would expect; ordinary                     |
| 3. understand | • | c. a direction that a person or vehicle travels in          |
| 4. path       | • | d. not correct  |
| 5. print      | • | e. to know what something means or how something works      |
| 6. reason     | • | f. the way that something is designed, arranged, or created |
| 7. format     | • | g. why someone or something does or believes something      |
| 8. remember   | • | h. to not forget or to be reminded of something             |

## Grammar

### 3 Look at the table.

Definite Articles	Indefinite Articles
When speaking about a specific object or person, you should use the definite article <i>the</i> .	When speaking generally or about something that is not a specific object or person, you should use the indefinite article <i>a</i> or <i>an</i> . We use <i>a</i> before a consonant sound. We use <i>an</i> before a vowel sound.
<b>Ex.</b> <i>The</i> car is broken. <i>The</i> homework is being printed.	<b>Ex.</b> She doesn't have <i>a</i> licence. She wants to be <i>an</i> engineer.

#### NOTE

When talking about countries, states, counties, provinces, lakes, and mountains, we normally do not use an article, except in cases where the country is a collection of states. *He lives in the United Kingdom. He lives in Mexico.*  
We do not use an article with plurals and uncountable nouns in general. *There are lots of cats. I like the cat with white fur.*

**4** Fill in the gaps with the correct articles. Write (X) if no article is needed.

1. Do you want to play \_\_\_\_\_ football?
2. Do you understand \_\_\_\_\_ homework for Mr Rodrigo's class?
3. I remember seeing that on \_\_\_\_\_ television show.
4. I'm not sure if this is \_\_\_\_\_ right path to take.
5. I don't have \_\_\_\_\_ licence! I can't drive.
6. That's \_\_\_\_\_ teacher I was talking about!
7. I read \_\_\_\_\_ amazing story yesterday.
8. She lives in \_\_\_\_\_ amazing flat.

**5** Read the article. Circle the answers to fill in the gaps. Listen and check your answers.  9-10

Gravity has always been around, but we only really started to understand it 300 years ago. Before that, nobody had 1. \_\_\_\_\_ good reason to explain why things fell. Then, Sir Isaac Newton came up with an idea. He was 2. \_\_\_\_\_ English mathematician and physicist. He is remembered as 3. \_\_\_\_\_ man who discovered gravity. The legend says that he discovered it by watching 4. \_\_\_\_\_ apple fall. Actually, he discovered 5. \_\_\_\_\_ gravity by realising that something (a force) must pull 6. \_\_\_\_\_ apples downwards. Otherwise, they wouldn't fall from their original place in the trees. Then, Newton looked at 7. \_\_\_\_\_ moon. He realised that something must be keeping it from flying away. This little idea led to a series of 8. \_\_\_\_\_ experiments. These experiments created a group of rules that helped shape physics. They are called Newtonian physics. Using these rules, scientists were able to make thousands of new discoveries. For example, two people calculated the existence of two planets—Neptune and Uranus—without seeing them.



- |            |        |      |            |        |      |
|------------|--------|------|------------|--------|------|
| 1. a. a/an | b. the | c. X | 2. a. a/an | b. the | c. X |
| 3. a. a/an | b. the | c. X | 4. a. a/an | b. the | c. X |
| 5. a. a/an | b. the | c. X | 6. a. a/an | b. the | c. X |
| 7. a. a/an | b. the | c. X | 8. a. a/an | b. the | c. X |

**Writing**

**6** Read the Writing Centre. Then write a topic sentence about a discovery that changed the world. Do research online if needed. Write on a separate piece of paper.

**Writing Centre**

Every paragraph needs a topic sentence. The topic sentence shows the main idea and the point of your paragraph. Read the article in 5 again and look at the example of a topic sentence.

**Ex.** *Isaac Newton discovered gravity and made laws to calculate how it worked. This helped scientists to better understand the world.*

119

**4** Fill in the gaps with the correct articles. Write (X) if no article is needed.

- Ask students to read the sentence prompts.
- Ask students to write the correct article or X in the gap.
- Ask students to complete the activity.
- Check students' answers.

**Answer Key**

1. X
2. the
3. a
4. the
5. a
6. the
7. an
8. an

**5** Read the article. Circle the answers to fill in the gaps. Listen and check your answers.  9-10

- Ask students to read the article.
- Ask students to circle the correct answer.
- Listen to the audio.
- Ask students to check their answers.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

**Answer Key**

1. a
2. a
3. b
4. a
5. c
6. c
7. b
8. c

**Writing**

**6** Read the Writing Centre. Then write a topic sentence about a discovery that changed the world. Do research online if needed. Write on a separate piece of paper.

- Ask students to read the information about topic sentences in the Writing Center.
- Ask students to think of a discovery that changed the world.
- Ask students to write a topic sentence about their discoveries.
- Tell students to use the internet if they need to.
- Tell students to write their topic sentences on a separate sheet of paper.
- Check students' topic sentences to make sure they're writing correctly.
- Ask some students to present their topic sentences to the class.
- Give feedback.

**Extra Practise Write the Rest**

Ask students to write the rest of the supporting details/sentences that go with the topic sentences they wrote in activity 6. Remind students that supporting details are the rest of the details that explain the topic sentence. Tell students to write on a separate sheet of paper. When all of the students are finished writing, ask some students to present their work to the rest of the class. Point out the topic sentences and the supporting details. Give feedback and ask students for their opinions on which sentences were strong topic sentences and supporting details. Give feedback and ask follow-up questions.

# Lesson E Project

**Aim:** List the pros and cons of new discoveries

## Video

### 1 Match the words with their definitions.

- Ask students to read the words and the definitions.
- Ask students to match the word with the correct definition.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

- d
- b
- a
- e
- c
- f

### 2 Look at the pictures. What do you think the video will be about? Talk with a partner.

- Ask students to look at the pictures.
- Ask students to make predictions about the video they're about to watch.
- Tell students to talk with a partner.
- Tell students to share their predictions with their partner.

Scan the QR code to link to Unit 9 video.

### 3 Watch the video. Number the pictures in order.

Video 9

- Play the video for students.
- Ask students if their predictions were correct.
- Ask students to number the pictures in order.
- Play the video again if needed.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

From left to right

- 3, 2, 1

### 4 Watch again. Circle the words you hear.

Video 9

- Play the video again.
- Ask students to circle the words they hear.
- Play the video again if needed.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

From left to right, top to bottom

contacted, remove, clever, course

# E Project

**Aim** List the pros and cons of new discoveries

## Video

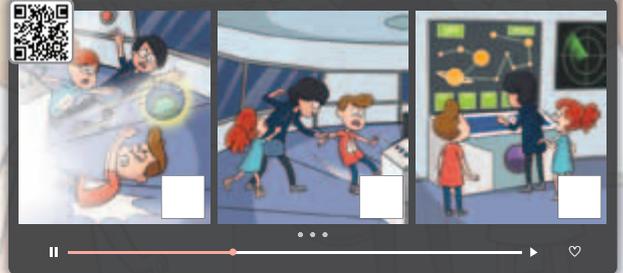
### 1 Match the words with their definitions.

- |                  |   |  |
|------------------|---|--|
| 1. passport      | • | a. to find the right direction while travelling by using a map |
| 2. licence       | • | b. a document that gives permission to do something            |
| 3. navigate      | • | c. the direction a ship or aeroplane is going                  |
| 4. shut down     | • | d. a document that lets you enter or leave a country           |
| 5. course        | • | e. to turn off a machine                                       |
| 6. control panel | • | f. a screen or controls used to operate a machine              |

### 2 Look at the pictures. What do you think the video will be about? Talk with a partner.

### 3 Watch the video. Number the pictures in order.

Video 9



### 4 Watch again. Circle the words you hear.

Video 9

- |          |          |           |        |
|----------|----------|-----------|--------|
| invent   | discover | contacted | remove |
| discover | click    | clever    | course |

### 5 Watch again. Circle the word(s) you hear.

Video 9



1. We could be on a path / trip to just about anywhere!
3. No licence! We don't even have a / X passports.
5. It looks like a / X heart.
7. Shut down a / the engine!



2. This is the course / control panel. You shouldn't touch anything unless you have a licence / passport.
4. The / An engine room is just down this hall.
6. If you try to remove / contact it to study it, the / a World Hopper Police will be contacted.
8. You think you're so normal / clever.

120

### 5 Watch again. Circle the word(s) you hear.

Video 9

- Ask students to read the sentences.
- Play the video again.
- Ask students to circle the word(s) they hear.
- Play the video again if needed.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

- |         |                     |
|---------|---------------------|
| 1. path | 2. control, licence |
| 3. X    | 4. The              |
| 5. a    | 6. remove, the      |
| 7. the  | 8. clever           |

## Extra Practise The Next Episode

Tell students to get into groups of three to four students. Tell them to talk about what will happen in the next episode. Tell them to answer the following questions in their discussions. What will happen to Tom, Jessie, and Leinad? Where will they go? Who will they meet? What will they do? How will they get back? Check students' conversations to make sure they're speaking properly. After five to ten minutes, ask each group to present a group speech about their predictions. Remember to give feedback and ask follow-up questions.

