

1 Match the words that sound the same.



2 Read and circle the correct options.

The Queen's Stormy (1) Reign / Rain

The queen (2) eight / ate breakfast with her family while the wind (3) blew / blue the waves against the walls of the castle.

"I haven't seen the (4) son / sun in (5) eight / ate days," she said to her (6) sun / son

"All I can (7) see / sea is the (8) see / sea and all I can (9) hear / here is the rain. It is (10) know / no fun (11) here / hear."

Her favourite (12) night / knight said that he was bored (13) to / too / two. "Give me (14) to / too / two minutes," he said. "I (15) no / know what (16) to / too / two do." He said that there was a boat (17) sail / sale in the bay.

"Did you (18) bye / buy one?" asked the queen when he returned.

"I bought a (19) blew / blue one," said the knight.

That (20) night / knight, the queen said (21) buy / bye to her family and set (22) sale / sail



• Listen and check.  31

3 Listen and repeat the tongue twister. Circle the words that sound the same.   32



Whether the weather be cold,
 Or whether the weather be hot,
 We'll weather the weather
 Whatever the weather
Whether we like it or not.



Time to Practise

Reading and Writing

1 Look at the pictures and read the title. Then discuss the questions.

1. Where is this place? 2. What is special about it?

2 For each item, choose the correct answer. There is one example.

The Everlasting Storm

We live in a curious world where nature is responsible for some weird and wonderful phenomena. In Venezuela, for example, where the Catatumbo River (0) meets Lake Maracaibo, you can find the most electric place on the earth.

This area has 260 storm days per year, and on some nights lightning flashes

- (1) across the sky for nine continuous hours. Last October, visitors to the area said they had seen a spectacular light show, with 28 flashes of (2) lightning every minute.

What encourages these storms? As with all strange phenomena, no one really knows.

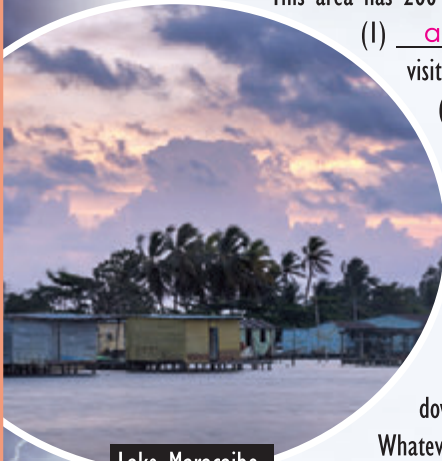
Experts used to believe that uranium in the rocks in the area (3) attracted the lightning.

More recently, scientists said that the lightning was conducted by methane from oil fields on the ground. Today, it is (4) suggested that the phenomenon is caused by a combination of the shape of the earth's surface and wind patterns. During the day, the hot tropical sun evaporates water from the lake. Then at night, winds push this hot air into the cold air coming down from the mountains. The rising air quickly (5) turns into a storm cloud.

Whatever the reason is, the lightning flashes are visible from 400 kilometres away. However, locals still tell visitors to take a tour of the lake for a better view!



Catatumbo lightning



Lake Maracaibo

- | | | | |
|-------------------|--------------|--|--------------|
| 0. A hits | B runs | <input checked="" type="radio"/> C meets | D starts |
| 1. A under | B across | C at | D on |
| 2. A lightning | B thunder | C storm | D flood |
| 3. A discovered | B wanted | C decided | D attracted |
| 4. A suggested | B convinced | C found | D researched |
| 5. A comes across | B turns into | C clears up | D takes over |

• **Read again and take notes in the chart.**

Place	Details of the Natural Event	Possible Reasons
Catatumbo River and Lake Maracaibo junction	The area has 260 storm days per year, with 28 flashes of lightning every minute.	A combination of the earth's surface and wind patterns

• **In pairs, discuss whether you would like to see the "everlasting storm."**

Objectives of the day:

1. Discuss a natural weather event.
2. Describe the weather in your area in different seasons.

Open the day

- "Elephant Breathing" practice. (See page T42.)
- Invite volunteers to say the tongue twister from the previous class from memory. Then ask students about the weather: *What is the weather like today?* Have volunteers answer. Have students work in pairs and talk about their favourite / least favourite weather and why: *I love rainy days, because they are fresh and cool. I can go out and play in the rain, or I can stay home and read a book.*

Open the book!**Reading and Writing****1 Look at the pictures and read the title. Then discuss the questions.**

Have students work in pairs. Ask them to look at the title, the pictures and the captions, and to make predictions about the text. Then have students discuss the questions. Invite volunteers to share whether their predictions helped them to answer the questions or not.

International Certification: Reading

While some exam-type activities focus more on comprehension with word options provided in a box or around the text, this activity provides in a multiple-choice style with three options. The factual cloze test evaluates grammatical accuracy, since the options are all usually the same parts of speech: nouns, verbs, adjectives, prepositions, etc. When training students for this type of activity, word building activities and review of regular and irregular verbs are always helpful.

2 For each item, choose the correct answer.

There is one example. 

Remind students to read the whole text before selecting the correct responses. Then tell them to reread the text slowly, reading all three options before selecting one. Ask students to work individually. When they have finished, invite volunteers to read the text, sentence by sentence to check the answers. Find out how many students got each item correct and note down the items that more students got wrong. Plan a review of these grammatical areas.

- **Read again and take notes in the chart.**



Call students' attention to the chart and elicit what kind of information they have to look for to make notes in the chart. Tell them to read the text again, now that they have the correct answers filled in. Have students make notes in the chart individually. To check the answers, ask volunteers to read out their answers.

- **In pairs, discuss whether you would like to see the "everlasting storm."**

Have students work in pairs and discuss if they would like to see the storm and why. Ask students to talk about how they feel during thunderstorms. Invite volunteers to share their ideas and feelings with the class.

Close the day

- In the same pairs, have students think about the weather in their town or region. Tell them to imagine that they have to describe the weather in the different seasons or months of the year to someone who is going to come and live there. Remind students to include ideas about what you can do at different times of the year with reference to the weather. Say: *In the spring, it is hot and dry. You can go to the beach or swimming at water parks.*

  Practice Book: Assign Activities 1 and 2 on page 48 as homework.

Objectives of the day:

1. Describe experiences related to natural disasters.
2. Write an article about an extreme experience.

Materials: *Disasters* Flashcards; Flashcard Activity 4C on page XVI.

Open the day

- "Elephant Breathing" practice.
- Flashcard Activity 4C.

Open the book!**3 Look at the pictures and discuss real-life examples of each type of event that you know.**

In groups, ask students to describe what is happening in each picture. Then tell them to think back over their experiences with natural disasters. Allow volunteers to share any experiences that they have had that may be related to the ones in the pictures or to other experiences that have impacted them. Tell students that these experiences could be related to extremely hot or cold weather, rain, snow, wind, etc. Have students share their experiences in their groups.

- **Choose one of the events and take notes in the organiser.**

Tell each student to choose one of the experiences that they shared and to write notes about the event in the mind map. You may want to develop a simple mind map on the board as a model.

International Certification: Writing

At this level, international certification exams expect students to be able to produce a well-organised text that responds to the task. It is important that students read the instructions carefully so that they know the type of text that they have to write and how many words it must be. They should also read any input provided that will guide their writing and help them to complete the task. Remind students to produce full sentences, well-structured paragraphs and to use the format of the specific type of text they are writing. (an article, a letter, an e-mail, a story, etc.)

4 You see this announcement in your school's magazine. 

Have students read the information in the box and ask: *Where might you see a notice like this? What is it asking people to do? About what topic? Who will read it?* Elicit answers from students.

- **Write your article using about 100 words.**

Tell students that they are going to write their articles using their notes from Activity 3. Tell students to select and organise the information in a logical order. Then have them think about what extra details or descriptive words they can add to make it more interesting. Finally, have students write their articles. Remind students to give their articles appealing headlines.

Close the day

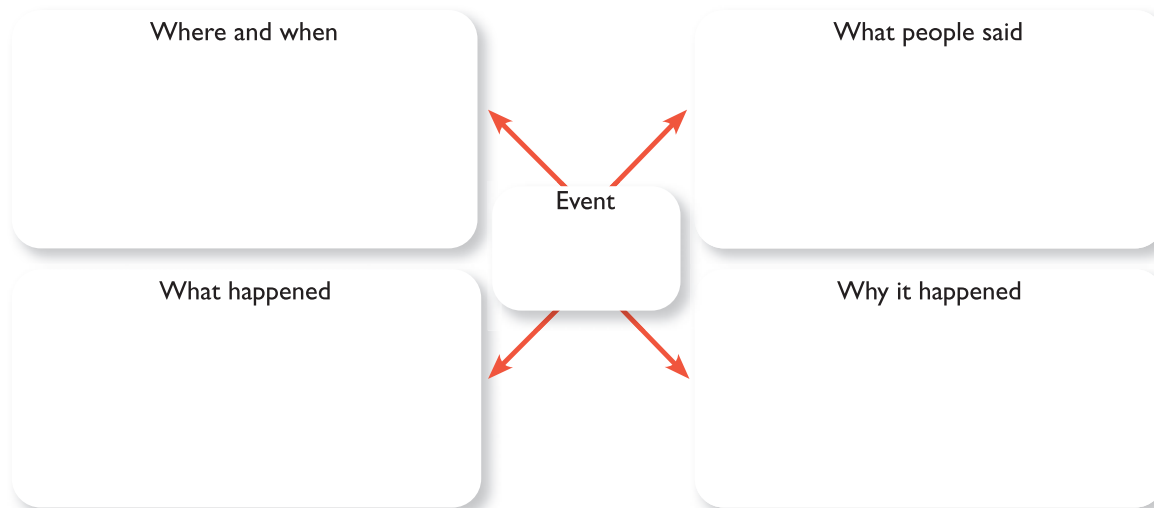
- Have students work in pairs and read each other's articles. Invite students to evaluate their classmates' work, taking into account the following aspects: organisation, content, grammar, spelling and punctuation. Have students give constructive feedback and make simple suggestions. Then ask students to take their articles home and rewrite a final clean copy to turn in in the following class.

  Practice Book: Assign Activity 3 on pages 48 and 49 as homework.

3 Look at the pictures and discuss real-life examples of each type of event that you know.



• Choose one of the events and take notes in the organiser.



4 You see this announcement in your school's magazine. 

Articles wanted!

Extreme Nature

Write an article telling us about an extreme natural event that happened in your country or the world.

Where did it happen? What happened? Why?

The best articles answering these questions will be published next month.

• Write your article using about 100 words.

CLIL Geography

1 Look at the pictures to predict what a supercontinent is.

The Supercontinent!

Part 1

Did you know that 250 million years ago, all of the land on the earth was grouped together in one supercontinent? It was called *Pangaea*. What did *Pangaea* look like? First of all, the Atlantic and Pacific Oceans did not exist. One global ocean surrounded one enormous land mass in the middle. This land mass eventually separated into the continents we know today.



The process was very slow. In fact, for 40 million years the continents only moved away from each other at a rate of one millimetre per year. We are talking about a very long time! However, you do not need to be a geologist to see evidence that our continents used to be locked together. Take a look at South America and Africa on a world map. What would happen if you pushed them together? They would fit like a jigsaw puzzle!



Another kind of evidence comes from plant and animal fossils of the same age that paleontologists have found near the coastlines of different continents. One example is the *Lystrosaurus*, which means "shovel reptile." Its fossilised remains are only found in South Africa, India and Antarctica.

There are two other forms of evidence that relate to rocks. The first is that rocks found at the edges of separate continents are often very similar. For example, geologists working on the coasts of Scotland and the east coast of North America found the same type of rock. They say that this means that Europe and North America were one land mass at some point. The second piece of evidence comes from rocks formed from the magma that erupted from volcanoes. When these are found on different continents, it tells us that continents now far apart were once closer together.

2 Read the first part of the article and write four pieces of evidence that the earth had a single supercontinent in the past.

1. If you push South America and Africa on a world map, they fit like a jigsaw puzzle.
2. Plant and animal fossils of the same age that paleontologists have found near.
3. Rocks found at the edges of separate continents are often very similar.
4. Rocks formed from the magma that erupted from volcanoes.

Objectives of the day:

1. Scan a text for evidence.
2. Create follow up questions about a topic.

Materials: (optional) world map in English; paper (1 sheet per team), markers (1 set per team).

Open the day

- "Elephant Breathing" practice.
- **Play *The Geography Game*:**

Tell students that they are going to play *The Geography Game* using the names of geographical locations in English. Explain that geographical locations can refer to continents, countries, states, cities, towns and villages, as well as oceans, rivers, lakes and other natural features in the world. Explain to students how to play the game: one player says the name of a geographical location and the next player uses the last letter of that word to start a new word. For example: *America—Arctic—California*, etc. A student is out if they can't think of a location or if they say one that has already been said. The last student to remain in the game, wins. Model the game by starting a round and having volunteers raise their hands to say the next locations. Then have students play in groups.

Open the book!**1 Look at the pictures to predict what a supercontinent is.**

Have students look at the maps and identify the different continents. Ask: *Which map are you more familiar with? How are the three maps different?* Then ask students what they think the "Supercontinent" is.

2 Read the first part of the article and write four pieces of evidence that the earth had a single supercontinent in the past.

Have students scan the text quickly for the four pieces of evidence and write them on the lines. Next, ask students to read the text again more carefully and write four questions about the text in their notebooks. Tell students to swap notebooks and answer their classmates' questions. To check the answers, have volunteers read out the evidence.

Close the day

- Divide the class into an even number of teams. Distribute the paper and markers. Ask students to put their questions together from the previous activity with the answers on a sheet of paper. Tell them to eliminate any repeated questions and add questions so that they have twenty questions. Tell students to bring their lists of questions and answers the next class.

  Practice Book: Assign Activity 1 and the bullet on page 50 as homework.

Go to video "Mystery of the Axe."

Now is a good time to work with this unit's video. We suggest that you go to the Lesson Plan for this video and get an idea of which activity to do before students watch the video in the "Before Watching" section. Once students understand the concept of the video, invite them to watch it at home with their families. If appropriate, invite them to do the "While Watching" activities suggested in the Lesson Plan.

Objectives of the day:

1. Ask and answer follow up questions about a topic.
2. Describe how they imagine life in the future.

Materials: students' lists of twenty questions and answers; paper (2 sheets per student), coloured pencils or markers (1 set per student).

Open the day

- "Elephant Breathing" practice.
- **Play *Twenty Questions*:**

Have students get into the same teams as in the *Close the day* activity in the previous class. Ask them to get out their lists of twenty questions and answers. Explain the rules of the game: two teams play against each other and take turns asking each other their questions. Teams win a point for every correct answer and the team with the most points at the end of the game, wins.

Open the book!

3 Read the second part of the article and answer the questions in your notebook.

Ask students what they think the second part of the text will be about. Have students read the questions and write three more questions that they think the text might answer. Then have students read the text and answer the questions. Next, ask students to work in groups and to check their answers to the questions in their Student's Books. Finally, tell them to share the questions they wrote in their notebooks in Activity 2, and comment on which of their questions the text answered and which it did not.

Critical Thinking

Why is it relevant to study fossils?

Call students' attention to the *Critical Thinking* box. Have a volunteer read the question. Encourage students to reflect on the question. Then have students scan the text on page 66 again and find the references related to fossils. Invite volunteers to share their ideas about why it is relevant to study fossils.

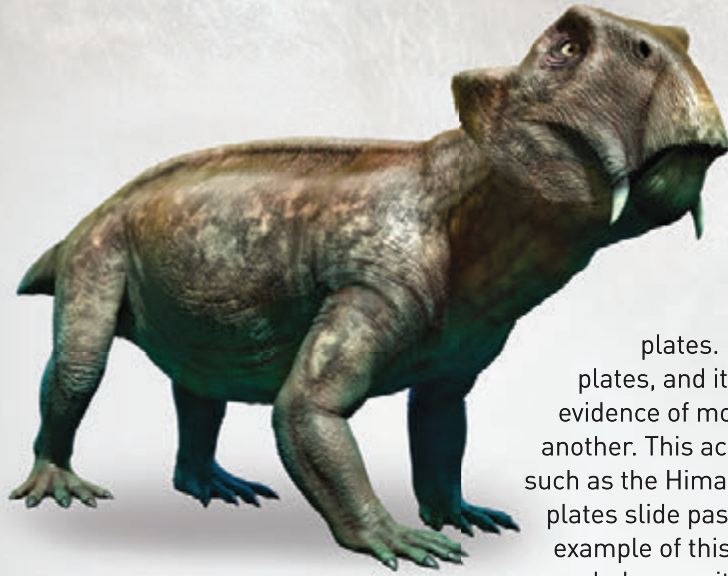
4 Write a description and draw a picture of what life would be like on Novopangaea using the prompts below.

Have students continue to work in the same groups. Distribute the paper and coloured pencils or markers. First, ask groups to discuss what they think life will be like on Novopangaea using the prompts provided. Then tell each student to write a description on a sheet of paper of what life will be like on Novopangaea. Tell students to not write their names on their descriptions. Finally, have students draw pictures on another sheet of paper to illustrate their descriptions. Ask students to write their names at the bottom of their pictures. Collect students' pictures and display them around the classroom.

Close the day

- Collect students' descriptions from Activity 4 and redistribute them so that no student has their own description. Ask students to read their classmates' descriptions and find the corresponding pictures. Once that they have found them, they should check they have the right picture by asking the people who drew the pictures. If they are correct, they can sit down. If they aren't, they need to continue looking.

  Practice Book: Assign Activity 2 on page 50 as homework.



Lystrosaurus

Part 2

As we go about our daily lives, it is hard to imagine that the land is constantly moving. Of course, this is because it happens slowly. The part of the earth's surface that moves is called the lithosphere, which is divided into big pieces of land called tectonic plates. Most of the earth is covered by seven tectonic plates, and it is where they meet that there is the most evidence of movement. Sometimes one plate will move under another. This activity can form volcanoes or mountain ranges, such as the Himalayas. Earthquakes also happen in areas where plates slide past each other. The San Andreas Fault is a famous example of this, and lots of people are concerned about how much damage it might cause in and around California.

But what about the future? Will our continents continue to move further apart? In fact, research suggests that they may come together again—in around 200 million years' time! Researchers have said that the most likely thing to happen is that the continents would keep moving in the same direction as they are today. That means the Atlantic should continue to get bigger, the Pacific should get smaller, and India, Australia and South America should bump into Antarctica as it moves north to rejoin the rest of the world! This supercontinent already has a name—*Novopangaea*—but will any humans be alive to see it?

When we think about how the land on the earth moves, we can look for answers to questions about how our planet was formed. But it should also lead us to ask more questions, such as what the climate will be like in the future and how people, plants and animals will adapt. By trying to find out the answers to these kinds of questions, we can develop both our knowledge and our imagination!



3 Read the second part of the article and answer the questions in your notebook.

1. What is the lithosphere?
2. How were the Himalayas formed?
3. Why are people concerned about the San Andreas Fault?
4. What is happening to the Atlantic and Pacific Oceans?
5. How is Pangaea different from Novopangaea?

4 Write a description and draw a picture of what life would be like on Novopangaea using the prompts below.

people plants and animals climate geographical features



Why is it relevant to study fossils?

Citizenship

Thinking Globally, Acting Locally

1 Match the events with the local actions.

Event

1 Huge numbers of tourists are damaging exhibits at a historical site. Historians have asked visitors to be more careful and follow the signs.

2 Archaeologists have discovered evidence of an ancient civilisation in a forest. They told reporters to be patient and wait for more news.

3 The threat to coastal cities is growing as climate change causes sea levels to rise. However, authorities have told local people not to panic.

4 Thousands of people are homeless after a thunderstorm flooded their community. Authorities have asked volunteers to help clear up the damage.

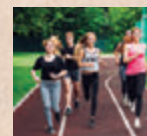
Local Action

Flood relief: Please donate clothes, food, medicine, toys, etc.



Volunteers needed to give directions and protect historical sites and exhibits.

Tuesday, November 12, Town Hall: Talk and public meeting about new discovery.



This Saturday! Charity Fun Run to raise money for new seawall!

- Discuss how the local actions can have a positive effect on the larger events.
- 2** Think of an event that has an impact on your community (environment, climate, tourist attractions, historic sites, transportation, etc.). Then make notes in the chart.

What is the issue? (Ask questions: What are the causes? Why is it a problem? etc.)	
What do you know about it? (Where? When? Who? What happens? etc.)	
What are the solutions? (Look for answers.)	

- In your notebook, write an action in response to that event. Then share ideas.

Objectives of the day:

1. Discuss the positive effects of local actions.
2. Discuss possible responses to global events.

Materials: poster paper (1 sheet per group), coloured pencils or markers (1 set per group).

Open the day

- "Elephant Breathing" practice.
- Ask: *Do you think there will be humans on the supercontinent?* Have students think about the question for a moment, and then have volunteers respond. Ask students to work in pairs and imagine what kind of fossils or artifacts might be found on the supercontinent and what these will tell them about our civilization. Then have students make a list in order of importance of the things our civilization has achieved.

Open the book!

Thinking Globally, Acting Locally

1 Match the events with the local actions.

Have students read the title of this section (Thinking Globally, Acting Locally) and ask students what they think it means. Find out if any students do volunteer work for their community or the environment. If there are students who volunteer, ask how they got involved and how they help people. Then have students read the events and match them with the actions.

- **Discuss how the local actions can have a positive effect on the larger events.**

Have students work in groups and discuss how the local actions described in the events can have a positive effect globally. Have students think of other things people could do to help the situations described in the texts. Invite groups to share their ideas with the class.

2 Think of an event that has an impact on your community (environment, climate, tourist attractions, historic sites, transportation, etc.). Then make notes in the chart.

Have students work in the same groups. Tell them to think about events that have had an impact on their community. Have each group choose one. Then have them discuss it and complete the chart with the information.

- **In your notebook, write an action in response to that event. Then share ideas.**

Have students think about the events their groups chose, and how they could respond to the events personally. Tell them that it is important that they personalise this and not just suggest what others, like the government, could do. Have students justify their responses with why they think the event will have a positive impact. Then have students work in the same groups again. Ask them to share their ideas and agree on the best idea, based on which idea would have the greatest impact.

Close the day

- Distribute the poster paper and coloured pencils or markers. Explain to students that for these local responses to have an impact, it is important for many people to participate. Have students work in the same groups and design a poster to invite other people to participate in the response that they chose in the previous activity. Tell them to include background information from the chart, the response and why it will have a positive impact. Ask students to complete their posters and to be prepared to present them the next class.

  Practice Book: Assign page 51 as homework.

Objectives of the day:

1. Understand a tourist information booklet about an archaeological site.
2. Describe and write a booklet about an archaeological site.

Materials: students' response posters from the previous class; Practice Book (page 109), internet access for research.

Open the day

- "Elephant Breathing" practice.
- Have each group from the previous class present its response poster to the class. After each presentation, invite students to ask the group questions. Finally, have the class vote on the best response based on its positive impact.

Open the book!

Explore

- **Number the information with a title.**

Have students read the title and subtitles of the text and look at the pictures. Ask questions to help students to make predictions about the text: *What type of text is this?* (a tourist information booklet) *Is it fiction or nonfiction?* (nonfiction) *Where might you find a text like this?* (in a tourist information centre, in a tour guide) *Who would read this type of text?* (tourists) Find out if any students know what Petra is and why people might want to visit it. Ask students to read the pages of the booklet and number them according to the subtitles. Have students check their predictions about the text and the subtitles in pairs. For more information about Petra, you might want to visit the following site: <https://whc.unesco.org/en/list/326/>

- **Discuss what other sections the booklet could have.**

In the same pairs, have students discuss what other important or interesting information a tourist might want to know about Petra. Have students think of additional subtitles to include this information in the booklet.

Produce

- **Choose a place of historical interest to make a booklet about.**

Still in the same pairs, have students think about

and make a list of interesting historical sites in their city, state or country. Have each pair choose one site to make a booklet about. Students can use a site that they have visited, or one that they would like to visit.

- **Go to Practice Book page 109 and make notes in the organiser.** PB

Have students go to page 109 in their Practice Books and make notes in the organiser about the place they chose. They will probably need to do some research about the site either online in class, in the library or at home. Next, have pairs organise their information into the pages of a booklet with subtitles. Then have them write and edit their texts. Remind students that their target audience is tourists and to think about the type of information that would interest people of all ages.

- **Find pictures to illustrate your booklet. Then, using your notes, make your booklet.**

Have the pairs illustrate their booklets with drawings and maps or download photographs, if they have internet access, of their historical site. Finally, have students assemble their booklets and design a cover.

Present

- **Display and present your booklet.**

Have each pair use their booklets to present their historical site to the class. If they have access to technology, they might want to scan the pages of their booklets and project them as a presentation. Ask students to listen to the presentations and note down any questions that they might have about each historical site, so that they can ask them in the next activity.

- **Ask and answer questions about each other's places. Be curious!**

Have pairs display their booklets around the classroom. Ask one student in each pair to walk around and ask questions about their classmates' historical sites and booklets while the other stays and answers questions about his or her historical site. Then have them switch roles.

Close the day

- Have students work in groups. Ask students to discuss and evaluate the different booklets. Tell them to focus more on the content and design than on the locations themselves. Then have students agree on which booklet they think is the best. Ask students to share their evaluations with the class.

Explore

- Number the information with a title.

Petra

- 1 Introduction**
- 2 Description**
- 3 History**
- 4 Important Discoveries**
- 5 Current Problems**

1 The ancient ruins of Petra are in southern Jordan. The city was built around 2,500 years ago. In 2007, it was named one of the New Seven Wonders of the world.

2 Petra is located in the middle of the desert and is surrounded by canyons and mountains. It was carved directly into beautiful red, white and pink rocks.

3 Petra was a successful centre for trade between China, Egypt, Greece and India. An earthquake damaged it in 551, and the city remained unknown to the Western world until the eighteenth century.

4 In the 1990s, archaeologists interested in finding out more about the city came across water systems, temples and monuments. They said that this had given them valuable information about the city.

5 The ruins of Petra are in danger from floods and other natural phenomena, such as earthquakes. Tourists and developers have also damaged many monuments.

- Discuss what other sections the booklet could have.

Produce

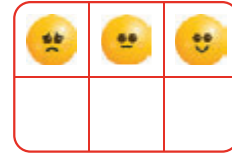
- Choose a place of historical interest to make a booklet about.
- Go to Practice Book page 109 and make notes in the organiser. **PB**
- Find pictures to illustrate your booklet. Then, using your notes, make your booklet.

Present

- Display and present your booklet.
- Ask and answer questions about each other's places. Be curious!

My Progress

Can you talk about discoveries?



1 Complete using the correct form of each verb in the box.

find come look figure look come

Hidden Cities

In 2018, archaeologists used the latest laser technology to (1) find out more about Mayan civilisations. Planes with light detection and ranging technology (LiDAR) (2) looked for ruins in the Guatemalan rainforest. They thought they would find some buildings but didn't expect to (3) come across dozens of cities! When they (4) looked into the individual GPS images, they were able to (5) come up with a 3D map of the area. In fact, they (6) figure out that millions of people had once lived there!



Can you describe feelings and events?



2 Complete using the prepositions in the box. Then match the sentence halves.

with about in about from about

- | | |
|--|---|
| 1. I'm interested <u>in</u> finding | their shovels but used their trowels instead. |
| 2. They thought <u>about</u> using | mud on his pants. |
| 3. He's concerned <u>about</u> taking | the cast until they got to the laboratory. |
| 4. She didn't agree <u>with</u> removing | care of that skeleton. |
| 5. The museum will profit <u>from</u> having | out more about that fossil. |
| 6. He was upset <u>about</u> getting | that bone in its collection. |

Can you make deductions?



3 Make deductions about the pictures using the words in parentheses.



_____ (must) _____ (can't) _____ (might) _____ (could)

Objective of the day:

1. Self-assessment of Topic 2.

Open the day

- "Elephant Breathing" practice.
- **Play Hangman:**

Have students play hangman with words related to archaeology and extreme nature events.

Open the book!**Can you talk about discoveries?****1 Complete using the correct form of each verb in the box.**

Remind students that the objective of these pages is to check how much they have learned in Units 3 and 4. Remind students after each activity, to draw a tick under the emoji that best represents how well they did on each task. (happy = very good; serious = ok; sad = you can do it better) Let students know that it is important for them to evaluate themselves honestly, so that they know what they need to review and improve. Let students know that this is also a good moment for them to ask you for help or to clarify doubts. Have students read the title of the text, and make predictions about it. Ask: *What do you think the text is about?* Write some of their predictions on the board. Then ask students to skim the text and check their predictions. Ask the class if the text describes something that is happening in the present, the past or the future. (the past) Tell students to reread the text carefully and to complete it using the verbs in the box in the correct tense and form. To check the answers, have volunteers read the text aloud.

Can you describe feelings and events?**2 Complete using the prepositions in the box. Then match the sentence halves.**

Have students read the prepositions in the box and ask volunteers to invent sentences with them. Then have students match the prepositions with the verbs in the first part of the sentences. Explain that most of these verbs describe people's feelings and reactions. Next, have students read the second part of the sentences and match them with the first part. To check the answers, have volunteers read their completed sentences aloud.

Can you make deductions?**3 Make deductions about the pictures using the words in parentheses.**

Have students work in pairs and describe each picture. Then ask each student to make a deduction about each situation using the modal verbs in parentheses. To check the answers, have volunteers read their deductions aloud.

Close the day

- Have students look back over Activities 1, 2 and 3 and think about which activity was the easiest and which was the most difficult. Have students look back over the unit and review the parts of the topic related to these activities. Then have students discuss their progress in pairs.

  Practice Book: Assign page 52 as homework.

Go to video "The Mystery of the Axe."

It's time to wrap up the work with this unit's video. You might want to do one of the "After Watching" activities described in the Lesson Plan or you may conduct some class feedback. If you choose the latter, you may guide students with the following questions: *What did you think was the most interesting part of the video? Was there any part of the video that you didn't like? Do you agree that the artifact is an axe? How do you think it ended up in North America?*

Objective of the day:

1. Self-assessment of Topic 2.

Materials: *Archaeology* and *Disasters* Flashcards; Reader (1 per student).

Open the day

- "Elephant Breathing" practice.
- **Play Operator:**

Tell students that when the telephone was first invented, there used to be people who connected the calls. These people were called operators. They would also take and give messages to people. Tell students that they are going to be operators. Have students stand in two rows. Explain that you are going to whisper a message in the ear of the first student in each row and that that student will then report the message in a whisper to the student behind them and so on until the end of the row. The last student then reports the message aloud to the class. If they report the correct message, their row wins a point. The row with the most points, wins.

Open the book!

Can you name extreme nature events?

4 Label the pictures.

Have students label the pictures. Then have them check their answers in pairs. Finally, hold up the flashcards and have students identify the pictures, then flip the flashcards over so that students can check their spelling.

Can you report commands and requests?

5 In your notebook, report the sentences.

Elicit from the class when and why you might report, or say, what someone else has said. Have students call out some examples. Then have students report the sentences in their notebooks. Check the answers as a class.

Can you report past events and stories?

6 Report what the reporter says.

Tell students that many times we report news stories, because we want to share the news with others. Have students work in pairs and report what the reporter says about the weather. Then have students write what the reporter said in their notebooks. Invite a volunteer to read the reported version to check the answer.

Finally, remind students to visit the online platform for more practice at home.

Home Connection

• Make chocolate tectonic plates.

Tell students that they can learn more about tectonic plates with this fun activity at home. Explain the activity to the class: *You need a chocolate bar with different layers. First, make a few cuts in the top layer with a knife. Then you pull the bar a part and see how this affects the layers. This is how tectonic plates work and move. Finally, you get to eat the chocolate bar.*

Finally, remind students to visit the online platform for more practice at home.

Close the day



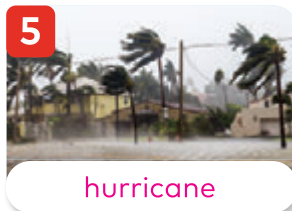
Have students recall what *Answers from the Past* was about up to where they have read. Then have them make predictions about what they think will happen next. In groups, have students read pages 14 to 19, while you play Track R2. After reading the pages, ask students to discuss what they thought of the story, if they liked it or not and why. If possible, ask students if they have read any similar stories and if they would recommend these stories to their classmates. Students can work together on activities related to the story on pages 54 and 55 of their Practice Books.



Practice Book: Assign page 53 as homework.

Can you name extreme nature events?

4 Label the pictures.



Can you report commands and requests?

5 In your notebook, report the sentences.

- "Run home! There is a storm coming!" Dad said.
- "Could you pass me the umbrella?" asked Daniela.
- "Don't stand under that tree when there is lightning!" said Mum.

Can you report past events and stories?

6 Report what the reporter says.



It clouded over at 3:00 p.m yesterday afternoon.
It turned into a thunderstorm by 4:00 p.m.
The storm died out this morning.
It will warm up this afternoon.

He said that it had clouded over at 3:00 p.m. the day before in the afternoon. He said it had turned into a thunderstorm by 4:00 pm. He said that the storm had died out that morning, and that it would warm up that afternoon.

Home Connection

- Make chocolate tectonic plates.



Answers from the Past

Topic 3

Our Lives

Objectives of the day:

1. Learn about healthy habits and activities.
2. List ways of keeping yourself busy.

Open the day

"Mindful Happy Me"

Ask students to think about the different parts of themselves. Say: *We are all made up of different parts: arms, legs, hair, fingers... down to the tips of our toes.* Explain to students that they are going to learn how to be happy with all of their different parts. Tell them that even though we might not be totally happy with our body, we can learn to accept our body and be happy with the way we are. Tell students that they will start the mindfulness practice by paying attention to the different parts of their bodies in the resting position, from their head to their toes. Say: *We're going to do a "body scan." That means that we say "hello" to each part of our body as we breathe in, starting with the top of our head. So, breathing in we say, "Hello, top of my head." As we breathe out, we say, "I'm happy with the top of my head."* Tell students to continue in silence, talking to themselves as they do the body scan while breathing in and out. Allow students to continue the practice in silence at their own pace. Once it appears that most of the class have completed the practice down to scanning their legs and toes, give them a one-minute warning and then say: *Stop scanning your body and open your eyes. Breathe in and out. Do you feel relaxed and accepting of your body?* Explain that all people are made up of different parts and that in this topic, they are going to learn about taking care of their bodies and keeping busy.

Open the book!

Read the title of the Topic *Our Lives* and call students' attention to the pictures. Elicit what the people in the pictures are doing. (They are doing things we do every day.) Ask students what they do in their daily lives. Allow volunteers to share their daily habits and how they keep themselves busy. You can guide the volunteer with questions: *What do you do in the morning when you get up? What do you do when you get to school? How do you keep yourself busy in the afternoon?*





Unit 5 Taking Care of Ourselves

- Number the healthy habits
- Make notes in the chart.

in the big picture.

1. Doing exercise
2. Eating healthy food
3. Brushing one's teeth
4. Sleeping enough

Healthy Activities I Do	
1.	
2.	

72

Topic 3 Unit 5 Taking Care of Ourselves

Unit 5 Taking Care of Ourselves

• Number the healthy habits in the big picture.

Point to the *Taking Care of Ourselves* heading on page 72. Explain to students that in Unit 5, they will learn about healthy habits and taking care of themselves. Point out the four photos and elicit what is happening in each picture. Invite four volunteers to read aloud the four numbered activities. In pairs, have students number the pictures according to the listed activities.

• Make notes in the chart.

Ask students if they do any other activities to keep them healthy that wasn't mentioned in the first activity. Allow a few volunteers to call out activities. Then call students' attention to the chart and have them list their own healthy activities. Give them a minute or two to do this, and then invite volunteers to share their answers with the rest of the class.



Unit 6 Keeping Busy

- Look at the pictures and tick (✓) the activities you have done.
 - In your notebook, write four more actions you do to keep busy.
 - List three ways you could earn pocket money.
1. _____
 2. _____
 3. _____

Unit 6 Keeping Busy

- **Look at the pictures and tick (✓) the activities you have done.**

Read the instruction aloud and have students study the pictures. Ask if any of these activities look familiar to them. Ask: *What do you do to keep yourself busy?* Then have students tick the pictures showing the activities that they have done. Invite students to compare their experiences in pairs. Encourage students to ask and answer follow-up questions such as: *When did you do this? Where was this? How often do you do this?* You may like to ask volunteers to share their experiences with the class.

- **In your notebook, write four more actions you do to keep busy.**

Ask students to think about other activities that they do to keep busy. Give some personal examples of the activities that you do outside of school. (I play the guitar in a band.) Have students list four activities in their notebooks.

- **List three ways you could earn pocket money.**

Ask students whether they receive pocket money or not. Ask whether they do chores in return for the money. Make a list on the board of the types of activities that students do for money. Elicit more possible activities and add them to the list on the board. Next, explain that students are going to list three activities that they could do to earn pocket money. Have them use the list on the board as ideas for earning their own pocket money.



Point to the Reader icon on page 72 and elicit what this refers to. Open the Reader on page 21. Ask a volunteer to read the title of the story: *Happiness and Health*. Ask students what they expect to read in the Reader, taking this title into account. Let them guess freely and do not correct them at this point. Have students take notes of their predictions in their notebooks to return to later.

Close the day

- **Play Charades:**

Have students play *Charades* with activities that can be done to take care of themselves, to keep busy and to earn money. Have a volunteer silently act out one of the activities, and have the other students try to guess what it is. You can play as a class or have students play in groups of four. If they play in groups, make sure that you include more and less advanced students in each group so that they can help each other.

Go to video "Plogging."

For Unit 6, there is an accompanying video on the platform, called "Plogging." It relates to the topic of keeping busy. We suggest that you go online to get acquainted with the proposed activities so that you are able to exploit all the aspects of the video.

Unit 5 Taking Care of Ourselves

1 Read and complete the text using the titles in the box.

Get Enough Zzzs

Don't Worry, Be Happy!

Eat Well

Get Active

Healthy Mind, Healthy Body!

1. Don't Worry, Be Happy!
It can sometimes take a long time to recover from bad news or disappointments. Relax! Small positive actions can help you **get over** those times. Overcoming bad moments is not impossible. Positive emotions are good for our brains and bodies.

2. Eat Well
Make sure you have a balanced diet that includes five servings of fruit and vegetables each day. Drink plenty of water and **cut back on** sugary drinks. Eat less sweets, too!

3. Get Active
Find ways to **work out** regularly. Doing exercise is fun, so spend time doing activities that you enjoy. This is one of the best ways to **look after** yourself. Care for your body!

4. Get Enough Zzzs
At the end of a busy day, most of us are **worn out**. When you are tired, both your brain and body need to rest. Make sure you have enough sleep. You want to be able to think clearly, don't you?

Remember that, when you feel weak or tired, you have more chances of **coming down with** an illness. Don't get the flu—start getting fit instead!

• Listen and check. Then tick (✓) the pieces of advice that are mentioned.



1. Playing with your pet is a good way to do exercise.
2. Spending time with your family helps you get over bad times.
3. You can have a balanced diet by cutting back on sweet snacks.
4. Working out makes you feel tired.
5. You may feel worn out if you don't sleep enough.

2 Discuss the questions.

1. If you feel sad, what do you do to get over it?
2. What types of food should you cut back on?
3. How often do you work out?
4. When did you last come down with an illness? Who looked after you?
5. Are you normally worn out at the end of the day? What do you do to feel energetic?

Unit 5 Taking Care of Ourselves

Objectives of the day:

1. Learn phrasal verbs for health: *get over, cut back on, work out, look after, wear out, come down with*.
2. Read and understand a summarising title.

Materials: Health Phrasal Verbs Flashcards, Flashcard Activities 5A and 5B on page XVII.

Open the day

- "Mindful Happy Me" practice.
- Flashcard Activity 5A.

Open the book!

1 Read and complete the text using the titles in the box.

Have students look at the images around the four paragraphs on page 74. Remind them that they can learn a lot about the topic of a text from the visual clues. Invite volunteers to read the titles in the box. Have students turn to a classmate to discuss the possible topic of each paragraph. Elicit what the four paragraphs might be about. Finally, tell students to read the text and write down the titles that match the topics. Call students' attention to the phrasal verbs in bold in the texts and explain that they will do an activity later using phrasal verbs. To check the answers, read the titles and have volunteers call out the answers.

- **Listen and check. Then tick (✓) the pieces of advice that are mentioned.** 

Ask students to read the five pieces of advice. Explain that they are going to listen to a talk about advice. Play Track 33 for students to tick the advice they hear in the audio. When the audio is finished, have students compare their answers in pairs. Play Track 33 again, pausing after each piece of advice, for students to check their answers and discuss how they decided which boxes to check.

2 Discuss the questions.

Read the questions aloud. Then ask: *What do you notice about the verbs in these sentences?* (They are phrasal verbs.) Have students underline the phrasal verbs in each question and find these phrasal verbs in the text above. Ask students if they remember what all of the phrasal verbs mean. Remind students that they can use the sentences around an unfamiliar term or phrase to help them to understand it. Have students write the meaning of the phrasal verbs next to each question as this will help them to answer the questions. Next, divide students into small groups. Tell them that they are going to discuss ways in which they look after themselves. Have them take turns to read out the questions to discuss one by one in their groups. Allow ten minutes for the activity. Make sure that students take turns to ask and answer questions.

Open Day Tip Eliminating Statements

Listening activities where students have to listen for specific information and eliminate statements are good practice for the International Certifications at this level. It is a good idea to play the audio more than once and discuss how students worked out the answers. (key words heard, synonyms or similar words heard)

Close the day

- Flashcard Activity 5B.