**6 Read. Talk with a group. You will write a response to the following argument. Plan your response with your group. Assign people to roles in the group: researchers, writers, presenters, etc.**

We should stop trying to create artificial intelligence (AI). It will do more harm than good. AI will destroy jobs. It will make bad decisions, and it will be a threat to human life.

AI has already started to take people's jobs. It's replaced most factory jobs. It has even started to take over customer-service jobs. Also, technologies like self-driving vehicles will replace millions of lorry and taxi driving jobs.

Artificial intelligence has bad judgment. In 2014, a shooting happened in Sydney, Australia. People tried to use a ride-sharing application to get away. The app's AI saw the increased number of people and charged them extreme prices. It put all those people in great danger.

Lastly, artificial intelligence will be a threat to all people. Experts like Elon Musk and Stephen Hawking have all agreed that AI can be very dangerous. It would be irresponsible to give so much power to a machine.

AI could do a lot of good. However, unlike other technologies, there is little room for error when dealing with AI. There is no simple off switch.



**7 Fill in the pros and cons chart. Use your own thoughts and research to fill in the chart.**

Pros	Cons

**8 Write an outline for your argument on a separate piece of paper. Follow the steps.**

- Step 1.** Write a topic or thesis. Do you agree or disagree with the writer?
- Step 2.** What information supports your argument? Think of at least three supporting ideas.
- Step 3.** What information goes against your argument? Discuss why this will not be a big problem.
- Step 4.** Repeat your topic/thesis. Summarise your main points.

**9 Present your list of pros and cons. Give a speech discussing why you agree or disagree with the speaker. Discuss with the class.**

**8 Write an outline for your argument on a separate piece of paper. Follow the steps.**

- Tell students to work with the same group.
- Ask students to write an outline for their arguments.
- Tell students to follow the steps to write their outlines.
- Tell students to write their outlines on a separate sheet of paper.
- Check students' outlines to make sure they're writing properly.
- Give feedback.

**9 Present your list of pros and cons. Give a speech discussing why you agree or disagree with the speaker. Discuss with the class.**

- Tell students to work with the same group.
- Ask each group to present their responses to the class.
- Ask students to write down things they agree or disagree with.
- Discuss the things that students agree and disagree with as a class.
- Give feedback.

### Teacher's Note

#### Giving Reasons

When students talk about the things they agree or disagree with, tell them to give detailed reasons why they agree or disagree. Remind them they can do this with simple *because* clauses. Try to give a few examples to students. Finally, tell them that they can use the patterns below to talk about what they agree or disagree with.

"I agree/disagree with \_\_\_\_\_ because \_\_\_\_\_."

"I think that \_\_\_\_\_ because \_\_\_\_\_."

## 21<sup>st</sup> Century Skills

**6 Read. Talk with a group. You will write a response to the following argument. Plan your response with your group. Assign people to roles in the group: researchers, writers, presenters, etc.**

- Ask students to read the article.
- Tell students to get into groups.
- Tell students that they will write a response to the article.
- Tell students to assign roles to each group member.

**7 Fill in the pros and cons chart. Use your own thoughts and research to fill in the chart.**

- Tell students to work with the same group.
- Ask students fill in the pros and cons chart.
- Tell students to write ideas based on their thoughts or the research they did.
- Tell students to use the patterns from the previous lessons in Unit 9.
- Tell students to write their pros and cons in the book or on a separate sheet of paper.
- Check students' pros and cons to make sure they're writing properly.
- Give feedback.

This unit will give students the ability to talk about decisions and recommendations using superlatives. Students will also gain the ability to use indefinite and relative pronouns to describe things and people, write a help-wanted letter, and write a short play.

Scan the QR code to download Unit 10 audio.

## WHAT YOU WILL DO IN THIS UNIT

### Unit 10 AIMS

Lesson A: Read about decision-making  
Lesson B: Understand gift recommendations  
Lesson C: Describe things you don't know the word for  
Lesson D: Write a message asking for help  
Lesson E: Put on a play

### Target Skills

Lesson A: Reading  
Lesson B: Listening  
Lesson C: Speaking  
Lesson D: Writing  
Lesson E: Project

### Target Vocabulary

Lesson A	Lesson B
choice idea likely offer option record stress think	common entire excellent gift great pick suggest suitable
Lesson C	Lesson D
fit jewel match mystery palace replace ruins treasure	alone cool laugh present serve slowly smile thorough
Lesson E	
blimp explorer hero	

UNIT  
**10**  
**I CAN'T DECIDE!**

Scan for Audio

WHAT YOU WILL DO IN THIS UNIT

- A Reading** Read about decision-making
- B Listening** Understand gift recommendations
- C Speaking** Describe things you don't know the word for
- D Writing** Write a message asking for help
- E Project** Put on a play

122

### Key Grammar

#### superlative adjectives

Use superlatives to make comparisons at the highest degree. Superlatives are most often made by adding *-est* or *-iest* to the end of the adjective. We also use *most* and *least* to express some superlatives, as in *most famous* and *least delicious*. However, do not use *most* and *least* with a superlative ending in *-est* or *-iest*. (See Unit 9 to review comparative forms.)

#### Example

He is the *happiest* student in my class.

This watch is the *cheapest* one among these.

What is the *most important* thing when you choose a major?

She is the *best* player in my team.



**Look at the photo and answer the questions.**

1. What do you think these people are doing?
2. Do you have trouble making decisions?
3. How do you make smart decisions?
4. What advice could you give someone about decision-making?

123

**indefinite pronouns**

An indefinite pronoun is used when one wants to refer to a person, thing, amount, etc. without saying exactly who or what they are. Some indefinite pronouns end in *-body* and take singular verbs. Other pronouns, such as *both*, *few*, *many*, and *others*, take a plural verb. Some indefinite pronouns (like *all*, *none*, *some*, and *any*) can take either a singular or plural verb, depending on the situation.

Example	
singular indefinite pronouns	<i>Nobody</i> comes to the library after 9 p.m.
	Is there <i>anybody</i> who wants to join us?
plural indefinite pronouns	<i>Many</i> were sold.
	<i>Others</i> are invited to a party.
singular and plural indefinite pronouns	<i>None</i> of them is/are helpful.
	<i>More than</i> 15% of sales is/are from the marketing team.

**relative pronouns**

Use relative pronouns to connect two different sentences into one sentence. Relative pronouns include *who*, *which*, *that*, *whom*, and *where*. These words take the place of a noun in a relative clause.

Relative Pronouns					
	Person	Thing	Place	Time	Reason
Subject	who, that	which, that			
Object	who(m), that	which, that	where	when	why
Possessive	whose	whose			
Example					
There is a man. + The man will go abroad. → There is a man who will go abroad.					
The woman went to the police station. + Her wallet was stolen. → The woman whose wallet was stolen went to the police station.					

**Unit 10 Discussion**

Look at the photo and answer the questions.

- Ask students to look at the Unit 10 cover page.
- Then ask the class each question.
- Give corrections and ask follow-up questions.
- Ask students to talk with a partner. Have students take turns asking the questions on the page to their partner.

**Extra Practise More Discussion**

Ask more questions about decision-making and advice.

**Ex.**

- How do you make decisions about what to buy?
- How do you make decisions about what to do on the weekend?
- Describe the last piece of advice someone gave you. Why did that person give you advice? Was it helpful? Why?
- Describe the last piece of advice you gave someone. Why did you give that person advice? Did the person follow your advice? Was it helpful? Why?

# Lesson A Reading

Aim: Read about decision-making

## Vocabulary

### 1 Listen and number. 10-01

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the word in the book.
- Check students' answers.

#### Answer Key

From left to right, top to bottom

1. likely
8. option
6. choice
2. record
3. think
5. stress
4. offer
7. idea

- Practise again. Point at different pictures and ask students to say the words.

### 2 Listen and write the vocabulary word(s) you hear. 10-02

- Listen to the audio.
- Ask students to write the words they hear on the lines.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

1. idea
2. record, likely
3. stress, option
4. choice, offer, think

## Teacher's Note

### Making Decisions

Ask students how they make shopping decisions. What things do they consider? List their ideas on the board. If they are having trouble, tell students how *you* make shopping decisions. When all the ideas are on the board, take a vote to see which ones are most important to students. Ask them why some ideas are more important than others. As an additional exercise, select a student and ask him or her why he or she bought the shoes/watch/jewellery/rucksack that he or she is wearing/using. Try to make a group discussion out of this activity. If students don't freely offer information, then choose students at random.