  Practice Book: Assign page 56 as homework.

Objectives of the day:

1. Listen to a talk about different types of social and health-related problems.
2. Learn terms for social and health-related problems.
3. Think about how to take care of yourself.

Open the day

- "Mindful Happy Me" practice.

Open the book!

3 Listen to the podcast and label the pictures.

Point to the four photos in your book and elicit what they show. Ask: *What is a podcast?* (A podcast is like a radio programme on the internet.)

Explain to students that they are going to listen to a podcast. Ask students to, based on the photos and title, predict what the podcast will be about. Play Track 34 for students to number the pictures. Have them compare their answers in pairs. Play the audio again, pausing after each section to check the answers.

- **Listen again and match the words with their meanings.**

Ask students to look at the words one to eight and read them aloud to model the pronunciation. Call students' attention to the meanings on the right and explain that they are in the wrong order. Tell students that they will listen to Track 34 and match the words with their meanings. Play Track 34 again and have students check their answers. Finally, check the answers as a class.

- **Write J (Jim), Sh (Sheila), E (Erika), or T (Tom) next to each statement.** 

Read the instruction aloud. Then ask volunteers to read the statements aloud. Demonstrate by discussing Statement 1 and elicit the person this refers to. (Sheila / Erika)

Finally, remind students to visit the online platform for more practice at home.

My Space

- **Think about how you take care of yourself. Use the categories below.**

Ask students to read the words in the box. Have them draw a four-column chart in their notebooks with the four categories as headings. Demonstrate the activity with a personal example. (Diet: I eat at least five fruits or vegetables every day.)

Encourage them to write two or more examples of things that they do to take care of themselves. Provide help as necessary.

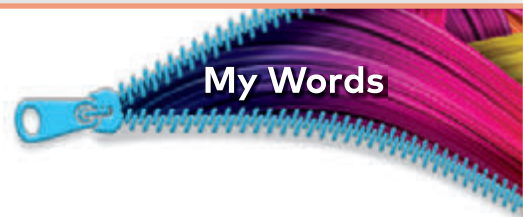
Close the day

- **Play *Guess the Lie*:**

Write three ways that you take care of yourself on the board. (I go for a run every day.; I eat junk food twice a week.; I eat a lot of vegetables.) One of them is not true. (I eat junk food twice a week.) Have students guess which is the lie. Divide the class into groups of four and have them play the game. Make sure that each member of the group gets a turn to make up three sentences.



Practice Book: Assign page 57 as homework.



3 Listen to the podcast and label the pictures. 

Sheila Jim Erika Tom

Your World!

HOME ABOUT US BLOG CONTACT


This week's podcast: Taking Care of Yourself



1. Erika 2. Sheila 3. Jim 4. Tom

• Listen again and match the words with their meanings.

- | | |
|---------------|---|
| 1. disabled | unable to leave your home |
| 2. wheelchair | frighten, hurt or make someone sad |
| 3. housebound | unable to do some physical or mental task(s) |
| 4. lonely | say things about someone's personal life |
| 5. bully | unhappy because you want what someone else has |
| 6. gossip | feeling very sad |
| 7. jealous | a chair with wheels for people who can't walk |
| 8. depressed | sad because of being alone, not visited by people |

• Write J (Jim), Sh (Sheila), E (Erika), or T (Tom) next to each statement. 

- Her friends gossiped about her and bullied her because they were jealous. E
- Eating too much junk food made him feel depressed. T
- She felt lonely before she joined a gym. Sh
- He was disabled and was housebound and felt frustrated. J

• My Space

• Think about how you take care of yourself. Use the categories below.

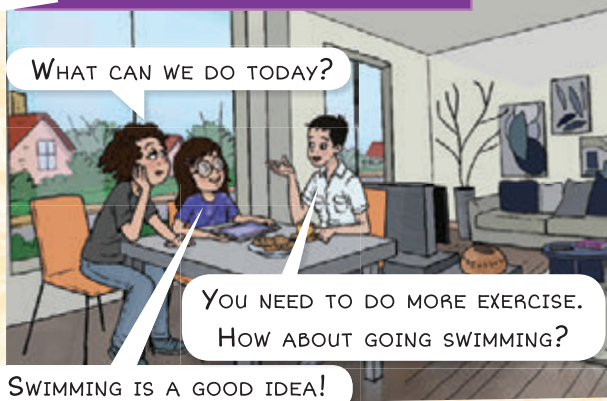
diet exercise sleep positive emotions

1 Listen and follow. 

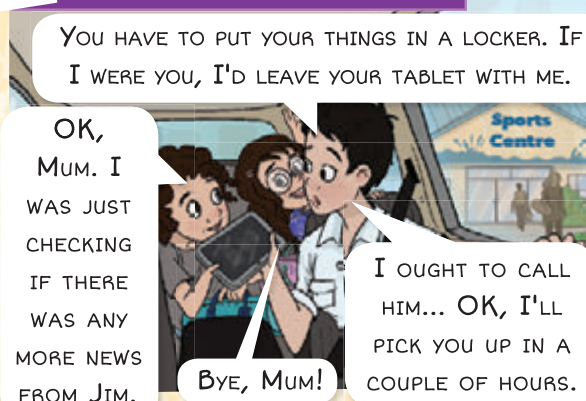
You **ought to** do more exercise.
Why don't we play a game? **How about** playing basketball?
 If I were you, I **would** eat healthy food.

Good Buddies At the Sports Centre

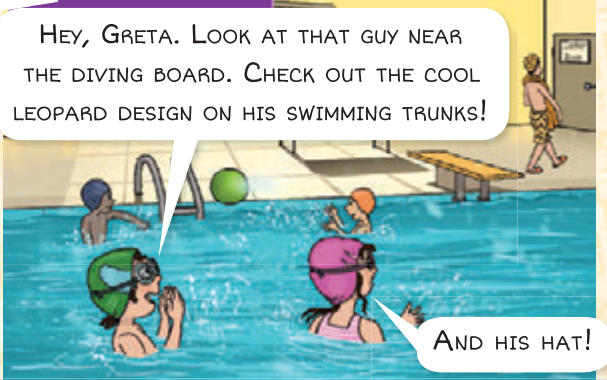
1 GRETA AND DYLAN ARE BORED.



2 OUTSIDE THE SPORTS CENTRE...



3 IN THE POOL...



2 Complete the chart using the information from the story and **need to** or **have to**.

Necessities	Obligations
1. <u>Dylan and Greta need to do exercise.</u>	1. <u>Dylan and Greta have to use a locker.</u>
2. <u>Dylan and Greta need to go.</u>	2. <u>Mr. Diamond has to get to the office.</u>
3. <u>Mr. Diamond needs to get/find some help.</u>	3. <u>The family has to be careful.</u>

3 In your notebook, answer the questions.

1. Why do you think Mr. Diamond is going to the office?
2. How does the family feel at the end of the story?

Objectives of the day:

1. Understand the context for the use of advice and make suggestions: *You ought to...*, *Why don't we...?* *How about...?* *If I were you, I wouldn't do that.*
2. Review semi-modals: *have to*, *need to*.

Materials: Poster 5 with Cutouts, Poster Activity 5A on page XXV.

Open the day

- "Mindful Happy Me" practice.
- Elicit the different activities that can be done at a sports centre. Have students take turns to add to a list on the board. Next, have them predict which activity Greta and Dylan are going to do at their sports centre. Make a tally next to each activity. Finally, have students open their Student's Books to page 76 to see who was correct. (swimming)

Language Presentation

Advice and Suggestions

In this class, students will learn how to use language for giving advice and making suggestions. We suggest that you do Poster Activity 5A at this stage to present and practise the topic. This will help students to complete the activities on this page.

Open the book!

1 Listen and follow.

Elicit what students can remember about what has happened in the comic strip story so far. Play Track 35 once and ask students to follow the comic strip in their books as they listen. Ask students questions to check their understanding. Ask: *Who is Mr. Diamond?* (Vicky's boss, the Amur oil company boss) *What does he offer the children?* (A chance to earn some money.)

Open to Learn

Call students' attention to the *Open to Learn* box. Explain that the structures presented there are used to give advice and offer suggestions. Explain that the expression *ought to* is the same as *need to*. Demonstrate the pronunciation and elicit other words in English with the 'gh' spelling. You might

like to go over the suggestions using questions and *if* in the context of the comic strip on page 76 until you are confident that students have grasped the concept of the structures.

2 Complete the chart using the information from the story and *need to* or *have to*.

To review the semi-modals, ask students to read the comic strip again and identify the frames that show *need to* or *have to*. (You need to do more exercise.) Call students' attention to the chart and its headings *necessities* / *obligations*. Explain the difference between the two. (A *necessity* is an internal requirement – we all need exercise, or we won't be healthy. An *obligation* is an external requirement – someone asks us to do this.) In pairs, have students identify the phrases from the story and complete the chart. To check the answers, have volunteers share how they knew the answer using clues from the text.

3 In your notebook, answer the questions.

Elicit what new information students have learned about the comic strip in this lesson. Ask a volunteer to read the two questions aloud. Then have students write the answers in their notebooks and discuss their answers in pairs. To check ask volunteers to read their answers to the class.

Close the day

- Write on the extreme left of the board: *need to*. Write on the extreme right of the board: *have to*. Ask students to stand up. Explain to students that when you say something that is a *necessity*, they should point to the left of the board. (I need to visit the bathroom!) When you say something that is an *obligation*, they should point to the right of the board. (I have to put my chair under my desk before I leave the class.) Tell students that if both answers are possible, they should point at both sides of the board. If neither answer fits, they should wave their hands in the air.



 Practice Book: Assign page 58 as homework.

Objectives of the day:

1. Understand how to give advice and make suggestions: *You ought + to, Why don't we + infinitive, How about + -ing, If I were you + I'd.*
2. Make suggestions in different situations.

Materials: Poster 5 with Cutouts, Poster Activity 5A on page XXV; stopwatch or timer; poster paper (1 sheet per group), markers (1 set per group).

Open the day

- "Mindful Happy Me" practice.
- Review the comic strip story by asking students what they remember about the story so far. Ask them to predict what might happen next. Write their ideas on the board.
- Poster Activity 5A.

Open the book!

4 Read again and match the columns to complete the suggestions.

Have students read both parts of the suggestions and predict which parts will be matched. Then have them read the comic strip again to find the suggestions. Next, have students match the columns to complete the suggestions. Have students check their answers in pairs. Finally, to check the answers, have volunteers read out their suggestions to the class.



Play the Suggestions Game!

Point out the timer on the phone in the picture. Tell students that they have one minute to make suggestions.

Write the sentence starters on the board:

You ought to...

Why don't you...

If I were you, I'd...

Explain that you are going to say a situation and set a timer for one minute. Tell students that they need to make as many suggestions as they can for the situation before the time is up. Say: *I'm hungry.* Encourage volunteers to suggest ideas.

If you have a big class, you may want to form small groups and have students continue with their own ideas, or you can continue playing the game as a class.

Close the day

- Form groups of three or four. Assign a situation to each group for which there are three or more suggestions. (I don't do well in tests.) Distribute the poster paper and markers. Tell students to make a poster for their situation with advice and suggestions. If necessary, remind students of the correct language structures they have learned to give advice and make suggestions.



Practice Book: Assign page 59 and Activity 7 on page 60 as homework.

5 LATER...

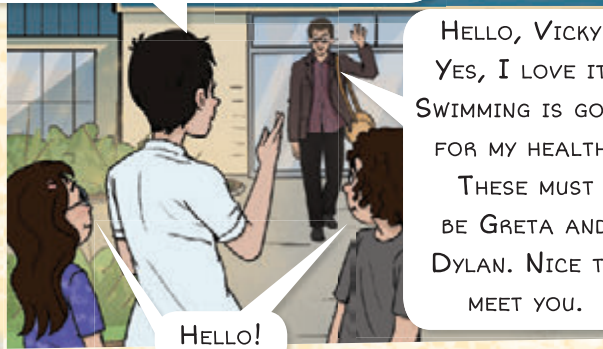
HOW WAS IT?
DYLAN, YOU OUGHT
TO DRY YOUR HAIR!
YOU'LL COME DOWN
WITH A COLD.



MUM...LEAVE ME ALONE!

6

OH, HELLO MR. DIAMOND. I DIDN'T
KNOW YOU ENJOYED SWIMMING.

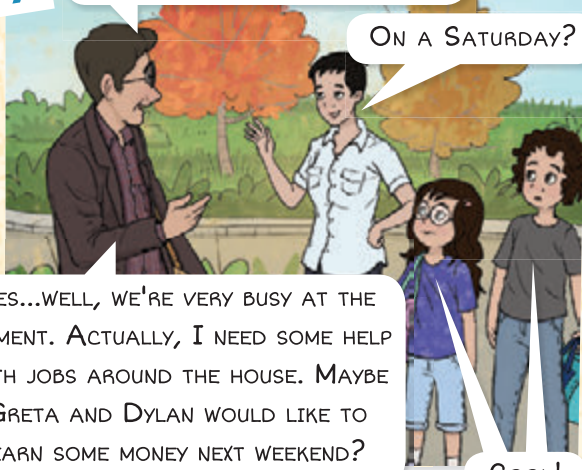


HELLO!

HELLO, VICKY!
YES, I LOVE IT.
SWIMMING IS GOOD
FOR MY HEALTH.
THESE MUST
BE GRETA AND
DYLAN. NICE TO
MEET YOU.

7

I HAVE TO GET TO THE OFFICE.



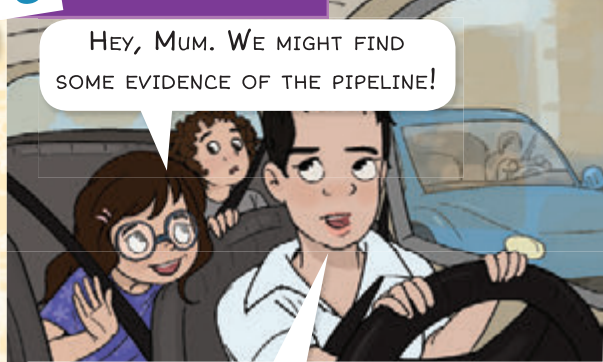
ON A SATURDAY?

YES...WELL, WE'RE VERY BUSY AT THE
MOMENT. ACTUALLY, I NEED SOME HELP
WITH JOBS AROUND THE HOUSE. MAYBE
GRETA AND DYLAN WOULD LIKE TO
EARN SOME MONEY NEXT WEEKEND?

COOL!

8

ON THE WAY HOME...



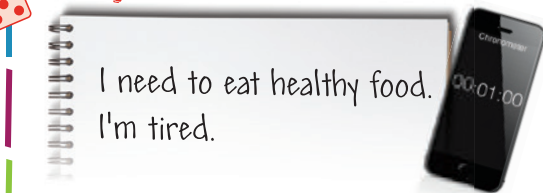
HEY, MUM. WE MIGHT FIND
SOME EVIDENCE OF THE PIPELINE!

I DON'T WANT YOU TO GET IN TROUBLE. IT WAS KIND
OF MR. DIAMOND TO OFFER YOU WORK. JUST DO YOUR
JOBS AND COME HOME. WE HAVE TO BE CAREFUL.

4 Read again and match the columns to complete the suggestions.

- | | |
|-------------------|--------------------------------|
| 1. Why don't we | going swimming? |
| 2. How about | to dry your hair! |
| 3. If I were you, | race to the other end? |
| 4. You ought | I'd leave your tablet with me. |

Play the Suggestions Game!



If I were you, I'd eat more green vegetables.

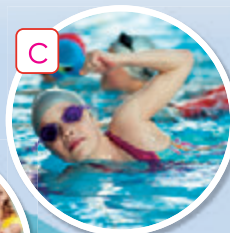
Why don't you do some exercise?

My Language

Open to Learn

5 Listen and write C (Cardiovascular) or S (Strength).

Swimming is good for my health.
I didn't know you enjoyed **swimming**.
I have **to get** to the office.
We might **find** some evidence.



6 Read and complete using the words in the box.

Swimming walking Squatting working out running

1. Swimming and running are good examples of cardiovascular exercise.
2. You could also try walking in the mountains.
3. If you like working out, you should join a sports team.
4. Squatting strengthens your legs.

S
O
O
S

- Mark **S** if the word is a subject and **O** if it is an object.

7 Read and circle the correct option.



If you would like (1) to keep / keep your heart and lungs healthy, you should (2) learn / to learn to swim. You also need (3) know / to know how to swim if you want (4) do / to do other sports, like kayaking or surfing. You should (5) to learn / learn how to swim to stay safe in the water. It could (6) save / to save your life.

- Give suggestions about the following situations.

"I'm a little overweight."

"I came down with the flu."

"I feel tired all the time."

"My friends gossip about me."

- Suggest activities you can do to get fit using the words in the box. 

want need should ought might

Skating might be a good way to get fit.

Objectives of the day:

1. Understand the context for using the gerund.
2. Understand the use of infinitives with and without to.

Materials: Poster 5 with Cutouts, Poster Activity 5B on page XXV.

Open the day

- "Mindful Happy Me" practice.

Language Presentation**Infinitives with and without to**

In this class, students will learn when to use infinitives with *to* and without *to*. We suggest that you do Poster Activity 5B at this stage to present and practise the topic. This will help students to complete the activities on this page.

Open the book!**5 Listen and write C (Cardiovascular) or S (Strength).** 

Have students look at the photos and name the activities. Tell them that they are going to hear someone speaking about physical activities and that they need to listen for two types of exercise: cardiovascular and strength. Play Track 36 for students to write C (for cardiovascular) or S (for strength) next to each photo. Have students compare their answers in pairs. Then play the audio a second time, pausing after each statement for students to confirm their answers.

Open to Learn

Call students' attention to the *Open to Learn* box. Explain that the first structure presented there looks like a present continuous activity: *She is swimming*. But *-ing* is also used to describe the activity, making the word a noun. Remind students that this is called a *gerund*. Continue until you are confident that they do not confuse the gerund with the present continuous verb form.

6 Read and complete using the words in the box.

Call students' attention to the words in the box and elicit what type of words they are. (gerunds)

Then ask students to fill the gaps in the statements using the activities. Have students check their answers in pairs.

- **Mark S if the word is a subject and O if it is an object.**

Write the first statement on the board and read it aloud. Remind students that English sentences usually follow the subject-verb-object word order. Help students to identify the verb (are) and the nouns. (swimming, running, exercise) Elicit the subjects in the sentence (swimming, running), and the object. (exercise) Tell students to mark S and O in their books and demonstrate on the board. Have pairs do the same for the rest of the statements. Check the answers as a class.

7 Read and circle the correct option.

Explain that the fitness instructor is giving us some advice in the speech bubble. Call students' attention to the word choices in red and elicit the difference. (some verbs have *to*) Ask a volunteer to read aloud the first sentence and choose the correct option. (to keep) Have students complete the activity by circling the correct option.

- **Give suggestions about the following situations.**

Read or invite a volunteer to read aloud the first situation. Have students call out suggestions. Form small groups and have students continue giving suggestions.

- **Suggest activities you can do to get fit using the words in the box.** 

Have students brainstorm some activities they can do to get fit. Tell them to make suggestions using the words in the box. Remind students to pay attention to the language structure for making suggestions and using gerunds. Finally, remind students to visit the online platform for more practice at home.

Close the day

- Use the language learned in this class to generate real-life sentences about the school community: *We should put our plastic rubbish in the recycling bins.*

  Practice Book: Assign Activities 5 and 6 on page 60 as homework.

Objectives of the day:

1. Practise the following listening strategy:
 - Listening for specific information.
2. Speak with a classmate about healthy activities.

Materials: *Health Phrasal Verbs* Flashcards, Flashcard Activity 5B on page XVII.

Open the day

- "Mindful Happy Me" practice.

Open the book!

Listening

International Certification: Listening

Remember that this is an exam-type activity with the international certifications' format. Explain to students that in this type of listening activity, they have to listen for specific information. Point out that there are five sections, each with a question which has three multiple-choice options to choose from. Remind students that they should read all of the questions and options before the first listening. This will help to get their minds in the right frame. During the first listening, they can point to the correct answer after listening to all of the options. After listening to the entire audio, students can answer the questions. Remind them that they should then use the second listening to check their answers.

1 For each question, choose the correct answer. There is one example.

Point out that there are five statements beginning with "You will hear...", followed by a question. Read the example aloud, including the options A, B and C. Say: *Without hearing the audio, we can't know the answer.* Elicit the reasons why it might be useful to read all of the options first. (To help you to predict the topic of the audio and to eliminate the wrong answers while listening.) Play Track 37 twice and have students complete the activity as they listen. To check the answers, read the questions and have volunteers call out the answers. If necessary, play the audio again, pausing to confirm the answers.

• Look at the situations from Activity 1 and discuss the questions.

Ask students to think back and remember what each situation in Activity 1 was about. Tell them that they can review their answers to refresh their memories. Then have students form small pairs to discuss each of the questions. Ask students to personalise the listening activity by using their own ideas and experiences. Encourage students to speak freely in their groups.

Speaking

2 In pairs, talk together about the different activities you can do to feel healthy.

Have students look at the photos. Explain to students that it's good practice to name every thing and every action they can see in the photos. This will help them to get more ideas for what to talk about. Form pairs and give them 30 seconds to take turns to list any thing or action that they can see in the first photo, count down: *5, 4, 3, 2, 1, go!* Do the same with each photo. Next, have students discuss the question. Allow three minutes for the discussion. Take notes of common errors and successes, but do not say anything at this stage. After students have completed the activity, give feedback without mentioning names.

Speaking Strategy

Speaking with Prompts

At this level, students will be expected to speak freely using prompts. It is important that students spend the planning time to consider a variety of vocabulary and grammar structures that will demonstrate the full range of their language skills.

Close the day

- Flashcard Activity 5B.

Listening

1 For each question, choose the correct answer. There is one example.  

0. You will hear two friends talking about an illness.
What advice does the girl give?
A Drink lots of water.
B Don't drink milk.
C Get some rest.
1. You will hear two friends talking about a hygiene problem.
What instructions does the boy have to follow?
A Wash his hair every day.
B Wash his hair every two days.
C Wash his hair twice each time he uses the new shampoo.
2. You will hear two friends talking about school lunch.
What does the boy suggest?
A Don't eat salty or sugary food.
B Bring your own lunch.
C Don't eat from the school menu.
3. You will hear two friends talking about a new hobby.
How does the girl feel now?
A Relaxed
B Lonely
C Stressed
4. You will hear two friends talking about what they did last night.
What is Jack's problem?
A The science project is hard.
B He can't reach the next level of a computer game.
C He is tired.
5. You will hear a doctor describing an injury.
What does the girl need to do?
A Start playing football.
B Stay at home for three days.
C Buy a wheelchair.

• Look at the situations from Activity 1 and discuss the questions.

- Who has the most serious problem? Why?
- What other suggestions can you make to help solve the problem?
- How do you feel after doing an activity you enjoy?

Speaking

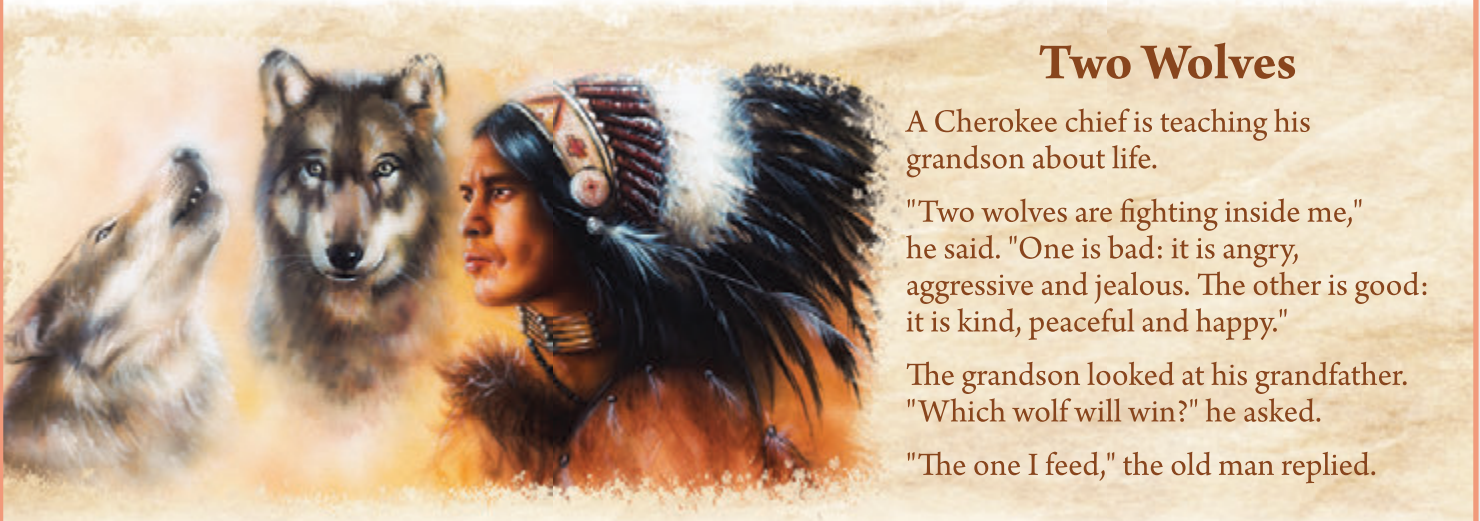
2 In pairs, talk together about the different activities you can do to feel healthy.



Mindfulness

Being Happy

1 Read and tick (✓) the moral.



Two Wolves

A Cherokee chief is teaching his grandson about life.

"Two wolves are fighting inside me," he said. "One is bad: it is angry, aggressive and jealous. The other is good: it is kind, peaceful and happy."

The grandson looked at his grandfather. "Which wolf will win?" he asked.

"The one I feed," the old man replied.

1. We can make choices that help us be happy.

2. We do not have a choice about whether we are happy or not.

2 Write actions that you do to feed the good and the bad wolves in you.

Good Wolf	Bad Wolf
Helping at home	Yelling at people

3 Complete the phrase "A good wolf..." using the ideas you wrote from Activity 2. Then make a sign for the classroom.



Objectives of the day:

1. Learn to identify good and bad choices.
2. Analyse personal experiences in order to increase awareness of the good and bad choices we make.

Materials: coloured poster paper (1 sheet per student), markers (1 per student).

Open the day

- "Mindful Happy Me" practice.
- Ask: *Can we help ourselves to be happy?* Have students sit in silence and think about the question. Tell them that today they are going to read and make a poster with ideas that might help them to answer this question.

Open the book!**Being Happy****1 Read and tick (✓) the moral.**

Elicit the meaning of a *moral in a story*. (a teaching point, a lesson) Explain to students that they are going to read a Cherokee story with a moral. Point out the two morals below the story. Have students read and tick the correct moral. Invite volunteers to explain their choice as you check the answer together.

2 Write actions that you do to feed the good and the bad wolves in you.

Ask: *What actions feed the good wolf?* (helping at home) *What actions feed the bad wolf?* (yelling at people) Tell students that we all have things that we do that feed our good and bad wolves. You might want to give a personal example of each to demonstrate. (I always help older people.; I get angry easily.) Explain to students that this activity is personal and that they have to be honest with themselves. Have students do this activity individually. Give students a few minutes to complete the chart. Encourage them to write at least three notes in each column.

3 Complete the phrase "A good wolf..." using the ideas you wrote from Activity 2. Then make a sign for the classroom.

Write on the board: *A good wolf...* Explain to students that they are each going to make a poster about feeding the good wolf. Tell them that this is not pair or group work because it is important that everyone considers their personal lists from Activity 2. Ask them to choose one idea to complete the phrase: "A good wolf...". Demonstrate on the board how they might decorate or illustrate their sentence. Point out the example of the poster and the images next to the Cherokee story, too. Tell students that they can use these as ideas, but it doesn't have to be the same. Distribute the coloured poster paper and markers and give students 15 minutes to start their poster. If necessary, they can complete their work at home.

Lightbulb Critical Thinking**Why is it important to be a good wolf?**

Call students' attention to the question in the *Critical Thinking* box and give them a minute to think about it. Have them work in groups and come up with reasons and discuss why it's important to be a good wolf. Ask volunteers to share their ideas with the class.

Close the day

- Remind students that the mindfulness practice "Mindful Happy Me" that they have been doing every day is about feeding the good wolf. Discuss other ideas that might be used to illustrate the good wolf / bad wolf idea. Say: *We could talk about watering a flower and watering a weed.* Elicit from the class: *Think positive, don't be negative. Don't worry – be happy! Eat healthy food – not junk food.*

Objective of the day:

1. Practise pronunciation of words with silent 'gh.'

Materials: You can use the IPA Pronunciation Guide on page A1 and the online platform as a guide.

Open the day

- "Being Happy" practice. (See page T80.)
- Write *gh* on the board. Ask a volunteer to write any word in English with the 'gh' spelling on the board. Tell them to pass the marker or chalk to a classmate to do the same. Once every student has had the chance to write a word, explain that they are going to practise words with the 'gh' spelling. Elicit that each word has a different pronunciation and that there is no sound for 'gh' because it's silent!

Open the book!

1 Categorise the words according to their sounds. Then listen and check.

Point out the box with words and have students call out any words that also appear in their list on the board. Circle or tick the words on the board that appear in the box. Point out the sound chart and explain that students are going to say the words from the box, and that they need to decide which sound column the word fits into. Demonstrate the sounds and have them join in. (i /aɪ/ – high) In pairs, have students say and write the words in pencil because they may change their answers once they hear the audio. Play Track 38 and check the answers as a class.

- **Complete the poem using the words from Activity 1.**

Point out the seven parts of the poem. Then call students' attention to the ten numbered gaps. Have students work in their pairs to fill the gaps using their answers from Activity 1.

- **Listen and check.** 

Play Track 39 for students to check their answers. Play the audio a second time, pausing after each word and allow students time to erase and rewrite their incorrect answers. If needed, play the audio a third time.

2 Practise reading the poem aloud.

In pairs, have students read the poem aloud. Allow them to correct each other's pronunciation. Then ask students to get together in small groups and read it again. Next, invite the whole group to read the poem chorally. Remind students to pay careful attention to the pronunciation of the 'gh' words.

Finally, remind students to visit the online platform for more practice at home.

Close the day

- Have students create a riddle or tongue twister using some of the 'gh' words learned in this lesson. Invite volunteers to share their riddle or tongue twister with the class.

1 Categorise the words according to their sounds.

Then listen and check. 

high caught cough through ought light
rough enough brought right night eight
although might neighbour sigh fight

/aɪ/	/eɪ/	/uː/	/ɒf/	/ʌf/	/ɔːt/	/əʊ/
high might light sight night fight right	eight neighbour	through	cough	enough rough	caught ought brought	although

- Complete the poem using the words from Activity 1.

A Terrible Cough

I (1) caught a cold.
My temperature's (2) high.
I can't stop coughing,
And my throat is dry!

I know you have a (3) cough!
I could hear you (4) through the night.
You (5) ought to take some medicine,
And turn off the (6) light!

But I caught a cold,
I feel really (7) rough.
I want to take some medicine,
But there isn't (8) enough.

Not enough medicine?
That's not (9) right!
I brought you some cough syrup
In the middle of the
(10) night.

But I have a cold,
I don't want to fight.
I'll take the syrup you (15) brought,
And turn off the light!

I took (11) eight spoonfuls,
Although I wanted more.
Now I (12) might be sick,
Who's at the door?

It's the (13) neighbour.
They're complaining.
They can hear you (14) through the wall,
Coughing and sighing.
It's no good at all.

- Listen and check. 

- Practise reading the poem aloud. 

My Skills

Reading

1 Look at the pictures and read the introduction. Discuss the questions.

1. What is special about the people in the pictures?
2. How do you think they won against the odds?

Winning Against the Odds

Olympic champions have it all, right? They are famous around the world and receive a hero's welcome at home. However, things aren't always so easy. Here are the stories of two successful Olympians who overcame problems to become champions.



Wilma Rudolph

Born in Tennessee, USA, in 1940, Wilma Rudolph always had a dream of becoming a star of athletics. She suffered from polio as a child, an illness that attacked her nerves and caused pain in her legs. (0) C At one point, her doctor said she would never walk again.

However, as one of 22 children, Wilma had plenty of support and care from her huge family. Her mother told her she would walk again, and Wilma chose to believe her rather than her doctor.

(1) E At the age of six, Wilma began to hop. By eight, she was moving around without her brace and, by eleven, she was playing basketball.

Wilma loved playing sports and soon started running. She was only sixteen when she competed in her first Olympics.

(2) A Racing in the 100-metre, 200-metre and 4 × 100-metre relay events at the 1960 Summer Olympics in Rome, Wilma won three gold medals. She was the first American to achieve this and became known as “the fastest woman in the world.”

But this was only one side to Wilma's strong character. Returning home from Rome, she refused to go to a parade in her honour unless African-American citizens were invited. (3) H Thousands of people came out into the streets to see her, and Wilma became famous in the USA and across the world.

Wilma retired from athletics in 1961 and finished her university degree. (4) B However, she never lost her love for sports and has a place in the U.S. Olympic & Paralympic Hall of Fame. In 1977, her life was the subject of a TV film. Wilma died in 1994, but there are more than 20 children's books about her incredible life.



2 Five sentences have been removed from Wilma Rudolph's biography. For each blank, choose the correct answer. There are two extra sentences that you do not need to use. There is one example.

- A She won a bronze medal but four years later was determined to get gold.
- B When she retired, she decided never to follow sports again.
- C Walking was difficult for her, and she wore a leg brace.
- D She didn't earn much money from her sports achievements. After college, she started working as a second-year teacher.
- E She had always enjoyed running as a child and practised with her brothers and sisters.
- F Her parents and siblings took turns taking care of her by removing her leg brace and massaging her disabled leg.
- G After four years, she won a gold medal.
- H Her determination led the parade to become the first fully integrated event in Tennessee's history.

Objective of the day:

1. Practise the following reading strategy:
 - Making text-to-world connections.

Open the day

- "Being Happy" practice.
- Remind students that they are collecting ways to help themselves understand longer texts or stories in English. Encourage them to use the good wolf / bad wolf moral to express their positive and negative feelings about reading in English. Help students to feed the good wolf.

Open the book!**Reading****Reading Strategy****Making Connections**


Remind students that to make reading easier, they should learn to make connections. They have already learned how to make text-to-text and text-to-self connections. Explain that in this activity they are going to make text-to-world connections. This means that they think about how the text is similar to or different from the real world they know. At the close of the day, students will make text-to-world connections.

- 1 Look at the pictures and read the introduction. Discuss the questions.**

Point out the text on page 82 and ask them to predict what the text will be about. Remind students that international certification exams are easier if they make use of the context clues (title, pictures, introduction) to get some idea of what the text is about. Read the instruction aloud and have students look at the pictures and read the introduction. Then have students discuss the questions in pairs. Finally, elicit answers from volunteers to check the answers as a class.

International Certification: Reading

A common international certifications exam task at this level, is completing a text by inserting missing sentences. While some exam-type activities focus more on comprehension with word options provided in a box, around the text or in a multiple-choice style with three options, this type of activity offers a range of possible sentences that students must choose from. Remind students that understanding the context of the text by reading the text first, is important. Students must then reread the sentences before and after the missing sentence to determine which option best fits the gap.

- 2 Five sentences have been removed from Wilma Rudolph's biography. For each blank, choose the correct answer. There are three extra sentences that you do not need to use. There is one example.** 

Call students' attention to the gaps in the text and explain that some of sentences A–H fit in those gaps. Then invite volunteers to read out the instruction. Ask: *How many sentences are missing?* (5) *How many sentences are extra?* (3) Help students to understand how the example is a good answer. Allow them time to read the first paragraph in silence. Ask them to read sentences A–D and discuss why C is the correct answer. Next, have students read the full text and fill the blanks. As they finish, allow them to compare their answers in pairs.

Finally, check the answers as a class. Elicit the reasons for their choices.

Close the day

- Have students think of other people they know who have overcome physical difficulties. Prompt them with questions about friends, family, people in the school community or famous people. Remind students that making real-world connections with a text will help them to better understand it.



 Practice Book: Assign page 61 as homework.

Objectives of the day:

1. Use information from a text in a new context.
2. Make notes on specific information from a text.

Open the day

- "Being Happy" practice.
- As a class, have students list famous sports personalities that they know. Ask some follow-up questions, such as: *Do you know where / when they were born? How did they start playing / doing this sport? Do you know if they have won any medals / awards / championships?*

Open the book!

Reading

International Certification: Reading

To complete this kind of international exam-type activity successfully, students need to consider the correct word and its grammatical form. Use the example to help students see that a verb is needed, and that it should be in the past tense. As you check their answers, use the same method to help students understand any errors. This will help them to adopt an exam strategy that will improve their accuracy.

3 Read Michael Phelps's biography. For each blank, write the correct answer. Write one word in each blank. There is one example.

Ask students if they have taken an international exam with a gap-fill like this one. Then invite a volunteer to read out the instruction. Ask: *How many blanks are there?* (5) *How many words do you need to write in each blank?* (1) Help the class to understand how the example is a good answer. Have students complete the exercise. Then check the answers as a class.

4 Take notes in the chart.

Point out the chart and read the headings aloud. Say: *Both Wilma and Michael had problems as children and as adults. You are going to compare the lives of these two athletes.* Have students work in pairs to complete the chart. Then check the answers as a class.

• Discuss how they took care of themselves, or how people looked after them, to help them overcome their problems.


As a class, or in small groups, use the chart to discuss how these athletes helped themselves and how other people helped them. Elicit from students if there were more ways that the athletes could have used to overcome their problems. Accept any reasonable suggestions. Finally, remind students to visit the online platform for more practice at home.

Close the day

- In pairs or small groups, have students discuss whether reading the two stories was difficult or not and why. Encourage them to talk about the strategies they used to help them. (text-to-text, text-to-self, text-to-world)



Practice Book: Assign page 62 as homework.

3 Read Michael Phelps's biography. For each blank, write the correct answer. Write one word in each blank. There is one example. 

Michael Phelps

He (0) was born on June 30, 1985. He is a retired American swimmer who holds the record for the most medals of any Olympic athlete in history. He competed in his first Olympics at the age of 15, his last at 31 and won 28 medals in between. Incredibly, 23 of those medals were gold, and he set 39 world records during his career.



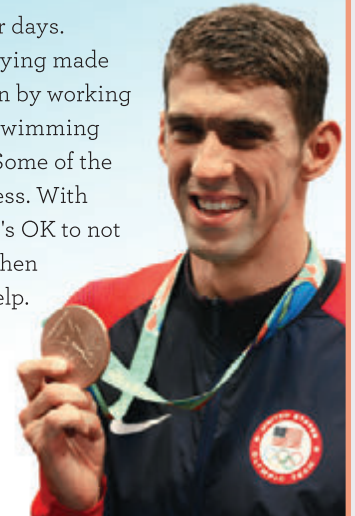
Phelps began (1) swimming at seven when his two older sisters joined a local team. In the beginning, he was too scared to put his head under the water, so the first stroke he learned was the backstroke. When he was 11, Phelps met the swimming coach Bob Bowman. Bowman recognised that Phelps was talented and decided that they (2) ought to start training together.

At 14, Phelps was on the national team.

However, although the teenage Phelps was a rising star in the swimming world, he was experiencing difficulties in his personal life. He was bullied at school, and (3) as a result he suffered from low self-confidence. Later in his career, even when he was winning gold medals, he suffered from depression. This was especially bad after the 2012 Olympics.

Sitting lonely and depressed in his hotel room, he didn't eat or sleep for days.

Today, however, he believes that bullying made him stronger. He got over his frustration by working (4) hard in the pool swimming an incredible 80,000 metres per week. Some of the bullies later became jealous of his success. With regard to depression, Phelps realised "it's OK to not be OK" and learned that he felt better when he talked about his problems and got help.



We can all learn from the stories of Wilma Rudolph and Michael Phelps. Olympic champions have extraordinary skills, but they are human too. By being determined and taking care (5) of ourselves, we can all win against the odds.

4 Take notes in the chart.

	Problem as a Child/Teenager	Problem as an Adult
Wilma Rudolph	She suffered from polio.	She faced racism.
Michael Phelps	He was bullied at school.	He suffered depression.

- Discuss how they took care of themselves, or how people looked after them, to help them overcome their problems. 

Writing

1 Read the anecdote and discuss the questions below.

1. What changed for Emma as a result of her injury?
2. What would you do in a similar situation?

It was the day everything changed. I was playing basketball for the school team **when** I fell and twisted my ankle. The pain was terrible, so I went to the doctor.

"You should rest for three days," he said. "It should take about a week to get better."

A week! I thought. **But** I want to play in the finals in five days. **As soon as** I got home, my friend Helen called me and said Andrea had replaced me. **Andrea!** That bully! She was always horrible to me because she was jealous of my place on the team. **In fact,** **before** today's practice, she had knocked my books out of my hands. I felt depressed.

I got over the pain, however, and after four days I went back to the doctor. "Can I play in the finals tomorrow?" I asked.

"Playing basketball isn't the best idea," he said. "You might make your ankle worse."

I went to watch the team practice. **While** I was watching, Andrea came over.

"Basketball is hard," she said. "You're much better than me. I'm sorry I was mean to you, Emma."

The next day, I had a choice to make. The coach said I could play if I felt OK, and Andrea could be the substitute. I looked at my ankle and thought about what the doctor said. Then I looked at Andrea.

"No, I think I should wait **until** my ankle is 100 percent OK. Let Andrea play." I smiled at Andrea.

After that day, Andrea and I became friends. My ankle got better, but I lost interest in basketball.

Now I do karate instead. It's much more fun!



2 Read and circle the correct options.

1. Emma felt pain **as soon as** / **until** she fell.
2. Andrea was playing in the team **after** / **while** Emma was recovering.
3. Emma went to see the doctor **before** / **after** the finals.
4. **When** / **Until** Emma went to the finals, the coach said she could play.
5. The doctor's advice was not to play sports **as soon as** / **until** the injury was better.
6. Emma started doing karate **after** / **while** she stopped playing basketball.

Objectives of the day:

1. Learn to write a problem-solution text using discourse markers: *when, while, as soon as, until, before, after*.
2. Practise the following writing strategy:
 - Noticing the structure of a text.

Open the day

- "Being Happy" practice.
- Remind students that Topic 3 is *Our Lives*. Tell students that they are going to write about the different problems that they have had in their lives and how they have overcome them. Have them close their eyes and try to remember their early childhood. Ask: *What problems do you remember from your childhood?* Encourage students to remember the different events in their lives up to now, and how they have managed them. Prompt them with the ideas from the unit so far. (physical and emotional difficulties, important events and life changes)

Open the book!

Writing

Writing Strategy

Noticing the Structure of a Text

Explain to students that whenever they read or hear English it is a chance to learn. Tell them that they can notice new language, or review language already learned. Paying attention to the way a text is organised will help them to write better organised texts, too.

1 Read the anecdote and discuss the questions below.

Have students look at the photo and predict the problem that they are going to read about. Next, give them one minute to read the anecdote to confirm their predictions. Then invite volunteers to read aloud the instruction and questions. Point out that the text has dialogue and that there are words in bold. Explain that these words are discourse markers and are like signposts in the road, they help us to follow the story. Invite volunteers to read aloud the words in bold. Have students read the story and discuss the questions in pairs. Check the answers as a class.

2 Read and circle the correct options.

Point out the words in bold in the text again and elicit what they are. (discourse markers) Tell students that they are going to learn how to use discourse markers in their sentences, but first they are going to see how that language is used in a text. Invite a volunteer to read aloud the first sentence. Refer students to the first paragraph to identify the answer. (as soon as) Discuss the order of the events in the paragraph. Have students complete the rest of the activity. Check the answers as a class and elicit the order of events in each sentence.

Close the day

- Divide the class into small groups. Ask students to discuss the anecdote and similar memories from their own childhood. Encourage them to use the discourse markers, but there is no need to force it. Invite volunteers to share a memory with the class.

  Practice Book: Practice Book: Assign page 63 as homework.

Go to video "Amur Leopards."

Remind students that, on the platform, they will find a video along with online activities related to this level's endangered animals. (the Amur leopard) Ask students to tell you what they remember about the leopards. Continue watching the video. Ask students if they have learned additional information about the Amur leopard. Encourage students to say what we could do to save the Amur leopard. Then have students do the "While Watching" online activities. This might be a good time for students to work on their projects.

Objective of the day:

1. Plan and write a description of a problem-solution experience.

Open the day

- "Being Happy" practice.
- Ask students which of their classmates' stories about overcoming problems they remember. Remind them which classmates they have heard stories from over the past few classes. Invite volunteers to share more stories about overcoming problems.

Open the book!

Writing

3 Read the anecdote in Activity 1 again and make notes in the mind map.

Ask students what they remember about the story. Point out the graphic organiser on page 85 and invite volunteers to read aloud the headings. Have students read the text in Activity 1 again and complete the graphic organiser.

Open Day Tip Planning a Writing Task

Explain that although students are worried about the time limit in a writing exam, planning is important for writing a successful piece. Tell students that an examiner will give marks for organisation, as well as for the use of a variety of language. Explain that if they just write the first thing that comes into their head, their writing won't be organised and might not make sense. Remind them that discourse markers help organisation, too. You might want to do two short paragraph writing activities – one planned, one unplanned – to show the difference.

4 Think of an occasion when something changed for you in a positive way. Use the pictures below for ideas.


Call students' attention to the photos as prompts for ideas for their own writing. Explain that they are going to write about a positive change that they have experienced. Allow students a few minutes to think about when this positive change occurred.

- **In your notebook, make a mind map like the one in Activity 3 to organise your ideas.**

Have students use the model mind map to plan their story. Allow five to ten minutes for this. As they finish, encourage them to walk around the class to look at other students' mind maps. Explain that it's useful to learn from each other and that this is not copying or cheating! Have students return to their chairs and add to their mind maps if they wish.

International Certification: Writing

In the Writing section of international certifications at this level, students will find an activity where they have to write a story of around 100 words using a given title. Explain that it is useful to develop a planning habit because students can organise their thoughts before they start writing, as well as choose a variety of language. Remind students that using discourse markers will help the examiner to follow their story.

- **Your teacher has asked you to write a story. Your story should begin with this sentence. 'It was the day everything changed.'** 

Explain that some English exams provide a title for a story. Tell students that they should always use some of the time to plan and organise their ideas because their writing will be better.

- **Write your story in about 100 words. Use the ideas from your mind map.**

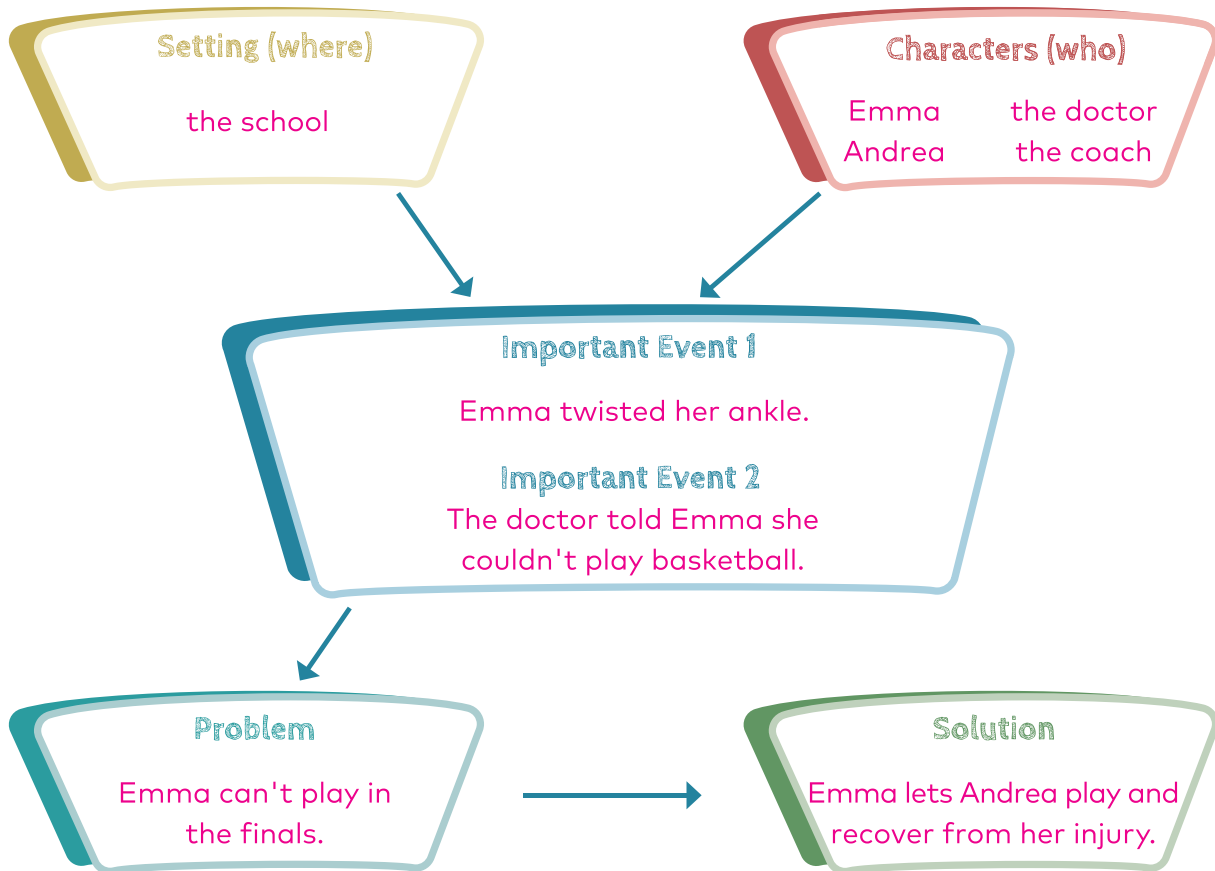
As soon as students are ready, have them start writing their stories. Allow 20 minutes for this writing. Early finishers can exchange notebooks and peer correct or write positive feedback, such as: *That's awesome! I like how you found a positive way to overcome this!*

Close the day

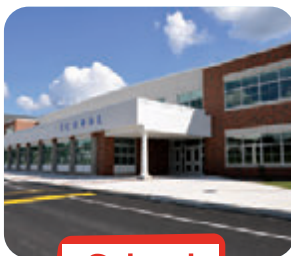
You can do either of the two activities below to close your class.

- Display the stories around the class for the students to mingle and read. Encourage them to take a pencil with them and write a positive comment underneath each story they read.
- Invite volunteers to read their own or a classmate's story aloud.

3 Read the anecdote in Activity 1 again and make notes in the mind map.



4 Think of an occasion when something changed for you in a positive way. Use the pictures below for ideas.



School



Home



Friends



Health

- In your notebook, make a mind map like the one in Activity 3 to organise your ideas.
 - Your teacher has asked you to write a story. Your story should begin with this sentence.
- "It was the day everything changed."
- Write your story in about 100 words. Use the ideas from your mind map.

My Skills

Listening

1 Listen to the interview at the doctor's office. Tick (✓) and write Tom's answers. 

Name: Tom Watson		Year: 6
Sports		
1. How often do you work out?	Every day _____ 1-2 times a week _____	3-5 times a week <input checked="" type="checkbox"/> Never _____
2. Can you run for 10 minutes without stopping?	Yes <input checked="" type="checkbox"/>	No _____
Nutrition		
3. How often do you eat sugary foods?	Every day <input checked="" type="checkbox"/> 1-2 times a week _____	3-5 times a week _____ Never _____
Safety		
4. Do you always wear a helmet on a bicycle, skateboard, etc.?	Yes <input checked="" type="checkbox"/>	No _____
Peers and Family		
5. If you have a problem, who do you talk to?	Mum or best friend	
Stress and Depression		
6. Do you have concerns about any of the following?	Diet _____ Sleep <input checked="" type="checkbox"/>	Exercise _____ Homework <input checked="" type="checkbox"/>
7. What makes you the happiest?	Hanging out with friends	

• Listen again and tick (✓) the advice the doctor gives.

1. Do exercise every day if possible.
2. Protect your toes when you play football.
3. Cut back on sugary foods and look after your teeth.
4. Ride your bike more often.
5. Wear a helmet on a bike.
6. Talk to your friends if you have a problem.
7. If you are bullied, tell your teacher.
8. Get more sleep.

<input checked="" type="checkbox"/>
<input type="checkbox"/>
<input checked="" type="checkbox"/>
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<input checked="" type="checkbox"/>

2 Role-play an interview at the doctor's office. Take turns being the doctor and the patient. 

Objectives of the day:

1. Practise the following listening strategy:
 - Listening for specific information.
2. Practise a role-play.

Open the day

- "Being Happy" practice.
- Remind students that they are collecting ways to help themselves complete listening tasks in English. Encourage them to use the good wolf / bad wolf moral to express their positive and negative feelings about listening tasks. Help them to feed the good wolf.

Open Day Tip Managing Anxiety

Help students to manage any anxiety they may have about listening tasks by reminding them about mindful breathing and body awareness.

Open the book!**Listening****Listening Strategy****Filling Gaps in a Form**

Explain to students that, in international listening exams, it is very common to find tasks that involve filling gaps in a form. Tell students that to fill the gaps, they need to listen for specific information in the audio. Explain that they will hear an audio twice and complete the gaps in the form. Tell students that they will have time to read the whole form first to understand it and predict what words could be used in the gaps. After the audio is played, they will have time to check their answers.


1 Listen to the interview at the doctor's office. Tick (✓) and write Tom's answers.

Explain that this next activity is very similar to a listening exam task, but that they are not going to do it under exam conditions. Give students one minute to look at all of the sections on the form. Ask a volunteer to read the instructions aloud and elicit the types of words that they

might hear on the audio. (numbers, taking care of yourself, food, family, problems, days) Explain that students are going to hear a doctor interview Tom, but that the conversation will not use exactly the same words as on the form. Help them to guess synonyms and word families for some items: "1-2 times" – *twice*; "sugary foods" – *sweets, cakes*; "concerns" – *worries*. Tell them that they are going to hear the audio now and that they should try to fill the gaps. Play Track 40 once for students to complete the task. Allow them to compare their answers in pairs. Finally, play the audio again to confirm answers and discuss any synonyms that were useful.

- **Listen again and tick (✓) the advice the doctor gives.**

Read the instruction aloud and have the students predict the answers. Play Track 40 again and have them tick the advice they hear. Elicit the advice. Play the audio again, pausing for students to discuss the advice given. Point out any features that justify the answers.

2 Role-play an interview at the doctor's office. Take turns being the doctor and the patient. 

Form pairs and have them assign the roles of *doctor* and *patient*. Explain that they will swap roles later. Tell pairs to act out a situation in the doctor's office. Explain that it could be similar to Tom's interview or they could use their imagination and role-play a different situation between a doctor and patient. Take notes on their successes as well as language points that need attention.

Finally, remind students to visit the online platform for more practice at home.

Close the day

- Invite pairs to role-play their interview in front of the class.



 Practice Book: Assign page 64 as homework.

Objectives of the day:

1. Learn "thinking phrases."
2. Give advice and make suggestions.

Materials: Reader (1 per student); Practice Book (pages 65 and 66).

Open the day

- "Being Happy" practice.
- Write on the board: *I think...; One way to...; Another thing you can do is...; One idea is...; It might be good to...; I agree...; Yes, that's a good idea, and... .*
Explain that these are "thinking phrases" that students can use when they need more time to think. Explain that in speaking exams they may need to speak for longer than they are used to, so these phrases will help.

Open the book!

Speaking

1 Write tips for taking care of yourself in each category.

Ask a volunteer to read the four categories. Elicit what type of tip or advice you could include for each category. (Nutrition - Make sure that you eat five fruit and vegetables a day.) Have students write a tip for each category. Explain that everyone is different, so these tips will be different, too.

International Certification: Speaking

A common exam-type listening activity involves having to speak for two to three minutes, which is longer than most students are used to. Remind students that because they will have to speak for a longer time, planning is very important. Tell them that they will have time to think of their ideas before the task and that there will be pictures to help plan what they will say. Students will be evaluated on the range of vocabulary that they use, how well they organise their language and their use of connectives. Tell students to practise some "thinking phrases" that will help them to keep talking.

2 A student is feeling worn out. In pairs, talk for 2 to 3 minutes about what he can do to feel better. Use your ideas from Activity 1 and the pictures below.

Have students look at Activity 2 and ask if any of them have done a speaking task like this one before. Form pairs and tell them to discuss ideas for helping a tired student. Encourage students to use "thinking phrases" to keep the conversation going for two to three minutes. Take notes on their successes and points for improvement.

Close the day



Before opening the Reader, ask students what they recall about the front cover of the Reader. Then ask students to turn to page 21 in the Reader. Read aloud or play Track R3 from the beginning to page 24 for students to listen and follow. Elicit if any of their predictions have proven right or wrong yet.



Practice Book: Assign pages 65 and 66 as homework.

Time to Practise

You have now finished the first part of Topic 3 "Our Lives." It is now time to practise some skills using the certifications' format. In this unit, students will practise a Listening skill, as well as Reading and Writing skills. Have students open their Practice Book to page 65. Remind students to read all of the questions and answers before you play Track 15. Play the audio twice for students to circle the correct options. Next, have students turn to page 66. Have them read the texts and choose the correct answer. Again, encourage them to read all the answers before choosing. Finally, assign the two pages as homework or do the activities in class at the beginning of the next class.

Speaking

1 Write tips for taking care of yourself in each category.

1. Happiness _____

3. Nutrition _____

2. Sleep _____

4. Exercise _____

2 A student is feeling worn out. In pairs, talk for 2 to 3 minutes about what he can do to feel better. Use your ideas from Activity 1 and the pictures below.

Ways to Feel Better



Unit 6 Keeping Busy

1 Read and label the jobs.

Walking Dogs

Mowing the Lawn

Washing Cars

Watering Plants

How to Earn Money

If you are saving for the future or just want to have a little extra money, there are a lot of ways to do it! Your parents or relatives might need help with a number of jobs. Have you tried any of these?



(1) Mowing the Lawn

People always need help in the garden, especially the elderly. Grass grows fast, so ask where the **lawn mower** is and start cutting it today! Remember to be careful with heavy and sharp equipment!



(3) Washing Cars

It doesn't take long for a car to get dirty. In fact, it probably needs to be cleaned every week. Take a **sponge** and **bucket** of water and get scrubbing! To do a really good job, take a dry **cloth** and clean the car until it is shiny.

(2) Walking Dogs

Why not take your four-legged friend for some exercise? Don't forget to use a **leash** so that it doesn't escape! You could even earn some extra money by taking a **brush** and grooming its hair. Your pet will love it!



(4) Watering Plants

The weather is getting hot and those plants are thirsty! At this time of year, they need a drink every day. Remember to save water and turn off the **hose** as soon as you can. In fact, it is better to use a **watering can** or bucket.



• Label the pictures using the words in bold.



bucket



sponge



hose



watering can



brush



lawn mower



cloth



leash

2 Read and say what each person needs.

My flowers are dying!

Rover keeps barking and jumping at the door.

There is mud all over the wheels.

The grass is very tall. It looks messy!


Unit 6 Keeping Busy

Objectives of the day:

1. Learn about jobs at home.
2. Learn vocabulary related to equipment for doing jobs.

Materials: glitter jar (mason jar almost filled with water, big spoonful of glitter glue).

Open the day

- "Mindful Jar" practice. 

Ask students how they feel when they have many thoughts running through their minds. Elicit emotions like stressed, confused, anxious. While speaking, shake the glitter jar. Explain to students that when we have strong emotions or many thoughts in our minds, it's like our minds become cloudy and we can't think clearly. Tell them that they will learn a mindfulness practice to help them to clear the storm in their minds, relax and think more clearly. Say: *If we are calm, we can think more clearly and learn better.* Shake up the contents of the jar once more, and hold it out for students to see. Say: *Look at the contents of the jar. You can't really see clearly, can you? This is what your thoughts become like when there is too much going on in your mind, or when you are stressed or mad. Now, breathe deeply and look at what happens in the jar. See how everything is settling while you relax and breathe deeply? This is what happens in your mind when you are calm, everything falls back into place and you can see things much clearer.*

Allow students to just breathe deeply and watch the glitter in the jar until it has all settled at the bottom.

- Ask: *What jobs can you do around the home for some pocket money?* Have students call out jobs and write them on the board. Elicit from students, by a show of hands, who of them do any of the jobs. Keep the list on the board for further reference.

Open the book!

1 Read and label the jobs.

Tell the class to look at page 88 and tell you if any of the activities are on their list on the board. If there are new activities that are not on the board, add them to the list. You can be flexible, for example if a group wrote *gardening* then *mowing the lawn* is acceptable. Point out the four jobs in the box and the four paragraphs,

and have students predict which job goes with which paragraph. Have students match the jobs with the correct paragraph by writing the jobs on the lines.

- **Label the pictures using the words in bold.**

Call students' attention to the words in bold and elicit the meanings of the words. You might want to mime or have volunteers mime the words. Now point out the pictures below the text. Have students write the words under the corresponding pictures. To check, have volunteers read out their answers.

2 Read and say what each person needs.

Explain to students that they have now seen in Activity 1 that to do some jobs, you need equipment. Invite volunteers to read aloud the statements. In pairs, have students discuss the equipment needed for each speaker. To check the answers, invite volunteers to share their answers with the class.

Close the day

- **Play "I went to the market and bought...":**

Have students stand in a circle as a class or large groups. Explain the rules of the game: it's a memory game in which each student adds one item to the shopping list. Say: *I start and I say, "I went to the market and bought a sponge."* Stand behind the next student and say: (name) *adds an item and says: "I went to the market and bought a sponge and a leash."* Explain that each student adds something, but everyone has to remember the full list. Encourage them to use the new vocabulary but try to keep the items related to the topic of equipment and things we use to keep busy. Refer students to their list on the board from the start of the class.

Open Day Tip Vocabulary Record

Students who have a habit of recording new language are more successful language learners. Encourage students to write new words in word groups, such as *equipment*. They could write example sentences, draw pictures or write page references to link their vocabulary record with the Student's Book.



Practice Book: Assign page 67 as homework.

Objectives of the day:

1. Learn phrasal verbs for jobs at home.
2. Discuss jobs you would like to try.

Materials: glitter jar (mason jar almost filled with water, big spoonful of glitter glue); slips of paper, small bag or box.

Open the day

- "Mindful Jar" practice.

Open Day Tip Activating Prior Knowledge

Experts agree that learners perform better when their minds are already working in the appropriate context. They have also found that connecting what students already know with new material helps them to learn. For this reason, it is helpful to recall the vocabulary they already know on a topic before introducing new language.

Open the book!

3 Listen and number the pictures in order.

Have students look at the pictures on page 89. Elicit which of these activities came up in their list from the previous class. Call students' attention to the tick boxes and tell them that they are going to hear about different jobs that people do at home. Play Track 41 for students to listen and number the pictures in order.

- **Listen again and match.**

Ask students if they remember what phrasal verbs are. (verbs made up of two or more parts) Now ask students to read the list of phrasal verbs on the left and the definitions on the right. Explain that they are in the wrong order. Play Track 41 again for students to match the phrasal verbs with their meanings. Allow students to compare their work in pairs. To check the answers, play the audio a third time, pausing after each answer.

4 Make a list of things you help out with at home.

Point out the blank lines and read aloud the instruction. Give students five minutes to list the activities that they do to help out at home. Invite volunteers to write one job each on the board when they finish the task.

The reason for doing this is that it validates each students' contribution, as well as provides ideas for the next task.

5 In pairs, describe and ask about jobs you would like to try.

Tell students that they are going to ask each other questions about their jobs and learn about new jobs. Divide the class into pairs, Student A and Student B. Have students exchange the lists that they made in Activity 4. Explain that Student As will describe the jobs on their list to Student Bs. Student B will then ask Student As questions about jobs that they would also like to try. Then students swap. You can help students to keep the conversation flowing by guiding them with questions to ask their classmate. (What do I need to do this job? How often do I need to do this job? Is this job fun?) Make sure that all students get a turn to describe their jobs and ask questions about their classmates' jobs. If time allows, you might want to pair students up with other students and start the activity again.

Finally, remind students to visit the online platform for more practice at home.

Close the day

- **Play Chore Charades:**

Divide the class into teams to play *Charades*. Write as many chores as you can think of on slips of paper and put them in a bag or box. Explain the game: a student from one of the teams will come to the front of the class and draw a slip of paper. They will then act out the chore on the paper for their team to guess. If they guess correctly, the team wins a point. The other team then has a turn. Play until all of the chores have been guessed correctly. The team with the most points at the end of the game, wins.



Practice Book: Assign page 68 as homework.

3 Listen and number the pictures in order. 



2



3



1



5










4



6


• Listen again and match.

- | | | |
|------------------|---|--|
| 1. help out with |  | take (someone) to a place |
| 2. drop off |  | remove something from somewhere |
| 3. run off |  | put on a hanger or hook |
| 4. take out |  | place something where it is usually kept |
| 5. get rid of |  | assist someone with a job |
| 6. hang up |  | remove or throw away something you do not want |
| 7. put away |  | escape |

4 Make a list of things you help out with at home.

5 In pairs, describe and ask about jobs you would like to try. 


I wonder if you could mow the lawn.
Could you tell me where the sponge and bucket are?

1 Listen and follow. 

Good Buddies Mr. Diamond's House

1 IT'S SATURDAY, AND GRETA AND DYLAN ARE EARNING SOME POCKET MONEY.


REMEMBER THAT YOU ASKED IF WE COULD HELP YOU?



OH...YES. YOU'RE RIGHT, I DID. I WONDER IF YOU COULD MOW THE LAWN, DYLAN.

2 OK, GRETA. WHAT CAN YOU HELP OUT WITH? CAN YOU WASH MY CAR?

YES, OF COURSE. COULD YOU TELL ME WHERE THE SPONGE AND BUCKET ARE?



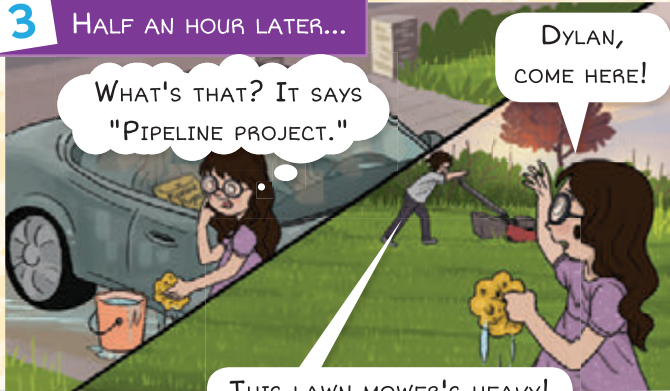
OH... AND DO YOU KNOW WHERE THE LAWN MOWER IS?

DON'T WORRY. I'LL GET YOU EVERYTHING.

3 HALF AN HOUR LATER...

WHAT'S THAT? IT SAYS "PIPELINE PROJECT."

DYLAN, COME HERE!



THIS LAWN MOWER'S HEAVY!

4 CAN YOU SEE WHAT IT SAYS? DO YOU THINK WE CAN TAKE A PICTURE?



2 Read and circle the correct options.

- Mr. Diamond is surprised / annoyed to see Greta and Dylan.
- Greta and Dylan agree / refuse to do the jobs Mr. Diamond asks them to do.
- The "Pipeline Project" file is on the passenger's / driver's seat.
- The file contains lots of information / money.
- Jim wants to go to Leopard Designs before / after going to the police.

3 Discuss the questions. Give reasons for your answers.

- Why is Mrs. Diamond angry?
- Do you think it is right for the children to take pictures? Why or why not?
- Do you think Mrs. Diamond knows about the project? Why or why not?
- Why does Vicky suggest going to the police?

Objectives of the day:

1. Read a comic strip about earning pocket money.
2. Learn the forms for indirect speech: *I wonder if you could mow the lawn; Could you tell me where the sponge and bucket are?*

Materials: glitter jar (mason jar almost filled with water, big spoonful of glitter glue); Poster 6 with Cutouts, Poster Activity 6A on page XXVI; realia: classroom equipment for jobs around school (cloth, paper towels, brush, rubbish bin, pencil sharpener, paint box, pencil box etc.).

Open the day

- "Mindful Jar" practice.
- Call students' attention to the comic strip. Elicit what has happened in the story so far. Remind them that Greta and Dylan are going to do some jobs for their mum's boss, Mr. Diamond. Have students predict the jobs Greta and Dylan may be asked to do for their pocket money.

Language Presentation

Different Forms of Indirect Speech

Students will differ in their awareness of indirect speech. We suggest that you do Poster Activity 6A at this stage to introduce the new language. This will help students to complete the activities on this page.

Open the book!

Open to Learn

Call students' attention to the *Open to Learn* box. Explain that the two structures presented there describe ways to ask somebody something, but without a direct question. You can elicit the direct version of the question to show the difference. Write on the board: "*Please can you mow the lawn?*" asked Mr. Diamond; "*Where are the sponge and bucket?*" asked Greta. You might like to personalise the questions and ask students to do something in class. First ask: *Please can you pass me that pencil?* Then say: *I wonder if you could pass me that pencil.* To show the structure with a name, ask: "*What time is it, (name) please?*" Then ask: *Could you tell me the time, please (name)?* You can continue making up examples or have volunteers do so, until you are confident that students have grasped the concept of the structure.

1 Listen and follow.

Have students open their Student's Books to pages 90 and 91. Have them read the comic strip. Confirm the job Greta and Dylan are going to do. (wash the car) Then play Track 42 for students to listen and follow the comic strip in their books.

2 Read and circle the correct options.

To check reading comprehension, ask students to read the statements and point to the comic strip frames that show the answers. Then have students circle the correct option. Check the answers as a class. Have volunteers share how they knew the answer using clues from the comic strip.

3 Discuss the questions. Give reasons for your answers.

Elicit what has happened in the comic strip story and invite volunteers to read the questions aloud. In pairs, have students discuss the questions and give reasons for their answers. Help students to express their reasons, if necessary. To check the answers, invite volunteers to give their answers and reasons.

Close the day

- Place the realia around the room. Explain to students that they are going to make indirect requests using the objects. Say: (Name), *I wonder if you could move the rubbish bin into the corner.* Invite volunteers to make indirect requests. After a few turns, form small groups and have students choose three or four realia and continue in their groups.



Practice Book: Assign page 69 as homework.

Objective of the day:

1. Understand the context for using indirect questions.

Materials: glitter jar (mason jar almost filled with water, big spoonful of glitter glue).

Open the day

- "Mindful Jar" practice.
- Review the comic strip story by asking students the following questions: *What are Greta and Dylan doing?* (washing Mr. Diamond's car) *What do they find in the car?* (proof of the true energy deal) *Who do they tell?* (Vicky) *What do you think "Leopard Designs" is?* Elicit opinions about what *Leopard Designs* could be.

Open the book!

4 Write how the people in the story ask the questions.

Point out the four direct questions and have students read them. Ask: *Are these questions in direct or indirect speech?* (Direct) Tell students to read the comic strip again to find the indirect versions of the questions and write it in the space provided. Check the answers by asking volunteers to point out the indirect sentences in the story.

Play Refuse or Accept!

Remind students of the rules of *Simon Says*. Explain to students that they are going to play a similar game, but instead of using "*Simon Says*", they are going to use an indirect question. Write these indirect question starters on the board:

Do you know where...?

I wonder if you could...

Could you tell me where...

Go over the example on page 91. In pairs, have students make requests. If it is a direct question, their classmate says: *I refuse!* If it is an indirect question, their classmate says: *Yes, of course!* Have students take turns to ask direct and indirect questions, using the question starters on the board as a model.

Close the day

- Explain that Vicky told Dylan and Greta that they were wrong to spy on Mr. Diamond, even if they wanted to help. Ask students about the moral dilemma in the comic strip. Prompt them with questions: *Do you think Greta was right to look inside the car? Was she right to tell Dylan about the documents she saw? Do you think Dylan was right to ask Greta to take a photo? Do you think they were right to tell their mum and Jim about the true energy deal?* Encourage a variety of opinions without judgement.



Practice Book: Assign page 70 as homework.

Open Day Tip Classroom Management

Praising students' achievements and positive behaviour can have a good impact in both the academic, social and personal fields of a student's life. Remember that praising can be an effective classroom management tool for keeping students engaged and motivated. We suggest that, in this lesson, you praise students' participation in the game and their forming opinions.

5 THERE IS A RECORD OF EVERYTHING. IT'S NOT AN ECO-ENERGY DEAL. JIM IS RIGHT.



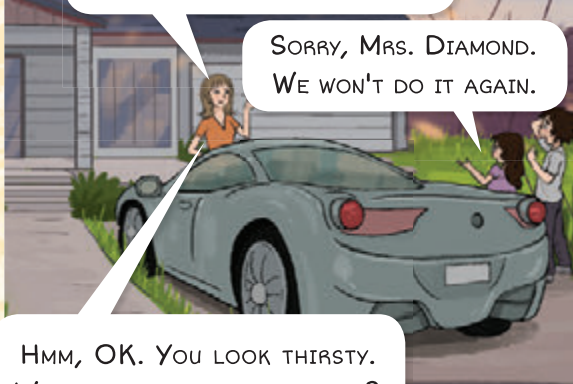
MR. DIAMOND IS GOING TO MAKE A LOT OF MONEY. QUICK, TAKE A PICTURE.

6 WAIT A MINUTE... LOOK!



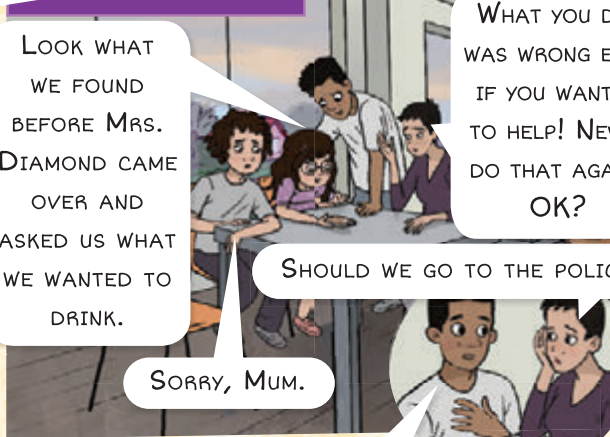
IT'S JIM! AND WHAT'S THAT? DO YOU KNOW WHERE "LEOPARD DESIGNS" IS?

7 WHAT ARE YOU TWO DOING? WHY ARE YOU LOOKING INSIDE THE CAR? DON'T DO THAT!



HMM, OK. YOU LOOK THIRSTY. WHAT DO YOU WANT TO DRINK?

8 LATER THAT DAY...



LOOK WHAT WE FOUND BEFORE MRS. DIAMOND CAME OVER AND ASKED US WHAT WE WANTED TO DRINK.

SORRY, MUM.

SHOULD WE GO TO THE POLICE?

LET'S VISIT "LEOPARD DESIGNS" FIRST.

4 Write how the people in the story ask the questions.

1. Can you mow the lawn? I wonder if you could mow the lawn, Dylan.
2. Where are the sponge and bucket? Could you tell me where the sponge and bucket are?
3. Can we take a picture? Do you think we can take a picture?
4. Where is "Leopard Designs"? Do you know where "Leopard Designs" is?

Play Refuse or Accept!

Can you stand up?

I refuse!

Do you think you could stand up?

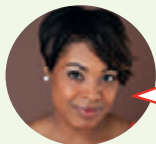
Yes, of course!

You **asked if** we could help you.
Mrs. Diamond **asked us what we wanted** to drink.

5 Listen and match. 

SCOUT JOB WEEK 

1. Ms. Smith



Can you...

2. Grandpa



Do you want to...

3. Aunt Lucy



Can you...

4. Mr. Wilkins



Do you want to...

walk the dog?



wash my car?



water my plants?



mow the lawn?



• Listen again and complete.



She asked if I (1) could mow her lawn. Then Grandpa asked if I (2) wanted to wash his car.

• In your notebook, report the other two questions.

6 Complete using the words in the box and the past tense of each verb in parentheses.

when where what who

- Mum asked what the dog's name was (be).
- She asked where the boy went (go).
- She asked who got (get) the money.
- She asked when Job Week finished (finish).

7 In pairs, ask **yes/no** and **wh-** questions. Report your questions and answers. 

What is your dog's name?

He asked me what my dog's name was. I said it was Rover.

Objectives of the day:

1. Understand the structure for reporting questions:
You asked if we could help you.; Mrs. Diamond asked us what we wanted to drink.
2. Write reported speech questions.

Materials: glitter jar (mason jar almost filled with water, big spoonful of glitter glue); Poster 6 with Cutouts, Poster Activity 6B on page XXVI.

Open the day

- "Mindful Jar" practice.

Language Presentation**Reporting Questions**

In this class, students will learn how to report questions. We suggest that you do Poster Activity 6B at this stage to present and practise the topic. This will help students to complete the activities on this page.

Open the book!**5 Listen and match.**  ⁴³

Find out from the class if they have heard about scouts or similar groups where young people learn useful skills and help the community. Explain to students that they are going to listen to some people talk about *Scout Job Week*. Point out the photos and the speech bubbles on page 92. Explain that students are going to hear these people ask questions. Play Track 43 and have students match the question halves. Play the audio a second time and pause to confirm answers.

- **Listen again and complete.**

Point out the photo of the scout and read aloud the speech bubble. Explain to students that they are going to report one of the questions they heard in the audio. Play Track 43 again and have students complete the reported questions. To check the answers, invite volunteers to read their completed sentences.

- **In your notebook, report the other two questions.**

Tell students that they will report more questions, just like they had in the previous activity. Have students work individually or in


pairs to report the remaining two questions. To check the answers, invite volunteers to read aloud their completed sentences.

Open to Learn

Call students' attention to the *Open to Learn* box. Explain that the structure presented there is used to report a question. You can elicit this information by asking questions related to the story: *Who asks who?* (Mr. Diamond asks Dylan and Greta; Mrs. Diamond asks Dylan and Greta.) *What were their original questions?* (Can you help me?; What do you want to drink?) Call students' attention to the form, read it aloud and stress the words: *you, we, you / Mrs. Diamond, us, we*. You might like to personalise the language and ask students to make sentences and questions about their own experiences: *I asked you to stand up. He asked her where she wanted to sit.* Continue until you are confident that students have grasped the concept of the structure.

6 Complete using the words in the box and the past tense of each verb in parentheses.

Point out the words in the box and the verbs in parentheses. Explain to students that they will complete the reported question by choosing a word from the box and by changing the verb in parentheses into the past tense. Elicit the first reported question. (Mum asked what the dog's name was.) Have students complete the rest of the reported questions. Check the answers as a class.

7 In pairs, ask yes/no and wh- questions. Report your questions and answers. 

Invite volunteers to read the example. Form new pairs and have students ask and answer questions using the model reported questions. Finally, remind students to visit the online platform for more practice at home.

Close the day

- Use Poster Activity 6B, personalising the questions to suit your classroom. You may want to name the characters in the poster and remember a recent practical class that your students have done. Elicit direct and reported questions.



Practice Book: Assign page 71 as homework.

Objective of the day:

1. Practise pronunciation of homographs with stress change: *record / record, present / present, project / project, produce / produce, desert / desert, refuse / refuse.*

Materials: glitter jar (mason jar almost filled with water, big spoonful of glitter glue); *Homographs* Flashcards, Flashcard Activity 6A on page XVIII; poster paper (1 sheet per group), markers (1 set per group). You can use the IPA Pronunciation Guide on page A1 and the online platform as a guide.

Open the day

- "Mindful Jar" practice.
- Ask students if they know what homographs are. (words that are spelled the same, but mean different things) Write *project* on the board. Say: *Do you remember our communications survey in Unit 2? That was a project. Which other projects have we done?* Elicit the pronunciation with the stress on the first syllable: *PRO-ject*. Elicit that the word has two syllables and remind students that a syllable is like a beat. Say *PRO-ject* and clap the two beats. Elicit that the first syllable is stressed because it's longer and louder. Tell students that if we change the stress to the second syllable, the meaning of the word changes. Say: *pro-JECT*. Explain that by moving the stress of a word, we change the meaning to something new. This new meaning is: using your voice, as an actor does, to reach further across the room, or showing a video or photo using a projector. Demonstrate by projecting your voice. Tell students that today they are going to learn about homographs that have different syllable stress. Tell them that we call this "stress change."

Open the book!

1 Listen and underline the stressed syllables.

Have students look at the pictures on page 93 and understand that the pairs of words have the same spelling but different syllable stress. Have them predict the change in stress in pairs. Demonstrate with the first words. (*pro-DUCE, PRO-duce*) Then play Track 44 for students to confirm their predictions and underline the stressed syllables. To check the answers, play the audio once more, pausing for students to repeat and confirm the answers.

2 Complete using words from Activity 1.

Point out the comic strip with ten missing words and have students predict what words they would have to fill in. (homographs) Read out the text for the first frame. Say: *"I'm going to Mmmm my Mmmm about the Mmmm next week," said John.* Have students offer suggestions for the blanks. In pairs, have students complete the text using 10 of the 12 words from Activity 1.

• Listen and check.

Play Track 45 for students to check their answers. You may want to play Track 45 once more for students to repeat. This will help them in the next activity.

• Read the story aloud. Focus on the correct stress.

In the same pairs as before, have students take turns reading the comic strip aloud. Have them take turns to read the text under each frame. Then have pairs group up with other pairs to read the story aloud in turns. Have pairs correct one another on correct stress.

Finally, remind students to visit the online platform for more practice at home.

Close the day

- Flashcard Activity 6A.
- Distribute the poster paper and markers. Form one group for each pair of homographs and have students create a poster to display in their classroom or in another public space around the school.

Open Day Tip Pronunciation Notes

Encourage students to make pronunciation notes in their vocabulary books and notebooks. Whenever they take notes of new language, they should write the pronunciation, too. Syllable stress is important for meaning, as we have seen here. They could underline the stressed syllable, write it in capitals or use colours. Successful learners review their notebooks and vocabulary books periodically. Recording the pronunciation of new language is essential for English as the spelling is not easy.

1 Listen and underline the stressed syllables. 



1. produce



produce



2. project



project



3. record



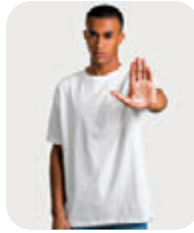
record



4. present



present



5. refuse



refuse



6. desert



desert

2 Complete using words from Activity 1.



"I am going to (1) present my (2) project about the (3) desert next week," said John.



"I want to (4) record it. I have a job for you. Will you help me (5) produce it?"



"No, I (6) refuse!" said Jean. "Unless you give me a (7) present."