# A Reading

Aim Read about decision-making

## Vocabulary

### 1 Listen and number. 10-01



### 2 Listen and write the vocabulary word(s) you hear. 10-02

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**NOTE** Remember that we use *would rather* and *prefer* to talk about preferences.

## Pre-Reading

### 3 Look at the words and pictures. List different options you would like for each. Then ask people to choose one of your options.



4 Read the article.  10-03

## The Paradox of Choice

Scientists have found that decision-making is more difficult when people have many options. In a study, scientists offered shoppers six different jams. Then they recorded how many people bought the jam. Next, the scientists offered twenty-four different jams. They found that people were far less likely to buy jam when they had more options. To check their results, they even did the test with other things, such as chocolate and coffee.



(a) The results all came out the same. Scientists found that choice creates decision paralysis. They now call this situation "the paradox of choice": you want choice, but when you are given it, you can't decide! Having many options gives people stress. It also causes people to think too much about their decisions.

(b) So, what can be done? Well, there's no clear answer. Everyone is different. Some believe that you need to get used to the idea of "good enough." There's no "best" option. Others say that you need to think about "what's most important" to guide your decision-making.

(c) What do you think? How often do you have decision paralysis?

### Comprehension

5 Circle true or false.

- |  |      |       |
|--|------|-------|
| 1. Shoppers bought more jam when they had more options.                | true | false |
| 2. The test worked only with jam.                                      | true | false |
| 3. People are more likely to make decisions with more choice.          | true | false |
| 4. People have trouble choosing when they think too much.              | true | false |
| 5. Some people think we should grow used to the idea of "good enough." | true | false |

6 Read the statements. Where do they belong in the passage? Circle the answers.

- There are also other scientists who believe there is no such thing as the paradox of choice—that more is always better.  
a.  b.  c.
- They didn't just use products. They repeated the experiment by offering a class of students extra-credit essay topics from both a long and a short list.  
a.  b.  c.
- What's most important can vary from person to person. But almost everyone would consider things like quality and price.  
a.  b.  c.

### Challenge

7 Talk with a partner.

- What's the last difficult decision you had to make?
- What do you think is most important when deciding on clothes?
- What do you think is most important when deciding on your future work or studies?

125

4 Read the article.  10-03

- Listen to the audio.
- OR
- Read the article aloud.
- OR
- Ask students to read parts of the reading aloud.
- Replay the audio if needed.

### Comprehension

5 Circle true or false.

- Ask students to circle the correct answer.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

1. false
2. false
3. false
4. true
5. true

6 Read the statements. Where do they belong in the passage? Circle the answers.

- Ask students to read the statements.
- Ask students to circle the correct answer.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

1. b
2. a
3. c

### Challenge

7 Talk with a partner.

- Tell students to find a partner.
- Tell students to discuss the questions.
- Ask students if they would like to share their discussion with the class.
- Ask follow-up questions.

#### Extra Practise Choices

Before class, prepare pictures and information about three cars (a sports car, a luxury car, and a 4x4). Prepare information about the cars, like sports cars are fun but expensive, a luxury car is comfortable and seats many people, a 4x4 can go anywhere but uses a lot of gas, etc. Try to include positives and negatives for each kind of car. Then during class, put the three car options with their information on the board. Another idea is to just prepare the car pictures and list the pros and cons of each car as a class. Next, tell each student to decide on the best option for them. Tell them to think about the pros and cons of each choice and write down reasons for their choice. Tell students to list as many ideas as they can. Tell students to put their work on a separate sheet of paper. When everyone is done, ask some students to present their choices and reasoning to the class. Remember to give feedback and ask follow-up questions.

# Lesson B Listening

Aim: Understand gift recommendations

## Vocabulary

### 1 Listen and number. 10-04

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the word in the book.
- Check students' answers.

### Answer Key

From left to right, top to bottom

6. gift
4. suitable
2. entire
7. pick
5. suggest
8. common
3. great
1. excellent

- Practise again. Point at different pictures and ask students to say the words.

### 2 Fill in the gaps with the best vocabulary words.

- Ask students to read the sentence prompts.
- Ask students to write the best vocabulary word in the gap.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

1. suggest
2. entire
3. gift
4. suitable
5. great
6. excellent
7. common
8. pick

## Focus

### 3 Talk with a partner.

- Read the short conversation aloud or ask two students to read the short conversation aloud.
- Ask students to practise the conversation with a partner.
- Tell students to practise the conversation again but to talk about different gifts and people.

### 4 Fill in the gap with the superlative form of the given word.

- Ask students to read the sentence prompts.
- Ask students to write the superlative form of the given word in the gap.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

1. happiest
2. most important
3. best

# B Listening

Aim Understand gift recommendations

## Vocabulary

### 1 Listen and number. 10-04



### 2 Fill in the gaps with the best vocabulary words.

1. What do you \_\_\_\_\_ we do for Stacy's birthday?
2. I read the \_\_\_\_\_ book twice! It was so good.
3. My parents bought me a new computer as a(n) \_\_\_\_\_.
4. I can't find a film that's \_\_\_\_\_ for my parents, me, and my little brother.
5. A(n) \_\_\_\_\_ number of students passed the class with good marks.
6. That's a(n) \_\_\_\_\_ idea, Valerie. We should have tacos for dinner.
7. Flowers are a very \_\_\_\_\_ gift for Mother's Day.
8. I want to \_\_\_\_\_ Sydney for our team. He's the best at football.

**NOTE**  
Great is often used to mean very good. It can also mean large in amount, size, or degree.

## Focus

### 3 Talk with a partner.

What gift would you suggest I buy for my mum?

The best gift I can think of is jewellery!

What? That's too expensive. What's a cheap gift you recommend I buy for my mum?

The cheapest and best gift I can think of is a birthday card!

**NOTE**  
Superlative adjectives are used to describe an object that is either the highest or lowest quality or amount of something. Superlatives are normally formed by adding -est to the end of the adjective. They follow similar rules to comparatives. Longer adjectives form the superlative by putting most in front of them, instead of adding -est.  
cheap → cheapest  
fat → fattest  
happy → happiest  
important → most important  
good → best

### 4 Fill in the gap with the superlative form of the given word.

1. I am \_\_\_\_\_ (happy) when I'm with my family.
2. I think that my maths class is my \_\_\_\_\_ (important) class.
3. The \_\_\_\_\_ (good) gift I can think of is a new computer.

126

## Extra Practise Superlatives

Have students practise asking and answering questions about superlatives around the world with the phrases:

"What/Where is the (superlative) (noun) in the world?"  
/ (noun) is the (superlative) (noun) in the world."

### Ex.

What is the tallest mountain in the world? → Mt. Everest is the tallest mountain in the world.

What is the largest cat in the world? → The Siberian tiger is the largest cat in the world.

Tell students to use the internet if they are having trouble coming up with superlatives from around the world.

## Listen Up

### 5 Listen and circle the answers. 10-05

1. What does the boy's mum like?



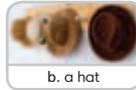
2. What's the best idea?



3. What will the girl buy her team?



4. Which suggestion is best?



### 6 Listen again. Circle the words you hear. 10-05

option	suitable	pick	common
great	worst	holiday	offer

## Challenge

### 7 Listen and answer the questions. 10-06

1. What is not a good *yedan* gift?

- a. a blanket      b. a spoon      c. a suit

2. What is a good *yemul* gift?

- a. an expensive watch      b. a chopstick set      c. a new blanket

3. Circle **true** or **false**.

- a. Korea has a lot of gift-giving traditions.      true      false  
 b. *Yemul* is for families.      true      false  
 c. *Yedan* is for couples.      true      false  
 d. Friends might also receive gifts from people getting married.      true      false

### 8 Listen again. Match the gifts to the best people. 10-06



127

## Listen Up

### 5 Listen and circle the answers. 10-05

- Listen to the audio.
- Ask students to circle the correct answer.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

1. b      2. a      3. a      4. b

### 6 Listen again. Circle the words you hear. 10-05

- Listen to the audio.
- Ask students to circle the words they hear.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

From left to right, top to bottom

option, suitable, common, worst, holiday

## Challenge

### 7 Listen and answer the questions. 10-06

- Listen to the audio.
- Ask students to answer the questions.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

- c
- a
- a. true  
b. false  
c. false  
d. true

### 8 Listen again. Match the gifts to the best people. 10-06

- Listen to the audio.
- Ask students to match the people to the correct gift.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

From left to right

bride's family-c, bride-d, groom-a, friends-b

## Teacher's Note

### Gift Giving

Explain what kinds of gifts are generally given for certain occasions in your country. Then ask students what gifts people give for those occasions in their country. Ask them about other occasions for gift giving and what people usually give. Finally, ask them about the best gifts they have ever received. Remember to give feedback and ask follow-up questions.