"Here's an apple," said John.



"I don't like fresh (8) produce!" said Jean and threw it in the (9) refuse."



"Don't (10) desert me, Jean!" shouted John. But Jean had already gone.

• Listen and check. 

• Read the story aloud. Focus on the correct stress. 

Time to Practise

Reading and Writing

1 For each item, choose the correct answer. There is one example. 

0 **Scout Job Week**
 Collect your sponsorship forms by Wednesday.
 Job Week starts the following Monday. Remember that each sponsor has to sign the form when you do a job.

- A Sponsors have to sign the form by Wednesday.
- B Job Week starts after participants have collected the forms.
- C You cannot get a signature after Monday.

1 **Message**
 Field trip: Important notice for parents
 Could you please let us know if your child is attending this week's field trip? If so, remember to drop off your child at the school gates 15 minutes before the bus leaves.

- A It is not necessary to tell us if your child is going on the field trip.
- B You need to wait with your child until the bus leaves.
- C The bus departs 15 minutes after you leave your child at the gates.

2 **Volunteers Needed!**
 City Park, Saturday (10:00 a.m.)
 Would you like to get rid of the rubbish in your local park? We just need 2 hours of your time. We need lots of people to help out with this job, so why not bring your family and friends?

- A Volunteers can bring their family and friends.
- B Many people are helping to clean the park.
- C Volunteers will be concerned about the amount of rubbish in the park.

3 **School Play Drama Club**
 Actors required! Do you think you could be in the school play? If you have some free time on Tuesdays and Thursdays from 4 to 6, why not give it a try? Who knows, you might be a future film star! No experience necessary.
 Contact: Mr. Bridges

- A You need to have acted before.
- B You need to be available twice a week.
- C Acting in the school play means you will eventually act in films.

4

- A You have to be interested in maths to attend the classes.
- B There are two extra classes per week.
- C The classes will help you improve your marks.

2 Write activities that keep you busy.

School	Chores	Hobbies

- Talk with a classmate about how you organise your time to get everything done.

Objectives of the day:

1. Practise reading comprehension about jobs and keeping busy.
2. Practise speaking about activities that keep you busy.

Materials: *Time* Flashcards, Flashcard Activity 6B on page XVIII.

Open the day

- "Mindful Happy Me" practice. (See page T72.)
- Ask students to remember any reading comprehension tasks that they have done where they had to read short texts. Elicit the different types of texts. (notices, advertisements, posters, text messages, announcements, e-mails, etc.) Collate the types of texts on the board.

Open the book!**Reading and Writing****International Certification: Reading**

One of the tasks in the Reading section of international certifications for this level, is reading short texts. Students read a number of short texts and have to choose the correct answer for each one. Explain that it is important for students to read the complete text and all of the choices before choosing an answer. It is helpful to decide which answers are not correct and why.

1 For each item, choose the correct answer. There is one example.

Point out the five short texts (notices) and their multiple-choice answers A–C. Allow students to read the example notice and answers. Once they have finished, go through the example answer. Say: *It can't be option A because... . We don't know if C is true because... .* Explain that this method will help them to find the correct answer, B. Have students continue answering the questions. To check, have volunteers read aloud the notices and their answers.

2 Write activities that keep you busy.

Point out the chart and the column headings. Explain that students have to fill in their own activities under each heading. Have students complete the chart individually. It is important to personalise the topic of the exam-like activity, so that students can connect it to real life and minimise the exam-related stress. This is also a way to give thinking time before a speaking activity.

- **Talk with a classmate about how you organise your time to get everything done.**

Divide the class into pairs. Pair up students who have not worked together recently to simulate a possible speaking exam partnership. Have students take turns to use the notes from their charts to discuss how they organise their time. Take notes for feedback.

Close the day

You can do either one of the two activities below to close your class.

- Flashcard Activity 6B.
- Discuss the content of the notices as a class and invite volunteers to share aspects of their pairwork discussion. Encourage the language of advice from the previous classes, where appropriate. (Why don't we start a math club after school on Wednesdays?)

Objectives of the day:

1. Identify features in a text.
2. Practise writing a 100-word e-mail.

Open the day

- "Mindful Happy Me" practice.
- Ask students to think about the relationship between reading and writing. Elicit the fact that a reading text is also a good model for how to write good English. Explain that in international certifications, whenever there is a reading text, they could use it as a good example for the writing task, too.

Open the book!

Writing

3 Read and write 1 or 2 next to each statement below.

Read the instruction aloud and ask: *What do numbers 1 and 2 refer to?* (messages one and two) Refer to the six statements below the messages and explain that students are going to identify which message each statement applies to. Do the first one together as a class. Have students read the two messages and then complete Activity 3.

- **Which e-mail is the most appropriate answer for Notice 3 on page 94? Why?**

Have students read Notice 3 again and elicit what it is about. (teacher looking for students to join drama club) Now have students read both e-mails again and decide which e-mail has been written as an answer to Notice 3. (1) Encourage students to use the six statements as a guide for how to write a response using the appropriate language. Help them to see the model phrases, including the greetings and closing sentences. Explain that these are tips for the writing activity that they are going to do next.

International Certification: Writing

One of the tasks in the Writing section of international certifications for this level is writing a response to a text. Students read one or more texts and have to write 100 words in response. Explain that it is important to read the instructions carefully. The following activity tests their understanding of text-type and appropriate use of language for the task. The activity prepares students for the writing task in Activity 4 and they should use it as tips for their own writing.

4 Read Notice 4 on page 94 again. Write an e-mail to Mr. Thompson in about 100 words using all your ideas.

Read the instruction aloud. Tell them to circle the key words in the instruction. (Notice 4, e-mail, Mr. Thompson, 100 words) Read Notice 4 aloud and have students circle the key words there, too. (trouble, maths homework, extra classes, pass school exams, improving grades, an extra two hours a week) Next, point out the three prompts. Have students use the prompts and key words to write a two-minute plan in their notebooks. Then have students write their 100-word e-mail in response to the notice. At this stage, you may ask pairs to plan together, but have students write their 100 words individually.

Close the day

- Use the ideas from the writing task to have a class discussion about extra classes for homework and exam support. You may want to divide the class into "for" and "against" teams.



Practice Book: Assign page 72 as homework.

3 Read and write 1 or 2 next to each statement below.

1

New message

Dear Mr. Bridges,
 I'm interested in acting in the school play. I've never acted before, but I'd like to try it. I like to present projects at school and don't get too nervous talking in front of groups.
 However, I have some questions. I'm concerned about getting all of my homework finished. Do you think it is necessary to go to practise every week?
 Also, my parents asked what time the practice sessions finished. They usually drop off my sister at the swimming club on Tuesdays and Thursdays.
 I hope I can come to practise!
 Anna Pike

2

New Message

Hi Mr. Bridges,
 I want to come to drama club. I'm a good actor.
 I don't think I can come every time.
 I'm too busy. What time does it start?
 What time does it finish?
 Thanks,
 Mark

- 1. Has short sentences. 2
- 2. Gives evidence for why the writer might enjoy drama club. 1
- 3. Asks questions he or she already knows the answers to. 2
- 4. Asks important questions. 1
- 5. Uses indirect and reported speech. 2
- 6. Uses more polite language. 1

• Which e-mail is the most appropriate answer for Notice 3 on page 94? Why?

4 Read Notice 4 on page 94 again. Write an e-mail to Mr. Thompson in about 100 words using all your ideas.

- Say why you are interested in the classes.
- Ask for more information. (Use direct, indirect or reported questions.)
- End the e-mail politely.

New message

Send

CLIL Biology

- 1 Read the introduction to the article and make a list of reasons why music and sleep might be good for your health.
 - Read the article and compare it with your ideas.

Rock 'n' Rest!

We all have busy lives. Doing homework, playing sports, taking part in after-school clubs and helping out at home take up a lot of our time. For these reasons, it is important to take care of ourselves and stay healthy. Two ways of doing this are through music and sleep!

Music

People have known for a long time that music can affect how we feel. Have you ever been to a sports event? What kind of music is played? It's usually something to make the teams and their fans feel enthusiastic. Something with a fast rhythm and a powerful beat. Can you think of any examples of songs that are played at sports events? Now think about the music you hear in these places and how they make you feel:

- at the dentist
- in a shopping centre
- at a funfair

We all have different experiences, so we develop our own tastes in music. Sometimes, music makes us feel worse! Babies like it when their mothers sing softly to them but might cry if you suddenly play some heavy metal. Studies have shown that grunge music can lead some listeners to feel more depressed—even if they like it!

On the other hand, a study of college students showed that pop music made them feel more optimistic. Another study revealed that music therapy helps disabled,

housebound, or seriously ill patients feel better. If this is the case, maybe it can help us all feel more positive when we feel lonely, jealous, or have other negative feelings.

Here are other aspects of life in which music can help us:

Learning Scientific research shows that music with a rhythmic beat helps memory. Can you remember learning your ABCs?

Anxiety Listening to relaxing or calm music can put us in a calmer mood. Calm music can put brain waves into a relaxed state and help anxious patients.

Stress Relaxing background music can decrease stress hormone levels, especially in elderly people.

Being mindful about what music we choose is important. Remember that certain kinds of music can increase stress levels!

2 Choose T (True) or F (False).

1. Dentists use music with fast rhythms and powerful beats. T F
2. Even music we enjoy can sometimes make us feel sad. T F
3. Different types of music can affect brain waves and hormone levels. T F
4. Not having enough sleep can make you more likely to be ill. T F
5. We experience all five stages of sleep five times a night. T F
6. Most twelve-year-olds get the right amount of sleep. T F



Objective of the day:

1. Learn about the benefits of music.

Open the day

- "Mindful Happy Me" practice.
- Write the three words *biology*, *music* and *sleep* on the board. Say: *You are going to read about these words today. How do you think they are connected?* Have students discuss the possible connections in pairs. Give them one minute to predict possible connections, then have them open their books to page 96. Tell students to read the title and introduction in the blue box and think about their predictions. Invite volunteers to share whether their predictions were correct.

Open the book!

1 Read the introduction to the article and make a list of reasons why music and sleep might be good for your health.

Have students work in pairs to compile a list of the health benefits of music and sleep. Check that students don't read the article at this point. Remind students that predicting the content of a text before they read it, will make it easier to understand.

- **Read the article and compare it with your ideas.**

Call students' attention to the first part of the text on page 96. Have students make use of the context clues (title, headings, pictures) to get some idea of what it is about. Elicit what they expect this first part of the text to be about. Have students read the first part of the article. Then have pairs discuss their predictions. Ask volunteers to share a summary of their discussion with the class.

2 Choose *T* (True) or *F* (False).

Invite volunteers to read the six statements aloud. Point out the *T* and *F* after each one for them to circle. Have students read the article again, and then circle the correct answer for each statement. As students finish, allow them to compare their answers in pairs. Finally, check the answers as a class. Elicit the reasons for their choices.

Close the day

- Elicit what students have learned from the article so far. Ask: *How do you think music is beneficial to our health?* Have a class debate about the benefits of music. Encourage students to use reasons from the article and their own knowledge and experience.



Practice Book: Assign page 73 as homework.

Go to video "Plogging."

Now is a good time to work with this unit's video. We suggest that you go to the Lesson Plan for this video and get an idea of which activity to do before students watch the video in the "Before Watching" section. Once students understand the concept of the video, invite them to watch it at home with their families. If appropriate, invite them to do the "While Watching" activities suggested in the Lesson Plan.

Objective of the day:

1. Learn about the benefits of sleep and music.

Materials: coloured poster paper (1 sheet per student), markers (1 per student).

Open the day

- "Mindful Happy Me" practice.
- In pairs, have students remember as much as they can about the *Rock 'n' Rest* article. Give them a few minutes to do this, then ask: *What do you think the second part of the article will be about?* Write a list of their answers on the board.

Open the book!**3 Answer the questions.**

Have students read the second part of the article quickly to confirm their predictions. Refer them back to their list on the board. Go through the list and tick any benefits that they remembered correctly. Invite volunteers to read aloud the four questions. Have students read the second part of the article again and answer the questions.

- **Discuss your answers in groups.**

Form small groups and have students compare their answers. Encourage students to agree or disagree with answers politely. Provide help with any language difficulties as necessary.

Finally, have group members agree on a set of answers and give feedback of their discussion to the class.

Open Day Tip Student Leadership

Students can learn a lot from being asked to lead a part of a lesson. Help students to appreciate that there are different ways to lead and that everyone has the potential to lead. Try to give different students the opportunity to take responsibility for small sections of the lessons over the year, not just the more vociferous students.

4 Make a list of songs you can use to sleep. Come to a consensus with your classmates about the perfect nighttime list.

You could have the class stand in a circle and take turns to say the name of a song that may help them to sleep better. Have volunteers write the songs on the board for later discussion. Alternatively, you could have the class do a quick survey. You will need to generate a long list of possible nighttime music in order for them to eliminate some and come to a consensus. You might like to nominate a student to chair the discussion and guide the consensus.

Close the day

- Distribute the coloured poster paper and markers. Demonstrate how to make a lift-the-flap poster: turn the page landscape and fold it in half. Then fold in the sides to meet in the middle. This will give students two flaps. Explain to students that they are going to make a "guess the benefit" poster for two songs, according to the points in the article. Have students think of songs and their benefits, for example "sleep" or "helping memory." Have students write the name of the song on the flap, which, when lifted, will reveal the benefit underneath. Have them repeat this process with the second song. Tell them to illustrate and colour their poster to display in their classroom or another public place around the school.



Practice Book: Assign page 74 as homework.

Sleep

Sleep is extremely important. Think about how you react when you don't have enough sleep. Obviously you feel tired, right? But you can also come down with an illness when you don't rest enough. And if you don't get a good night's sleep, it will take you longer to get over it! When your brain is tired, you might argue with friends or have trouble concentrating. When your body is tired, you might do a job badly.

#

There are five stages of sleep. The first is light sleep, where your body starts to slow down. If someone asked you if you were asleep at this stage, you would probably wake up! The second stage is a deeper sleep, where your muscles start to relax. Stage three is called slow-wave sleep. In this stage, it is harder for you to wake up, and you don't notice if the room is hot or cold. Stage four is the deepest sleep. It is very difficult to wake up during stage four. Finally, there is R.E.M or the rapid-eye-movement phase. This is when you dream! Most 12-year-olds repeat stages 2, 3, 4 and R.E.M. every 90 minutes, or around five times a night.

Here are some tips for a good night's sleep:

- ⦿ Have a routine. That means going to bed at the same time every night.
- ⦿ Don't drink soft drinks or other drinks with caffeine before bed.
- ⦿ Turn off the TV! (And your tablet! And your phone!)
- ⦿ Don't do exercise before bed.

Do you know what the right amount of sleep is? Most twelve-year-olds get around nine hours a night, but experts think you need ten or eleven hours. So, start getting some quality zzzs today!

Music and Sleep

A lot of people combine music and sleep to help them feel better. Calm music can help you fall asleep. If you are having trouble sleeping, why not try it? Avoid fast music like dance or salsa that is likely to keep you awake. How about saving that for the morning when you need to wake up? The perfect combination of rock 'n' rest!

3 Answer the questions.

1. Do you get 10 hours of sleep per night? _____
2. If not, how many hours do you get? _____
3. Do you follow the sleeping tips? _____
4. What can you do to improve your sleep? _____

• Discuss your answers in groups.

4 Make a list of songs you can use to sleep. Come to a consensus with your classmates about the perfect nighttime list.



Respecting the Elderly

1 Read and match the ways of showing respect with the examples.

Respecting the Elderly



HOME

OUR HOMES

OUR SERVICES

CONTACT US

NEWS & EVENTS

Older people have a lot of experience and knowledge to share with others. Although younger people sometimes feel like they have nothing to talk about with the elderly, they can learn a lot from them. It is important to treat older people with respect. Remember that, if you take care of yourself, there is a good chance you will live to an old age.

How would you like people to treat you?



How to Show Respect

- | | |
|---|--|
| 1. Offer help. | Ask if you are not sure they can do something. |
| 2. Be patient. | Have a polite conversation without arguing. |
| 3. Don't think that they can't do things. | Ask what they did in your situation. |
| 4. Visit them. | Make a family tree or look at old photos. |
| 5. Show interest in their lives. | Help out with jobs like mowing the lawn. |
| 6. Value their opinions. | Set a time to see them each week. |
| 7. Ask for their advice. | Don't push past them on the street. |
| 8. Learn about their past. | Ask about their favourite activities. |

2 Number the stories below with the ways of showing respect from Activity 1.

5 I was doing a history project about my town, so I asked Grandad what he remembered from when he was a child. He showed me loads of photos and told me interesting stories. He almost did the project for me!

1 I wonder if I could help Mrs. Beesly. I know she likes gardening, but she is disabled and finds it difficult to water all the plants. I think I'll ask if she needs anything.

3 I wasn't sure if Mr. Jacks was deaf, so I asked if he could hear me well. He just laughed. He said he couldn't hear me, but not because he was deaf. He was listening to music on his wireless earbuds!

3 Think about the elders in your life. Make notes in the chart.

Ways You Show Respect	Something You Can Do to Show More Respect in the Future

Objectives of the day:

1. Read a webpage for specific information.
2. Role-play showing respect to the elderly.

Materials: Reader (1 per student).

Open the day

- "Mindful Happy Me" practice.
- Write the word *old* on the board and elicit another more polite word to describe old people. Write the letters one by one until you have written the word *elderly*. Ask: *Do you know many elderly people? What do you talk about with them?* Have students discuss in small groups what it means to be elderly in their community and how elderly people are treated.

Open the book!

Respecting the Elderly

1 Read and match the ways of showing respect with the examples.

Explain to students that they are going to read a webpage and elicit what they think it may be about. Elicit the different sections seen on this webpage. Invite volunteers to read aloud the different headings and tabs. Tell students to match the eight ways of showing respect in the central column with the examples on the right. Do the first one together. (1. Offer help – Help out with jobs like mowing the lawn.) Have students match the rest of the examples individually. To check the answers, have volunteers read out their answers.

2 Number the stories below with the ways of showing respect from Activity 1.

Read the instruction aloud. Ask: *How many stories are there?* (3) *How many ways of showing respect are there?* (8) Have students read the stories and then number them according to the ways of showing respect learned in Activity 1.

3 Think about the elders in your life. Make notes in the chart.

Call students' attention to the chart and discuss the difference between the first column (it's about their behaviour now) and the second column. (It's about how they might change their behaviour in the future.) Explain to students that

they have to think about the elderly people in their lives and how they treat them. Allow up to five minutes for students to complete the chart individually.



Before opening the Reader, ask students what they can recall about the text so far. Then ask students to turn to page 21 in the Reader. Read aloud or play Track R3 from the beginning to page 26 for students to listen and follow.

Close the day

- Form pairs or groups of three. Have students role-play one of the ways of showing respect to an elderly person. Invite volunteers to share their role-play. Discuss the issues in the context of your local community.

  Practice Book: Assign page 75 as homework.

Objective of the day:

1. Plan and make an information campaign poster.

Materials: realia: examples of information campaign posters; Practice Book (page 107).

Open the day

- “Mindful Happy Me” practice.
- Write the word *poster* on the board and elicit its purpose from the class. Elicit the many reasons for a poster and guide students towards describing an information campaign. Tell them that the project for this unit is to make an information campaign poster on the topics of *Keeping Busy* and *Taking Care of Ourselves*. Use examples from around the community, if possible.

Open the book!

Explore

- **Look and answer the questions.**

Explain that this is one example of an information campaign poster. Point out the title, the survey results, the advice and the call to action. If you have brought in any other examples, discuss the similarities and differences. Have students answer the questions individually. Then check the answers as a class.

Produce

- **Choose a topic and create an information campaign about it. Think of a problem related to the topic.**

Form small groups and have students brainstorm possible campaigns using the topics from the box. Have students think about a problem in their community related to the topic they choose. (Diet - people eat too much junk food) Provide help as needed for students to flesh out their ideas. Have students make notes of their ideas in their notebooks.

- **Go to Practice Book page 107. Use the graphic organiser to plan a campaign poster. Compare your notes in groups.** PB

Have students work individually and use the graphic organiser on page 107 of their Practice Books to organise their ideas into an effective poster. Allow a few minutes for students to complete their graphic organiser. Then have them get into the same groups as before to compare their graphic organisers. Encourage students to adjust their organisers based on feedback from their group.

Open Day Tip Classroom Management

Working in groups can be a challenge for students. Although there are many skills to learn through groupwork, there are also moments when you can respect individual differences of working style and opinion. Creative tasks like this one sometimes reveal student differences and aptitudes. We suggest that, in this lesson, you praise students' working together in groups, but if there is not an equal balance of activity, you might want to allow some groups to use the same plan but then go on to produce separate posters.

Present

- **Show your campaign poster to the class.**

Display the posters for the class to appreciate. Have groups or individuals present their posters. Allow other students to ask questions about the poster for the presenter to answer. If possible, share the posters with the wider school community.

Close the day

- Elicit from the class what makes a good campaign poster. Create a checklist on the board so that students can evaluate each other.

Explore

- **Look and answer the questions.**
 1. Who is the poster for and what is its message?
 2. What question did the poster's creators ask?
 3. What advice do they give?
 4. Does the title of the poster get your attention? Why or why not?
 5. Is anything missing from the poster? What?

Getting Fit in Sixth Year

We asked our classmates if they exercised every day. Only four people said yes!

✓ Choose a physical activity you enjoy doing.



✓ Work out for at least 30 minutes every day.



✓ Cut back your screen time.



Do you know how important your health is? Get active today!

Produce

- **Choose a topic and create an information campaign about it. Think of a problem related to the topic.**

Fitness
Diet
Sleep
Earning Some Pocket Money

Environment
Respecting the Elderly
- **Go to Practice Book page 107. Use the graphic organiser to plan a campaign poster. Compare your notes in groups.** PB

Present

- **Show your campaign poster to the class.**

Getting enough sleep is important for healthy minds and healthy bodies. We asked people what time they went to bed.

My Progress

Can you understand phrasal verbs related to taking care of yourself?

1 Match the phrasal verbs with their meanings.

- | | |
|-------------------|------------------|
| 1. get over | very tired |
| 2. cut back on | reduce |
| 3. worn out | get (an illness) |
| 4. come down with | recover from |
| 5. work out | do exercise |



Can you make suggestions?

2 Read the problems and make suggestions. Use each phrase in the box.

Why don't How about If I were you You ought to

- Other kids bully me. _____
- I lost my phone. _____
- I have a toothache. _____
- I didn't study for the exam. _____



Can you identify gerunds as subjects and objects?

3 Circle the gerund in each sentence. Then write if they are subjects (S) or objects (O).

- Swimming is fun. S 3. She enjoys training at the gym. O
- I like walking to school. O 4. Doing push-ups is difficult. S



Can you use infinitives with and without to?

4 Complete the sentence using the verbs in the box, with or without to.

be call learn save

- We have to be careful. This place is dangerous.
- Fasten your seat belt. It could save your life.
- I ought to call him. We haven't talked in a while.
- You should learn to swim. It's useful.



Objective of the day:

1. Self-assessment of Topic 3.

Open the day

- "Mindful Happy Me" practice.

Open Day Tip / Self-Reflection

Experts agree that self-reflection in learning is helpful. When students notice their own progress, they tend to be more motivated. For students to notice their progress, they need to be aware of their current position. This links to the mindfulness practices that they are developing. Encourage students to be honest about their language level today, so that in the future they will be able to look back and see their progress.

Open the book!**Can you understand phrasal verbs related to taking care of yourself?****1 Match the phrasal verbs with their meanings.**

Remind students that the objective of these pages is to check how much they have learned in Units 5 and 6. Remind students after each activity, to draw a tick under the emoji that best represents how well they did on each task. (happy = very good; serious = ok; sad = you can do it better) Let students know that it is important for them to evaluate themselves honestly, so that they know what they need to review and improve. Let students know that this is also a good moment for them to ask you for help or to clarify doubts.

Have students read the instructions and identify the five phrasal verbs and their meanings. Do the first one together by reading aloud the phrasal verb and then all of the meanings. Have students call out: *Stop!* when you reach the correct meaning. (get over – recover from) Give students one or two minutes to complete the activity. To check the answers, ask volunteers to read their answers.

Can you make suggestions?**2 Read the problems and make suggestions. Use each phrase in the box.**

Ask students if they remember seeing these ways to begin suggestions in Unit 5. Read the instruction aloud and point out that they are going to think of a suggestion for each problem. Have them complete the activity and allow them to compare answers in pairs before eliciting suggestions as a class. Correct errors on the board as you hear them.

Can you identify gerunds as subjects and objects?**3 Circle the gerund in each sentence. Then write if they are subjects (S) or objects (O).**


Elicit that *gerund* is what we call *-ing* nouns. Remind students of the difference between gerunds and the present continuous verb form. Read the instruction and elicit the difference between a subject and an object. (Both are nouns, a subject is the "doing" noun, the object has the action done to them.) Give students a couple of minutes to complete the activity. Allow them to compare answers in pairs before eliciting the answers as a class.

Can you use infinitives with and without to?**4 Complete the sentence using the verbs in the box, with or without to.**

Point out the words in the box and the gapped sentences. Read the instruction and help students to understand that the word *to* may or may not be needed. Give them a couple of minutes to complete the activity. Allow students to compare answers in pairs before eliciting the answers as a class.

Close the day

- Invite volunteers to share with the class the activities they found the easiest and the most difficult. If most of the class had difficulty with certain tasks, you may want to do remedial work on that aspect of the unit to help students to improve.

  Practice Book: Assign pages 76 and 77 as homework.

Objective of the day:

1. Self-assessment of Topic 3.

Materials: Reader (1 per student).

Open the day

- "Mindful Happy Me" practice.

Open the book!

Can you talk about keeping busy?

5 Complete using a phrasal verb.

Have students read the instructions, remind them that a phrasal verb is made up of two parts. Give students one or two minutes to complete the activity. To check the answers, ask volunteers to read their answers aloud.

Can you ask indirect questions?

6 Write a question for each situation. Use the phrases in the box.

Point out the question starters in the box and explain that students need to write a question for each situation using the question starters. Read the instruction and give them a couple of minutes to complete the activity. Allow students to compare answers in pairs before eliciting the answers as a class.

Can you report questions?

7 Report the questions.

Point out that the questions are in direct speech. Have students complete the activity and compare answers as they finish. To check the answers, ask volunteers to write their answers on the board for correction of any errors and discussion of alternative answers.

Finally, remind students to visit the online platform for more practice at home.

Home connection

- **Create a weekly health planner.** 

Have students look at the example health planner. Ask students what a health planner is used for. (to track your healthy habits during the week) Elicit the forms their own version could take, such as a digital version, a poster on the



kitchen wall, etc. Have students create their own health planner that could work for them and their families.

Finally, remind students to visit the online platform for more ideas.



Before opening the Reader, ask students what they recall about the front cover of the Reader. Ask students to turn to page 22 in the Reader. Read aloud or play Track R3 from the beginning to page 27 for students to listen and follow. Find out from students whether they already do any of the activities in the Reader. Encourage discussion of the Home Connection health planner and how it ties to the activities suggested in the Reader.

Close the day

  Practice Book: Assign pages 78 and 79 as homework.

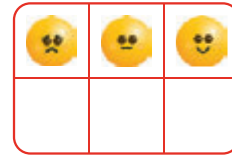
Go to video "Plogging."

It's time to wrap up the work with this unit's video. You might want to do one of the "After Watching" activities described in the Lesson Plan or you may conduct some class feedback. If you choose the latter, you may guide students with the following questions: *What do you think is the best part of Plogging? Would you like to get involved in Plogging? Why or why not? Do you think there are any downsides to Plogging?*

Can you talk about keeping busy?

5 Complete using a phrasal verb.

1. Can you help out by mowing Grandma's lawn?
2. She drops off her kids at school every morning.
3. Can you take out that rubbish? It stinks!
4. Pick up your dirty clothes. This room is a mess!

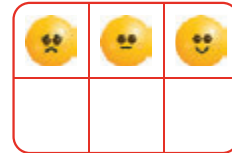


Can you ask indirect questions?

6 Write a question for each situation. Use the phrases in the box.

Do you think... Could you tell me... I wonder if... Do you know...

1. You want to visit the new museum, but you are not sure how far away it is.
Do you know how far the museum is?
2. You are lost in a new town and want to find the bus station.
Could you tell me where the bus station is?
3. It is very hot in the classroom, and you want the teacher to open the window.
I wonder if you could open the window.
4. You are helping a relative in the garden, but you don't know where the mower is.
Do you know where the mower is?



Can you report questions?

7 Report the questions.

1. Grandma: "Can you mow the lawn?" Grandma asked me if I could mow the lawn.
2. Karen: "What do you want to drink?" Karen asked me what I wanted to drink.
3. Paul: "Where is everybody?" Paul asked me where everybody was.



Home Connection

- Create a weekly health planner.

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
Diet							
Fitness							
Sleep							



Topic 4

Making Choices

Objectives of the day:

1. Introduce the topics of shopping and rights.
2. Evaluate your shopping habits.

Open the day

"Five Senses Exercise"

Tell students that they are going to learn a new mindfulness practice that they can do quickly in any situation. It entails noticing your surroundings using all of your five senses. Have students sit at their desks, with the palms of their hands resting on their thighs or on their desks. Ask students to close their eyes and notice their breathing. Have them breathe, in and out deeply, for a few seconds. Then ask them to open their eyes and notice five things that they don't usually look at. Next, ask them to notice four things that they can feel, like the surface of their desk. After that, ask them to notice three things that they can hear. Then ask students to notice two things that they can smell. Finally, ask them to notice one thing that they can taste, this might just be a sip of water. Once you have given all of the instructions, have students close their eyes again for a moment and just breathe. Then conclude the exercise. You can vary this exercise throughout the unit by having students face different directions in the classroom each time or by taking them to a different location around the school. Explain to students that this practice will help them to be aware in the present moment, and so help them to concentrate and learn better.

Open the book!

- Read the title of the topic and brainstorm with students the types of choices that they make. You might want to create a mind map on the board with *Making Choices* at the centre and draw lines out for the different situations or places where they make choices. (at home, at school, while shopping, at the weekend, on holiday, etc.) You can then subdivide these and add some of the students' ideas. (at home: what to wear, what to eat, what TV programme to watch, etc.) Ask students to copy and complete their own mind maps.

Unit 7 Sensible Shopping

Read the title of the unit and ask: *What does "sensible" mean?* The meaning of this word might be confusing for students, because it could be a false cognate in their language. If necessary, explain that it means



Unit 7 Sensible Shopping

- Look and discuss the questions.

1. What types of things are the people shopping for?
2. Who shops for food in your house? How often does he or she do it?
3. What do you look for? Does your family like to buy things on sale? What do they buy?

- Complete the mini-survey.

1. What was the last thing you bought?

2. How much did it cost?

3. Why did you decide to buy it?

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Topic 4 Unit 7 Sensible Shopping

to use your common sense when shopping. Invite students to think about what it means to use their common sense when shopping for food, clothing, toys, etc. For more information about shopping sensibly, visit:

<https://raisingchildren.net.au/preschoolers/family-life/shopping-with-children/smart-shopping>

<https://learnenglishkids.britishcouncil.org/category/topics/shopping>

- Look and discuss the questions.

Have students work in pairs. First, have them look at the pictures and make a list of all of the products that they can see in the pictures. Then invite pairs to share their lists with the class. Provide help with any new vocabulary as necessary. Finally, have pairs discuss the other two questions.

- Complete the mini-survey.

Ask students to complete the mini-survey individually, and then share their answers in the same pairs. Next, have students discuss whether they were happy afterwards with their purchase or if they regretted it and why. Invite volunteers to share their experiences with the class.



Unit 8 My Rights

- Look and number each picture with the right it refers to.
 1. The right to privacy.
 2. The right to clean water.
 3. The right to return things to a shop.
 4. The right to go to school.
- Write three rights you have at school. Share your ideas.
 1. _____
 2. _____
 3. _____

Topic 4 Unit 8 My Rights

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Unit 8 My Rights

Read the title of Unit 8 and ask: *What are rights?* (things you are entitled to as a person) Have students name some of the rights that children have. (food, a home, a family, school, etc.) Ask students if all children around the world have the same rights and tell them that they do. A global organisation called UNESCO (United Nations Educational, Scientific and Cultural Organisation) has a written document signed by all countries that is supposed to ensure all children's rights. Unfortunately, still, not all children get to enjoy these rights. For more information on children's rights, visit:

<https://www.unicef.org/child-rights-convention/children-human-rights-explained>

<https://www.unicef.org/child-rights-convention/convention-text-childrens-version>

- **Look and number each picture with the right it refers to.**

Have students continue to work in pairs. Ask students to take turns describing the pictures and then match them with the corresponding rights. Tell students to think about each of the rights mentioned and ask which one they think is not included in the Children's Rights document. (3. The right to return things to a shop.) Explain that returning goods refers to a legal right, that can vary from country to country or shop to shop, whereas the other rights are human rights that ensure Children's dignity and well-being.

- **Write three rights you have at school. Share your ideas.**

Have students work in groups. Ask them to discuss the rights that they have at school and choose three that reflect their human rights. Invite groups to share their rights and to create a "School Bill of Rights" that all children should have at school. Remind them that these should ensure their dignity and well-being.

Close the day



Point to the Reader icon on page 102 and have a volunteer read the title of the story. Ask questions to help students make predictions based on the title: *What is a shopping centre? What can you buy there? Why do you think there is a jacket missing? Where and when do you think the story takes place? What do you think happens in the story?* Have students write down their predictions about the story in their notebooks to confirm later when they have read the story.

Go to video "Alternative Shopping: Vintage Markets." ▶ || ■

For Unit 8, there is an accompanying video on the platform, called "Alternative Shopping: Vintage Markets." It relates to the topic of shopping. We suggest that you go online to get acquainted with the proposed activities so that you are able to exploit all the aspects of the video.

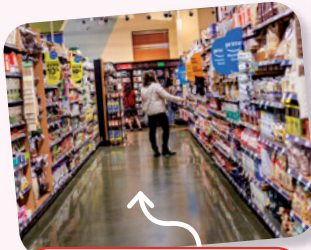
Unit 7 Sensible Shopping

1 Read and label the pictures using the words in bold.

Tricks of the Trade

When you go shopping, shops use lots of tricks to make you spend more. For example, supermarkets think carefully about where to place food and other items on **shelves**. Some shelves can be tall, with up to 10 levels of product display. The most profitable objects are usually placed strategically at eye level. Always look at the **price tags** below the products or on the upper or lower part of the shelves—compare the prices because there might be a better deal! Also, check the **label** on the packaging of the item you want. The label shows the product size, portion size and different ingredients.

In supermarkets, the **checkout** is where you pay for what you've bought. There are usually checkouts at the end of each **aisle**. Related products are usually placed in the same aisle. For example, in the dairy products aisle, you will see different types of milk and milk-related products.



aisle



checkout



There are different aisles for different products, milk, bread, canned foods, soda and so on. As you walk down the aisles, you are likely to see red signs offering **bargains**, or good prices for different products. There will be more of these nearer the checkout, where you might be influenced to pick something up as you wait in line. Sometimes, shops will have a sale. This is an event where we have an opportunity to buy things at a lower price. But are these special offers and sales really bargains? Some discounts or price reductions are not what they seem. So be careful! Always think hard about what you are buying!

2 Read and circle the best bargain.

Imagine that your favourite breakfast cereal is on sale. Which box turns out to cost the least for 100 grams?

1. A 200-gram box usually costs one pound, but there is a 20 percent discount.
2. A 300-gram box usually costs one pound twenty pence, and there is no special offer.
3. A 500-gram box usually costs two pounds, and there is a 10 percent discount.

Answer: 3

3. £2.00 / 5 = 40 pence
-10 percent = 36 pence.

2. £1.20 / 3 = 40 pence

1. £1.00 / 2 = 50 pence
-20 percent = 40 pence

• In pairs, discuss the questions.

1. What can you find in different aisles in your local supermarket?
2. What bargains or special offers can you see in the checkout lane?
3. What important information can you find on product labels?

Unit 7 Sensible Shopping

Objectives of the day:

1. Learn vocabulary related to shopping.
2. Analyse a bargain.
3. Recall and discuss your local supermarket.

Materials: *Shopping* Flashcards, Flashcard Activity 7A on page XIX.

Open the day

- "Five Senses Exercise" practice.
- Have students work in groups. Tell them to think about the idea of sensible shopping and to think of three questions that people should ask themselves before purchasing something. (Do I need it?; Is it worth the price?; Should I spend my money on this?) Remind students to use their common sense. Have groups share their questions with the class.

Open the book!

1 Read and label the pictures using the words in bold.

Have students read the title of the text and look at the design and pictures. Ask: *Where might you find a text like this?* (a magazine) *What do you think the purpose of the text is?* (to inform shoppers) Have students skim the text and make predictions about what they will fill in the gaps. Have students compare their predictions in pairs. Then have students find the words in bold and label the pictures.

2 Read and circle the best bargain.

Read the instruction with students and ask: *What is the "best bargain?"* (to buy something at a lower price than what it costs elsewhere) Invite students to explain or to give examples to demonstrate the meaning. Tell students to scan the text and find out what the main message about bargains is. (Some discounts or price reductions are not what they seem. So be careful!) Have students work in the same pairs as before. Tell them to analyse the different bargains and choose the best one. Finally, have different pairs share their answers and justify their choices.

● In pairs, discuss the questions.

In the same pairs, have students think about when they go to the supermarket. You might want to have students close their eyes and visualise the supermarket that they go to most often. Tell them to walk down the aisles in their minds and recall what they usually see there. Then have students discuss the questions.

Close the day

- Flashcard Activity 7A.



Practice Book: Assign page 80 as homework.

Objectives of the day:

1. Learn vocabulary related to shopping.
2. Record recent shopping experiences in a log.
3. Compare your shopping experiences with others.

Materials: *Shopping* Flashcards, Flashcard Activity 7B on page XIX.

Open the day

- “Five Senses Exercise” practice.
- Tell students to imagine that they are going to go to a shopping centre with their parents. Have them make a list of three things that they need to or want to buy and why. In groups, have students share their lists and justify what they want to purchase.

Open the book!

3 Listen and number the pictures.

Have students work in pairs and describe what is happening in each of the pictures. In the pictures with people, ask students to imagine what the people might be saying. Next, play Track 46 and ask students to listen to each dialogue and number the corresponding picture. Have students check their answers in pairs.

Open Day Tip Phrasal Verbs

Remind students that there are many idiomatic expressions in English formed by a verb and a preposition that cannot be translated literally. When students come across these in a text, they should try to guess the meaning from the context. When using phrasal verbs, students must always remember that the verb still functions as a verb and that they must respect the tense and form of the verb.

• Listen again and complete using the correct form of each verb.

Ask students to read all of the sentences and try to fill the blanks with the correct words from the box. Then have students listen to Track 46 again and check their answers. Next, tell students to work in pairs and think of a synonym for each phrasal verb.

Finally, remind students to visit the online platform for more practice at home.

My Space

• Make a shopping log. Write down how much you usually spend each day and what you spend it on.

First, have students think back and try to remember what they spent their money on in the previous week. Then ask them to write their expenses down in their notebooks and circle the expenses that they make on a regular basis, i.e. every week. Next, ask students to complete the log in their books with their regular expenses.

• Compare your results in groups. Figure out the average amount you spend each week.

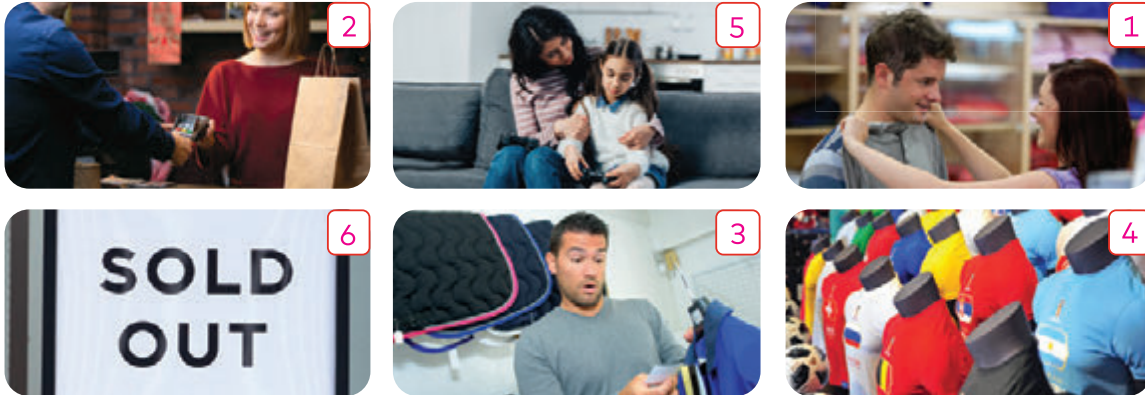
Have students work in groups. Ask each student to add up what they spend on a regular basis. Then have them compare their expenses in their groups. Have students work out who spends more and decide if the expenses are “sensible.”

Close the day

- Flashcard Activity 7B.

  Practice Book: Assign page 81 as homework.

3 Listen and number the pictures. 



• Listen again and complete using the correct form of each verb. 

line up pay for take back try on take off
bring down sell out shop around fork out


1. You need to take off your sweater before you try on a new one.
2. She has to line up to pay for her clothes at the checkout.
3. I don't usually spend much money, but last week I decided to fork out the money for an expensive jacket.
4. If you take a long time walking and shopping around in the shopping centre, you can get tired and bored.
5. You can take it back to the shop to change it if it doesn't work and you kept the receipt.
6. They have brought down all the prices in the video game shop, so everything is really cheap! I hope the games aren't sold out yet.