**Aim:** Describe things you don't know the word for

## Vocabulary

### 1 Listen and number. 10-07

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the word in the book.
- Check students' answers.

#### Answer Key

From left to right, top to bottom

8. treasure
6. match
2. replace
1. mystery
7. jewel
5. fit
4. ruins
3. palace

- Practise again. Point at different pictures and ask students to say the words.

### 2 Fill in the gaps with the best vocabulary words.

- Ask students to read the sentence prompts.
- Ask students to write the best vocabulary word in the gap.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

1. fit
2. ruins
3. mystery
4. replace
5. palace
6. jewels
7. treasure
8. match

## Grammar

### 3 Look at the table.

- Read the contents of the table.
- OR
- Ask students to read the table.
- Ask students if they know what kind of grammar point is being highlighted.

### 4 Circle the indefinite pronoun you hear. 10-08

- Listen to the audio.
- Ask students to circle the correct answer.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

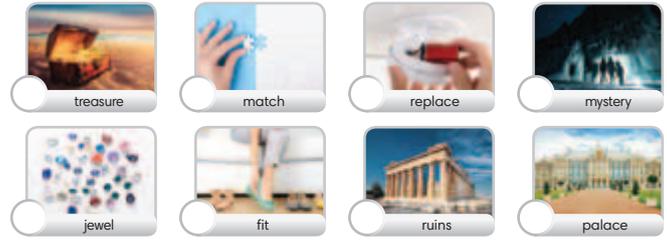
#### Answer Key

1. b
2. c
3. a
4. b

**Aim:** Describe things you don't know the word for

## Vocabulary

### 1 Listen and number. 10-07



### 2 Fill in the gaps with the best vocabulary words.

1. She doesn't think she will be a good \_\_\_\_\_ for the cricket team.
2. All that was left of the house after the fire were \_\_\_\_\_.
3. The ingredients in his burger are a \_\_\_\_\_ to me!
4. I'd like to \_\_\_\_\_ this battery with a new one.
5. I saw a \_\_\_\_\_ in France where King Louis XIV lived.
6. Rubies, opals, emeralds, and diamonds are all different kinds of \_\_\_\_\_.
7. A \_\_\_\_\_ is something you care a lot about. It doesn't have to be money or jewels.
8. Your belt should \_\_\_\_\_ with your shoes when you wear a suit.

## Grammar

### 3 Look at the table.

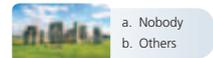
Indefinite Pronouns
Indefinite pronouns do not refer to any specific person, thing, or amount.
Singular Indefinite Pronouns
Indefinite pronouns that end in <i>-body</i> are always singular. <i>Ex.</i> anybody, nobody More: another, everything, other, either, one, something, and more
Plural Indefinite Pronouns
both, few, many, others
Singular & Plural Indefinite Pronouns
all, any, more, none, some

### 4 Circle the indefinite pronoun you hear. 10-08

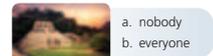
1. a. anybody    b. somebody    c. nobody
2. a. anybody    b. everyone    c. everybody
3. a. none    b. all    c. some
4. a. many    b. both    c. few

### 5 Listen and circle the answer. 10-09

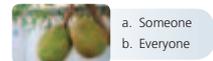
1. \_\_\_\_\_ knows for sure who made Stonehenge.



2. Almost \_\_\_\_\_ seems to think it was from ancient Mayan civilisation.



3. \_\_\_\_\_ Mike knows who ate jackfruit said it tastes like meat.



### 5 Listen and circle the answer. 10-09

- Listen to the audio.
- Ask students to circle the correct answer.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

1. a
2. b
3. b

## Expressions

### Using sense verbs with like

#### 6 Listen and repeat. 10-10

Senses	Example Sentences
looks like	The treasure looks like a red jewel.
sounds like	The song sounds like it was sung by children.
tastes like	The mystery sauce tastes like salad dressing.
smells like	The soap smells like flowers.
feels like	The shirt is so rough it feels like paper.



#### 7 Fill in the gaps with the right sensory words. Answers may vary.

- Yum! This drink \_\_\_\_\_ it has chocolate in it!
- This \_\_\_\_\_ salt water! What kind of fish is this?
- This \_\_\_\_\_ hair. Oh! It's a bird's feather!
- What's that noise? It \_\_\_\_\_ two cats fighting.
- Something \_\_\_\_\_ flowers. Oh, is it your new soap?

## Speak Up

### 8 Look at the photos. Pick A or B in each pair. Describe the item. Do not say the name of the item. Write down a description and share it with the class. Can you guess the items by their descriptions?

A	B	Description
		<i>Ex.</i> This tastes like a burrito.
		
		
		

129

## Expressions

### Using sense verbs with like

#### 6 Listen and repeat. 10-10

- Read the contents of the table.
- OR
- Ask students to read the table.
- OR
- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students if they know what kind of words are being highlighted.

#### 7 Fill in the gaps with the right sensory words. Answers may vary.

- Ask students to read the sentence prompts.
- Ask students to write the correct sensory words in the gap.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

#### Sample Answers

- tastes like
- looks like
- feels like
- sounds like
- smells like

## Speak Up

### 8 Look at the photos. Pick A or B in each pair. Describe the item. Do not say the name of the item. Write down a description and share it with the class. Can you guess the items by their descriptions?

- Ask students to look at the pictures.
- Ask students to choose one item from each pair.
- Ask students to write a short description of the items without giving up the name of the item.
- Tell students to use the patterns in activities 6 and 7.
- Tell students to write their descriptions in the book or on a separate sheet of paper.
- Check students' descriptions to make sure they're writing properly.
- Ask some students to present their descriptions to the class.
- Ask the other students to try and guess what is being described.
- Give feedback.

### Extra Practise Guess What?

Before class, prepare pictures of everyday items, drinks, and foods. During class, with the students sitting, choose one object. Don't tell students what the object is. Tell students that you will describe the item and the students have to guess what the item is. Try to use sensory expressions wherever possible. The student who guesses the item correctly then gets to go to the front of the class. Show that student one of the pictures that you prepared. Tell him or her not to say what it is. Have that student describe the item to the class. Tell the student to use sensory expressions. The student who guesses what the item is then gets to come to the front of the class. Repeat the process for about 10 to 15 minutes.

### Teacher's Note

#### Describing Things

Explain to students that when describing an item, it is good to talk about the item's shape, size, colour, and what it looks/smells/tastes/sounds/feels like. This will give the listener a point of reference for identifying the item in question. The more details that are included, the better the chance that the listener will be able to identify the object. This is also true when describing something that one doesn't know the word for. Have students practise doing this through the Extra Practise above.

Aim: Write a message asking for help

## Vocabulary

### 1 Listen and number. 10-11

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the word in the book.
- Check students' answers.

#### Answer Key

From left to right, top to bottom

5. thorough
6. slowly
2. alone
1. cool
3. serve
4. present
7. smile
8. laugh

- Practise again. Point at different pictures and ask students to say the words.

### 2 Match the words with their definitions.

- Ask students to read the words and the definitions.
- Ask students to match the word with the correct definition.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

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

## Grammar

### 3 Look at the table. Then listen and repeat. 10-12

- Read the contents of the table.
- OR
- Ask students to read the table.
- OR
- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students if they know what kind of words are being highlighted.

### 4 Fill in the gap with a relative pronoun. Answers may vary.

- Ask students to read the sentence prompts.
- Ask students to write the correct relative pronoun in the gap.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

Sample Answers

1. who
2. where
3. that
4. that
5. whose

Aim Write a message asking for help

## Vocabulary

### 1 Listen and number. 10-11



### 2 Match the words with their definitions.

- |             |   |   |
|-------------|---|---|
| 1. thorough | • | a. not with other people                                |
| 2. slowly   | • | b. to give information to others in a professional way  |
| 3. alone    | • | c. careful and looking at all details                   |
| 4. cool     | • | d. happening, moving, or doing something without speed  |
| 5. serve    | • | e. to give someone food or drink                        |
| 6. present  | • | f. good or stylish                                      |
| 7. smile    | • | g. a sound made when something funny happens            |
| 8. laugh    | • | h. a happy or friendly expression made with one's mouth |

## Grammar

### 3 Look at the table. Then listen and repeat. 10-12

Relative Pronouns					
Relative pronouns are words such as <i>who, which, that, whom</i> and <i>where</i> . They connect two clauses. They also act as the subject or object of the verb in the relative clause.					
Defining Relative Pronouns					
	Person	Thing	Place	Time	Reason
Subject	who, that	which, that			
Object	who, whom, that	which, that	where	when	why
Possessive	whose	whose			
<b>Ex.</b> The man <i>who</i> lives down the street. This is the cat <i>that / which</i> bit my sister. The man <i>whose</i> car was stolen went to the police.					

### 4 Fill in the gap with a relative pronoun. Answers may vary.

1. Can you name the man \_\_\_\_\_ first climbed Mount Everest?
2. This is the town \_\_\_\_\_ I grew up.
3. This is the woman \_\_\_\_\_ you met last year.
4. Can you clean the room \_\_\_\_\_ is next to the bathroom?
5. That is the boy \_\_\_\_\_ sister never speaks with anyone in her class.

## Teacher's Note

### Which and That: American English vs British English

Explain to students that restrictive relative clauses are typically introduced by *that, whose, who, or whom*. In British English, however, *which* is often used interchangeably with *that*. For example, "Mario held the bag *that/which* was heavy." Using *which* and *that* interchangeably in restrictive relative clauses is something that is usually avoided in American English. American English favours the use of *that* to introduce a restrictive relative clause. A restrictive relative clause is a clause that is essential to the meaning of a sentence. Meanwhile, nonrestrictive clauses can be introduced with *which, whose, who, or whom*. For example, "Mario held out his hand, *which* Rob shook." A nonrestrictive relative clause is one that simply adds additional information to a sentence. If the clause is taken out, the sentence still makes sense.

5 Read. Then get into groups and answer the questions.

Task Complete

Task Complete is a new service that connects people who are looking for someone to help them with a job. Need your toilet fixed? Looking for someone to go with you to a boring event? Task Complete can find the perfect person for you!



How It Works

1. Describe Your Task – Describe what you need help with.
2. Choose Your Helper – Helpers will sign up to help you with your task. Review their profiles and choose.
3. Get the Job Done – Put your helper to work. Then pay them through the website.

Latest Tasks

<p>Help-Wanted! By: Erroneous Errol</p> <p>Hi! I have a school essay that's due tomorrow that I have to present on. I need someone who's good at editing. This person should work very fast and be very thorough. Also, my paper is a little boring. The best "helper" is someone who also has a good sense of humour. Please edit my paper to make others smile.</p>	<p>By: Righteous_Richard</p> <p>Hey, Errol. Don't worry. I got you. I'm a professional writer and editor. I've written for a few television shows, so I'm confident I can edit your essay by tomorrow. I'll even think of a good joke to start it with.</p> 
---	---

1. What kind of website is this? \_\_\_\_\_
2. What is Errol's problem? \_\_\_\_\_
3. What kind of person is Errol looking for? \_\_\_\_\_
4. Who would be the best helper for Errol? \_\_\_\_\_
5. Why is Richard confident he can do the job? \_\_\_\_\_

**Writing**

6 Read the problems. Choose one. Then write a help-wanted post asking someone to help you fix this problem on a separate piece of paper.



1. Help! My house is too dirty.



2. I'm so lonely. I need a friend.



3. I feel shy talking in public.



4. I need to find the perfect gift!

**Writing**

6 Read the problems. Choose one. Then write a help-wanted post asking someone to help you fix this problem on a separate piece of paper.

- Ask students to choose one of the problems.
- Ask students to write a help-wanted post asking someone to help them fix the problem.
- Tell students to use the patterns in activities 3, 4, and 5.
- Tell students to write their posts on a separate sheet of paper.
- Check students' work to make sure they're writing correctly.
- Ask some students to present their writing to the class.
- Give feedback.

**Extra Practise Write the Reply**

Tell students to write a reply to the help-wanted posts they wrote in activity 6. Tell students to model their replies after the reply in activity 5. Tell students to write their replies on the same sheet of paper they used in activity 6. Give students about 10 minutes to write their replies. When everyone is done writing, ask some students to read their replies to the class. Remember to give feedback and ask follow-up questions.

5 Read. Then get into groups and answer the questions.

- Ask students to read the passage.
- Tell students to get into groups.
- Ask students to answer the questions.
- Ask students to complete the activity.
- Check students' answers.

**Answer Key**

*Sample Answers*

1. Task Complete is a website that helps users find people to help them with tasks.
2. Errol needs someone to help him edit his essay.
3. Errol is looking for someone who is good at editing.
4. The best helper for Errol would be someone who has a good sense of humour.
5. Richard is confident that he can do the job because he is a professional writer and editor.

Aim: Put on a play

## Video

1 Look at the pictures. What do you think the video will be about? Talk with a partner.

- Ask students to look at the pictures.
- Ask students to make predictions about the video they're about to watch.
- Tell students to talk with a partner.
- Tell students to share their predictions with their partner.

Scan the QR code to link to Unit 10 video.

2 Watch the video. Number the pictures in order.

Video 10

- Play the video for students.
- Ask students if their predictions were correct.
- Ask students to number the pictures in order.
- Play the video again if needed.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

From left to right

2, 3, 1

3 Watch again. Circle the words you hear.

Video 10

- Play the video again.
- Ask students to circle the words they hear.
- Play the video again if needed.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

From left to right, top to bottom

explorer, palace, rare, hero, brave, blimp

4 Watch again. Circle true or false.

Video 10

- Ask students to read the sentences.
- Play the video again.
- Ask students to circle the correct answer.
- Play the video again if needed.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

1. true
2. false
3. false
4. true
5. true

# E Project

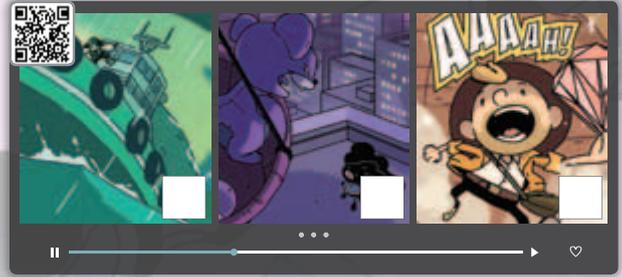
Aim Put on a play

## Video

1 Look at the pictures. What do you think the video will be about? Talk with a partner.

2 Watch the video. Number the pictures in order.

Video 10



3 Watch again. Circle the words you hear.

Video 10

explorer	palace	expensive	rare
hero	brave	blimp	location

4 Watch again. Circle true or false.

Video 10

1. Alfred finds a rare jewel in the desert. true false
2. Alfred fights with a giant kraken. true false
3. Mikey is a great explorer. true false
4. Mikey fights with Mr Beary Bad. true false
5. The queen is the boy's mother. true false

5 Watch again. Fill in the gaps with the words you hear.

Video 10



1. I've \_\_\_\_\_ this entire desert to find the lost \_\_\_\_\_.



2. I found the rare jewel \_\_\_\_\_ is fit for a queen!



3. I'm looking for something—a(n) \_\_\_\_\_.

4. The rarest \_\_\_\_\_ in all of the \_\_\_\_\_ seas!

5. I'm Mikey, the \_\_\_\_\_ of this city.

6. I'll take \_\_\_\_\_ hot-air balloon \_\_\_\_\_ from you.

132

5 Watch again. Fill in the gaps with the words you hear.

Video 10

- Ask students to read the sentence prompts.
- Play the video again.
- Ask students to write the correct word in the gap.
- Play the video again if needed.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

1. searched, palace
2. that
3. treasure
4. treasure, seven
5. hero
6. that, back

6 Read the task. Then complete the activities.

**Task** Put together a play for your class. You will have to write the story, cast the roles, build the props, find locations, and perform.

7 Write a short play. Choose one of the following storylines. Then write the play's script on a separate piece of paper with your group.

**Storyline 1**

Three siblings are asked to give their father, the king, a gift to show their love for him. The person with the best gift will become the next king or queen.

**Storyline 2**

A man buys a mysterious egg from a travelling salesman. The man falls in love with the egg and doesn't allow anyone near it. One night, he wakes up to find that his egg has hatched. Inside, he finds...

**Storyline 3**

Three knights are searching for a great treasure for their king. They are then attacked by a giant monster. This monster says he will show them the way to the treasure if they can answer his riddle.

8 Cast your play. Read the descriptions. Then find people to fulfil the following roles.

Director	The director makes sure the actors perform well, the locations are good, the music and sound is good, etc.	
Hero	The main protagonist or hero; the person at the centre of your story.	
Villain	A villain, or bad guy, is needed to create a problem for the hero and make a good story.	
Other Actors	Sometimes stories use the same actor to play more than one part. This is good for small roles.	
Producers	These people have a very important job. They choose the location, the props, and the lighting.	

9 Put on your show. Advertise your show with an eye-catching flyer!

Ex.



21<sup>st</sup> Century Skills

6 Read the task. Then complete the activities.

- Ask students to read the task.
- Make sure they understand it.

7 Write a short play. Choose one of the following storylines. Then write the play's script on a separate piece of paper with your group.

- Tell students to get into groups.
- Ask students to read the storylines.
- Ask students to choose one of the storylines.
- Tell students to write a script for their play on a separate sheet of paper.
- Check students' scripts to make sure they're writing properly.
- Give feedback.