• **My Space**

- Make a shopping log. Write down how much you usually spend each day and what you spend it on.

Mon	Tue	Wed	Thu	Fri

- Compare your results in groups. Figure out the average amount you spend each week.

1 Listen and follow. 

Good Buddies Leopard Designs

She **got** her hair **cut**.
I'm **having** the pipeline **improved** every day.
I **got** it **signed** this morning.

1



THERE'S THE SHOP.

THAT'S MRS. DIAMOND! SHE GOT HER HAIR CUT.

WE CAN'T GO IN. SHE KNOWS WHO WE ARE.

I'LL GO.

2



CAN I HELP YOU?

I'M JUST LOOKING, THANKS. THESE ARE MAGNIFICENT.

TRY ON A SHIRT! THEY'RE SELLING OUT FAST! TWENTY PERCENT OF THE PRICE GOES TOWARDS SAVING THE AMUR LEOPARD.

MR. DIAMOND IS COMING. HIDE!

3



GOOD NEWS. THERE ARE MORE PEOPLE WORKING. I'M HAVING THE PIPELINE IMPROVED EVERY DAY.

WHAT ABOUT THE PROTESTERS?

DON'T WORRY ABOUT THEM. WE'RE GOING TO START DIGGING IN ANOTHER AREA.

4



WE'RE GOING TO GET THE FIRST MONEY TRANSFER NEXT WEEK. HERE'S THE CONTRACT! I GOT IT SIGNED THIS MORNING.

I WISH YOU WOULD HURRY UP. PEOPLE WILL GET SUSPICIOUS.

I HAVE TO SEE THAT CONTRACT.

2 Read and number the events in order.

- | | |
|---|---|
| <input type="checkbox"/> 3 Jim hides from Mr. Diamond. | <input type="checkbox"/> 8 Jim runs away. |
| <input type="checkbox"/> 7 Jim looks at the contract. | <input type="checkbox"/> 2 Jim goes into the shop. |
| <input type="checkbox"/> 1 Mrs. Diamond opens the shop. | <input type="checkbox"/> 4 Mr. Diamond shows his wife the contract. |
| <input type="checkbox"/> 5 Jim calls Greta and Dylan. | <input type="checkbox"/> 6 Greta and Dylan make a noise. |

3 Think about what the characters are going to do next. In your notebook, write a possible ending for the story. Then share your ideas with a classmate.

Objectives of the day:

1. Summarise the events of a story to retell it.
2. Create an ending to a story.

Open the day

- "Five Senses Exercise" practice.
- Ask students what they remember about the comic strip story from previous units to help activate their prior knowledge. You might want to write the following questions on the board and have students discuss them in groups: *Who are the main characters in this comic strip? What are they trying to do? What problem do they have to solve?* Ask volunteers to share their group's answers with the class.

Open the book!**1 Listen and follow.** 

Ask students to look at the title of the comic strip and the illustrations and say what *Leopard Designs* refers to. Have them share their ideas in pairs. Ask the class if you can buy clothes with leopard designs on them in your country and what other animal designs are popular on clothing. Then play Track 47 and have students listen and follow along in their books.

2 Read and number the events in order.

Have students read the events of the story and number them in the correct order. Then ask students to check the order in pairs. Finally, play Track 47 again so that students can check their answers. Ask students to add a detail to each of the events in the story. Then invite different pairs to retell the story with their details.

3 Think about what the characters are going to do next. In your notebook, write a possible ending for the story. Then share your ideas with a classmate.

Have each student think about the characters and write an ending for the story. Then have students share their ideas with a classmate. Tell students that they can make comments about their classmate's ending and give them a chance to justify and improve their ending.

Close the day

- Ask students to get up and walk around the class. Tell them to share their endings to the comic strip with three other students. Tell students to summarise each ending they hear into one sentence. Then invite volunteers to read the summary of the ending that they liked best. Write the most popular endings on the board and take a vote, by a show of hands, for the most popular one. Take a photo or note down these endings for further use in Unit 8.

  Practice Book: Assign Activity 8 on page 84 as homework.

Go to video "Amur Leopards."   

This is the final moment to watch the video about this level's vulnerable species. (the Amur leopards) Invite students to watch the video alone or watch it as a class. Then they can do the "After Watching" online activities. Finally, students could propose a final project or a campaign they would like to organise for students from other years to learn more.

Objectives of the day:

1. Recall previous knowledge about the Amur leopard.
2. Learn to express actions someone else does for you or others.

Materials: Poster 7, Poster Activity 7A on page XXVII.

Open the day

- "Five Senses Exercise" practice.
- Ask students to recall what students know about the Amur leopard: its habitat, its habits and the dangers it faces. You also might want to show the video again at this point to help students remember. Have students work in groups and come up with ideas for what they can do to help save endangered animals. Then have volunteers share their ideas with the class.

Language Presentation

Expressing Needs and Actions Done by Others

In this class, students will learn how to use language to show that needs and actions were done by someone else on their behalf. We suggest that you do Poster Activity 7A at this stage to present and practise the topic. This will help students to complete the activities on this page.

Open the book!

Open to Learn

Call students' attention to the sentences in the *Open to Learn* box. Have volunteers read each sentence as you write it on the board. Help students to identify the subject of the sentences. (She, I and I) Ask: *Did Mrs. Diamond cut her hair?* (No) Explain that we use this structure when we want to indicate that we employed or engaged someone else to do something for us. Usually, we use the structure when the person who did the action is common knowledge or is unimportant for us to understand the sentence. Then continue with the other sentences in the same manner. Explain that in this case the verbs *have* and *got* must agree with the subject of the sentence. Next, circle the object of the actions and tell students that this structure only works if you include the object of the action before the action itself. Finally, underline the actions in the sentences

and have students identify that they are the past participles, not the simple past. You might want to use similar examples and practise until you are confident that students have grasped the concept of the structure.

4 Answer the questions.

Have students read the questions and scan the text for the corresponding sentences. Ask the class who said each sentence. (Greta, Mr. Diamond, Mr. Diamond, Mrs. Diamond) Then ask students to think about who did each action. (a hairdresser cut Mrs. Diamond's hair, workers improved the pipeline, legal representatives signed the contract and an alarm company checked the alarm) Ask the class if this is important information for the story. Explain that what is important is the action and who wants it to be done, not who performed the action. Have students answer the questions and check their answers in pairs.

• Look at the pictures and rewrite the sentences using *have* or *got* in the correct form.

Remind students that the person who wanted the action done becomes the subject. Tell students to identify the subject for each sentence first, before changing it. Ask students to work individually and then to check their answers in pairs. Finally, invite volunteers to write their sentences on the board.

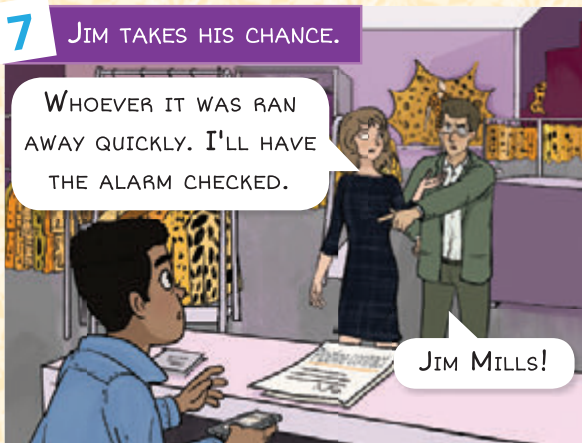
• Talk about times when you have *had* or *got* something done.

Have students work in groups and think of all of the actions that they or their parents get other people to do for them. (wash the car, cut hair, shine shoes, repair appliances, etc.) Then have them share in their groups when they or their family have had these things done.

Close the day

- Poster Activity 7A.





 Practice Book: Assign pages 82 and 83 as homework.



4 Answer the questions.

1. Who got her hair cut?
2. Who's having the pipeline improved every day?
3. Who got the contract signed?
4. Who's going to have the alarm checked?

• **Look at the pictures and rewrite the sentences using *have* or *got* in the correct form.**

1.  The hairdresser styled her hair.
She got her hair styled.
2.  The dentist fixed his teeth.
He had his teeth fixed.
3.  The doctor checks his pressure every month.
He has his pressure checked every month.
4.  The mechanic will fix her car.
She will get her car fixed.

• **Talk about times when you have *had* or *got* something done.**

I wish I'd locked the door! I wish we were out of the country. I wish you would hurry up.

5 Listen and answer using *the mother or the son*. 

- Who is talking about things he/she would like to be different now or in the past?
_____ **the son** _____
- Who is talking about things he/she would like the other person to change?
_____ **the mum** _____

I Wish

I wish I had tried on these trousers,
Before I bought them from the shop.
They don't fit around my waist,
And they're dragging on the floor.

I wish you would be more sensible,
They're not all bargains on the shelf.
You ought to shop around some more,
I should go with you myself!

I wish I had kept the receipt,
Now I can't take them back.
The colour's all wrong, the legs are too long,
And they're not dark blue, they're black!

I wish you would listen to me,
Before you go out and buy clothes.
You always spend all your money,
Don't say what you paid for those!

I wish I had more pocket money,
Then I could go back to the shop.
The price was brought down so they might sell out,
But I don't have a pence anymore.

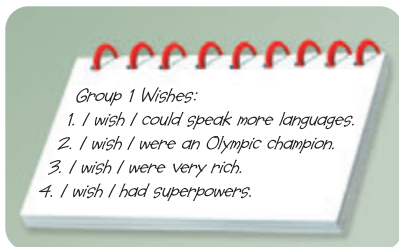
I wish you would stop complaining,
You've got plenty of clothes in your room.
There are piles of them all over the floor,
I'm going to clear them out soon!

- Copy the table into your notebook and add sentences from the song.

Wish for Something Different in the Past	Wish for Something Different in the Present	Wish for Someone Else to Change
I wish I'd locked the door!	I wish we were out of the country.	I wish you would hurry up.

- Add a wish of your own to each column. 

Play Guess the Wish!



I wish I were an Olympic champion.



Yes!

Objectives of the day:

1. Understand wishes related to the past, present and future.
2. Express your wishes about different situations.

Materials: Poster 7 with Cutouts, Poster Activity 7B on page XXVIII; white paper (1 sheet per student and 1 extra sheet per group), coloured pencils or markers (1 set per student).

Open the day

- "Five Senses Exercise" practice.
- Have students think about a bad shopping experience that they have had. You might start by telling them about a bad experience that you have had. Express some wishes about the experience: *I wish there were more shop assistants. I wish there weren't so many people in shops. I wish I could do all my shopping online.* Have students work in small groups and tell each other about their bad shopping experiences and some of their wishes. Invite volunteers to share a few stories with the class.

Language Presentation**Expressing Wishes about the Past, Present and Future**

In this class, students will learn how to express wishes about the past, present and future. We suggest that you do Poster Activity 7B at this stage to present and practise the topic. This will help students to complete the activities on this page.

Open the book!**Open to Learn**

Call students' attention to the sentences in the *Open to Learn* box. Read each sentence and ask: *Is the wish about the past, the present or the future?* (past, present, future) Explain that because all of these wishes are not real, and are only wishes, we use past forms to express them. We use past perfect to express wishes about the past, the simple past to express wishes about the present and *would + verb* to express wishes for the future. Continue with more examples until you are confident that students have grasped the concept of the structure.

5 Listen and answer using *the mother or the son.* 

Have students look at the pictures and identify the mother and the son. Tell students to write down three things that they think the boy wishes and the mother wishes. Play Track 48 and have students circle the wishes they predicted that the boy and mother mention. Then play the audio again and have students answer the questions. Check the answers with the class and comment on the predictions that they got right.

- **Copy the table into your notebook and add sentences from the song.**

Elicit some of the wishes that students have just heard in the song. Then ask students to copy the chart into their notebooks and complete it with wishes from the song. Have students check their answers in pairs.

- **Add a wish of your own to each column.** 

In the same pairs, ask students to discuss whether they share the wishes in the chart with the boy and if they think their mothers wish the same things as the mother in the song. Invite students to add a wish that they have or that they think their mothers might have to the columns. You might have students write a new verse for the song with one of their wishes.



Finally, remind students to visit the online platform for more practice at home.

- **Play Guess the Wish!**  

Distribute the paper and coloured pencils or markers. Divide the class into groups of four. Have students share their wishes from the previous activity and make a list of four wishes like the one in their books on the extra sheet of paper. Then have students each draw their wish on their sheet of paper. Next, have two groups work together to play the game. To play, one student shows the other group a picture and that group has to guess the wish. If they guess the wish, they win a point and the group puts a tick next to the wish on the list. Then the other group takes a turn. The team with the most points, wins. You can continue playing by having different groups play together. Save the wish lists for further use.

Close the day

- Poster Activity 7B.

  Practice Book: Assign Activities 6 and 7 on page 84 as homework.

Objectives of the day:

1. Listen for specific details in conversations.
2. Describe merchandise and give advice about shopping decisions.

Open the day



- "Five Senses Exercise" practice.

Open the book!

Listening

International Certification: Listening

In this exam-type activity, students will be expected to locate and complete five gaps with specific information from the audio. Remind students that it is important that they understand the instructions and read any text provided so that they can predict the context and the type of information that they need to listen for. Remind students to complete the gaps with the information as they hear it and that correct spelling is required.

- 1 For each item, write the correct answer in the blank. Write one or two words or a number or date or a time. There is one example.  

Give students time to read the instructions and the text provided. At this point, you should simulate exam conditions as much as possible. Play Track 49 and have students complete the activity. Check the answers with the class. Then ask students questions so that they can evaluate themselves: *Who read the notes before listening to the audio? Who completed all of the gaps the first time round and then checked on the second? How do you think using or not using these strategies affected your results?* Elicit a class discussion.

- Listen again and write notes in the left column of the chart. Then complete the right column.


Have students complete the first column with information from the text in Activity 1. Play Track 49 again and have students add more activities to the chart. Next, ask students to think about the different shopping centres in their towns or cities, or wherever they shop for clothes and other

accessories. Then have them complete the right column about their ideal shopping centre. Have students share their ideas in pairs.

Speaking

International Certification: Speaking

In this exam-type activity, the examiner sets up the activity but does not take part in the task. Students should focus more on participating than on completing the task. If they complete it too quickly, they will not have the chance to demonstrate their language ability. Tell students that they will be evaluated on their use of appropriate language and interactive strategies, not their ideas. Students are expected to help keep the discussion moving by asking questions, giving their opinions and responding.


- 2 Your friend saved some pocket money for the last three months. He wants to spend it at a shopping centre. Here are some shops he could visit. Talk with a classmate about the different objects he could find, and say which would be the best shopping decision. 

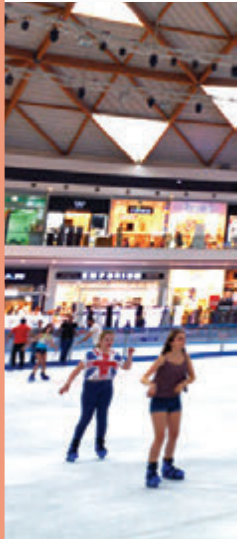
Read the instructions with students and ask them if they have any questions. Explain that to complete the task, they have to talk about different objects to purchase that are available at the shops provided, compare them (prices, quality, usefulness) and decide on the best option. (taking into consideration what their "friend" likes) Finally, ask students how the "friend" will participate in the activity. (by expressing their preferences and agreeing on an object) Have students work in pairs and carry out the task. Then have students switch roles with another pair and repeat the activity. Remind students that their participation in the discussions is more important than completing the task.

Close the day

- Invite students to reflect on their own and their classmate's participation in the discussion in the previous activity. Ask them to think about how they kept the conversation flowing and what strategies they used to do this. Have students work in groups and share their reflections and make a list of strategies to keep the flow moving in a conversation. Then have groups share their strategies with the class.

Listening

1 For each item, write the correct answer in the blank. Write one or two words or a number or date or a time. There is one example. 



Dreamland Shopping centre

Get off your computer and go back to the shop!

- More than just a shopping centre, with a ski slope, roller coasters and (0) a water park.
- Over (1) 300 retail shops and 150 restaurants.
- Plans to build two (2) hotels around the site.

- There will also be fashion shows and (3) concerts in the food court and outside shops.
- Dreamland expects to attract (4) 10 million visitors in its first year.
- Opens to the public on (5) June 4th at 10:00 a.m.

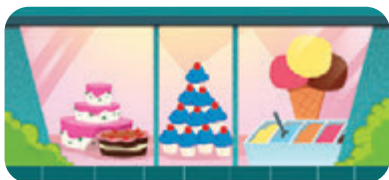


• Listen again and write notes in the left column of the chart. Then complete the right column.

Things I Can Do at Dreamland Shopping Centre		Things I Wish I Could Do at My Ideal Shopping Centre
Ride a roller coaster	Get your hair cut	
Visit the water park	Have your teeth checked	
Eat at a restaurant	See a doctor	
Go shopping		


Speaking

2 Your friend saved some pocket money for the last three months. He wants to spend it at a shopping centre. Here are some shops he could visit. Talk with a classmate about the different objects he could find, and say which would be the best shopping decision.



Mindfulness

Being Thoughtful

 How can you become a more thoughtful shopper?

1 Read and tick (✓) examples of responsible shopping. Then listen and check. 

Look, it's the new version of your tablet. I wish I had one.



I don't want one. This version does everything I need. I'll save my money!

Mum, can I have that tablet?



No!

I'm not getting Katy one of these cards. I'll make one from a recycled card. She doesn't even like teddy bears!



Let's get Paul a football ball. He doesn't really like football, but I don't have time to shop around.



Would you like me to wrap it?



Yes, please! It's for my best friend.

Happy birthday!



But I already have this.

- Write a tip for each situation in the pictures.
- 2** Make a poster using your tips for mindful shopping.



Mindful Shopping, Gift-Giving and Receiving

1. Only buy things you really need.
- 2.
- 3.
- 4.
- 5.
- 6.


Objectives of the day:

1. Learn about responsible shopping.
2. Give tips on being a mindful shopper.

Materials: poster paper (1 sheet per group), coloured pencils or markers (1 set per group); white paper (1 sheet per student).

Open the day

- “Five Senses Exercise” practice.
- Ask volunteers to describe the last gift that they received. Ask: *What was the last gift you received? Who gave it to you? Was it for a special occasion, if so, which?* Then ask other volunteers similar questions about the last gift that they bought. Ask: *What was the last gift you bought? Who did you give it to? Was it for a special occasion, if so, which? Why did you choose that particular gift for the person?* Invite students to work in pairs and answer the questions for themselves. Finally, invite volunteers to talk about why they chose the gifts they gave.

Open the book!**Being Thoughtful** **1 Read and tick (✓) examples of responsible shopping. Then listen and check.** 

Ask students to look at the pictures and read the texts in the speech bubbles. Have students work in pairs to discuss and decide which of the pictures demonstrate responsible shopping. Then play Track 50 and have students check their answers. Finally, check the answers with the class.

- **Write a tip for each situation in the pictures.**

Have students continue to work in the same pairs. Tell them to look at the pictures that they did not tick and say why they are not examples of responsible shopping. Then ask students to write a responsible shopping tip for each picture.

 **Critical Thinking****How can you become a more thoughtful shopper?**

Call students' attention to the *Critical Thinking* box. Read the question with the class. Tell students to look at the tips that they wrote. Ask them to think about which of these tips they practise when they go shopping and of which situations they need to be more careful. Then invite students to comment as a class on how they can become more thoughtful shoppers.

2 Make a poster using your tips for mindful shopping.

Form groups with pairs from the previous activity. Have students read their tips and decide on a final list to use for their poster. Distribute the poster paper and pencils or markers. Then have students write their tips on their posters and decorate them. Display posters around the classroom and give students time to walk around and read them.

Close the day

- **Play Match the Wish List:**

Distribute the sheets of paper and coloured pencils or markers. Draw a birthday cake on the board and three shapes (circle, square, rectangle or triangle), decorated as gifts. (one large, one medium and one small) Tell students to imagine that these are their gifts and to write on the paper what they wish each gift is. Collect the sheets of paper and redistribute them so that students do not have their own. Have each student read the gifts on their sheets of paper and think about whose wish list it might be. Then have students get up and find the person whose list they think they have.



Practice Book: Assign page 88 as homework.

Objectives of the day:

1. Recognise different stress patterns in four-syllable words.
2. Create a product ad.
3. Read aloud product ads with expression.

Materials: students' sets of wish lists and pictures (from page 108). You can use the IPA Pronunciation Guide on page A1 and the online platform as a guide.

Open the day

- "Being Thoughtful" practice. (See page T110.)
- **Play *Guess the Wish!***

Divide the class into an even number of teams. Give each team a set of wish lists and pictures. To play the game, one student shows another team a picture and that team then has to guess the wish. If they guess the wish, they win a point. Then the other team takes a turn. The team with the most points, wins. You can continue playing by swapping teams' sets of wish lists and pictures.

Open the book!

1 Listen and repeat the four-syllable words. Focus on the stress.

Have students look at each heading in the chart and read the example words. Mark with a hand motion the stressed syllables in the words as you say them. Then play Track 51 and have students repeat the words. Make sure that students place the stress on the right syllables.

- **Listen to more words and write them in the columns. **

First, have students read the words in the box quietly to themselves and draw a line between each of the syllables. Then ask them to underline the syllables that they think are stressed. Play Track 52 and have students check that they have underlined the correct syllables. Finally, ask students to write the words in the correct columns. Make sure that students place the stress on the right syllables.

2 Complete the ads using some of the words from Activity 1.

Have students scan each of the ads and identify what product is being advertised. Then have them look at the words in the box in Activity 1

and decide which words could be used for each product. Finally, have students complete the ads. Invite students to check their answers in pairs.

- **Read the ads aloud as they would sound on television. Then listen and check. **

Read one of the ads aloud like a regular text and ask students if it sounded like a TV ad. Have students say what was missing. Ask students to work in the same pairs as before, and practise reading each of the ads aloud as if they were TV ads. Invite volunteers to read their ads aloud for the class. Then play Track 53 and have the class compare the ads on the audio with your volunteers' versions of the ads. Have the class brainstorm a list of recommendations for reading ads and write them on the board. Keep them on the board for further use.

3 Write another ad using words from Activity 1.

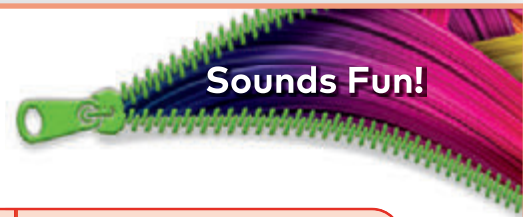
Group the pairs from the previous activity. Ask each group to think of a product and to write a simple ad for it, using the words from Activity 1. Tell students to think about the purpose of ads (to sell something), and that ads should be directed at who the product is for, regardless of who pays for it.

- **Practise reading your ad aloud. **

Split the group into pairs again. Have each pair practise the ad their group wrote. Students in each pair can say the whole ad together or they can divide it into parts, but they both have to participate. Remind students to look at the recommendations on the board as they practise. Finally, remind students to visit the online platform for more practice at home.

Close the day

- Have each pair read its ad in front of the class and ask the class to evaluate each presentation based on the recommendations on the board. As they will hear each ad twice, they can also compare students' presentations. Invite the class to share their evaluations at the end of the class.



1 Listen and repeat the four-syllable words. Focus on the stress. 

First Syllable Stress ● ○ ○ ○	Second Syllable Stress ○ ● ○ ○	Third Syllable Stress ○ ○ ● ○
supermarket roller coaster fashionable comfortable ceremony	experience experience development ingredient reusable magnificent	reputation information graduation

• Listen to more words and write them in the columns. 

ingredients magnificent rollercoaster fashionable comfortable
development ceremony reusable graduation information

2 Complete the ads using some of the words from Activity 1.

1  Get your gowns for your
(1) graduation
ceremony! Half-price sale!


2  Over 100
Huge new shopping centre
(2) development! (3) fashionable
clothing shops!

3  New eco-shop!
Organic (4) ingredients and
(5) reusable materials.

4  Online supermarket!
★★★★★
The most
(6) comfortable
shopping experience in the
world!

• Read the ads aloud as they would sound on television. Then listen and check. 

3 Write another ad using words from Activity 1.

 New Amusement Park!

• Practise reading your ad aloud. 

Reading

1 Look at the graphs and answer the questions.

1. What is the report about?
2. What do young people spend money on?
3. What are the differences in the spending habits between boys and girls?

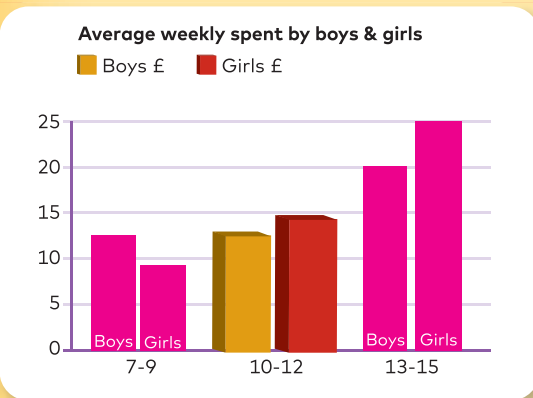
2 Read and complete the bar charts.

Young People's Spending Habits

This report looks at the spending habits of children and young people aged between seven and fifteen years old. Participants were asked to keep a diary of everything they spent their money on over a period of two weeks. This included pocket money, presents or money they earned through jobs like babysitting. It did not include services their parents or other family members paid for, such as having their hair cut or getting their teeth checked at the dentist.

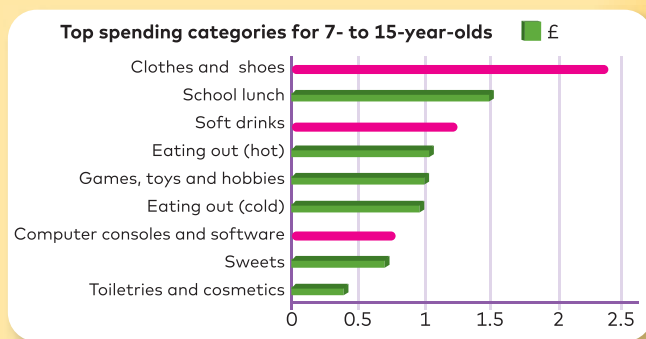
How much do young people spend?

It was found that spending increased as young people got older. However, there were differences in the amount of spending between boys and girls. Between the ages of seven and nine, boys spent more than girls. Boys spent £10.50 per week on average while girls spent £9.50. In the ten- to twelve-year-old age group, girls caught up with and overtook boys' spending. Then, at ages thirteen to fifteen, girls spent £25 per week to every £20 that boys spent.

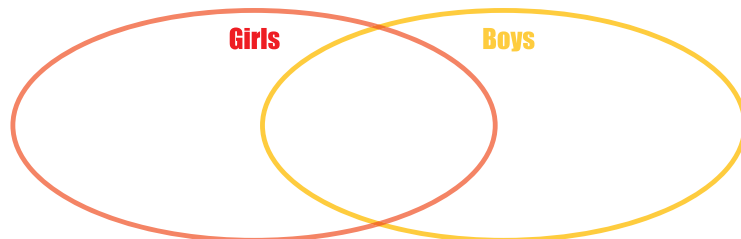


What do young people spend their money on?

The following graph shows a list of items 7- to 15-year-olds spend their money on, with clothes and shoes being the most popular. On average, young people spent £2.40 on these products. Soft drinks were also high on the list, with £1.30 a week spent. There were some differences between boys and girls. For example, an average of £0.80 was spent per week on computer software, but it was found that boys spent 10 times as much on computer games as girls. Similarly, while an average of £0.50 a week was spent on cosmetics, such as skin cream or hairspray, 17% of girls bought at least one cosmetic item each week, compared to only 2% of boys.



- Complete the Venn diagram with similarities and differences between boys' and girls' spending habits.



Objectives of the day:

1. Practise the following reading strategy:
 - Scanning for specific information.
2. Compare similarities and differences.

Open the day

- "Being Thoughtful" practice.
- Find out from students, by a show of hands, how many of them get an allowance or pocket money. Ask individual students if they have chores or responsibilities that they have to do to receive the money. Draw a chart with the following headings on the board: *Responsibilities*, *Chores* and *Allowance*. Have each student copy and complete the chart in their notebooks. Then have them share their charts in groups.

Open the book!**Reading****1 Look at the graphs and answer the questions.**

Have students work in pairs. Ask them to read the title of the article, look at the graphs and discuss the questions. Then have students answer the questions. Finally, check the answers with the class. Ask the class to identify what information is missing in each graph and predict what it might be.

Reading Strategy**Scanning for Specific Information**

Remind students that the best way to find specific information in a text is to use the scanning strategy. Explain that to scan a text, they need to read through the text quickly looking only for key words related to the information that they are looking for. When looking for different pieces of information, it is important to scan the text for each piece of information separately. Once students locate the key words, they should read the text around the key words to make sure that they have found the correct information.

2 Read and complete the bar charts.

Ask students to scan the text and complete the bar charts with the missing information. Have students check their answers in pairs and compare the answers from the text with their predictions from Activity 1.

- **Complete the Venn diagram with similarities and differences between boys' and girls' spending habits.**

Ask students to read the text again, more carefully, and then classify the information in the Venn diagram according to how young people spend their money. Draw the Venn diagram on the board and invite volunteers to come up and complete it with information from the text. Discuss the results with the class and ask: *Do you think the shopping comparison between girls and boys is the same in our class? What categories would you add to or remove from the second graph?*

Close the day

- Have students work in groups. Ask them to look at the lists of sensible shopping tips that they wrote on page 110 and evaluate the spending categories in the graph. Have each group come up with a new list of *Mindful Weekly Spending Tips*. Invite each group to share their list with the class.



Practice Book: Assign page 85 as homework.

Objectives of the day:



1. Conduct a mini-survey.
2. Present and compare results in a graph.

Open the day

- "Being Thoughtful" practice.
- Have students think of the different ways they get money: weekly allowance, gifts, doing odd jobs, etc. Have students work in groups and write a list of ways they get money and how much they get on average from each category. Then have groups report back to the class. You might want to create a graph with the class to represent the class's averages.

Open the book!**Reading****International Certification: Reading**

Students have done different types of gap-filling activities, some with word options provided in a box, around the text, or not at all. In this activity, the texts are usually factual and words are provided in a multiple-choice style with three options. This activity evaluates grammatical accuracy since the options are all usually the same parts of speech: nouns, verbs, adjectives, prepositions, etc. You might also want to remind students that they must copy the options exactly as they appear, with articles, plurals, etc. and the correct spelling.

3 Read an article about the report. For each question, choose the correct answer. There is one example.  

Remind students to make predictions and to read the whole text before selecting the correct responses. Then tell them to reread the text slowly, reading all three of the options before selecting the correct option. Ask students to work individually. When they have finished, invite volunteers to read the text sentence by sentence to check the answers. Find out how many students got each item right and note down the items that more students got wrong. Plan a review of these grammatical areas.

4 Work in groups. Use the information from your shopping log on page 105 to conduct a mini-survey. Answer the following questions.

Have students work in groups. Ask them to present the shopping logs that they completed on page 105 and select at least five categories that they all (or at least most of them) spend money on. Have groups add up how much they spend on each of these categories. Finally, have students answer the questions.

• Figure out the average amount your group spends on each item and present the results in a bar chart. 

In the same groups, have students collate the information in their logs and create a bar chart with the group's results. Have each group present its results to the class. If time allows, create a class graph on the board which consolidates the information from each of the graphs.

Finally, remind students to visit the online platform for more practice at home.

Close the day

- Ask students what the word "swap" means. (to trade or exchange one thing for another) Elicit from students what a "swap meet" or a "flea market" is. (A place where people exchange or sell secondhand goods.) You might want to connect this with the idea of "reusing" to help protect the environment, and have students discuss the benefits of reusing versus throwing things away. Tell students to think about a used item, such as a toy, game, piece of clothing, accessory, etc., that they have at home, that they no longer want and would like to swap. Tell students to bring it the following class.

Reading

3 Read an article about the report. For each question, choose the correct answer. There is one example.

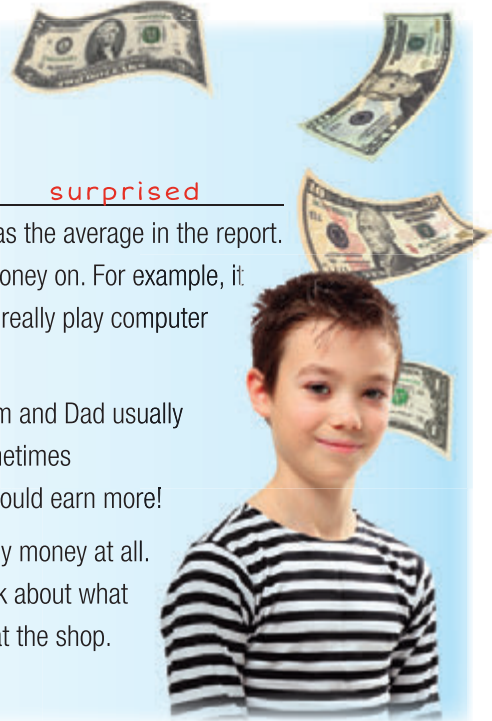
What I Spend My Money On

Sam Stephens, 12

When I saw the report about young people's spending, I wasn't really (0) surprised at the results. I think I spend around £15 a week, which is about the same as the average in the report. The only (1) differences were in what I spend my money on. For example, it says that boys spend ten times more on computer games than girls. I don't really play computer games, so I don't spend any money on them.

I wish I had more to (2) spend, but I don't. Mum and Dad usually give me a little (3) pocket money every week, and sometimes I babysit for my cousin's kids. I wish she would ask me more often, then I would earn more!


This week, my parents had the car fixed, so they weren't able to give me any money at all. Luckily, I'm good at (4) saving, and I really think about what I need. I've been looking for a new jacket, and this week there is a sale on at the shop. Hopefully, I'll find a (5) bargain.



- | | | | |
|---------------------|-----------------------|--------------------|----------------------|
| 0. A afraid | B interested | C surprised | D sorry |
| 1. A changes | B ways | C ideas | D differences |
| 2. A spend | B earn | C want | D give |
| 3. A saving | B pocket money | C job | D birthday |
| 4. A earning | B saving | C buying | D forking out |
| 5. A bargain | B new | C aisle | D checkout |

4 Work in groups. Use the information from your shopping log on page 105 to conduct a mini-survey. Answer the following questions.

1. What do you spend your money on?
2. How much do you spend on each category per week?

• Figure out the average amount your group spends on each item and present the results in a bar chart. 

Categories



Amount (\$)

Writing

- 1 Read the product reviews. In your notebook, list the advantages and disadvantages of each pair of trainers.

Hot Shot 3.0

Do you wish you owned a pair of trainers that you could use for sports and relaxing? *Hot Shot 3.0* are the shoes for you. I found that the slim and dynamic design fit my foot perfectly. The shoes were comfortable when I walked around the house and didn't get too hot when I played basketball.

the *Hot Shot 3.0* are available in white, black or red and has replaced the *2.0* in shops. I think the *2.0* were much less comfortable, although they were cheaper. In fact, the *3.0* are 30% more expensive, at £100.

You won't be happy unless you buy these trainers. I fully recommend them—they look and feel cool!
★★★★★



Fruity Foot



There are much better trainers available in shops than the Fruity Foot. My feet started to sweat after 10 minutes and after an hour, I had to take them off. The next day, my left foot was aching. They might be OK for sitting, but not much else.

The trainers are heavier than they look and are only available in one colour. Although at £40 they are cheaper than most other trainers, I wouldn't say they are a bargain. I think it would be better to fork out the money for something more expensive.

Don't even bother trying these trainers on unless you like hot feet and the colour orange. ★

- 2 Rewrite the sentences using *unless*. Follow the example.

1. If you don't like hot feet, don't try these trainers on.

Don't try these trainers on unless you like hot feet.

2. You won't be happy if you don't buy these trainers.

You won't be happy unless you buy these trainers.

3. You'll get uncomfortable trainers if you don't fork out the money for something better.

You'll get uncomfortable trainers unless you fork out the money for something better.

4. If you don't want your feet to ache, choose *Hot Shot 3.0*.

Your feet will ache unless you choose *Hot Shot 3.0*.

- 3 Circle the facts and underline the opinions in the two reviews.

Objectives of the day:

1. Identify advantages and disadvantages.
2. Express cause and effect with *unless*.

Materials: students' used items; white paper (1 sheet per student), markers (1 per student).

Open the day

- "Being Thoughtful" practice.
- **Play Show and Tell:**

Ask the class to recall what a "swap meet" is. Then have them get out the items that they brought to trade or swap. If some students did not bring objects to class, they can use personal items from their schoolbag or draw a picture of an item that they have at home. Have students work in groups. Ask them to show their items and describe both their good qualities and their bad qualities.

Open the book!**Writing**

1 Read the product reviews. In your notebook, list the advantages and disadvantages of each pair of trainers.

Have students look at the text, its headings and images, and ask: *What type of product is the review for?* (trainers) Ask the class to mention the things that they look for in a pair of trainers and write their ideas on the board. (style, comfort, colour, price, brand name, etc.) Then have students read the first sentence only of each review and ask: *Which review do you think is positive and which negative?* (the first is positive; the second is negative) Tell students that usually the first sentence of a review indicates whether the review is positive or negative. Have students read the text and note down the advantages and disadvantages mentioned about each pair of trainers. Have students check their answers in pairs. As a class, go over the list on the board of the things that they look for in trainers and put a tick next to the ones that were mentioned in the review.

Open Day Tip **Connectors: *Unless***

You might want to help students review the role of connectors in sentences. Help students to deduce the meaning and analyse the form of sentences with *unless* before having students attempt to produce the sentences in Activity 2. Have students scan the text and find the sentences with *unless*. Invite them to say the sentences in other words or to explain what they mean. Tell the class that *unless*, like *if*, is used to express cause and effect or consequences.

2 Rewrite the sentences using *unless*. Follow the example.

Write the sentences from the text with *unless* on the board and have volunteers underline the parts of the sentences that express effects or consequences. (You won't be happy...; hot feet and the colour orange) Call students' attention to the affirmative and negative parts of the sentences. Have volunteers rewrite the sentences on the board using *if*. (If you buy these trainers, you will be happy. If you like hot feet and the colour orange, try these trainers on.) Have students look at the example and compare it with the sentences on the board. Then have them rewrite the sentences in their notebooks. Have students compare their answers in pairs. Check the answers with the class and allow variations as long as they express the same meanings.

3 Circle the facts and underline the opinions in the two reviews.

Have students read the reviews again and identify the facts and opinions. Then have students work in pairs and organise the facts into the characteristics that they describe (sizes, colours, price, etc.), and the opinions into the aspects that they describe. (appearance, design, comfort) Have students discuss and number the characteristics in order of importance when selecting trainers. Then have students share their ideas with the class.

Close the day

- Distribute the paper and markers. In the same pairs, ask students to look at the items that they brought to class and to create a fact file for their objects on separate sheets of paper. Tell students to adapt the characteristics so that they correspond to their objects. Ask students to keep their fact files and used items for further use.



Practice Book: Assign page 86 as homework.

Objectives of the day:

1. Practise the following writing strategy:
 - Understanding point of view.
2. Describe and compare a product.
3. Express opinions in a product review.

Materials: students' used items and fact files from the previous class.

Open the day

- "Being Thoughtful" practice.
- Have students work in different pairs than in the previous class. Ask them to show their items to their classmates and present their fact files. Then have students work together to come up with a list of words to describe their opinions of different aspects of each item: *stylish design, easy to play, lovely hair*. Have students add these details to the fact file of each product under an *Opinions* category. Ask students to display their items and fact files on their desks.

Open the book!

4 Choose one of the products below and write a review. You can also choose to review something you already own.

Ask the class to identify the different items in the photographs. (coat, sunglasses, console, ear buds, skateboard, trainers) Tell them that they are going to write a review about a product and that they can choose one of the items in their books, an item from home or one of the used items that their classmates have displayed on their desks. Invite students to walk around the class and read their classmates' fact files and look at the items. If they decide to write about a classmate's item, they can borrow the fact files to help them to write their review.

- **Make notes in the organiser about your product.**

Have students look at the graphic organiser and invite students to give examples about what they can write under each heading. Tell students that it's important at this stage to decide whether they are going to write a positive review or a more negative one. This will help them to select the details they want to highlight in their reviews.

Writing

Writing Strategy

Understanding Point of View

It is important for students to notice from which point of view a text is written. You might use other texts in this unit to help them identify the different points of view. The report on page 112 is written in the third person, in it the writer describes results using *it* and *they*. The article on page 113 is written in the first person, in it the writer is talking about his personal experience with shopping, using *I* and *my*. The review on page 114 is written in the second person because the author's purpose is to inform the reader and make recommendations. However, the author uses the first person to express opinions and the third person to describe facts about the product.

5 Write a product review using around 100 words. Include both facts and opinions.

Ask students to look at the two reviews on page 114 and identify the order in which the information was presented after the first sentence. (description, comparison with other product, price, opinion) Check the order with the class and then write the order on the board. Tell students to number the information in their graphic organisers in Activity 4 in the order that they will include it in their reviews. Then have them write, first, the catchy phrase that will indicate if it is a good review or not, and then their reviews to support their recommendation. Remind students to return the fact files to their classmates if they borrowed them.

Close the day

- Have students work in pairs and exchange reviews. Have them read each other's work and make simple suggestions on how to improve it. Tell students to focus on the catchy phrase and if the facts, comparisons and opinions support the overall recommendation. Have students return their classmates' work and take their own reviews home to edit and create a clean copy to bring the following class.

Writing

4 Choose one of the products below and write a review. You can also choose to review something you already own.



• Make notes in the organiser about your product.

Description	How/when/where you can use it
Comparison with other similar products	Piece of advice
Reason for recommendation	Cost
	Star Rating (1-5) ☆ ☆ ☆ ☆ ☆

5 Write a product review using around 100 words. Include both facts and opinions.

My Skills

Listening

1 For each item, choose the correct answer. There is one example.    

0. How much does the boy pay for the jacket?



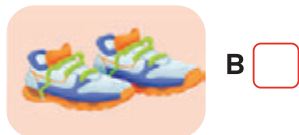
1. Which checkout do the mother and son go to?



2. Which aisle do the girls go to next?



3. Which items were two-for-one?



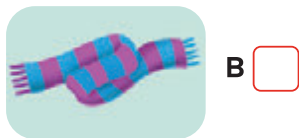
4. What did the boy's father spend his money on?



5. What does the girl decide to buy for her friend's birthday?



6. What does Steve's mum want to take back to the shop?



• Listen again and write a wish for one of the speakers in your notebook. 

Objectives of the day:

1. Review vocabulary related to shopping.
2. Practise the following listening strategy:
 - Listening for specific information.
3. Make wishes.

Materials: white paper (1 sheet per student), markers (1 per student); Reader (1 per student).

Open the day

- "Being Thoughtful" practice.
- **Play Shopping Rally:**

Have students work in groups. Distribute the paper and markers. Ask one member from each group to divide a sheet of paper into two columns. Have the group make a list of eight aisles or areas of a supermarket in the second column. (bakery, produce, frozen goods, cleaning products, dairy, cereals, meat, etc.) Then have the group decide on and write a shopping list, out of order with one product per aisle or area in the first column. Have each member of the group copy the list, so that there are enough copies to give one to each of the other groups. To play, have each group give a copy of their list to each of the other groups. Say: *Go!* and have students match the products on all of the lists with the corresponding aisles or shop areas. The group that finishes first, wins.

Open the book!**Listening****International Certification: Listening**

As students have already done this exam-type activity before, you might like to carry out this activity simulating exam conditions where students read the instruction themselves. After they have completed the activity you might want to ask how many students read the questions and studied the pictures carefully before the audio started, and if that helped them.

1 For each item, choose the correct answer. There is one example.

Have students read the instructions and ask if they have any questions about the task. Give students a couple of minutes to read the questions and look at the pictures. Play Track 54 and have students tick the correct answers. Check the answers with the class. Find out by a show of hands how many students got each question right. If more than half of the class got a question wrong, find out which options they chose, and play that part of the audio again to aid comprehension.

- **Listen again and write a wish for one of the speakers in your notebook.**



Play Track 54 again and identify any wishes that the speakers express. (Dialogue 3: Boy wishes he had known about the sale; Dialogue 4: Dad wishes his son would keep his room clean.) Have students imagine that they are the child in one of the situations and write a wish that they would have. Then have them share their wishes in pairs. Finally, remind students to visit the online platform for more practice at home.



Have students get out and read the notes they made of their predictions about the story "The Missing Jacket" at the beginning of the unit. Have students read pages 30 to 31 while you play Track R4. Have students work in groups. Ask them to talk about the predictions they made and if any of those predictions have come true so far. Then ask them to read the pages aloud in their groups. Give students a few minutes to go over the text again and ask vocabulary questions. You may also want to ask some comprehension questions to make sure that students understand where they are in the story and how it might end.

Close the day

- Have students work in groups. Ask students to talk about how they feel when they go shopping with their parents. Invite them to share any funny shopping anecdotes that they might have in their groups.



Practice Book: Assign page 87 as homework.

Objectives of the day:

1. Practise the following speaking strategy:
 - Preparing for role-plays.
2. Exchange information to sell and purchase merchandise.

Materials: students' used items, fact files and reviews (from previous classes), play money (optional); Practice Book (pages 89 and 90).

Open the day

- "Being Thoughtful" practice.
- Have students get out their reviews. Tell them that they are going to organise the classroom into a "swap meet" or "flea market." First, have students group themselves by categories, all of the toys in one part of the classroom, clothes in another, etc. Then have them display their "merchandise" or "set up their stands" with their used items, fact files and reviews, if available. Then have each group put prices on their items.

Open the book!

Speaking

1 Discuss the questions with a classmate. Use the pictures to help you.

Have students go back to their seats and work in pairs. Ask them to look at the pictures and discuss the questions. It is important that students now start to think like shoppers.

Speaking Strategy

Role-plays

Role-playing is an important language learning technique because it allows students to use language that they would probably not use naturally inside the classroom, or even outside of the classroom. It allows them to pretend to be someone else, and in many cases, this gives them the confidence to communicate more freely, and risk making mistakes. For this reason, prompts are normally provided at the lower levels to guide the exchange and a certain amount of preparation is recommended. This will lower the risk of mistakes and allow students to focus more on the fluency of their performance and less on what they want to say.

2 Role-play a dialogue at the place where you decided it would be best to spend money. Follow the prompts.

Divide the class into two. Half of the class are *sellers* and should go to their "stands," and the other half are *buyers*. Have the *sellers* plan the language they need to use to sell their products and attend to their customers, using the prompts as a guide. Ask the *buyers* to decide which products they want to buy, or which stand they want to visit, and how much they want to spend. Distribute play money at this stage, if available. Tell students that when they shop it is important to read the reviews. Encourage students to compare products before buying. Give the class five to ten minutes to play, and then have them switch roles.

• Present your dialogues to the class.

Invite pairs at each stand to act out their dialogues. Encourage them to act out and to expand the dialogue as much as they can. At the end of the activity, give students a few minutes to reflect on their participation.

Close the day

  Practice Book: Assign page 88 as homework.

Time to Practise

You have now finished the first part of Topic 4 "Making Choices." It is now time to practise some skills using the certifications' format. In this unit, students will practise a Listening skill, as well as Reading and Writing skills. Tell students that the activity on page 89 involves listening for gist. Students will hear six short dialogues and must select the option that best answers the question or completes the statement. Remind students to read the context statement provided and the possible options before listening. Have students read the instructions for Activity 1 on page 90. Tell students to read the whole text before starting to complete the gaps. Remind them that the activity evaluates correct grammar and to make sure that they copy the answers correctly into the gaps. Now, have students read the instructions for Activity 2. Ask questions to make sure that they understand the task: *What type of text will you write? What questions do articles have to answer? From what point of view will you write the article?* Have students write the article, using the questions as a guide. Finally, assign the two pages as homework or do the activities in class at the beginning of the next class.

Speaking

1 Discuss the questions with a classmate. Use the pictures to help you.



1. Do you like shopping? Why or why not?
2. Where do you shop? What shops do you visit?
3. What kinds of things do you shop for?
4. If there was one thing you wish you could buy, what would it be? Why?

2 Role-play a dialogue at the place where you decided it would be best to spend money. Follow the prompts.

Assistant	Customer
Offer help.	Say what you are interested in.
Say what you have to offer.	Say exactly what you want. Ask how much.
Give the final cost.	Say thank you.

Can I help you?

Yes, I'm interested in these jeans.

They are half price.

Do you have them in blue? Can I try them on?

How much are they?

• Present your dialogues to the class.

Unit 8 My Rights

1 Listen and complete using the words in the box. 

drag Turn on Sign in Swipe up hold down
charge scroll down swipe across zoom in/out run down

Smartphone User Guide

1 Turn on
your phone by pressing the power key.



2 Swipe up
the screen with your finger.



3 Sign in
using your 4-digit password.



4 Tap and hold to drag an app. Place your finger on an item and hold down for two seconds. Then drag the app to its new position.



5 To swipe across, place your finger on the screen and swipe it left or right in the direction you want to go.



6 To scroll down a menu, move your finger down the screen quickly. To stop scrolling, tap the screen.



7 To zoom in/out, place two fingers on an item and move them apart or together to change the size.



8 Remember to let the power run down to 0% before you fully charge the battery again.



• **Discuss the questions.**

1. If you have a phone or a tablet, how often do the batteries run down?
2. After you turn on a phone, what do you need to do to sign in?
3. Why is it necessary to swipe up, down or across a phone screen?
4. What do you usually zoom in or zoom out on?

• **In groups, use a touch screen phone or tablet. Give each other instructions to follow.**

Zoom in on that picture.

Now, scroll down to the bottom.

Unit 8 My Rights

Objectives of the day:

1. Learn vocabulary related to devices.
2. Describe what you do with a smartphone.
3. Teach someone how to use a smartphone.

Materials: (optional) nature scene photographs (1 per student); *Electronic Devices* Flashcards, Flashcard Activity 8A on page XIX; smartphones or tablets (1 per group).

Open the day

- "Mindful Looking" practice. 

Tell students that this mindfulness activity focuses on looking rather than seeing. Ask: *What's the difference between looking and seeing?* (The eyes involuntarily "see" anything that passes in front of them. "Looking" involves focusing your mind on what you are seeing.) We suggest that you take students out of the classroom and let them sit or stand in a safe place with a view of nature or an open space. If this is not possible, you can give each student a different picture of a nature scene to look at each day. First, make sure that students are comfortable and relaxed. Tell them to direct their gaze downwards and to try to get in touch with their bodies from the toes up, while focusing on breathing in and out. Then ask students to open their eyes and look at what is in front of them, sweeping their eyes up and down and left and right. Tell them to focus first on their feelings about what they see. Ask: *How does it make you feel? Is it interesting?* Then have them notice any movement, and its speed and direction. Next, tell them to notice the arrangement of objects and the different shapes. Ask: *Are they near or far, big or little?* Then have students notice the different colours and light. Ask: *Are there different shades? Are there shadows?* Finally, ask them to notice the different textures of the surfaces that they can see. Ask: *Are they smooth or rough, soft or hard?* Tell students that it is normal to get distracted when doing this activity, but that it is important that they notice when their minds wander. Then they can gently bring themselves back to the task of looking. When you have finished the practice, invite students to gently stretch their bodies and refocus their other senses. This will help them to regain full awareness.

- Flashcard Activity 8A.

Open the book!

- 1 Listen and complete using the words in the box. 

Have students look at the text on the page and identify what type of text it is and what it is used for. (A user guide, it tells you how to use a smartphone.) Read each of the words in the box. Ask volunteers to demonstrate the actions or say how to do them. (turn on—push the power key) Then play Track 55 and have students complete the User Guide. Invite volunteers to read the manual to check the answers.

- Discuss the questions.

Have students work in groups. Ask them to read and discuss the questions. Ask each student to comment on what they mostly use a smartphone for. Then have them write a list of what you can do with a smartphone. Invite students to report back to the class on the similarities and differences in how they use smartphones.

- In groups, use a touch screen phone or tablet. Give each other instructions to follow.

Have students work in the same groups. Make sure that each group has at least one smartphone or tablet to use. If this is not possible, have each group draw a picture of a smartphone from memory, with the apps that they use. Tell each student to choose a function that they know how to carry out. Then ask them to explain and demonstrate to the members of their groups how to do the function with the smartphone or tablet.

Close the day

- Have students work in pairs. Tell them to prepare a role-play of themselves teaching either a younger brother or sister or a grandparent how to carry out a function with the smartphone. Remind the "teacher" to be patient and to give clear instructions. Remind the "student" to ask questions to clarify their doubts. Invite pairs to act out their role-plays in front of the class.



Practice Book: Assign page 91 as homework.

Objectives of the day:

1. Learn about how to care for a smartphone.
2. Suggest solutions for problems with smartphones.

Materials: (optional) nature scene photographs (1 per student); *Electronic Devices* Flashcards, Flashcard Activity 8B on page XIX.

Open the day

- "Mindful Looking" practice.
- Tell the class that your smartphone got wet. Ask them for suggestions for what you can do to solve your problem. Write some of their suggestions on the board. (put it in rice) Have students work in groups and write a list of common problems that people have with their smartphones and tips for troubleshooting: *If your phone gets wet, put it in rice.* Invite groups to share their tips with the class.

Open the book!

2 Read and complete.

Have students look at the text and identify what it is. (a warranty) Ask students to predict the type of information that it includes. Then have students read the text and fill in the blanks. Have them check their answers in pairs.

3 Listen and tick (✓) the instructions that the girl didn't follow.

Ask students to look at the icons and read the instructions below each icon. Tell them that they are going to listen to people talking about a problem with a phone and to identify which instructions the girl didn't follow. Ask students who the other two people are in the audio. (the girl's dad and the shop assistant) Play Track 56 and have students tick the correct answer.

- **Listen again and circle the correct option in each sentence.**

Have students read the sentences and underline the correct options from memory. Then play Track 56 again and have them check their answers. Have students work in pairs and comment on how each of the people in the audio might feel. Remind them to look back over the sentences to help justify their comments.

Critical Thinking

How do companies protect themselves?

What do you think about that?

Call students' attention to the *Critical Thinking* box. Ask students to work in the same pairs. Have them answer the questions and discuss how they feel about companies' policies and customers' responsibilities. Invite them to make suggestions for how to protect the customer more.

4 Imagine that you have bought a new smartphone. In your notebook, make a list of things you need to do to take care of it.

Have each student imagine that they have just received a new smartphone. Invite them first to describe which type of phone it is, i.e. brand, system, features, and what they like about it. Next, have them make a list of what they need to do to take care of it. Then have students work in pairs and describe their new phone and how they are going to take care of it.

Finally, remind students to visit the online platform for more practice at home.

Close the day

- Flashcard Activity 8B.

  Practice Book: Assign page 92 as homework.

2 Read and complete.

1. For one year, the company will repair the phone.
2. There is no warranty if the phone was damaged because of misuse.

Smartphone One-Year Warranty





We guarantee that this device is free from defects. For a period of one year after the date you bought the phone, we will repair or replace any parts that do not work properly free of charge.

If the phone was damaged because of misuse, accidents, or external causes such as floods, electrical faults or fires, there is no warranty. Please refer to the User Guide.

If the phone was damaged because of misuse, accidents, or external causes such as floods, electrical faults or fires, there is no warranty. Please refer to the User Guide.


3 Listen and tick (✓) the instruction that the girl didn't follow. 

Taking Care of Your Device

 <input checked="" type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
Keep the device dry. Use a dry cloth to clean it.	Do not store at high or low temperatures.	Only use approved chargers and batteries.	Don't shake, knock, or drop the phone.

• Listen again and circle the correct option in each sentence.

1. The man says that the phone doesn't work very well. It is **flat** / **faulty**.
2. Water from the wet cloth probably got into the **charger** / **electrical circuits**.
3. **Fuses** / **Batteries** are small, metal strips inside the phone.
4. The **user guide** / **warranty** is a promise to take responsibility for phone repairs in certain situations.
5. You can find important details about the warranty in the **user guide** / **small print**.
6. The man thinks that the warranty is **misleading** / **tiny**. It is not clear what the rules are.

4 Imagine that you have bought a new smartphone. In your notebook, make a list of things you need to do to take care of it. 

 How do companies protect themselves? What do you think about that?

1 Listen and follow. 

Good Buddies The Chase



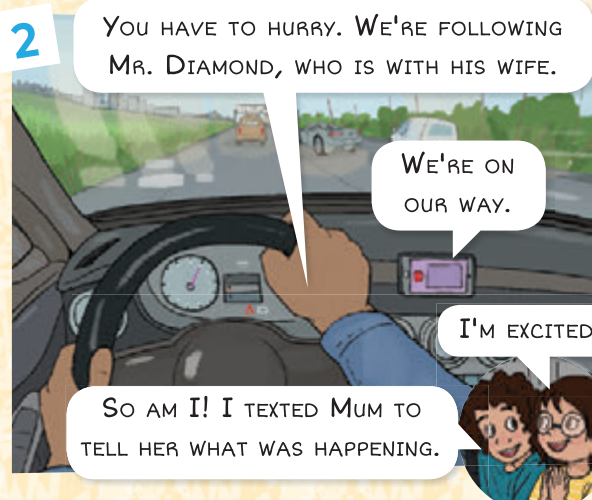
HELLO, POLICE.
CAN YOU HELP US?

WHAT IS THE PROBLEM?

AMUR ENERGY IS BUILDING AN ILLEGAL PIPELINE. MR. DIAMOND HAS THE CONTRACT, WHICH EXPLAINS EVERYTHING, AND IS ON THE WAY TO THE AIRPORT.

Open to Learn

I don't think they'll get here on time. **Neither do I.** Mr. Diamond has the contract, **which explains everything,** and is on the way to the airport.



YOU HAVE TO HURRY. WE'RE FOLLOWING MR. DIAMOND, WHO IS WITH HIS WIFE.

WE'RE ON OUR WAY.

I'M EXCITED!

SO AM I! I TEXTED MUM TO TELL HER WHAT WAS HAPPENING.

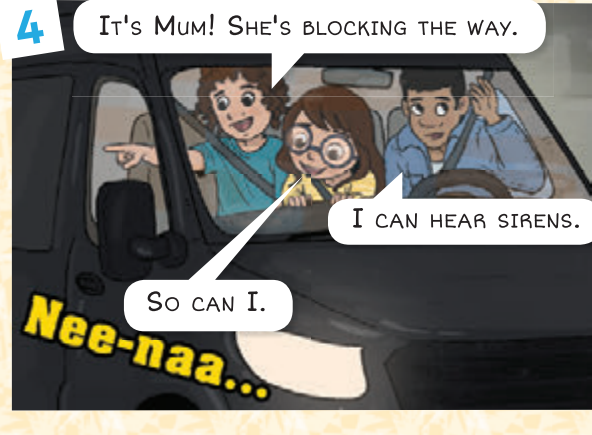


3 A FEW MOMENTS LATER...

THEY'RE GETTING AWAY! WHERE ARE THE POLICE?
I DON'T THINK THEY'LL GET HERE IN TIME.

NEITHER DO I.

WAIT... LOOK!



4 IT'S MUM! SHE'S BLOCKING THE WAY.

I CAN HEAR SIRENS.

SO CAN I.

Nee-naa...

2 Read and make notes about the end of the story.

Character(s)	How the characters feel
The Diamonds Greta and Dylan Jim Vicky The leopard	

- Share why you think the characters feel the way they do. Agree or disagree with each other.

I think the Diamonds are angry because they couldn't escape. So do I!

Objectives of the day:

1. Retell the events of a story.
2. Describe characters' feelings.
3. Agree and disagree with statements using *so* and *neither*.

Materials: (optional) nature scene photographs (1 per student); students' predictions for comic ending (from page T109); Poster 8 with Cutouts, Poster Activity 8A on page XXIX; (optional) Amur leopard video.

Open the day

- "Mindful Looking" practice.
- Ask students to recall the main events of the comic strip story so far. Ask them if they remember some of the endings that they predicted about the comic strip in Unit 7 and write the endings on the board. Have students vote, by a show of hands, which prediction they think is the most likely to occur.

Language Presentation

Agreeing and Disagreeing with Other People

In this class, students will learn how to use language to agree and disagree with other people. We suggest that you do Poster Activity 8A at this stage to present and practise the topic. This will help students to complete the activities on this page.

Open the book!

1 Listen and follow.

Ask students to look at the title of the comic strip and the illustrations and ask: *Who is chasing whom?* Have students decide if any of their ending predictions can be eliminated yet. Then play Track 57 and have students listen and follow along in their books.

2 Read and make notes about the end of the story.

Have students work in pairs and talk about who each of the characters in the chart are and what role they have had in the story. Then ask them to read the comic strip and complete the chart with how each character feels at the end of the story.

Open to Learn



Call students' attention to the first sentence in the *Open to Learn* box. Read the first sentence and ask students if the response agrees or disagrees with the statement. (it agrees) Explain that this is how you agree with a negative statement. Elicit from the class what you would say if you didn't agree: *I do*. (They are already on their way.) Ask students to look for an example in the comic strip of how to agree with an affirmative statement: *I am excited. So am I*. Elicit from the class what you would say if you didn't agree: *I'm not (excited). I am...* Continue until you are confident that students have grasped the concept of the structure.

• Share why you think the characters feel the way they do. Agree or disagree with each other.

Invite two volunteers to read the sample language in the speech bubbles. Ask students what they would say if they didn't agree with the sample statement: *I don't. I think they are scared, because they don't want to go to prison*. Then make a negative statement about their feelings: *I don't think they are angry*. Elicit different responses from the class that either agree (Neither do I.) or disagree (I do. I think...) with your statement. Have students work in the same pairs as before. Ask one student to make a statement about how a character feels and the other student to agree or disagree, as is the case.

Close the day

- Have students look at the last two pictures in the comic strip and ask: *Who is chasing whom here?* You might want to show the Amur leopard video again at this point and have students recall what problems it faces. Have students work in groups and create a list of rules for the Land of the Leopard National Park that will ensure its safety.

  Practice Book: Assign Activities 5 and 6 on page 94 and Activity 9 on page 95 as homework.

Objectives of the day:

1. Learn about non-defining relative clauses.
2. Add additional information to sentences.

Materials: (optional) nature scene photographs (1 per student); Poster 8 with Cutouts, Poster Activity 8A on page XXIX.

Open the day

- "Mindful Looking" practice.
- Poster Activity 8A.

Open the book!

3 Circle the additional information in the sentences. Follow the example.

Read the example with students and ask: *What is the main part of this sentence?* (Mr. Diamond has the contract and is on the way to the airport.) Then have students circle the additional information. Have them continue with the remaining sentences. Check the answers as a class.

Open to Learn

Call students' attention to the second sentence in the *Open to Learn* box on page 120. Write it on the board and circle the word *which*. Ask: *What is the additional information about?* (the contract) Have students look at Activity 3 and ask them the same question about Sentences 2 and 3. (Mr. Diamond; My friends) Tell students that we use words like *which*, *who*, *whose* and *where* to ask questions, but also to make reference to other people, places or things when we want to add additional information. You might want to tell them that this extra information is called a *non-defining relative clause*. Explain that it is non-defining because if you eliminate the clause the main sentence still makes sense. Continue until you are confident that students have grasped the concept of the structure.

- **Read again and complete the sentences with additional information. Use the words in parentheses.**

Ask students to read the first sentence and ask: *Is the main part of the sentence complete?* (yes) Then ask who or what the word in parentheses refers to. (Vicky) Ask students to remember any additional information that they know about her



and complete the sentence. (She is Dylan and Greta's mum. She works at Amur Energy.) Have students continue individually with the other sentences and then allow them to check their answers in pairs.

4 Make simple sentences about characters and things from the story. Then add information.

Tell students that they are going to write the last episode of the comic strip as a story or narrative. Elicit the main events that occur in the first picture and write them on the board. (Jim calls the police to ask for help. The policewoman asked what the problem was. Jim tells her about Amur Energy, the contract and Mr. Diamond.) Now, ask students to imagine that they are telling this story to someone who hasn't read the comic strip. Tell them to think about the questions that person might ask: *Who is Jim? Who is the policewoman? What is Amur Energy? What contract are they talking about? Who is Mr. Diamond?* Have students work in groups and answer the questions, then have them use that information to rewrite the sentences about the first picture with more information. Invite groups to read their sentences aloud. Then have groups continue in the same manner with the rest of the story, dividing up the pictures amongst the members of the group.

Close the day

- Have students read their narrative versions of the story in their groups in the order of the pictures. Ask groups to correct, adjust information and eliminate repetition in the narratives. Then invite groups to read their narratives to the class. Have the class compare versions and comment on the details.

  Practice Book: Assign page 93 and Activity 4 on page 94 as homework.

5

YOU HAVE THE RIGHT TO REMAIN SILENT. ANYTHING YOU SAY CAN AND WILL BE USED AGAINST YOU IN COURT.



GAH! I WOULD'VE ESCAPED IF IT HADN'T BEEN FOR YOU!

6

A FEW MOMENTS LATER...

THANK YOU SO MUCH! YOU'VE HELPED SAVE THE LAND OF THE LEOPARD. MY FRIENDS IN RUSSIA, WHOSE ORGANISATION PROTECTS THE AREA, SAY THE DIGGERS ARE GONE.



YAY!

7

IN THE LAND OF THE LEOPARD NATIONAL PARK, THE CHASE IS BACK ON.



8



3 Circle the additional information in the sentences. Follow the example.

- Mr. Diamond has the contract, which explains everything, and is on the way to the airport.
- We're following Mr. Diamond, who is with his wife.
- My friends, whose organisation protects the area, say the diggers are gone.

• Read again and complete the sentences with additional information. Use the words in parentheses.

- Vicky, who is Greta and Dylan's mum, (who / mum) blocked the Diamonds' way.
- Jim's van, which is big, (which / big) stopped at a red light.
- The leopard, whose habitat is the forest, (whose / habitat) is safe again.

4 Make simple sentences about characters and things from the story. Then add information.

Vicky works at Amur Energy.

Vicky, who is Greta and Dylan's mum, works at Amur Energy.

My Language

Open to Learn

I **would've escaped** if it **hadn't been** for you!

5 Listen and match.

1. If Vicky hadn't stopped us, _____ if you had built that pipeline.
2. If Jim Mills hadn't seen that contract _____ I wouldn't have signed the contract.
3. I would have chased after Jim _____ I wouldn't have left the shop.
4. If I hadn't heard a noise, _____ we would have made it!
5. The Amur leopard would have become extinct _____ if I'd known he saw the contract.
6. If I had known that, _____ we wouldn't have suspected you.

6 Look at the alternative situations and complete the sentences with your own ideas.



If the Diamonds had escaped,



The leopards would have disappeared if



Greta and Dylan would have been sad if



Amur Energy would've provided energy from wind and solar projects if

Play Make a Different Story!

If Jim hadn't heard about the pipeline deal, he wouldn't have contacted Vicky.



If he hadn't contacted Vicky, she wouldn't have suspected Mr. Diamond.

Objectives of the day:

1. Learn how to talk about events in the past that you would like to have been different.
2. Express regrets using the third conditional.

Materials: (optional) nature scene photographs (1 per student); Poster 8 with Cutouts, Poster Activity 8B on page XXIX.

Open the day

- "Mindful Looking" practice.
- Have students think about the comic strip and elicit who the main characters are: Greta, Dylan, Jim, Mr. Diamond and Mrs. Diamond. Divide the class into groups and have each student choose a different character. Tell students to imagine that they are the characters, and to make three wishes they think the characters might wish at the end of the story and why. Remind students that the wishes can be about the past, the present or the future. Invite some groups to share their ideas with the class.

Language Presentation

Using the Third Conditional

In this class, students will learn how to use the third conditional to talk about past events. We suggest that you do Poster Activity 8B at this stage to present and practise the topic. This will help students to complete the activities on this page.

Open the book!

5 Listen and match.

Tell students that they are going to hear a recording of Mr. Diamond being interviewed at the police station. Have students work in pairs. Ask them to read and match the different parts of the sentences related to the interview. Then play Track 58 and have students check their answers. Invite volunteers to read the sentences aloud and identify who said what.

Open to Learn

Call students' attention to the sentences in the *Open to Learn* box. Ask: *Is the sentence describing the past, the present or the future?* (the past) Have students look back at the comic strip on pages 120 and 121 and locate the sentence. Ask: *Who said the sentence?*

(Mr. Diamond) *Who was he talking to?* (Greta, Dylan and Jim) Ask the class which part of the sentence didn't happen. (Mr. Diamond would have escaped.) Tell students that we use the past perfect to describe what happened in the past, and *would / could / should have* and the past participle to express other consequences that could have occurred, but didn't. (Mr. Diamond could have escaped, but he didn't.) Have students look at the sentences in Activity 5 and identify which parts of the sentences refer to what happened in the story and which parts refer to what could have happened, but didn't.

6 Look at the alternative situations and complete the sentences with your own ideas.

Have students work in pairs. Tell them to imagine that the comic strip did not end the way it did. Write the beginning of the first sentence on the board and invite different volunteers to come up and complete it. Check students' use of the modal verb *have* and the past participle. Then tell students to look at the remaining sentences and complete them with their own ideas.



Finally, remind students to visit the online platform for more practice at home.

Play Make a Different Story!

Combine two pairs to make a group. Tell students to share their sentences from Activity 6 in their groups and choose the best new alternatives. Then have them put all of the sentences together to create a new ending to the story. Invite groups to share their new endings with the class. Have students vote, by a show of hands, on the best new ending.

Close the day

- Poster Activity 8B.

  Practice Book: Assign Activities 7 and 8 on page 95 as homework.

Objectives of the day:

1. Learn about elision.
2. Practise connecting words with elision.

Materials: (optional) nature scene photographs (1 per student).

Open the day

- "Mindful Looking" practice.
- Ask students to recall the name of the unit. (My Rights) Have students think back and discuss how they have explored rights so far. Ask: *What right does a warranty guarantee? (your rights as a buyer of a product) What right was taken away from Mr. Diamond in the comic strip? (The right to freedom of movement; he was arrested.)* Ask students which of those is only a legal right and which is both a human right and a legal right. (a warranty guarantees a legal right; freedom of movement is a human and legal right) Then divide the class into pairs and ask them to write a list of freedoms their human rights give them. Then have volunteers share their lists with the class.

Open the book!

1 Read and listen to how the words are connected in spoken English.

Have students read the signs silently. Ask the class what they think "Stand up for" means. Elicit possible responses from the class. (to defend) Play Track 59 and have students listen to how the words are connected. Tell students that when we speak we sometimes "swallow" some letters or sounds, so that the words flow together easier; this is called *elision*. Play the audio again and tell students to notice specifically what happens where the red lines join the words.

Open Day Tip Elision

You might want to explain to students that there are different ways that we can elide. In *stand up*, we break the syllable after *stan* /stænd/ and the /d/ sound is added to the next syllable, sounding like /stæn 'dʌp/. In *to education* we join the two words leaving only the /t/ sound from the word *to* /tə/, sounding like /tedʒukeɪʃn/. Another way to elide is by adding a sound that helps us to slide from one sound to another, as is the case with *happy and*, where an additional /j/ sound is added, sounding like /hæpijænd/.

• Practise reading the signs aloud. Use the prompts below to help you.

Have students work in pairs and practise reading the signs aloud. Then invite different volunteers to read the signs, first pronouncing each word and then using elision. Ask them to comment on which way was easier.

2 Listen and draw lines to connect words.

Ask students to scan the chant first and make a list of the rights it mentions. Ask: *What kind of rights is it defending? (human rights)* Have students read the chant silently, saying each word to themselves. Then play Track 60 and have students listen and tick where words are connected. Check the answers with the class and invite them to say how the words were connected. Play the audio again and have students chant along.

• Practise the chant.

Ask students to work in pairs and practise saying the chant alone and then together. Then have volunteers chant different verses to check. Next, have them perform the chant together. Finally, remind students to visit the online platform for more practice at home.

Close the day

- Have students look at the chant again and identify which lines are the chorus and notice the rhyming pattern: A, B, A, B. Have students work in pairs and write a new verse about other rights that they have. Invite volunteers to chant their verses in front of the class. Have the class vote, by a show of hands, on the best verse.

  Practice Book: Assign page 97 as homework.

1 Read and listen to how the words are connected in spoken English. 

Stand up
for your rights!

We have a right
to education!

I want to be
happy and free!

• Practise reading the signs aloud. Use the prompts below to help you.

1. Stand up for your rights.
2. We have a right to education.
3. I want to be happy and free.

2 Listen and draw lines to connect words. 

Stand Up for Your Rights

Let's stand up for our rights,

Come on, come on!

Don't give up the fight,

Come on, come on!

The right to education,

The right to express ourselves,

The right to our protection,

The right to our good health.

The right to be independent,

To be happy and free and true.

In the end we're the future,

These rights are for me and you.

Let's get up off our seats,

Come on, come on!

Let's get out on the street,

Come on, come on!

Let's look after the world,

Let's look after each other,

Let's take care of ourselves,

And our sisters and brothers.

Let's stand up for our rights,

Come on, come on!

Don't give up the fight,

Come on, come on!



• Practise the chant. 

Time to Practise

Reading and Writing

1 For each question, choose the correct answer. There is one example. 

Children's Rights

The United Nations (UN) Convention on the Rights of the Child, which was agreed on November 20, 1989, is a treaty that says that every child has rights. There are 195 countries that have authorised this treaty, more than any other human rights agreement in history. The only country not to have done so is the United States of America (USA). But what does this treaty mean for children around the world? While the Convention specifies a number of rights, it cannot make sure that countries honour them.

One area is education, where the Convention states that every child has the right to go to school. In some countries, this is not always possible. Sometimes there aren't any schools.

Children from poor families might have to work to earn money. Malala Yousafzai, who was a schoolgirl in Pakistan in 2012, was attacked by people who believed that girls should not be educated. Malala was campaigning for girls to go to school.

Another area covered by the Convention is health. Even though no children should be doing work that is bad for their health, it is common in some countries for children to work in factories or mines. Children should also have access to clean air and water, good food, doctors and information on how to stay healthy. Dangerous work and bad hygiene can lead to accidents or illness, which means that children miss school and their right to education is affected.

Although there is still a lot more that needs to be done to protect children's rights around the world, children's opinions now matter. In September 2019, Greta Thunberg and 15 other children made an official complaint against five nations who were not doing enough to stop climate change. They said that this affected their human rights. If countries had not signed the 1989 Convention, the children would not have been able to make this complaint.

0. The UN Convention...
- A does not cover children in the USA.
 - B was signed by all countries.
 - C was not signed by the United States.
 - D is strictly followed by all countries.
1. Which of these is not a reason why children miss school?
- A They get attacked.
 - B There aren't any schools nearby.
 - C They are not allowed.
 - D They need to go to work.
2. Which activity is most likely to affect the right to education?
- A working to make money
 - B visiting a doctor
 - C drinking dirty water
 - D eating unhealthy food
3. One benefit of the UN Convention is that...
- A people know about climate change.
 - B children can't make complaints.
 - C all children are protected.
 - D children have a voice.
4. What is a good summary of the article?
- A Children were better off 30 years ago.
 - B Education is the most important right.
 - C The USA should sign the agreement.
 - D The Convention helps children, but things could still improve.

Objectives of the day:

1. Read for details and make inferences.
2. Create signs to defend rights.

Materials: glitter jar (mason jar almost filled with water, big spoonful of glitter glue); poster paper (1 sheet per group), coloured pencils or markers (1 set per group); Reader (1 per student).

Open the day

- "Mindful Jar" practice. (See page T88.)
- Ask students to think about the chant from the previous class. You might want to play Track 60 again, so that they can chant along and remember it. Ask students which of the rights mentioned in the chant are for all people and which, if any, are only for children. (education) Tell students that all children have the right to free education. Have students work in pairs and write a list of other rights that they think children should have.

Open the book!**Reading and Writing****International Certification: Reading**

As students have already done this exam-type activity before in Unit 4 (page 64), you might want to have them tell you what the best way is to do this type of activity. (To first read the complete title and make predictions about the text. Then to read the text and all of the options before choosing an answer.) You might want to mention that it is important that they read the text carefully to make sure that they understand the message, as many times the incorrect answers mention information from the text as well, and the correct answer sometimes requires them to make inferences.

1 For each question, choose the correct answer. There is one example. 

Have students read the instruction and ask if they have any questions. Have students work individually to complete the activity. Notice how many students start to respond immediately and how many read the text and the questions before choosing an answer. Have students check their answers in pairs and support their answers with evidence from the text. Tell students that although some of the options are true in real life, they must select the answers according to what is said in the text. Finally, check the answers with the class and have students reflect on which questions they found most difficult to answer and why.

**Reader** 

Have students recall what they remember about the story in the Reader and the predictions that they made. Have students open the Reader to page 29 and discuss the cover in pairs. Elicit who the characters on the front cover are. Then have students read pages 32 to 33 while you play Track R4. Give students a few minutes to go over the text again and ask vocabulary questions. You may also want to ask some comprehension questions to make sure that students understand where they are in the story and how it might end.

Close the day

- Have students work in groups. Distribute the poster paper and coloured pencils or markers. Invite students to choose one of the children's rights discussed in the text and make a sign to defend it. Have them write a sentence like the ones on the signs on page 123 and then decorate their signs. Collect the signs and bring them to the following class.

  Practice Book: Assign Activity 1 on page 96 as homework.

Objectives of the day:

1. Identify and give persuasive reasons.
2. Learn about writing persuasive essays and articles.

Materials: glitter jar (mason jar almost filled with water, big spoonful of glitter glue); students' signs (from the previous class).

Open the day

- "Mindful Jar" practice.
- Display students' signs around the classroom. Invite students to walk around and read the different signs. Ask students to choose the right that they think is the most important and to note down three reasons to support their opinions. Divide the class into groups. Have students present their case for the most important right and try to persuade the rest of the group using their reasons. Give students a few minutes to try and come to a consensus. Then have volunteers from each group share their group's conclusions with the class.

Open the book!

2 Read the essay and take notes in the organiser.

Ask students to read the title of the essay and look at the picture. Then have students guess the right that the essay is defending. Ask students to skim the text and find the answer. Once they have found it, ask them how far they had to skim to find the answer. (the first sentence) Next, have students read the text more carefully and make notes in the graphic organiser. Invite students to check their answers in pairs. Finally, ask students if the essay convinced them and have them reflect on the right.

3 You see this announcement in your school magazine.

Have students read the announcement and choose the right that they want to write about. Tell them that they can choose from the rights that are on the signs as well. Ask students what the difference is between an article and an essay. (An article is usually published for the general public, while an essay is usually an academic text used to explore a topic.)

Reading and Writing

International Certification: Writing

As students have already done this exam-type activity before, you might want to go over the instructions and what elements a persuasive article or essay should have. (a statement expressing their opinion, evidence backing up their opinion, a conclusion that will help to persuade the reader to share the opinion) Remind students that they will be evaluated on how well they complete the task (the content), the format of their writing (structure of an essay or article) and their accuracy. (grammar and spelling)

- **In your notebook, write your article or essay in about 100 words.** 

Have students organise their ideas in a graphic organiser similar to the one in Activity 2 before starting to write their responses. Then ask them to write their articles or essays.

Close the day

- Ask students to exchange their essays or articles in pairs. Have students read each other's work and make simple suggestions for how to improve their work. Tell students to focus on whether the evidence was persuasive and convincing and if it wasn't, why. Have students return their classmates' work and take their own essays or articles home to edit. Ask them to write a clean copy to turn in in the following class.
- Ask students to bring photographs of their faces from home for the following class.

  Practice Book: Assign Activity 2 page 96 as homework.

2 Read the essay and take notes in the organiser.

What is the most important children's right?

I think that the most important children's right is the right to have an opinion and for adults to listen to them. Although it is fine to say what we want, we shouldn't say things that hurt people's feelings. We shouldn't present misleading information as facts either. We must be clear that an idea we have is an opinion and understand that other people may not agree. We should be open-minded. For example, last week I fell out with my dad. If we had shown more respect for each other's opinions, we wouldn't have argued. Freedom of speech, which is a basic human right, is very important, too. We all have different points of view about things. I believe we should share those ideas.



A Persuasive Essay

Introduction (answer to question)

I think that the most important children's right is the right to have an opinion and for adults to listen to them.

Body (evidence)

- We shouldn't say things that hurt people's feelings.
- We shouldn't present misleading information as facts either.
- We must be clear that an idea we have is an opinion and understand that other people may not agree.
- We should be open-minded.

Conclusion (summarise answer from introduction and give final reason)

Freedom of speech, which is a basic human right, is very important, too. We all have different points of view about things. I believe we should share those ideas.

3 You see this announcement in your school magazine.

Articles wanted!

What is the most important children's right?

Write an article or persuasive essay about what you think is the most important children's right. Choose from the list:

health / play and rest / choose your friends / education /
a safe place to live / food / clothing / freedom from war

- In your notebook, write your article or essay in about 100 words.



In what other ways can technology affect our human rights?

1 Read the article and write your own definitions for the concepts below.

1. Privacy: _____

2. Faceprint: _____

Human Rights and Digital Technology

by Mandy Thomas



My old smartphone was great. I would charge it overnight, turn it on in the morning and tap in my password before scrolling down through the news and my messages. The problem was that the battery was faulty. It ran down quickly, and I would need to connect it to the charger again before the end of the day. It was time for an update.

My new phone, which I only have to charge twice a week, is even better than the old one. But there is one thing I am not sure about. After I turn it on, it uses facial recognition instead of a password. The phone "sees" my face, recognises me as the owner and unlocks. The manufacturers say there is only one in a million chance that someone else's face could do this, so it is extremely safe.

Facial recognition technology is used by many different organisations. Security services can monitor people at airports, social media websites recognise pictures on websites, shops use it to scan the face of shoppers, and so on. But what does this mean for our privacy?

How does facial recognition technology work?

There are four steps to facial recognition. First, you have your picture taken. Next, facial recognition software reads the geometry of your face by zooming in on key features and recording them. This is known as your facial signature, or "faceprint," which is like a mathematical formula.

Your faceprint is then used in the third step. Different organisations, who keep your image on their databases, swipe up, down and across your picture and compare it with other images. Did you know that at least 117 million Americans have images of their faces on police databases? That's incredible, isn't it?

Finally, whoever is scanning your image will make a match. With police databases, this will only take around 20 minutes and there will be 98 percent accuracy!