8 Cast your play. Read the descriptions. Then find people to fulfil the following roles.

- Tell students to work with the same group.
- Ask students to read the different roles and information.
- Ask students to assign each group member a role for their play.

9 Put on your show. Advertise your show with an eye-catching flyer!

- Tell students to work with the same group.
- Ask students to design a flyer for their play.
- Tell students to be creative to create an eye-catching flyer.
- Tell students to draw their flyers on a separate sheet of paper.
- Check students' flyers to make sure they're doing it properly.
- Ask each group to present their flyers and plays to the class.
- Give feedback.

Teacher's Note

Acting

Remind students to act when they perform their plays. Tell students to speak strongly and confidently, even if they are reading their lines because they couldn't memorise them. Do this by demonstrating it to them. Take someone's script and read some of the lines while acting them out. Tell students to have fun with their acting.

Extra Practise Group Story

Have the class move their desks into a large circle, or have everyone sit on the floor in a circle. Then choose one of the storylines from activity 7, or have students vote on which one they like the most. Take that storyline and start a story with *Once upon a time*. Point to the student sitting beside you and tell him or her to come up with the next sentence or two. Then have the student next to the first student make one or two more sentences, and so on. Keep this process going until every student has had a turn. If every student has had a turn, but the story isn't finished, continue the activity until the story is completed. Tell students to be creative with their ideas. Also, tell them to make both serious and funny sentences. Remember to give feedback and help out students who are having a hard time making sentences.

## 1 Read and choose the best words to fill in the gaps.

- Ask students to read the reading.
- Ask students to circle the best word to fill in the gap.
- Ask students to write the word in the gap.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

1. b, options
2. a, pick
3. a, suitable
4. c, treasure
5. b, palace
6. d, alone

## 2 Read and fill in the gaps using the word box. One word is not used.

- Ask students to read the reading.
- Ask students to circle and write the correct word in the gap.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

1. wrong
2. remember
3. understand
4. normal
5. discover
6. brave
7. amazing

### Teacher's Note

#### Whom vs Who

Remind students of the proper uses for *who* and *whom*. *Who* is a subject pronoun. For example, "Who is the game character? Mario is the game character." Meanwhile, *whom* is used to replace an object. For example, "Whom have you met? I have met Allen. This is Allen, whom I have already met." If students are still confused, tell them that if they can replace the subject with *he/she/they*, then *who* should be used. However, if the object can be replaced with *him/her/them*, then *whom* should be used.

## 1 Read and choose the best words to fill in the gaps.

15 December

Hey, everybody! It's Gretchen!

### Gift Guide, by Gretchen

I'm back with another gift guide! A lot of people ask me what they should buy for a friend who loves to read. This can be very difficult because of all the 1. \_\_\_\_\_ we have to choose from! There are books about romance, action, comedy, and horror! Which book should we 2. \_\_\_\_\_ when we're shopping? Well, I found the perfect book that is 3. \_\_\_\_\_ for all ages! It's a novel called *Diana Jones and the Crystal Cave*. It's a story about a girl named Diana who looks for 4. \_\_\_\_\_ like rare diamonds and gold coins. One day, she learns about a red diamond that once belonged to a king. She finds the ruins of the 5. \_\_\_\_\_ that the king once lived in. She goes in 6. \_\_\_\_\_, without anyone to save her if things go wrong.

Doesn't that sound entertaining? It really is. Also, you won't believe the ending! If you're shopping for a new book for yourself or for a friend, you should definitely buy this excellent tale!

- |                |              |             |              |
|----------------|--------------|-------------|--------------|
| 1. a. treasure | b. options   | c. palaces  | d. smiles    |
| 2. a. pick     | b. serve     | c. think    | d. replace   |
| 3. a. suitable | b. common    | c. alone    | d. thorough  |
| 4. a. ruins    | b. choices   | c. treasure | d. mysteries |
| 5. a. treasure | b. palace    | c. stress   | d. jewel     |
| 6. a. common   | b. excellent | c. cool     | d. alone     |



## 2 Read and fill in the gaps using the word box. One word is not used.

normal	understand	discover	amazing
wrong	brave	remember	format

### Word of Advice with Dr Phillipa

From: @Miley\_C\_11

@TheRealDrPhillipa,

Hi, Dr Phillipa. I am an English teacher at Blackwater Secondary School. I started teaching three years ago because I thought the job would be easy. Sometimes, I feel really down. I don't want to teach or talk to my students. I think it's too late to leave my job and start again. I don't even know what I want to do other than teaching! What should I do?

Dear @Miley\_C\_11

It sounds like you may have picked the 1. \_\_\_\_\_ job for yourself. I did the same thing with my first job. I 2. \_\_\_\_\_ thinking that I'd be happy being a food scientist. I quickly discovered that I hated it! So, I 3. \_\_\_\_\_ your feelings. I want you to know that this is completely 4. \_\_\_\_\_. There is nothing strange about wanting to change your path in life. Here is what you should do. First, you need to 5. \_\_\_\_\_ what you like and what you don't like. Try volunteering or reading about different jobs. This will help you understand what jobs you want. You can also think about going back to school. It's never too late to learn something new. It might be scary to leave your work for school. But be 6. \_\_\_\_\_ and know that many people go back even in their 60s! Lastly, always remember that you are a(n) 7. \_\_\_\_\_ person. You are better than you think you are, so don't lose hope!



134

## 3 Circle the correct words.

- Ask students to read the sentences.
- Ask students to circle the correct word.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

1. anybody
2. everyone
3. where
4. why
5. whom

**3 Circle the correct words**

1. I don't know anybody / nobody who likes that musical.
2. Padme thinks everyone / others understands her story.
3. This is the bookshop where / what I first met Luke.
4. Can you remember why / who you wrote this letter?
5. To whom / when did you send the email?

**4 Circle the correct answer.**

1. \_\_\_ book Soo-Jin wrote will come out next month. the / a
2. Horatio doesn't want to be \_\_\_ pilot. He wants to be a chef. the / a
3. Ignacio forgot to bring \_\_\_ pencil on the first day of school. the / a
4. I think \_\_\_ radio might be broken. I can't hear anything. the / a

**5 Listen and circle true or false.**  R5-01

1. Jonathan thinks he is cleverer than his grandfather. true false
2. Jonathan's grandfather learned to read without a teacher. true false
3. Jonathan's grandmother prefers noisy places. true false
4. Jonathan's grandmother wants him to stay in school. true false

**6 Listen and circle the correct answer.**  R5-02

1. What is true about Wilma's father?
  - a. He is now a musician.
  - b. He played the drums and guitar.
  - c. He used to play in a jazz band.
  - d. He used to be a maths teacher.
2. What is NOT true about Greg?
  - a. He really enjoyed listening to his aunt's music.
  - b. His father used to sell DVD players.
  - c. He would not want a musician for a father.
  - d. He gets bored of listening to the same music over and over again.
3. What will Greg most likely do next?
  - a. learn to play the keyboard
  - b. write his report
  - c. buy a DVD player
  - d. watch a jazz concert with Wilma

**7 Listen again. Choose the sentences that Greg will most likely use in his report about his aunt.**  R5-02



1. My aunt was a musician, but she gave it up and decided to work at Radio Shack selling DVD players.
2. I used to hate my aunt's music because it was so loud.
3. My aunt's favourite instrument was the keyboard.
4. My aunt used to practise playing the guitar and drums in the house. It was very noisy!
5. I think it's sad that my aunt gave up music and became a maths teacher.

135

**6 Listen and circle the correct answer.**  R5-02

- Ask students to read the questions.
- Listen to the audio.
- Ask students to answer the question.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

**Answer Key**

1. c
2. a
3. b

**7 Listen again. Choose the sentences that Greg will most likely use in his report about his aunt.**

 R5-02

- Ask students to read the sentences.
- Listen to the audio.
- Ask students to circle the correct sentences.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

**Answer Key**

From top to bottom  
2, 4

**Teacher's Note**

**Comparatives Revisited**

Remind students that to become a comparative adjective, most normal adjectives take either *-er* at the end or *more + adjective*. For example, we can say *bigger, larger, shorter, smellier, more delicious, more exciting*, etc. Some adjectives, however, can take both *-er* at the end and *more + adjective*. For example, *cleverer* and *more clever, quieter* and *more quiet, simpler* and *more simple, commoner* and *more common, politer* and *more polite*, etc. Make sure students understand how to change an adjective into a comparative adjective.

**4 Circle the correct answer.**

- Ask students to read the sentence prompts.
- Ask students to circle the correct answer.
- Ask students to complete the activity.
- Check students' answers.

**Answer Key**

1. The
2. a
3. a
4. the

**5 Listen and circle true or false.**  R5-01

- Ask students to read the sentences.
- Listen to the audio.
- Ask students to circle the correct answer.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

**Answer Key**

1. false
2. true
3. false
4. true

# Grammar Reference

## UNIT 1

### questions with *can you* and *do you feel like*

Use *Can you* + verb and *Do you feel like* + verb + *-ing* to ask another person to do something with you.

<i>Can you</i> + verb	<i>Do you feel like</i> verb + <i>-ing</i>
<i>Can you</i> play a computer game with me?	<i>Do you feel like</i> playing a computer game with me?
<i>Can you</i> sing with me?	<i>Do you feel like</i> singing with me?
<i>Can you</i> go to the party with me?	<i>Do you feel like</i> going to the party with me?

### present simple and present continuous

Use present simple tense to talk about things that are always or generally true, or things that happen regularly. Use present continuous tense to describe something that you haven't finished yet, or things that are happening right now.

Present Simple	Example
to describe things that are always or generally true	The Earth <i>goes</i> around the Sun.
to describe things that happen regularly	She <i>goes</i> abroad during the summer holiday.
Present Continuous	Example
to describe something that you haven't completed	I <i>am learning</i> to play the guitar.
to describe things that are happening right now	Look! It <i>is snowing</i> now!

## UNIT 2

### *used to* and *would*

Use *used to* and *would* to describe past events that you did regularly.

Example
He <i>used to/would</i> buy fashion magazines every month.
I <i>used to/would</i> wear loose clothes. I don't anymore.
She <i>used to/would</i> always listen to pop music.

### past simple

Use simple past tense to talk about events in the past, including finished past events, habitual actions in the past, and events which were true in the past.

Usage	Example
to show events which were done in the past	He <i>wore</i> a suit to attend the business meeting.
to talk about repeated events or actions in the past	They <i>went</i> on a picnic every Sunday.
to talk about things that were true for some time in the past	She <i>used</i> the same mobile phone all through university.

### present perfect

Use present perfect tense in the following situations.

Usage	Example
to talk about events repeated from the past until now	I <i>have called</i> him three times.
to talk about the duration of things happening from the past until now	He <i>has been</i> a teacher since 2002.
to talk about changes from the past until now	He <i>has grown</i> a lot since I last saw him.
to talk about an event at an unspecified time in the past	I <i>have been</i> to Japan once.
to talk about uncompleted actions that are expected to happen	She <i>hasn't finished</i> her homework yet.

## UNIT 3

### *so* and *such*

Use *so* and *such* to make adjectives stronger. Put an adjective after *so*, and put *a/an* + an adjective + a noun after *such*.

<i>so</i>	<i>such</i>
That concert was <i>so</i> amazing!	That was <i>such</i> an amazing concert!
The clerk was <i>so</i> kind.	She is <i>such</i> a kind clerk.
This computer is <i>so</i> expensive.	This is <i>such</i> an expensive computer.

### *-ed* adjectives and *-ing* adjectives

Use adjectives ending in *-ed* to describe the emotions that a person feels as a result of some experience. Use adjectives ending in *-ing* to describe how something or someone makes others feel.

<i>-ed</i> adjectives	<i>-ing</i> adjectives
I feel <i>excited</i> . / I am <i>excited</i> .	The film is <i>exciting</i> .
She feels <i>bored</i> . / She is <i>bored</i> .	The lecture is <i>boring</i> .
He feels <i>shocked</i> . / He is <i>shocked</i> .	The news is <i>shocking</i> .

## UNIT 4

### future simple vs future continuous

Use simple future tense to show expected events which will happen and be completed in the future. Use future continuous tense to show events which will be ongoing during a period of time in the future. Be careful not to use future continuous tense with stative verbs. (See unit 1 of book 2 to review.)

Example	
Future Simple	Future Continuous
I <i>will finish</i> my homework this evening.	This afternoon, I <i>will be searching</i> for the information for my homework.
He <i>will arrive</i> at 3 p.m.	He <i>will be flying</i> during the morning.
She <i>will buy</i> a necklace for her friend this evening.	She <i>will be choosing</i> the necklace this afternoon.

### Future Continuous Tense for Prediction

We can also use future continuous tense to make a prediction about the future.

Example
It <i>will be raining</i> this afternoon.
She <i>will be buying</i> some coffee for her classmates.
He <i>will be finishing</i> his work over the weekend.

## UNIT 5

### would rather and would prefer to

Use *would rather* or *would prefer to* to ask which of two options someone wants, or to state a preference.

Question	Answer
<i>Would you rather</i> have a cup of coffee or tea?	I <i>would rather</i> have a cup of tea.
<i>Would you rather</i> meet at the café or at the theatre?	I <i>would rather</i> meet at the theatre.
<i>Would you prefer to</i> read a novel or a comic book?	I <i>would prefer to</i> read a comic book.
<i>Would you prefer to</i> take a taxi or a bus?	I <i>would prefer to</i> take a taxi.

### quantifiers

Use quantifiers to answer the questions "How much?" and "How many?" If there is a sufficient amount of something, use adjective + *enough*. The negative form is not + adjective + *enough*. Use *too* + adjective when the amount of a certain thing is more than is needed.

Example	
(not) + Adjective + enough	too + Adjective
This chocolate is <i>sweet enough</i> . / This chocolate is <i>not sweet enough</i> .	This chocolate is <i>too sweet</i> .
This spaghetti is <i>salty enough</i> . / This spaghetti is <i>not salty enough</i> .	This spaghetti is <i>too salty</i> .
This ramen is <i>hot enough</i> . / This ramen is <i>not hot enough</i> .	This ramen is <i>too hot</i> .

Use *some*, *any*, *not any*, *no*, and *none* with both countable nouns and uncountable nouns.

Example
I would like <i>some</i> pizza.
I don't want <i>any</i> pizza.
There is <i>no</i> pizza left in the fridge.
<i>None</i> of them ordered the pizza.

## UNIT 6

### may for permission

Use *May I* + verb? to ask for permission. Answer the question using *may* to give permission or using *may not* to refuse the request.

Question	Answer
<i>May I</i> eat pizza?	Yes, you <i>may</i> . / No, you <i>may not</i> .
<i>May I</i> dance with you?	No, you <i>may not</i> . You have to finish your homework.
<i>May I</i> go home now?	

### conditionals (zero vs first)

All conditionals are used to describe actions or events (in the *if* clause) and their results (in the main clause). Zero conditionals have present simple verbs in both clauses. First conditionals (also called type-1 conditionals) have a present simple verb in the *if* clause, and future tense (with *will* or *be going to*) in the main clause.

Zero Conditional	
Usage	Example
to talk about causes and effects that are always true	<i>If/When</i> it rains, the traffic is always bad.
First Conditional	
Usage	Example
to talk about an action, event, etc. that could possibly happen and its likely result	<i>If</i> it rains, we <i>will</i> just stay inside.

### must and must not

Use *must* and *must not* to give rules or strong orders about what to do (obligation) or not to do (prohibition).

Example
You <i>must</i> submit this essay by tomorrow. (obligation)
You <i>must not</i> throw rubbish into the recycling bins. (prohibition)

# Grammar Reference

## UNIT 7

### need to, would like to, and want to

We use *need to* when we talk about things that are required because they are important to do. We use *would like to* and *want to* when we talk about things we desire or prefer.

Example
She <i>needs to</i> clean the house before the guests arrive.
I <i>would like to</i> go home right now.
They <i>wanted to</i> visit the museum.

### comparatives (1)

Use comparative forms to compare two things or two people. Follow the pattern noun + verb + comparative adjective + *than* + noun. Add *much*, *far*, *a lot*, *a little*, or *quite a lot* before the comparative adjective to highlight or make the meaning more specific. These are called intensifiers. (See unit 9 to learn more about comparative forms.)

Example
He is <i>much</i> richer than his sister.
This smartphone is <i>a lot</i> bigger than that smartphone.
She is <i>a little</i> taller than Brian.

### verbs followed by to-infinitives

We often use *to* + infinitive verb after another verb to show that an action is done for a certain purpose. Certain verbs expressing a person's thoughts or feelings can also be used with this pattern.

Usage	Example
to express purpose	He is working to make money.
	She is exercising to lose weight.
	They are practising to win the game.
used with certain verbs expressing feeling or thinking	She decided to get a cup of coffee.
	We wanted to join the party.
	They chose to go home now.

## UNIT 8

### tag questions

Use tag questions to check if some information is correct or to see if someone agrees with your opinion. Add tag questions at the end of a sentence. Use positive tag questions when the main part of a sentence is negative. If the main part of a sentence is positive, use a negative tag question.

Example	
negative tag questions	positive tag questions
You are in year 7, aren't you?	You are not in a football club, are you?
He thinks he is so cool, doesn't he?	She doesn't sing very well, does she?
They will order some pizza, won't they?	We can't borrow a laptop, can we?