2 Read and circle T (True) or F (False).

- | | | | | |
|--|----------------------------------|---|----------------------------------|---|
| 1. The author charged her old phone more than once a day. | <input type="radio"/> | T | <input type="radio"/> | F |
| 2. She prefers her new phone to her old one. | <input type="radio"/> | T | <input checked="" type="radio"/> | F |
| 3. Only the police keep databases with people's images. | <input type="radio"/> | T | <input checked="" type="radio"/> | F |
| 4. Facial recognition helps protect children's right to live with their parents. | <input checked="" type="radio"/> | T | <input type="radio"/> | F |
| 5. We cannot be sure our information is private. | <input checked="" type="radio"/> | T | <input type="radio"/> | F |
| 6. The author's phone recognised her friend's picture. | <input type="radio"/> | T | <input checked="" type="radio"/> | F |

Objectives of the day:

1. Read for general idea and specific information.
2. Discuss how technology can affect your rights.

Materials: glitter jar (mason jar almost filled with water, big spoonful of glitter glue); photographs of students' faces from home, white paper (2 sheets per student) and tracing paper (1 sheet per student), pencils and erasers.

Open the day

- "Mindful Jar" practice.
- Tell students to look at your face and describe it. Draw what they say on the board. Remind students to focus on the size and shapes of your facial features. (long, thin face; big, round eyes, etc.) Invite students to come to the board and erase and correct different aspects of the drawing. Have students compare the drawing with your face and comment. Ask: *Does the drawing look like me? Would you recognise me from the drawing?* Tell students that this is the technique that policemen use when a person describes a missing person or criminal to them. Have students work in pairs. Collect all of the photographs and redistribute them so that students do not have their own photograph nor the photograph of the classmate they are working with. If students have not brought photographs, they can describe a classmate from another pair. Have one student describe the face of the person whose picture they have and the other draw the person. The students describing can help to correct the drawing, they just can't show the photograph to their classmate. Finally, have students compare the drawings with the photographs. Tell students to keep the drawings and photographs for the *Close the day* activity.

Open the book!**1 Read the article and write your own definitions for the concepts below.**

Have students read the title of the article and look at the pictures. Ask: *What type of technology do you think this article is about? (face recognition) Which rights do you think it will mention? (privacy)* Read the two concepts and make a quick prediction of what each means. Then have students skim the text for the main ideas and to check their predictions. Next,

have students work in pairs and compare their predictions with the information in text, and write definitions for the concepts. Have pairs share their definitions with the class.

 **Critical Thinking****In what other ways can technology affect our human rights?**

Call student's attention to the *Critical Thinking* box and ask students to think of other ways in which technology can affect our human rights. Tell them that this could be positively, but also negatively. Invite volunteers to share their ideas with the class.

2 Read and circle T (True) or F (False).

Ask students to read the statements and answer the ones they can from what they can remember from skimming the article in Activity 1. Then have them read the article more carefully and circle *T* or *F* for each statement. Tell students to correct the false statements in their notebooks. Next, have students check their answers in pairs and then check the answers with the class.

Close the day

- Tell students that they are now going to draw a picture of the same classmate that they drew in the *Open the day* activity, but this time they will be using a scanning technique. Ask them to look at the photograph of the facial recognition scan on page 127 and ask what the dots and lines do. Distribute tracing paper, pencils and erasers, and tell students to place it over the photograph and use dots to mark their classmate's different features. Then have them use the dots to draw a new picture of the classmate. Have students save their sets of drawings and photographs for the next class.



Practice Book: Assign page 98 as homework.

Objectives of the day:

1. Scan a text for specific information.
2. Discuss advantages and disadvantages.
3. Express and summarise opinions.

Materials: glitter jar (mason jar almost filled with water, big spoonful of glitter glue); students' photographs and sets of drawings (from previous class).

Open the day

- "Mindful Jar" practice.
- Collect all of the photographs and display them on a wall in the classroom. Have students exchange sets of drawings with classmates that they did not work with in the previous class. Then tell each student to study the drawings and try to find the corresponding photograph. If they didn't use photographs, have them find the corresponding classmate. Finally, have students discuss how difficult or easy they found the activity.

Open the book!

3 Read the article again and take notes in the chart.

Have students read the headings in the chart and predict what kind of information they would have to include under each. Ask students to name some of the uses that they remember from the previous reading. Then have them brainstorm others. Ask students to read the article again and take notes in the chart.

- **In the article, find what the numbers in the box refer to.**

Ask students to scan the article for the numbers and write what they refer to. Have students work in groups and check their answers to this activity and Activity 3. Then check the answers with the class.

Close the day

- Have students work in the same groups. Tell them to imagine that a new rule has been made at school: all students and teachers must pass through facial recognition to enter the school. Have students discuss the advantages and disadvantages of this new rule, whether they agree or disagree with it and why. Have each group summarise their opinions and then present them to the class.

Go to video "Alternative shopping: Vintage Markets." ▶ || ◻

Now is a good time to work with this unit's video. We suggest that you go to the Lesson Plan for this video and get an idea of which activity to do before students watch the video in the "Before Watching" section. Once students understand the concept of the video, invite them to watch it at home with their families. If appropriate, invite them to do the "While Watching" activities suggested in the Lesson Plan.

Our Rights

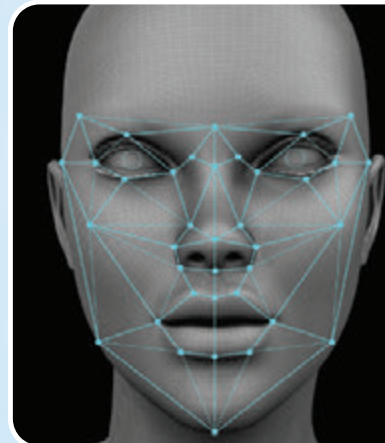
In many cases, facial recognition technology is used in a positive way. It can help improve lives and protect human rights. For example, in 2018, police in India used the technology to reunite lost children with their families. They were able to identify 3,000 missing children in just four days. Similarly, in 2008, two brothers started a website in Denmark with the aim of reuniting refugees with their families. It has reunited parents, children, sisters, brothers, aunts, uncles, nephews and nieces. If the website hadn't used facial recognition technology, this success wouldn't have been possible.

However, facial recognition technology can also cause serious problems. In fact, some cities in the United States, including San Francisco, have banned the use of this technology by police and local authorities. This is because the mathematical formulas are based on the faces of young white males, which meant that the information about women or people of colour was sometimes misleading. Some people even said that facial recognition technology was "techno-racism."

Privacy is a basic human right, and this technology might mean we have less control over our personal information. For example, did I give permission to have my photo taken? Do I know which organisations have access to my faceprint? What if someone takes a picture of my face without my permission and uses it to find out exactly who I am? I own my face (the one on top of my neck!), but I don't necessarily own a picture of it. Without strict rules, it will be difficult to protect our privacy.

Sharing My Picture

All of this was going through my mind as I logged on to my phone this morning. I was beginning to wish I had kept my old phone. Then I heard a "ping." My friend had sent me a funny selfie from the shopping centre. I picked up my phone, made a face, took a selfie (this new phone has a great camera feature!), and sent it. There's nothing to worry about, he's the only person who's going to see that picture, isn't he?



3 Read the article again and take notes in the chart.

Facial Recognition Technology		
Uses	Advantages	Disadvantages
Security services monitor people at airports.	It can help improve lives and protect human rights.	Information about women or people of colour is sometimes misleading.
Police make databases.	It can help identify missing children.	
Social media recognise pictures of users on websites.	It can reunite people.	
Shops use it to scan the faces of shoppers.		

- In the article, find what the numbers in the box refer to.

One in a million 20 3,000 117 million 98



How can we protect children's rights?

Knowing Your Rights

1 Listen and tick (✓) the correct definition for a "right." 

1. Something that a person is morally or legally allowed to have, get or do.
2. Something that a person would like to have, get or do.

2 Look at the pictures and write each sentence in the correct column in the chart.



eat chocolate



go on holiday



have a place to live



have a name and identity



have a smartphone



have a pet



go to the doctor



go to school



eat healthy food

Rights	Things We'd Like
<p>have a place to live have a name and identity go to the doctor go to school eat healthy food</p>	<p>eat chocolate go on holiday have a smartphone have a pet</p>

- Add two more ideas to each column.
 - Discuss and give reasons for your answers.
- 3 Make an illustrated poster with a list of children's rights.



Objectives of the day:

1. Understand the difference between needs and wants.
2. Describe and defend rights.

Materials: glitter jar (mason jar almost filled with water, big spoonful of glitter glue); poster paper (1 sheet per group), coloured pencils or markers (1 set per group).

Open the day

- "Mindful Jar" practice.
- Have students work in groups and brainstorm from memory a list of children's rights. Have students write their own lists. Then have each student put a tick next to the rights that they feel they enjoy and a cross next to the ones that they feel they don't. Then have them write a short statement for each right explaining why. Invite students to share their lists in pairs. Tell students to keep their lists for further reference.

Open the book!

Knowing Your Rights

1 Listen and tick (✓) the correct definition for a "right."

Ask students if they can remember what the definition for a "right" is. (something you are entitled to as a person) Have students read the definitions and choose the correct one based on what they already know about rights. Play Track 61 and have students check their answers.

Critical Thinking

How can we protect children's rights?

Call students' attention to question in the *Critical Thinking* box and ask them if they think children's rights are being protected all around the world. Ask students to work in the same pairs as in the *Open the day* activity. Have students look at their lists of rights and think of ways that they can protect each of the rights. Then have each pair work with another pair and share their suggestions for how to protect each right.

2 Look at the pictures and write each sentence in the correct column in the chart.

Have students look at the pictures and read the captions. Ask them to identify which of the pictures represent the rights on their lists. Then have students decide why the others are not on their lists. (Because they represent things we want, not necessarily things we need to maintain well-being.) Have each student classify the sentences in the chart.

• Add two more ideas to each column.

Have students add two more ideas to each column. Ask them to reflect on why they chose each item. You might have students number the rights in order of importance and wants in order of preference.

• Discuss and give reasons for your answers.

Have students work in groups. Ask each group to present their charts and the reasons for their answers. They can also share the order of importance that they chose and come to a consensus.

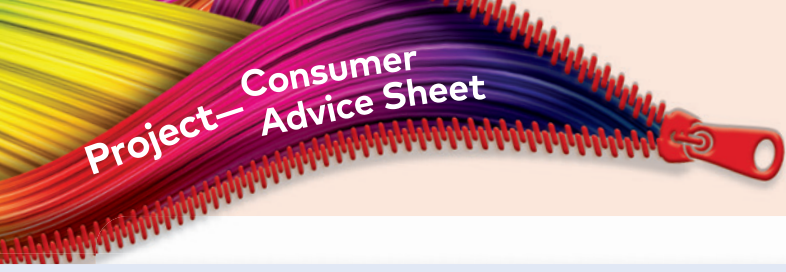
3 Make an illustrated poster with a list of children's rights.

Have students work in the same groups as before. Distribute the poster paper and coloured pencils or markers. Have each group make a poster to defend the right that they chose as the most important, or alternatively assign each group a different right. Ask them to design the poster with reasons for why this right is so important, examples of what they need to have to enjoy this right, and what to do if they don't enjoy this right.

Close the day

- Display each group's poster around the classroom and have the group present it to the class. Invite students to ask questions and comment on each right.

  Practice Book: Assign page 99 as homework.



Objectives of the day:

1. Understand and select appropriate advice.
2. Explain your choices about what to do in consumer situations.
3. Give consumer advice in different situations.

Materials: glitter jar (mason jar almost filled with water, big spoonful of glitter glue); Practice Book (page 105).

Open the day

- "Mindful Jar" practice.
- Write the words *consumer rights* on the board and ask: *Who are consumers?* (People who buy products and pay for services.) *Who protects their rights?* (the government) Draw a circle around the words. Start a mind map by drawing two lines out and adding two more circles; write *Services* in the one circle and *Products* in the other. Have students work in groups and copy and complete the mind map in their notebooks. Once they have finished, invite groups to come up and complete the mind map on the board. Help them to organise the mind map with sub-headings.

Open the book!

Explore

- **Read and tick (✓) the most appropriate answer.**

Have students read the titles, look at the pictures and predict what the text will be about. Ask them to think about the reasons why they take things back to the store and guess why the girl wants to return the item she purchased. Then have students skim the first text to check their predictions. Finally, ask them to read the two options and choose the piece of advice that they think is the most appropriate. Tell students to write down reasons for their choice in their notebooks.

- **In groups, explain your choices.**

Have students work in groups. You might want to group students so that there are students who chose both options in each group. Ask students to share their choices and present their reasons. Tell them to try to persuade their classmates that their reasons are correct and to come to a consensus based on logical reasons.

Produce

- **Go to Practice Book page 105. Use the template to complete a consumer advice sheet.** PB

Have students detach page 105 from their Practice Books. Ask students to read each case and think about the advice that they would give to the person. Tell them to try and think about the situation from different people's perspective. (a parent or spouse's advice, a shop assistant or owner's advice, a friend's advice) Then have students write the advice.

- **Compare your ideas in groups.**

Have students work in pairs and compare their ideas. Invite them to share the advice from the different perspectives.

Present

- **Check each other's advice sheets and make suggestions for improvements.**

Have students work in pairs and exchange their advice sheets. Ask them to correct their classmates' work, focusing on how practical their advice is and how sound their reasoning is. Then have them focus on grammar, spelling and punctuation. Finally, tell students to return the advice sheets, and have each student edit and make a final clean copy of one of the pieces of advice on a separate sheet of paper.

- **Present your advice sheets to the class.**

Invite students to present their advice for one of the cases. Encourage students to ask the presenter questions about their advice. Have the class vote on the best advice.

Close the day

- Collect students' clean copies of one of the cases and redistribute them so that no one has their own. Then have students work in pairs and create a role-play with the case and the advice sheet. Tell them that they can decide who is giving and receiving the advice. Invite volunteers to act out their role-plays.

Explore

- Read and tick (✓) the most appropriate answer.

Your Consumer Rights

Do you know when you can ask for a refund or exchange? Here are some common situations.

Debbie, whose parents give her an allowance every week, has been saving up for a great new pair of red trousers. She buys them from the shop and is sure they go with the jacket she got for her birthday.



When she gets home, she realises that the trousers don't go with her jacket after all. She wishes she had taken the jacket to the shop with her when she bought them. If she had done that, she wouldn't have bought them!

Can Debbie get a refund or exchange the trousers?

Unfortunately, Debbie does not have the right to get a refund or exchange the trousers. If the shop had sold her faulty trousers, they would have replaced them. However, they aren't faulty or the wrong size. She has just decided she doesn't like them. That is not the shop's problem.

Debbie does not have the right to a refund, as there is nothing wrong with the trousers. However, the shop should let her exchange them for another pair, as long as they aren't damaged. The shop manager will have them checked before making a final decision.

- In groups, explain your choices.

Produce

- Go to Practice Book page 105. Use the template to complete a consumer advice sheet. **PB**
- Compare your ideas in groups.

Present

- Check each other's advice sheets and make suggestions for improvements.
- Present your advice sheets to the class.



In the first situation, the mother should have her son checked by a doctor. Then she can make a complaint to the sock company and ask for a refund.



Can you use different phrases to talk about shopping?

1 Match the phrasal verbs with their meanings.

- | | | | |
|--------------|--------------------|----------------|-------------------------|
| 1. line up | wear in the shop | 5. take off | have none left |
| 2. pay for | return | 6. bring down | look in different shops |
| 3. take back | give money | 7. sell out | remove |
| 4. try on | wait behind others | 8. shop around | reduce |

Can you describe getting or having something done?



2 Complete the sentences using the correct form of *have* or *get* and the words in parentheses.

- I usually get my hair cut (hair / cut / get / my) every two months.
- He didn't fix the car himself, he had it fixed (it / fix / have) by a mechanic.
- My teeth hurt, so I'm going to have them checked . (them / have / check)
- We are going to get the house painted (get / paint / the house) next week.

Can you wish for something different in the past and present?



3 Write a wish for each situation.

- Oh no! It's raining! _____
- These shoes were expensive. _____
- Oops, I didn't try on these trousers. _____
- I don't have much allowance left. _____

Can you wish for someone else to change?

4 Look and write what you wish each person would do.



- _____
- _____

Objective of the day:

1. Self-assessment of Topic 4.

Materials: glitter jar (mason jar almost filled with water, big spoonful of glitter glue); *Expectations, Communicating, Phrasal Verbs, Silent Letters, Archaeology, Disasters, Health Phrasal Verbs, Homographs, Shopping and Electronic Devices* Flashcards.

Open the day

- "Mindful Jar" practice.
- **Play Spelling Bee:**

Organise the class into two teams. Give each student a flashcard, preferably one with one word only on the back. Tell them to keep their cards with the word-side down. Explain the rules of the game: a student from one team comes up to the front and a student from the other team shows the picture and reads the word on his or her card. If there is no picture on the card, students can describe or mime the word. Make sure that the student pronounces the word correctly. Then the student at the front spells the word. If the spelling is correct, the student wins a point for their team. The student who read the word then goes to the front to spell the next word. The team with the most points, wins.

Open the book!**Can you use different phrases to talk about shopping?****1 Match the phrasal verbs with their meanings.**

Remind students that the objective of these pages is to check how much they have learned in Units 7 and 8. Remind students after each activity, to draw a tick under the emoji that best represents how well they did on each task. (happy = very good; serious = ok; sad = you can do it better) Let students know that it is important for them to evaluate themselves honestly, so that they know what they need to review and improve. Let students know that this is also a good moment for them to ask you for help or to clarify doubts. Have students read the phrasal verbs and first try to use the phrasal verbs in a sentence. Then have them match them with their meanings. Check the answers with the class and have students use the words in sentences.

Can you describe getting or having something done?**2 Complete the sentences using the correct form of *have* or *get* and the words in parentheses.**

Elicit different services that students, or their parents, *get* or *have* done. Then have students complete the sentences. Invite volunteers to read their sentences aloud. Write a few on the board if students have trouble with word order.

Can you wish for something different in the past and present?**3 Write a wish for each situation.**

Have students read each of the statements. Then have them imagine each situation, and make a wish that they might make in each situation. Remind students that this can be a wish about the past, a regret, or a wish about the present. Have students share their wishes in pairs.

Can you wish for someone else to change?**4 Look and write what you wish each person would do.**

Have students work in pairs and describe each picture. Tell students to make a wish this time about the people in the pictures. It could be from a parent's perspective or from their own. Invite volunteers to share and write their wishes on the board. Then have students exchange books and check their classmates' wishes.

Close the day

  Practice Book: Assign Activities 1, 2 and 3 on page 100 as homework.

Go to video "Alternative shopping: Vintage Markets."

It's time to wrap up the work with this unit's video. You might want to do one of the "After Watching" activities described in the Lesson Plan or you may conduct some class feedback. If you choose the latter, you may guide students with the following questions: *Why do you think vintage markets are so popular? Would you buy items there? Is there anything about vintage markets that you don't like?*

Objective of the day:

1. Self-assessment of Topic 4.

Materials: glitter jar (mason jar almost filled with water, big spoonful of glitter glue); 14 strips of paper, small box or bag; Reader (1 per student).

Open the day

- "Mindful Jar" practice.
- **Play Action Charades:**

Write the phrasal verbs from Activity 1 on page 130 and from Activity 5 on page 131 on separate strips of paper, writing *zoom in* and *zoom out* separately. Fold up the strips and put them in the bag or box. Organise the class into two teams. Explain the rules of the game: a student from one team comes up to the front and picks a strip of paper. They then have ten seconds to mime the phrasal verb for their team to guess. If the team guesses the phrasal verb, they win a point. Then the next team takes a turn. The team with the most points, wins.

Open the book!

Can you describe how to use technology?

5 Read and number the pictures.

Ask students to label the pictures with the words in the box. Then have students work in pairs, and take turns explaining how to use a smartphone, first to a child and then to an elderly person. Invite volunteers to act out their role-plays.

Can you give additional information about people and things?

6 Combine the sentences using the words in parentheses.

Have students read the sentences and ask: *Who are Greta and Dylan? Who is Mr. Diamond? What is Amur Energy?* Then have students write sentences by combining the two sentences provided. Check the answers as a class. Then have students work in pairs and write other sentences about the characters, using *who*, *whose* and *which*. Invite volunteers to read out their sentences.

Can you talk about things that did not happen in the past?

7 Unscramble the sentences.

Remind students that sometimes we are not happy with our past actions and the consequences of these actions, these are called regrets. Invite students to unscramble the sentences. Then invite volunteers to write their sentences on the board. Correct the sentences with the class and underline the two verb phrases. Invite students to write two regrets that they may have. Invite volunteers to read out their sentences.

Finally, remind students to visit the online platform for more practice at home.

Home Connection

• Join a conservation group.

Ask students if they can remember what *conservation* means. Find out if there are any students that are part of a conservation group. This can be online or in real life. Elicit what a *conservation group* does for animals. Now ask if there are any students who would like to join a conservation group in their community or city. Have students discuss in groups how they can become part of a conservation group. Invite volunteers to share their ideas with the class. Tell students to do more research on conservation groups in their area and join a group that interests them.

Finally, remind students to visit the online platform for more practice at home.

Close the day



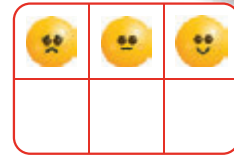
Have students recall what they remember about the story in the Reader. Play Track R4 again and ask them to read pages 30 to 35 in the Reader. If time allows, you may want to play the whole track again. Either way, give students a few minutes to go over the text again and ask vocabulary questions. Write the following questions on the board and ask students to answer them: *Where and when does the story take place? What happens at the beginning of the story? What is the problem in the story? How does the story end?* Finally, have students answer the questions about the story on pages 102 and 103 of their Practice Books.

  Practice Book: Assign Activity 4 on page 100 and page 101 as homework.

Can you describe how to use technology?

5 Read and number the pictures.

1. hold down 2. scroll down 3. turn on
4. zoom in and out 5. swipe across



Can you give additional information about people and things?

6 Combine the sentences using the words in parentheses.

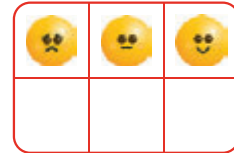
- Greta and Dylan helped solve the mystery. Their mum works at *Amur Energy*. (whose)
Greta and Dylan, whose mum works at *Amur Energy*, helped solve the mystery.
- Mr. Diamond tried to escape. He is the director of *Amur Energy*. (who)
Mr. Diamond, who is the director of *Amur Energy*, tried to escape.
- Vicky's car blocked the way. The car is small and red. (which)
Vicky's car, which is small and red, blocked the way.



Can you talk about things that did not happen in the past?

7 Unscramble the sentences.

- you'd / if / remembered / have / told me / I / would
I would have remembered if you'd told me.
- passed the exam / she / If she / studied more / had / would / have
If she had studied more, she would have passed the exam.
- we / have seen / we wouldn't / If / hadn't / the camera / fixed / the leopard
If we hadn't fixed the camera, we wouldn't have seen the leopard.



Home Connection

- Join a conservation group.



The Missing Jacket

IPA Pronunciation Guide

Vowels

i: te <u>ach</u> er	ɪ s <u>i</u> t	ʊ p <u>u</u> t	u: c <u>oo</u> l
e p <u>e</u> n	ə a <u>b</u> out	ɜ: g <u>ir</u> l	ɔ: t <u>a</u> lk
æ h <u>a</u> t	ʌ c <u>o</u> me	ɑ: c <u>a</u> r	ɒ f <u>r</u> om

Diphthongs

ɪə e <u>a</u> r	eɪ s <u>k</u> ate	
ʊə f <u>e</u> wer	ɔɪ b <u>o</u> y	əʊ k <u>n</u> ow
eə h <u>a</u> ir	aɪ m <u>y</u>	aʊ n <u>o</u> w

Consonants

p p <u>e</u> ncil	b b <u>l</u> ue	t t <u>e</u> n	d d <u>o</u> g	tʃ c <u>h</u> air	dʒ j <u>u</u> mp	k c <u>o</u> lour	g g <u>r</u> een
f f <u>a</u> mily	v f <u>i</u> ve	θ t <u>h</u> ree	ð f <u>a</u> ther	s a <u>s</u> k	z l <u>i</u> zard	ʃ s <u>h</u> eeper	ʒ t <u>e</u> lev <u>i</u> si <u>o</u> n
m m <u>i</u> lk	n n <u>o</u> se	ŋ l <u>o</u> ng	h h <u>a</u> t	l s <u>l</u> eeper	r g <u>r</u> ey	w s <u>w</u> im	j y <u>e</u> llow

Student's Book Audioscript

Welcome Unit

Track 1

Ms. Jackson: OK, class. Let's get to know one another. Have you thought about your promises for this year?

Class: Yes, Ms. Jackson.

Ms. Jackson: Remember, your promises can be about school, home, or free time, but they must be something you think you can really do. OK, you can go first. What's your name?

David: Hello, I'm David. I promise to be less impatient with my friends this year. We should work together and help each other.

Ms. Jackson: That's a good idea. We'll all work together as a team this year. Who's next?

Amy: Me!

Ms. Jackson: OK.

Amy: My name's Amy. I want to do all my homework on time. And I'll keep a journal to practise my writing skills.

Ms. Jackson: Great! Now, does anyone have a promise that doesn't have to do with school?

Jim: Yes! Me!

Ms. Jackson: OK, go on.

Jim: Hi, I'm Jim.

Ms. Jackson: Nice to meet you, Jim.

Jim: I'm going to reuse all my plastic bags and bottles. Recycling is important. We need to produce less rubbish.

Ms. Jackson: Yes, that's very important. Did you learn about recycling last year?

Class: Yes.

Ms. Jackson: OK, one more volunteer... Yes, what's your name?

Katya: Hi, Ms. Jackson, I'm Katya. My promise is about home. I promise to be more careful with my things. Last year, I broke my computer!

Ms. Jackson: Oh. That sounds like a sensible promise. OK, everyone. Now I want you to think about how you will keep your promises...

Track 2

Good Buddies

The Deal

It's 9 p.m. at the *Amur Energy* offices.

Woman: The pipeline will run from Siberia to the Sea of Japan.

Man: Amur Energy will be in control of all of the oil.

Woman: The diggers are moving in this weekend. Everything is ready.

Mr. Diamond: What about permission? It's a National Park, isn't it?

Woman: Don't worry about that. I'm sure we'll get permission. I have a contact who can help us out.

Mr. Diamond: Ha, ha. We're going to be rich!

Creak!

Businessman: Shhh! What was that noise? Did you hear it?

Mr. Diamond: It was just the wind.

They complete the deal and leave the building.

Mr. Diamond: When are you going to Vladivostok?

Businesswoman: I fly to Vladivostok on Saturday at 6 p.m. I'll check that everything is going according to plan.

Mr. Diamond: You do that.

One week later. In the Land of the Leopard National Park, Russian Far East, the chase is on...

Swish! Crack! Grrr...

Suddenly, the deer enters a clearing... And gets away.

The Amur leopard is caught in the lights and is terrified... And as quick as a flash, it is gone.

Track 3

Radio Presenter: Welcome to your Daily Fast Facts podcast. Today's featured animal is the Amur leopard. Zoologist Graham Burn is here to answer the questions you sent. Are you ready, Graham?

Graham: Sure!

Radio Presenter: OK. So, the Amur leopard is one of the world's most endangered cats. It is a solitary animal that sleeps in the day and hunts at night.

Graham: That's right. Its scientific name is *panthera pardus orientalis*.

Radio Presenter: Where do they live? In the mountainous forest of eastern Russia and northern China. Each leopard can have a territory of up to 200 kilometres! They used to live in Korea, but there has been no evidence of one there for a few years.

Radio Presenter: Really? That's a shame. I heard their name is related to the place where they live. A river, I think. Which river are they named after?

Graham: Most live in the Amur River basin of eastern Russia, in forests and mountain regions. That's how they got their name.

Radio Presenter: How big are they?

Graham: On average, they are around 1.2 metres long and 75 centimetres high. That's to the shoulder, not the top of the head.

Radio Presenter: How much do they weigh?

Graham: Between 30 and 50 kilograms.

Radio Presenter: OK. How long do they live?

Graham: In the wild, they can live up to 15 years.

Radio Presenter: What do they eat?

Graham: Well, they are carnivores. Their favourite food is deer. They might also eat rabbits, mice, dogs and even bears!

Radio Presenter: Wow! When was the first Amur leopard skin found?

Graham: The first skin was found in 1857 in Korea.

Radio Presenter: How many are there in the wild?

Graham: Around 80.

Radio Presenter: Only 80! Wow! Why are they critically endangered?

Graham: The main threats are habitat destruction, conflicts with humans, illegal hunting for fur and an already small population size.

Radio Presenter: Last question: who works to save Amur leopards?

Graham: Conservationists have fought to protect the Amur leopards' habitat for years. Then, in 2012, the Russian government created the Land of the Leopard National Park. Also, the Wildcats Conservation Alliance was created in 2018 to save both Amur leopards and wild tigers.

Radio Presenter: Thank you, Graham! You answered all the listeners' questions... Again!

Unit 1

Track 4

One

Boy: You're late again! Everyone has already left.

Two

Julia: I know you're having a good time, but I'm trying to study for a very important exam. Could you turn the volume down a bit?

Woman: Come on, Julia! You know it's my birthday.

Julia: I know, I'm sorry. Let's celebrate tomorrow. What do you think?

Woman: OK... You win.

Three

Receptionist: Was everything OK?

Woman: Yes, everything was OK... Oh, by the way, I couldn't open

the window. Maybe you could see what's going on, but everything was perfect.

Receptionist: Thank you for the report. We'll have someone check that.

Four

Man: Excuse me.

Waitress: Yes, sir. What's the problem?

Man: I've been waiting for over 50 minutes for my order. Where's my food? I'm hungry!

Waitress: I'm so sorry, sir. I'll see what's going on right away.

Man: Thank you, but what a disappointment! The service at this restaurant is terrible.

Five

Man: This is the final boarding call for passengers Emma Robinson and Peter Hawthorne flying to Tokyo on flight Y543. Your flight is about to leave. Please go to gate 25 immediately. The doors of the plane will close in five minutes. Final boarding call for passengers Emma Robinson and Peter Hawthorne...

Track 5

Communication Expert: When we talk to others, there are generally three different communication styles. We all communicate in these ways at different times.

The best type of communication is assertive communication. This is where we talk face to face. We make eye contact and take turns listening. We speak up, but we don't shout. We ask questions, show interest and give reasons for our ideas. This helps clear up misunderstandings. We don't avoid arguments with assertive communication, but we try to solve problems in a positive way. Assertive communication is different from aggressive communication. That is where one person shouts or

takes control of the conversation. Aggressive communicators cut in when someone else is talking and don't listen to what that person is saying. If you are an aggressive communicator, it's important that you take a few moments to calm down before you start talking. This type of communication makes others feel upset and bored. The last type of communication is passive communication. It is the opposite of aggressive communication, but just as bad. Passive communication is what happens when communication breaks down completely. Speakers might turn away from each other or cut off the conversation. If this happens often, it might be a good idea to have a third person present for conversations.

Track 6

Good Buddies

An Anonymous Call

Greta and Dylan have just arrived at school.

Vicky: See you tonight, guys. I might be late getting home. We have a lot of work at the office.

Greta: OK, Mum. See you later.

At the office...

Mr. Diamond: Vicky! We've been waiting for you since 8 a.m. Have some cake.

Vicky: Thanks, Mr. Diamond.

Mr. Diamond: We've just signed a big new international eco-energy deal a while ago! I'm so happy! Let's celebrate.

Later that day...

Ping!

Vicky: What's that?

An oil pipeline will destroy the Land of the Leopard!

Vicky: What pipeline?

The Amur leopard has been fighting for survival. Help us stop the pipeline and save the leopard!

Mr. Diamond: Vicky, can you write a press release about the deal?

Vicky: Oh... Sure.

Mr. Diamond: Is everything OK? How are Greta and Dylan?

Vicky: They're fine, thanks. Everything's fine.

That night...

News Presenter: In today's news...

Greta: Have you seen that van? It's been standing there for two hours.

Dylan: What van? I've just sat down! I didn't see anything.

Greta: There, look!

News Presenter: *Amur Energy* has signed a renewable energy deal to provide electricity from wind and solar projects.

Bzzz! Bzzz!

Vicky: Hello.

Jim: They're lying! It's nonrenewable energy. They are going to build an oil pipeline through the national park. I need your help.

Vicky: Who is this?

Track 7

Dylan: What have you been doing, Greta? You've been sitting at this table for a long time.

Greta: I've been working on my school project for three hours. I've almost finished, but I feel tired.

Dylan: You should take a break.

Greta: Yeah. Haven't you been working in your room, Dylan?

Dylan: No, I've already finished all my homework a while ago.

Greta: You look happy.

Dylan: I am! I've been chatting with my friend. We had a video call for the first time!

Greta: Cool... What's up, Mum? You look puzzled.

Vicky: Hmm... Yes. That was another strange phone call. I've been getting anonymous calls and messages all day.

Dylan: Really? That's weird.

Vicky: Yes... I wonder who it could be.

Track 8

For each item, write the correct answer in the blank. Write one or two words or a number or a date or a time. There is one example. Look at the questions now. You have 20 seconds.

You will hear an advertisement for young people's courses at DAME School.

Radio Presenter: If you want to improve your English communication skills in a fun and practical way, DAME School is the place for you. We have been offering high-quality classes in dramatic arts and music for more than 20 years. Our speech and drama classes have been getting more and more popular, and we are pleased to announce that our latest offering is a musical theatre class for 11- to 15-year-olds. Very soon we will have musical composition courses, too, but they are not available yet! These courses help young people become more confident and convincing, especially when using English as a second language. You don't need any previous acting or musical skills! Our drama classes give practice in written as well as spoken communication. One special skill you will learn is how to write a play with your classmates before you act it out. For effective communicators, how you sit, stand and look at people is as important as what you say. For this reason, you will also develop skills in positive body language and how to pay attention. This will help you speak up in a clear and confident way, even when using English as a second or foreign language. Classes take place twice a week for 12 weeks. We also offer intensive summer camps. These last for five or ten days. Five-day courses are

\$100 and ten-day courses are normally \$180! We have a new price this year for that last set of classes: only \$130. Don't miss this opportunity! There are 90 openings available in each course, but they have been going fast. If you are interested, get in touch soon. You can visit our website to see videos of activities and student performances. You will also hear what students who have been attending our classes have to say. For answers to specific questions, please drop us a line to jsweeney@dame.com. That's J-S-W-E-E-N-E-Y at dame.com.

Or, you can talk to someone directly at 1 5, 2 7, 2 7! See you at DAME soon!

Now listen again.

Track 9

Communication Expert: There are lots of ways to practise mindful communication, but the most important is to pay attention. When I was 12 or 13 years old, I always cut in when people were talking to me. I never let the others finish talking! Soon, I noticed that people didn't want to talk to me. That's when I decided to listen and let people finish what they were saying. It showed that I was paying attention.

Another lesson I learned was not to judge people. We all have our own ideas and often there is no right or wrong. I remember having a lot of arguments, especially with my parents, because we couldn't see each other's point of view. We have to accept each other's points of view. It's a good idea to say, "I understand," or "I see what you mean," even if you don't completely agree.

It can be very annoying to try to communicate with someone who is not present. For example, have you ever tried to speak to a friend

who is checking their phone or watching TV? It feels like they are not listening to you. We should stop doing other activities when someone is talking to us. It's also important to show interest. When the person who has been speaking finishes their story, you can ask them questions. Ask how they feel or what they are going to do next. It's not necessary to say what your personal feelings are. Remember, your objective is to understand what the other person is saying.

Finally, when we speak, it is important to be careful with the words that we use. Will they upset the person we are talking to? In everyday communication, it is never necessary to make another person angry or sad. We should remain kind when we communicate.

Track 10

Man: What would you like for your birthday?

Woman: Oh! Well, I need a new coat.

Man: OK...

A few days later...

Man: Happy birthday!

Woman: I said coat, not goat!

Track 11

One
coat, goat

Two
cheer, jeer

Three
frock, frog

Four
peas, bees

Five
tart, dart

Six
price, prize

Track 12

One
The goat was very expensive.

Two
The crowd jeers every time he kicks the ball.

Three
The frog is wet because it has been raining all day long.

Four
There are lots of peas in the garden.

Five
Don't touch the tart! It's not yours.

Six
The prize is \$100.

Track 13

For each question, choose the correct answer. There is one example.

What time is it?

Girl: Hey, Sam. What are you doing here?

Boy: I'm waiting for my friends. We arranged to play football, but I think there has been a misunderstanding.

Girl: Why?

Boy: Well, I thought we were meeting at 10 o'clock. I got here at 10, but I've been waiting here for half an hour.

Girl: Oh!

Boy: Yeah. I've just texted Matt. He's coming at 11!

Girl: So, you were supposed to meet at 11 then?

Boy: Yes. Oh well, only another half an hour to wait.

Now listen again.

One

What food did the girl bring to the party?

Boy: Did you enjoy the party last weekend?

Girl: Yes, but I made a mistake with the food.

Boy: What?

Girl: Well, we all agreed to bring some food to the party. I wanted to bring a cake, but Emily's mum made her one, so I didn't need to. We were talking about what to bring, but I wasn't really listening because I was late for basketball practice. I was sure we agreed that I should bring cookies, but Daniela brought cookies too. I was supposed to bring sandwiches! So, there were no sandwiches at the party, but lots of cookies.

Now listen again.

Two

How did the boy feel yesterday?

Girl: You look happy.

Boy: Yes, I am. I've just spoken to David. He said he was sorry for what happened yesterday.

Girl: What happened?

Boy: Oh, we fell out about something silly. I said "sorry" too because I got mad at him yesterday. I calmed down this morning. That's why I decided to call him. The problem was that we were both cutting in and not listening to each other.

Now listen again.

Three

Which platform is the train to Fairfield leaving from?

Man: Here we are. Platform 4. The train should be here in a minute.

Woman: Are you sure? There is a train over there at platform 5.

Man: Yes, I'm sure. I checked on the board. The train to Fairfield leaves at 4.40.

Announcer: The train arriving at platform 4 is the 4.40 from Fairfield. Calling at Morton and Sandford.

Woman: This train is the one *from* Fairfield!

Announcer: The train leaving platform 6 is the 4.40 to Fairfield. Calling at Lime Street and Fairfield.

Man: Oh...

Now listen again.

Four

Why can't the boy sleep?

Girl: Hi, Dan. What's up?

Boy: I'm so tired. I haven't been sleeping at night.

Girl: Why not?

Boy: My neighbours are so noisy. Their music is very loud. I don't mind about the music, but it wakes my baby brother up, and then he starts crying. He sleeps in the next room, so I can hear him. Dad shouted at the neighbours last night, but they didn't hear him. He calmed down this morning and talked to them.

Girl: How did that go?

Boy: It went fine. They were very friendly. They hadn't realised that their music was so loud. Hopefully I'll get some sleep tonight now that my baby brother won't wake up!

Now listen again.

Five

What is Aida doing now?

Boy: Hey, Aida. Have you finished eating?

Girl: Yes, I've just finished my dinner.

Boy: Can you help me with my homework? It's hard.

Girl: ...

Boy: Look, it's maths. I don't really understand it. You're good at maths, aren't you? Aida... Aida! Come on, help me with my homework!

Girl: What? Oh, sorry. I was just checking out this video on my phone.

Now listen again.

Six

What club does Dan want to join?

Girl: Did you have a good weekend, Dan?

Boy: Yeah. I've been thinking about joining a club. I went to the community centre to look at some options. There were a lot of different choices, like singing, dancing and acting.

Girl: What club do you want to join?

Boy: I'm not sure yet. I want to

become more confident, so my mum suggested joining the drama club. She likes acting, but I'm not so sure. I hate dancing, so I'm definitely not doing that! I like singing in the shower, but I don't want to do it on stage. I will give acting a try. Yeah, why not!

Now listen again.

Unit 2

Track 14

Radio Presenter: The way we communicate today is completely different from what it was like in the past. E-mails have replaced letters, and text messages have replaced phone calls.

Today, 69 percent of 12-year-olds in the USA own a smartphone, and the number is rising. Other devices, such as computers and tablets, are also popular. In fact, in some countries, the majority of 4-year-olds already own a tablet!

Smartphone technology has had a big effect on how fast we communicate. For example, it usually takes just a second for a text message to travel across a phone network from one place to another.

We also use smartphone applications for other things, like watching films, playing games, and learning languages. Around the world, 200 billion applications are downloaded each year. In fact, most children say that watching videos is their favourite smartphone activity. However, people in the US still send and receive an average of 94 text messages a day. Does this kind of communication bring any negative effects? What about the amount of screen time young people have? On average, 12- to 14-year-olds are using different devices for 6 hours per day, not including homework! Does this leave time for real face-to-face communication with friends and family? Another

concern is security. Are we careful enough about the information we share and who we share it with? Viruses can attack databases that hold our personal information. In fact, 24,000 dangerous apps are blocked each day.

What do you think? It's true that global communication has become faster and easier, but is it better than before?

Track 15

Good Buddies

Jim, the Volunteer

Dylan asks his mum to show him the latest message.

Dylan: Look, there is a link to a website. It says there used to be thousands of Amur leopards, but people would hunt them for their fur.

Greta: How did they get away with that?

Dylan: Well, it's illegal now. But they are still in danger.

Greta: Why?