### direct and indirect reported speech

Use direct reported speech or indirect reported speech to report what others have said. Use direct reported speech to repeat the exact words someone said. In writing, we put quotation marks around the person's words. Indirect reported speech is another way to talk about what someone said. We do not use quotation marks around their words, and we usually "shift" the tense of the verb to the past and change pronouns and time and place markers.

Example	
direct reported speech	indirect reported speech
He said, "I will clean up the room for you."	He said he would clean up the room for me.
She said, "I can't meet you at that time."	She said she couldn't meet us at that time.
They said, "We are allowed to leave."	They said they were allowed to leave.

Use *said* or *told* before the sentence in quotation marks in direct reported speech. Use *that* clause in indirect reported speech.

Example	
direct reported speech	indirect reported speech
John: I will clean my room. → John said, "I will clean my room."	John: I will clean my room a little bit. → John said that he would clean his room a little bit.

## UNIT 9

### comparatives (2)

Use comparative forms to compare two things or two people. Comparative adjectives are formed differently depending on the number of syllables that an adjective has. Keep the following rules in mind when you use comparative adjectives.

Number of syllables in adjective	Rule	Example
one syllable	<ul style="list-style-type: none"> <li>• add <i>-er</i> to the end</li> <li>• double the final consonant</li> </ul>	tall → taller big → bigger
two syllables	<ul style="list-style-type: none"> <li>• add <i>-er</i> to the end</li> <li>• change <i>-y</i> into <i>-i-</i> and add <i>-er</i></li> </ul>	gentle → gentler happy → happier
more than three syllables	<ul style="list-style-type: none"> <li>• add <i>more</i> before the adjective</li> </ul>	important → more important
irregular forms	<ul style="list-style-type: none"> <li>• change irregularly</li> </ul>	good → better far → further

### definite vs indefinite articles

Use the definite article, *the*, in front of a noun when it is clear what is being referred to. This could be because it was already mentioned or because there is only one. Use the indefinite articles, *a* or *an*, in front of a noun when it is not clear which specific thing is referred to. This could be because it is not important to know which one, the thing is mentioned for the first time, or when speaking generally.

Example	
<i>the</i>	<i>a/an</i>
<i>The</i> coffee is cold.	She bought some flowers at a flower shop.
<i>The</i> problem is solved.	He doesn't have a book.
<i>The</i> phone needed to be fixed.	He wanted to be a teacher.

## UNIT 10

### superlative adjectives

Use superlatives to make comparisons at the highest degree. Superlatives are most often made by adding *-est* or *-iest* to the end of the adjective. We also use *most* and *least* to express some superlatives, as in *most famous* and *least delicious*. However, do not use *most* and *least* with a superlative ending in *-est* or *-iest*. (See Unit 9 to review comparative forms.)

### Example

He is the <i>happiest</i> student in my class.
This watch is the <i>cheapest</i> one among these.
What is the <i>most important</i> thing when you choose a course?
She is the <i>best</i> player in my team.

### indefinite pronouns

An indefinite pronoun is used when one wants to refer to a person, thing, amount, etc. without saying exactly who or what they are. Some indefinite pronouns end in *-body* and take singular verbs. Other pronouns, such as *both*, *few*, *many*, and *others*, take a plural verb. Some indefinite pronouns (like *all*, *none*, *some*, and *any*) can take either a singular or plural verb, depending on the situation.

### Example

singular indefinite pronouns	<i>Nobody</i> comes to the library after 9 p.m.
	Is there <i>anybody</i> who wants to join us?
plural indefinite pronouns	<i>Many</i> were sold.
	<i>Others</i> are invited to a party.
singular and plural indefinite pronouns	<i>None</i> of them <i>is/are</i> helpful.
	<i>More than</i> 15% of sales <i>is/are</i> from the marketing team.

### relative pronouns

Use relative pronouns to connect two different sentences into one sentence. Relative pronouns include *who*, *which*, *that*, *whom*, and *where*. These words take the place of a noun in a relative clause.

### Relative Pronouns

	Person	Thing	Place	Time	Reason
Subject	who, that	which, that			
Object	who(m), that	which, that	where	when	why
Possessive	whose	whose			

### Example

There is a man. + The man will go abroad.  
→ There is a man who will go abroad.  
The woman went to the police station. + Her wallet was stolen.  
→ The woman whose wallet was stolen went to the police station.

# Word List

## UNIT 1

### Lesson A

bat  
belt  
diary  
magic  
medal  
racket  
squash  
writer

### Lesson B

aerobics  
card game  
draughts  
energy  
enter  
explore  
hobby  
radio/podcast

### Lesson C

active  
boxing  
competition  
game  
quiet  
relaxed  
rugby  
yoga

### Lesson D

fact  
foreign  
information  
member  
neighbour  
playmate  
profile  
tourist

### Lesson E

analyse  
code  
figure out  
shuffle

## UNIT 2

### Lesson A

loose  
magazine  
pockets  
size  
sleeves  
tight  
try on  
uniform

### Lesson B

brand  
celebrity  
chain  
design  
fashion  
jewellery  
skirt  
trainers

### Lesson C

casual  
cheap  
expensive  
formal  
popular  
secret  
trend  
whisper

### Lesson D

blouse  
collar  
lipstick  
old-fashioned  
outfit  
pattern  
perfume  
unusual

### Lesson E

scarf

## UNIT 3

### Lesson A

classical  
dance (EDM)  
folk  
jazz  
metal  
pop  
rap (hip-hop)  
rock

### Lesson B

action  
animation  
chat show  
comedy  
documentary  
drama  
fantasy  
game show  
horror  
romance

### Lesson C

adventure  
fighting  
first-person shooter  
online  
puzzle  
racing  
role-playing  
side scrolling

### Lesson D

amazed  
annoyed  
bored  
confused  
embarrassed  
entertained  
interested  
shocked

### Lesson E

capsule  
culture  
galaxy  
human  
USB

## UNIT 4

### Lesson A

create  
data  
device  
invention  
machine  
rare  
research  
technology

### Lesson B

application  
automatic  
decision  
digital  
download  
process  
screen  
upload

### Lesson C

browse  
errands  
improve  
know  
latest  
plans  
project  
sure

### Lesson D

able  
access  
area  
available  
change  
control  
develop  
engineer

## UNIT 5

### Lesson A

breakfast  
dessert  
dinner  
fast food  
junk food  
lunch  
main course  
side dish

### Lesson B

crunchy  
dry  
greasy  
salty  
sour  
spicy  
sweet  
taste

### Lesson C

bake  
curry  
fork  
knife  
omelette  
plate  
roast  
spoon

### Lesson D

chilli  
fresh  
fried  
garlic  
grilled  
ingredients  
sauce  
smell

## UNIT 6

### Lesson A

alarm  
attention  
avoid  
careful  
emergency  
injured  
problem  
smoke

### Lesson B

bother  
bring  
copy  
delay  
keep  
lend  
shut  
stay

### Lesson C

arrest  
crime  
fine  
instructions  
jail  
punish  
rules  
trouble

### Lesson D

allow  
cost  
details  
exactly  
find out  
follow  
look for  
place

## UNIT 7

### Lesson A

advert  
bookshop  
boutique  
chemist's  
display  
for sale  
greengrocer's  
sales assistant

### Lesson B

compare  
coupon  
high  
low  
modern  
price  
quality  
retro

### Lesson C

bargain  
customer  
employee  
goods  
location  
spend  
stall  
trade

### Lesson D

flyer  
list  
product  
receipt  
rent  
search  
second-hand (used)  
window-shop

## UNIT 8

### Lesson A

academic  
athletic (sport)  
choir  
environmental  
government  
language  
volunteer  
wildlife

### Lesson B

air  
breathe  
climate  
health  
mask  
pollution  
safety  
situation

### Lesson C

activity  
hope  
hurry  
permission  
ready  
recommend  
require  
science fair

### Lesson D

agree/disagree  
belong to  
check  
earn  
empty  
enough  
front/back  
include

# Word List

## UNIT 9

### Lesson A

contact  
cure  
discover  
germs  
invent  
kill  
remove  
seal

### Lesson B

CD player  
click  
DVD player  
laptop  
MP3 player  
streaming media  
tablet  
touch

### Lesson C

amazing  
brave  
clever  
guess  
noisy  
prefer  
receive  
useful

### Lesson D

format  
normal  
path  
print  
reason  
remember  
understand  
wrong

### Lesson E

control panel  
course  
licence  
navigate  
passport  
shut down

## UNIT 10

### Lesson A

choice  
idea  
likely  
offer  
option  
record  
stress  
think

### Lesson B

common  
entire  
excellent  
gift  
great  
pick  
suggest  
suitable

### Lesson C

fit  
jewel  
match  
mystery  
palace  
replace  
ruins  
treasure

### Lesson D

alone  
cool  
laugh  
present  
serve  
slowly  
smile  
thorough

### Lesson E

blimp  
explorer  
hero