Dylan: The leopards go to deer farms to get food, but farmers try to protect the deer and hurt the leopards. The leopards used to chase the deer in the wild.

Greta: Someone sent you this information for a reason, Mum.

Ding dong!

Vicky: Who's that?

Greta: It's the man from the van!

Vicky: Who are you?

Jim: My name's Jim. I've been sending you messages. I volunteer for World Conservation, but I used to be a security guard at *Amur Energy*.

Jim: Every night, I would lock the office. On my last night working there, I heard voices. It sounded like they were planning something.

Woman: The pipeline will run from Siberia to the Sea of Japan.

Businessman: Shhh! What was that noise?

Jim: Then they heard me, so I hid.

Greta: Who was it?

Jim: I'm not sure. The next day, I heard about the renewable energy deal on the news.

Jim: My organisation wants to stop this deal before it's too late. But they need more evidence that a pipeline is planned. Will you help?

Greta: Do you want us to help you?

Vicky: Well, I'm not sure...

Track 16

Vicky: Can you give us more information about it, Jim? *Amur Energy* is an eco-company. It doesn't build pipelines.

Jim: I promise that is what I heard. But someone needs to find more evidence and take it to the newspapers.

Vicky: Well, I'm still not sure. Would you like a drink? You look tired. Dylan, can you bring Jim some coffee?

Jim: No, it's OK. I'm fine.

Greta: You know, you can raise awareness of the Land of the Leopard by showing more pictures and videos on your website. I had no idea it existed!

Dylan: Yeah, World Conservation's website needs an upgrade. You can spread information very quickly.

Jim: Yes, I know. But we have to be careful. We need to make sure we have our facts exactly right before we say anything. Vicky, I'm sorry I sent you those messages, but I didn't want to contact your bosses yet. Can you just look and listen to see if anyone says or does anything strange?

Vicky: Well, I suppose I can do that.

Dylan: We can keep researching, can't we, Greta? I know! We can have a chat group and send messages to each other!

Track 17

One

talk

Two

listen

Three

doubt

Four

dialogue

Track 18

One

chalk, should, sold, would

Two

castle, faster, whistle, often

Three

lamb, climber, mumble, thumb

Four

build, tongue, guess, under

Track 19

Teacher: OK. A lot of you are starting to use digital devices much more than you used to do, so it's time to learn how to be good digital citizens. In the past, people would communicate by talking, using telephones and even writing letters! But you will all be digital citizens. Your teachers will ask you to send work to them online, you will communicate by text and so on. Digital citizens are people who develop skills to use the Internet and technology effectively. Being a good digital citizen means using technology responsibly. A good rule is to never post anything online that you would not say to someone in person. Writing rude messages about a friend in chat groups is an example of bad digital behaviour. If people use digital devices to make others feel sad or angry, it is called cyberbullying. Good digital citizens report cyberbullying to their parents or teachers.

Other ways of being good digital citizens have to do with security. Make sure you have a strong password—not something obvious like your birthday or your pet's name. Never share personal information like phone numbers or addresses online. You never know who might get this information in the future.

Finally, you can also be a good digital citizen with your homework. When you do research for projects or writing assignments, always check your facts. Don't just copy the first piece of information you find online!

Unit 3

Track 20

Paleontologist: It's true that sometimes fossils are found by chance, but usually we know where to look for them. We use geological maps of rocks to find out where to go. These maps tell us how old the rocks are, so we know it might be possible to find fossils of plants or animals from a particular time there.

When we turn up at the site, we look for pieces of bone on the ground. If we find some, we know that there may be fossils nearby. Of course, we have to pick up the bones we find and check them closely to make sure that they're not small stones after all. Even experts like me need some luck to find a fossil. Sometimes, I have to walk around looking at the ground for a long time before I come across anything. Sometimes, I don't find anything at all! The most exciting moment is when I see part of a fossil on a rock sticking out of the ground!

Most experts can figure out whether a rock is a fossil just by looking at it. But there is another way of knowing whether a rock is a fossil. You can lick it! There are

tiny tubes in bones that make your tongue stick to them. So, if your tongue doesn't stick to the bone, it's probably just a rock.

Once we find a fossil, we have to dig. We spend a lot of time digging in mud. It's still unlikely that we'll find a whole bone, and even less likely that we'll find a complete skeleton. But sometimes we do! We use large shovels to dig a hole in the ground around the bones. Then, when we get close, we use small hand trowels, brushes and knives to carefully remove the bone from the ground without damaging it. Obviously, the bones are very old, and sometimes pieces fall off. But paleontologists are experts at using glue to stick them back together. We often put a plaster cast around the bone to transport it. We're like doctors putting a cast on a broken arm or leg. Then we take the fossils, bones or skeletons back to the laboratory to look into their history. When we find a new species, we need to come up with a name for it!

Track 21

Good Buddies

In the Land of the Leopard At the Leopard National Park...

Male Volunteer 1: The Amur leopard is afraid of going anywhere near humans.

Female Volunteer 1: Yes. It's hard to keep track of their numbers.

Male Volunteer 2: Let's concentrate on getting to the clearing. We can hide the camera in a tree near there.

Brrrrr-rrrrugh!

Female Volunteer 2: What was that? It could be a machine.

Male Volunteer 1: It might be a bear!

Female Volunteer 1: It can't be a bear. There are no bears in this part of the forest.

Female Volunteer 2: Some people

don't agree with protecting the park. I think they are cutting down trees.

Male Volunteer 2: Let's put the camera up first, and then go and see.

Male Volunteer 1: I'm so interested in learning more about the leopard
Brrrrr-rrrrugh!

Female Volunteer 2: I'm concerned about finding out what is making that noise.

Brrrrr-rrrrugh!

Male Volunteer 1: Me too. I hope we find out more about its behaviour.

Male Volunteer 2: We're getting closer to the noise. We should be there soon. It must be a digger.

Male Volunteer 1: What are you doing?

Man in Digger Cabin: My job! Don't think about trying to stop me! More diggers are coming tomorrow! Ha, ha.

Female Volunteer 2: But this land is protected!

The volunteers are upset about seeing the digger.

Male Volunteer 2: Who would profit from clearing this land?

Female Volunteer 1: We have to stop them. We should come back tomorrow with more people and protest.

Male Volunteer 1: And let's put a notice on the website.

That night, Jim checks World Conservation's website.

Diggers seen in national park. Join our protest!

Jim: I knew it!

Track 22

Male Volunteer 1: Jane, come here quickly!

Female Volunteer 1: What is it?

Male volunteer: The leopard is on camera!

Female Volunteer 1: Oh, wow! What is it doing?

Male Volunteer 1: It's walking across the clearing. It looks like it's going to sit down right in front of the camera!

Female Volunteer 1: It's sunset. Remember that it goes hunting at night. It might be getting ready to hunt.

Male Volunteer 1: Maybe. Now, what is it doing? It's crouching down and...

Female Volunteer 1: Shhh! What's that noise?

Male Volunteer 1: It's growling!

Female Volunteer 1: Do you think it's getting ready to attack?

Male Volunteer 1: There are no other animals there. It can't be getting ready to attack.

Female Volunteer 1: Hmm. Well, it's stopped now. It's resting.

Male Volunteer 1: It could be enjoying the sunset. It's beautiful.

Female Volunteer 1: Oh! Now it's rolled onto its back. It's playing.

Male Volunteer 1: It must have an itchy back. I'm sure. My cat does that, too.

Female Volunteer 1: Now it's picking up that branch with its paws. How clever! I can't believe we're seeing all of this. I think it should leave that branch and go soon. The Amur leopard doesn't stay in the same place for long.

Male Volunteer 1: That's true. Yes, it's sitting up, now.

Female Volunteer 1: Hmm, it's probably about to leave.

Male Volunteer 1: Oh! No, it isn't. It's staring straight at the camera.

Female Volunteer 1: Yes, it is! It can't know that we're watching it!

Male Volunteer 1: Surely not!... That's impossible!

Track 23

You will hear a radio interview with a young metal detectorist called Andy. For each question, choose the correct answer. There is one example.

Look at questions 1 to 6 now. You have 45 seconds.

Presenter: Today, we have 12-year-old Andy Roberts in the studio.

His hobby of metal detecting put him in the news this week. Andy, how long have you been a metal detectorist?

Andy: I first got interested in getting a metal detector two years ago when I saw a programme about paleontology on TV. I wasn't so interested in fossils, but I thought it would be fun to look for valuable or historical objects. I eventually received a metal detector last Christmas, but I didn't use it for a few months because it was too cold outside. I started using it in the spring on a sunny day. I just picked up the box and figured it out.

Presenter: Metal detectors are pretty big. They must be heavy. Is that right?

Andy: I was concerned about carrying the metal detector for long distances, but actually it is pretty light and easy to use. Also, I don't go very far from the house, so I have no problem using it.

Presenter: So, where do you usually look for treasure?

Andy: I used to look for things in our garden. We have a big garden, but I never came across anything interesting. So, I tried the fields at the back of the house. Mum told me to stop because there was too much mud! So now I usually go to the beach. We live near the beach and I always go at low tide.

Presenter: And what other equipment do you need to take with you?

Andy: When I started, I usually turned up with just my detector. But then I realised that the things I found were usually buried under the ground. So now I take a hand trowel to dig a small hole.

Sometimes my granddad comes with me, and he brings a shovel, but that's not really necessary. I've walked up and down the beach 100 times now, so when the detector makes a beeping noise, I know it can't be anything that big.

Presenter: So why were you in the news this week? Tell us the story.

Andy: One of my friend's neighbours was working in his garden and lost his ring. He put a post online to ask if anyone had a metal detector to help him find it. So, my friend told me about it. When we got to the man's house, he was already thinking about digging up the whole garden, but when he saw my detector he decided not to. We searched everywhere, and eventually I found the ring behind a tree. The man was so happy he called the local papers, and they came and took a picture!

Presenter: It must be exciting when you find something. Is that the best thing you have found?

Andy: It's probably the most important one, but what I really like is to find something and not know what it is. When that happens, my granddad and I talk about what it might be, and we look into it when we get home. Of course, I find a lot of junk too, like cans that people leave on the beach. I always pick them up and put them in the rubbish bin.

Presenter: Well, good luck in your future searches and thanks for coming on the show.

Andy: You're welcome!

Track 24

Teacher: OK, class. Today we're looking at techniques for learning to learn. Remember we talked about how it is important to be curious. That is, always ask lots of questions. You don't need an answer immediately. In fact, it's

better to look into a topic further before deciding on answers.

It's not important whether you are right or wrong. What's more important is the process of finding out.

Remember that learning should be fun. Keep an open mind and look for information from different sources. Every detail helps when you make connections between different ideas. You don't need to come to a conclusion right away. Finally, remember to react personally. That means expressing your feelings or saying what you can see, hear or taste. For example, when you visit a new place, do a new activity or see something interesting, you will get to know yourself better and learn more while you are doing it.

Track 25

mad, made
well, wheel
sit, site
sock, soak
tub, tube

Track 26

Fred the archaeologist took his plan and got on a plane.

When he arrived at the site, he looked for a well.

When he looked down it was dim, but he managed to see a dime at the bottom.

He climbed down and his tube socks got wet.

He took note of his findings so that he would not forget anything.

The coin had a picture of a beast inscribed on it. This finding was the best.

Track 27

For each question, choose the correct answer. There is one example.

You will hear two friends talking about a school project they

have to do. Why does the boy want to research the Tomb of Tutankhamun?

Boy: So, have you started the project on great discoveries?

Girl: Not yet. Have you come up with any good ideas?

Boy: Well, I thought about researching the Tomb of Tutankhamun. There must be lots of websites about it because it's really famous.

Girl: Sounds like a good idea. Can you imagine finding an Egyptian mummy? Amazing! And all that treasure!

Boy: That's why I'd like to do my project about it. They came across all kinds of things in the tomb, like gold, jewelry and even furniture!

Now listen again.

One

You will hear two conservation workers discussing something they have found on the ground. What does the man say about the bones?

Man: Come here. Look! What do you think that is?

Woman: Where? On the tree?

Man: No, down there in the mud.

Woman: Hmm. They look like bones. What animal was it? They might be chicken bones.

Man: They can't be! There aren't any chickens around here. They're quite small bones, though. They must be from some kind of bird.

Woman: One thing is for sure. The leopard has been here! I can see his pawprints.

Now listen again.

Two

You will hear two friends talking about something one of them lost. Where did Jenny lose her earrings?

Harry: What's the matter, Jenny?

Jenny: I lost my earrings, Harry. I hope they didn't fall off when I was swimming in the ocean.

Harry: No, they must be here

somewhere. I'm sure they will turn up. I'll help you look for them if you like.

Jenny: Yes, please. It's a little hard in this sand, though. I'm sad because they were a birthday present.

Harry: Wait a minute... What are these shiny things on your towel... Earrings!

Jenny: Oh, thanks! Maybe they fell off when I was drying my hair. I'll put them in my purse. I'm afraid of losing them again.

Now listen again.

Three

You will hear two friends talking about a news item. What does the boy say about the archaeologist?

Boy: Did you see that amazing story on the news last night?

Girl: What story?

Boy: Archaeologists in Guatemala have found an old Mayan city in the forest. But they didn't do it by digging with shovels. They flew over the forest in a plane and scanned the ground with lasers. They found out that there were thousands of buildings under the trees.

Girl: Wow! That sounds awesome.

Boy: And they say there must be other cities nearby, so they are still looking for more.

Now listen again.

Four

You will hear a paleontologist talking about his job. How does he feel at the moment?

Paleontologist: I've been at the archeological site all day. I need a rest.

Woman: It sounds like a difficult job.

Paleontologist: It is. I've been on my knees all day and my back hurts. It would be OK, but we haven't found anything yet. It can be frustrating, but we have to be patient. It will be exciting when we find what we are looking for.

Woman: Why don't you go to the doctor about your back? She'll look into it.

Paleontologist: No, it's OK. I'll be fine. I just need a bath and then bed.

Now listen again.

Five

You will hear two friends talking about when they were younger.

What sometimes happened during the game?

Man: Did you have any birthday parties when you were a child, Kate?

Kate: Yes, just a few friends would come for cake, and we'd play games in the garden. My favourite game was called Scavenger Hunt.

Man: What was that?

Kate: Dad used to organise it. He left questions around the garden. We would answer the questions, and they would lead us to a prize. Sometimes it could be difficult, and we couldn't always figure out the answers.

Man: What happened then?

Kate: Oh, I still got a prize. It was my birthday, remember!

Now listen again.

Unit 4

Track 28

News Reporter: Good evening, and here is the 6 o'clock news. There was a 7.4 earthquake in Indonesia this morning. The earthquake caused buildings and roads to shake and there was some damage, but the biggest concern is that there might be a tsunami. You remember the consequences of the tsunami in the region two years ago, when the last big wave flooded thousands of houses and a lot of people lost their lives. As a result, people in coastal towns are leaving their homes and moving up into the mountains.

Meanwhile, in California, the wildfire that has been burning for three weeks is finally under control. Firefighters managed to stop the

fire from spreading to towns and cities. Although most wildfires are caused by people, it is believed that this latest one was caused by a flash of lightning that set fire to a tree during a recent storm.

Geologists studying the Mauna Loa volcano in Hawaii have raised the alert level from "advisory" to "watch." This means that the possibility of a volcanic eruption is higher than normal although no one is sure when it will happen. The last big explosion was in 1984, when lava suddenly burst out of the top of the volcano and moved towards the city of Hilo. Fortunately, no one was injured. Finally, there were an incredible 1,000 flashes of lightning in only three hours over Seattle last night. After that, heavy storms caused floods and some streets were covered in over one metre of water. Forecasters say that the storms and lightning are part of a typhoon that is moving away from the coast and across the Pacific Ocean. People need to be careful; typhoons bring high winds and floods. Now for sports, with Jeff.

Track 29

Good Buddies

The Protest

Greta: Hey, Mum. Some volunteers came across some diggers in the Leopard National Park.

Vicky: It must be the pipeline! Maybe Jim is right.

Greta: Well, they aren't digging at the moment. There is a protest.

Dylan: I don't think they'll be digging for a few days. There is a typhoon in the area. The weather forecaster is telling people not to go out.

At the national park, things are getting tense...

Protester: Who are they?

Male Volunteer: We don't know. We

asked them not to cut down any more trees, but they said they were just doing their job.

Female Volunteer: So, now we are not moving.

Protesters: Protect the leopards!

Protect the leopards!

Protester: I think we'll have to move soon. Look, it's clouding over!

Female Volunteer: That's going to turn into a typhoon. Let's take cover!

Whoosh!

Crash!

Man in the Digger: Don't leave!

They told us to stay with the machines! Arrgh!

The next day...

Male Volunteer: Look at all this damage. They said it would be bad on the news, but not this bad.

Man in the Digger: Don't go near the machines, please. They are ruined and the workers have left. I'm going to get into trouble.

Female Volunteer: Never mind that! We're taking you to a doctor.

In the offices of Amur Energy...

Mr. Diamond: What? All the workers and machines? Then get some more. This project has started now, and we can't stop it!

Vicky: Hmm...

That night...

Vicky: He said that the project had started, and they couldn't stop it. I think he knows something.

Greta: Jim asked us to call him if we learned anything.

Vicky: Greta, could you pass me the phone?

Track 30

Radio Reporter: Franklin Primary School was evacuated today after the roof collapsed during a heavy thunderstorm. The head teacher said that students had been in classes when the storm started. The accident happened in a sixth-year classroom. One student said

that there had been a crack in the roof where water had come in. A concerned parent said that she had reported the problem before. The students were taking their books out of their bags when there was a loud crash at the back of the room. Things got worse when floodwaters began to rise in the school yard. At that point, the head teacher decided to close the school. The storm died out this afternoon, and teachers have helped to clear the water. Builders are making repairs to the roof now, but they said it would take a week to fix it completely. However, the head teacher said that the school could reopen tomorrow, and students would share classrooms.

Track 31

One

Reign, R-E-I-G-N.

Two

Ate, A-T-E.

Three

Blew, B-L-E-W.

Four

Sun, S-U-N.

Five

Eight, E-I-G-H-T.

Six

Son, S-O-N.

Seven

See, S-E-E.

Eight

Sea, S-E-A.

Nine

Hear, H-E-A-R.

Ten

No, N-O.

Eleven

Here, H-E-R-E.

Twelve

Knight, K-N-I-G-H-T.

Thirteen

Too, T-O-O.

Fourteen

Two, T-W-O.

Fifteen

Know, K-N-O-W.

Sixteen

To, T-O.

Seventeen

Sale, S-A-L-E.

Eighteen

Buy, B-U-Y.

Nineteen

Blue, B-L-U-E.

Twenty

Night, N-I-G-H-T.

Twenty-one

Bye, B-Y-E.

Twenty-two

Sail, S-A-I-L.

Track 32

Whether the weather be cold,
Or whether the weather be hot,
We'll weather the weather
Whatever the weather
Whether we like it or not.

Unit 5

Track 33

Teacher: OK, everyone. We're talking about getting fit today. Let's take a look at the poster "Healthy Mind, Healthy Body!" Getting fit is about your brain as much as your body. There are four main ways to get fit. What's the first one?

Girl: "Don't Worry, Be Happy!"

Teacher: That's right. That means staying positive. If we are feeling low, sometimes the smallest actions can make us feel better.

For example, play with your pet or go for a walk. This is a good chance to work out. What's the next one?

Boy: "Eat Well," that means having a balanced diet.

Teacher: What's a balanced diet?

Boy: Eating fruit and veggies and drinking water.

Teacher: Good. You should also eat grains and cereals and protein. Don't forget to cut back on sweet snacks. They are delicious but can be harmful. You should also pay attention to when your stomach is full. Don't eat and drink too much. OK, what's the third piece of advice?

Girl: "Get Active"

Teacher: Are you all active?

Class: Yes!

Teacher: Every day?

Class: Yes.

Teacher: The important thing is to do things you enjoy. Some options for looking after yourself by working out can be karate, yoga, baseball, anything that gets you moving around! Limit your screen time to no more than two hours a day—not including homework, of course!... What's the last one?

Boy: "Get Enough Zzzs"

Teacher: Yes, rest is important.

Do you feel active or worn out?

Sometimes, some of you look tired.

Are you getting enough sleep? How much do you think you need?

Boy: About 6 or 7 hours?

Teacher: Well, everybody is different, but experts agree that 12-year-olds still need about ten hours a night. If you are tired all the time, you might get sick. Coming down with the flu, for example, is a normal situation, but if you look after yourself using these tips, you can get over any illness. Are there any questions you would like to...

Track 34

Presenter: Hello, and welcome to this week's podcast. Today we're discussing how to take care of yourself. We have four guests here to tell us about difficult situations in their lives and what they did about them. Let's meet them and

hear about their stories.

Jim: Hi, I'm Jim, and I'm 15 years old. Three years ago, I was in a road accident that left me disabled. I can't walk, and I have to use a wheelchair. For the first year after my accident, I couldn't leave home for any reason. I was completely housebound and felt very frustrated. Eventually, when I could move around again, my friend told me about a wheelchair basketball team. I went to some practice sessions and started getting confident. I loved it!

Sheila: I'm Sheila, and I'm 70 years old. Last year, my husband died. I was very lonely for a long time, as all of my three children live in other countries. Then, last month, I decided to join a gym. It has changed my life! I go every day and have lots of new friends. I still miss my husband, but I feel much better.

Erika: My name's Erika. Last year, I was bullied at school. Three of my old friends started saying horrible things about me, and I didn't know what I had done wrong. They gossiped about me in the classroom and said things about my personal life that weren't even true. I started to get very sad, but then another student invited me to an after-school drama club. It's great fun, and I have lots of new friends now. I even think my old friends are jealous of me because one of them spoke to me again and asked about the club!

Tom: Hi, I'm Tom. I had a simple problem. I got stressed about end-of-year exams. I ate a lot of junk food and started to feel depressed. I was so sad I just used to sit in front of my laptop and look at the screen. Finally, I decided to do something. I stopped eating junk food and started playing sports with my friends at the weekend. I thought about things not related to studying, and I felt much better.

Presenter: Thanks, everyone. Now, let's talk about your stories in more detail...

Track 35

Good Buddies

At the Sports Centre

Greta and Dylan are bored.

Dylan: What can we do today?

Vicky: You need to do more exercise. How about going swimming?

Greta: Swimming is a good idea!

Outside the sports centre...

Vicky: You have to put your things in a locker. If I were you, I'd leave your tablet with me.

Dylan: OK, Mum. I was just checking if there was any more news from Jim.

Vicky: I ought to call him... OK, I'll pick you up in a couple of hours.

Greta: Bye, Mum!

In the pool...

Dylan: Hey, Greta. Look at that guy near the diving board. Check out the cool leopard design on his swimming trunks!

Greta: And his hat!

Dylan: Raaaargh!

Greta: Ha, ha. Come on! We need to go. Why don't we race to the other end?

Later...

Vicky: How was it? Dylan, you ought to dry your hair! You'll come down with a cold.

Dylan: Mum... Leave me alone!

Vicky: Oh, hello Mr. Diamond. I didn't know you enjoyed swimming.

Mr. Diamond: Hello, Vicky! Yes, I love it. Swimming is good for my health. These must be Greta and Dylan. Nice to meet you.

Greta and Dylan: Hello!

Mr. Diamond: I have to get to the office.

Vicky: On a Saturday?

Mr. Diamond: Yes... Well, we're very busy at the moment. Actually, I need some help with jobs around the house. Maybe Greta and Dylan would like to earn some money next weekend?

Greta and Dylan: Cool!

On the way home...

Greta: Hey, Mum. We might find some evidence of the pipeline!

Vicky: I don't want you to get in trouble. It was kind of Mr. Diamond to offer you work. Just do your jobs and come home. We have to be careful.

Track 36

Sports Teacher: Fitness is important for everyone, but for 12-year-olds a combination of cardiovascular exercise and strength training is most effective and fun!

Preteens need to do cardiovascular exercise three or four times a week for 30 minutes at a time.

Swimming and running are good options. You could also try hiking. Walking in the mountains will also give you plenty of fresh air.

You are still growing, so you don't have to do too much strength training at the moment. Training that works all the muscles will help balance your overall fitness. If you are on a sports team, you ought to be getting strength training, like doing push-ups for your upper body and squats to get strength in your lower body.

With this combination, you will be on the way to a fit and healthy life! Why don't you set yourself some goals? Are you on a team or are you going to take part in a competition?

Finally, always remember that the activities you choose should be fun for you. If you like doing exercise, you will probably continue doing it throughout your life.

Track 37

For each question, choose the correct answer. There is one example.

You will hear two friends talking about an illness. What advice does the girl give?

Girl: You don't look very well, Jim. Are you coming down with something?

Jim: I think I've got a stomach infection. I feel sick.

Girl: I usually drink lots of water when I've got a stomach infection.

Jim: Yeah. Drinking water is good. I'm not drinking milk!

Girl: Why don't you get some rest? You look worn out.

Jim: That's a good idea.

Now listen again.

One

You will hear two friends talking about a hygiene problem. What instructions does the boy have to follow?

Boy: I bought some new shampoo.

Girl: Why?

Boy: My hair is starting to get oily and dirty. Ugh, it's disgusting!

Girl: You should look after your hair. Washing it every day helps. You ought to comb it, too. Ha, ha.

Boy: Very funny. On the bottle, it says I have to use the shampoo every two days.

Girl: Do you need to wash it twice? I always have to wash my hair twice with my shampoo.

Boy: No, it doesn't say that I need to do that.

Now listen again.

Two

You will hear two friends talking about school lunch. What does the boy suggest?

Girl: I don't know. It's chicken again, or a salad. I'm getting bored of these school lunches. I always get hungry later in the day, then I eat chips or sweets when I get home.

Boy: Eating salty or sugary food isn't good for you.

Girl: Yes, I know. I'm trying to cut back on them.

Boy: If I were you, I'd bring my own lunch.

Girl: Can I do that?

Boy: Yes! But if you bring your own lunch, you can't have anything from the school menu.

Girl: That's OK, I wouldn't miss it.

Now listen again.

Three

You will hear two friends talking about a new hobby. How does the girl feel now?

Girl: Well, I've joined a club.

Boy: What club?

Girl: A sports club. I do yoga. It's great fun. You know I've been feeling lonely since my friend Emma moved away. Well, I've made lots of new friends at the club. Plus, it's a really good workout. I'm really tired after each class.

Boy: I've never tried yoga. Does it make you feel relaxed?

Girl: That's the best thing about it. Before I started yoga, I used to get really stressed about everything. But now I feel relaxed.

Now listen again.

Four

You will hear two friends talking about what they did last night.

What is Jack's problem?

Girl: Are you OK, Jack?

Jack: Hmm... Yeah. I was working on the science project until late last night. It was really hard. I'm glad I finished it!

Girl: Yeah, I had trouble with it, too.

Jack: Then I started playing a computer game. It took me two hours to reach the next level. I got to bed really late. I've only had five hours of sleep.

Girl: Five hours? No wonder you look so worn out!

Now listen again.

Five

You will hear a doctor describing an injury. What does the girl need to do?

Doctor: Hmm. Well, it looks like you've sprained your ankle. You won't be able to play football for a few weeks.

Girl: Oh, no. We have the finals next week. Now I'm depressed.

Doctor: Also, you cannot walk on it for five days. You need to stay in bed with your leg raised for three days. I'm afraid you will be housebound.

Girl: Oh, no.

Doctor: The good news is that you will make a full recovery. When you get over the injury, you can start playing football again. Now, I'll ask the nurse to get you a wheelchair you can borrow.

Now listen again.

Track 38

i /aɪ/ – high, light, right, night, might, sigh, fight

ei /eɪ/ – eight, neighbour

ough /uː/ – through

ough /ɒf/ – cough

ough /ʌf/ – rough, enough

ought /ɔːt/ – caught, ought, brought

ough /əʊ/ – although

Track 39

A Terrible Cough

Man: I caught a cold, My temperature's high.

I can't stop coughing, And my throat is dry!

Woman: I know you have a cough! I could hear you through the night. You ought to take some medicine, And turn off the light!

Man: But I caught a cold, I feel really rough.

I want to take some medicine, But there isn't enough.

Woman: Not enough medicine? That's not right!

I brought you some cough syrup, In the middle of the night.

Man: I took eight spoonfuls,

Although I wanted more.

Now I might be sick,
Who's at the door?

Woman: It's the neighbour,
They're complaining,
They can hear you through the wall,
Coughing and sighing,
It's no good at all.

Man: But I have a cold,
I don't want to fight,
I'll take the syrup you brought,
And turn off the light!

Track 40

Doctor: OK, Tom. I'm just going to ask you some general questions about your health and how you feel, OK?

Tom: Sure.

Doctor: How often do you work out?

Tom: I try to do exercise every day. I play football at the weekends and go swimming during the week. But I have more homework now. I used to go swimming every day, but now I can't. So maybe three to five times a week.

Doctor: OK. You ought to keep exercising every day if possible. Can you run for ten minutes without stopping?

Tom: I think so. Our football games are an hour long, and I run around for the whole time. I'm worn out at the end, though.

Doctor: OK. Let's talk about nutrition. How often do you eat sugary foods?

Tom: I love desserts! I always have dessert after every meal. And I usually eat some sweets every day, too. Sorry.

Doctor: If I were you, I'd cut back on sugary foods a little. You need to look after your teeth. But we'll talk about that later. Do you always wear a helmet on a bicycle or skateboard?

Tom: Well, I don't have a skateboard, and I don't ride a bike often, but when I do, yes, I use a helmet. You

have to use one, don't you?

Doctor: Well, yes. Everybody ought to wear one for their safety. I do when I cycle to work. OK, let's change the subject. If you have a problem, who do you talk to? Friends or family?

Tom: Both. But it depends what the problem is. Some things I tell my mum, others my best friend, Dave.

Doctor: Do you have any concerns about diet, exercise, sleep or homework?

Tom: I have too much homework, so that makes me tired. I sometimes stay up late, so I don't get enough sleep.

Doctor: Yes, it's important to get enough sleep. You should try to get more. OK, last question. What makes you the happiest?

Tom: Uhm... Hanging out with friends is my favourite activity, I think.

Unit 6

Track 41

One

Boy: I always help out with housework. For example, I clear the table and do the dishes. Then I get on with my homework!

Two

Girl: I earn money by washing my mum's car every Sunday. I also do it to thank her because she takes me to school in it every day. First, she drops off my brother at preschool, and then me.

Three

Girl: I walk the dog every evening after dinner. Her name's Pica. I take her on a leash because, if I didn't, she would run off! She's always trying to pull in different directions. She's difficult to control!

Four

Boy: I always take out the rubbish. The sanitation workers come on Saturday mornings, and they

stop at the end of the street. It's actually a really long walk! If we have a lot of rubbish, my brother helps me. We take the rubbish from the kitchen and off the rubbish bins in the garden.

Five

Boy: I help my dad mow the lawn. To be honest, I don't enjoy it because we have a big lawn and the lawn mower is heavy. I get rid of the grass cuttings by putting them on the compost pile. I throw them on top of all the old fruit and vegetables.

Six

Girl: My only job is to keep my room clean. That means hanging up my clothes in my closet. It drives my mum crazy that my clothes are always on the floor. I also have to put away my computer games and magazines. I usually just put them under my bed.

Track 42

Good Buddies

Mr. Diamond's House
It's Saturday, and Greta and Dylan are earning some pocket money.

Dylan: Remember that you asked if we could help you?

Mr. Diamond: Oh... Yes. You're right, I did. I wonder if you could mow the lawn, Dylan.

Mr. Diamond: OK, Greta. What can you help out with? Can you wash my car?

Greta: Yes, of course. Could you tell me where the sponge and bucket are?

Dylan: Oh... And do you know where the lawn mower is?

Mr. Diamond: Don't worry. I'll get everything.

Half an hour later...

Greta: What's that? It says, "Pipeline project."

Greta: Dylan, come here!

Dylan: This lawn mower's heavy!

Dylan: Can you see what it says?
Do you think we can take a picture?

Greta: There is a record of everything. It's not an eco-energy deal. Jim is right.

Dylan: Mr. Diamond is going to make a lot of money. Quick, take a picture.
Click.

Greta: Wait a minute... Look!

Dylan: It's Jim! And what's that?
Do you know where "Leopard Designs" is?

Click, click.

Mrs. Diamond: What are you two doing? Why are you looking inside the car? Don't do that!

Greta: Sorry, Mrs. Diamond. We won't do it again.

Mrs. Diamond: Hmm, OK. You look thirsty. What do you want to drink?

Later that day...

Greta: Look what we found before Mrs. Diamond came over and asked us what we wanted to drink.

Vicky: What you did was wrong even if you wanted to help! Never do that again, OK?

Dylan: Sorry, Mum.

Vicky: Should we go to the police?

Jim: Let's visit "Leopard Designs" first.

Track 43

Mum: Did you get many sponsors for Scout Job Week?

Boy: A few. First, I went to our neighbour Ms. Smith's house. She asked if I could mow her lawn. She gave me five pounds! Then I went to see Grandpa. He asked if I wanted to wash his car.

Mum: Did you want to?

Boy: Ha, ha. Not really. But it's Job Week, so I had to! He gave me another five pounds. Then I went to see Aunt Lucy. She was very busy, and she said her dog needed to be walked. So, she asked if I could do it.

Mum: Oh, yes. What's her dog's name, again?

Boy: Shep. I love Shep. He's a great dog. I like walking him.

Mum: Where do you usually go?

Boy: To the big park behind Aunt Lucy's house, remember?

Mum: Oh yes, of course.

Boy: Anyway, my last sponsor of the day was Mr. Wilkins. He was in his garden when I walked past his house. I told him about Job Week, and he asked if I wanted to water his plants. That took a long time. He's got a lot of plants and no hose. I had to use a watering can!

Mum: So, who gets the money you raise?

Boy: The Children's Hospital.

Mum: That's good. When does Job Week finish?

Boy: Tomorrow.

Mum: Great! Because I have lots of things for you to do now!

Track 44 One

Did you produce the film?
Look at all the fresh produce!

Two

We are working on a project.
You can project the photos onto the screen.

Three

He's going to record the interview.
He kept a record on the computer.

Four

I got you a present for your birthday.
She will present the results.

Five

I refuse to believe it.
The refuse collector is here.

Six

It is hot in the desert.
Don't desert me!

Track 45

John: "I am going to present my project about the desert next week," said John. "I want to record

it. I have a job for you. Will you help me produce it?"

Jean: "No, I refuse!" said Jean.

"Unless you give me a present."

John: "Here's an apple," said John.

Jean: "I don't like fresh produce!"

said Jean and threw it in the refuse.

John: "Don't desert me, Jean!"

shouted John. But Jean had already gone.

Unit 7

Track 46

One

Woman: You need to take off your sweater before you can try this one on.

Man: OK, I don't think it will fit.

Woman: I think it will. Pass me your old sweater and let's find out. If it doesn't fit, you can try on a different size.

Two

Girl: Where do I pay for my clothes?

Mum: Over there. You have to line up at the checkout.

Girl: Oh no! I forgot my cash at home.

Mum: Don't worry. We'll use my credit card to pay for this, and you can give me the money later. Let's line up.

Girl: Thank you, Mum!

Three

Man: I've been saving my money for one of those jackets.

Man: \$75! That's a lot of money.

Man: Yeah, but I really want one. I think I'm going to fork out the money and buy it!

Four

Mum: Can we get something to eat? I'm tired and bored of shopping around.

Boy: I'm sure they'll have the jersey I want here, Mum.

Mum: It's the fifth sports shop you've been to, so I hope so!

Five

Girl: Oh, no! This video game console doesn't work.

Mum: What's wrong with it?

Girl: There is something wrong with the controller. I need to take it back to the shop.

Mum: Don't be sad. Come on! I'll drive you to the shopping centre. I'll bring the receipt.

Six

Girl: Look! There's Skate World. They've brought down the prices on all the skateboards. There is a 30 percent discount.

Boy: Cool...

Girl: Oh, no! There are no boards left. They've completely sold out!

Track 47

Good Buddies

Leopard Designs

Jim: There's the shop.

Greta: That's Mrs. Diamond! She got her hair cut.

Dylan: We can't go in. She knows who we are.

Jim: I'll go.

Mrs. Diamond: Can I help you?

Jim: I'm just looking, thanks. These are magnificent.

Mrs. Diamond: Try on a shirt! They're selling out fast! 20 percent of the price goes towards saving the Amur Leopard.

Bzzz, bzzz.

Greta: Mr. Diamond is coming. Hide!

Mr. Diamond: Good news. There are more people working. I'm having the pipeline improved every day.

Mrs. Diamond: What about the protesters?

Mr. Diamond: Don't worry about them. We're going to start digging in another area.

Mr. Diamond: We're going to get the first money transfer next week. Here's the contract! I got it signed this morning.

Mrs. Diamond: I wish you would hurry up. People will get suspicious.

Jim: I have to see that contract.

Jim: Greta, Dylan, you need to cause a distraction.

Mr. Diamond: There's no chance of that. This shop has a good reputation. I wish we were out of the country now, but it won't be long.

Greta and Dylan go around the back of the shop.

Dylan: They're having the building painted.

Crash!

Mr. Diamond: What was that? Let's check!

Jim takes his chance.

Mrs. Diamond: Whoever it was ran away quickly. I'll have the alarm checked.

Mr. Diamond: Jim Mills!

Mrs. Diamond: Stop him! I wish I'd locked the back door!

Mr. Diamond: Never mind that. We have to get to the airport!

Track 48

I Wish

Boy: I wish I had tried on these trousers.

Before I bought them from the shop.

They don't fit around my waist, And they're dragging on the floor.

Mum: I wish you would be more sensible,

They're not all bargains on the shelf.

You ought to shop around some more,

I should go with you myself!

Boy: I wish I had kept the receipt, Now I can't take them back.

The colour's all wrong, the legs are too long,

And they're not dark blue, they're black!

Mum: I wish you would listen to me, Before you go out and buy clothes.

You always spend all your money, Don't say what you paid for those!

Boy: I wish I had more pocket money,

Then I could go back to the shop.

The price was brought down so they might sell out,

But I don't have a penny anymore.

Mum: I wish you would stop complaining,

You've got plenty of clothes in your room.

There are piles of them all over the floor,

I'm going to come clear them out soon.

Track 49

For each item, write the correct answer in the blank. Write one or two words or a number or date or a time. There is one example. Look at the questions now. You have 20 seconds.

You will hear a woman talking on a radio show about a new shopping centre. For each question, fill in the missing information in the numbered space.

Woman: Do you wish shopping centres offered something different? Dreamland Shopping Centre is the shopping centre for you. This family attraction is designed to get people back in the shop and away from shopping online. It's more than just a shopping centre, with a number of additional attractions. There are three roller coasters, a water park and plans to build a ski slope next to the ice rink.

Of course, the main reason to visit a shopping centre is to go shopping. There are over 300 fashionable retail shops, as well as 150 comfortable restaurants and fast food shops. That means over 450 options for visitors. You can even get your hair cut, have your teeth checked or see a doctor! There are also plans to continue development around the site. There are already four car parks with

free parking and plans to build two hotels with over 3,000 rooms. There will also be other forms of entertainment in the shopping centre, including fashion shows and concerts. Bands will play in the food courts and outside shops, but bigger events will take place in the ice rink.

Dreamland Shopping centre expects to attract an average of 30,000 visitors every day. That means around ten million visitors in the first year. It's hoped this will increase to an average of 15 million in the future. There is an opening ceremony on June 3rd, but shops open to the public the next day, June 4th. Why not go and shop around? Doors open at 10:00 a.m. Dreamland Shopping Centre will be open 365 days a year—even on Christmas Day!

Now listen again.

Track 50

Radio Presenter: Today, Nikki French is in the studio to talk about how young people can become thoughtful and responsible shoppers or consumers. Welcome to the show, Nikki.

Nikki: Hi.

Radio Presenter: There are so many things for us to buy in shops these days. How can young people learn to be thoughtful shoppers?

Nikki: Well, the first thing is to only buy what you need. There are always new versions of phones, tablets, clothes and so on. They are very expensive. However, it is important to think about what the new version gives you that the old version didn't. Do you wish you had the latest smartphone or tablet? It might be very similar to the last one!

Radio Presenter: Many parents are responsible for buying more expensive products. What can they do?

Nikki: Parents have a big responsibility to teach their kids

what being a thoughtful shopper means. For example, if a parent does not want to or can't buy a product for their child, they should explain why. Just saying "no" isn't enough. Maybe it is too expensive, or it uses a lot of energy. Give reasons for your decisions.

Radio Presenter: A lot of the time, the things we buy are not for ourselves. Very often we are buying gifts or presents for our friends and family. How can we be more thoughtful about this?

Nikki: There are lots of ways to be a thoughtful gift giver. For example, your friends will really like something you make yourself. You don't always need to buy something from a shop. Everything is the same there anyway! If you do buy something from a shop, take time to think about what your friend will use. Does your friend like sports? If not, don't get him or her a football ball! Another way to be a more thoughtful consumer is to think about the environment. Many shops offer to wrap presents for you. This is a waste of paper. You can wrap the present yourself in recycled paper or just put it in a reusable bag. Finally, we also need to be thoughtful about the gifts we give. Before buying anything, do some research. The person might already have what you have in mind!

Radio Presenter: Ha, ha, that's true. We'll talk more about this after the break...

Track 51

Supermarket
Experience
Reputation

Track 52

ingredients
magnificent
roller coaster
fashionable

comfortable
development
ceremony
reusable
graduation
information

Track 53

One

Man: Get your gowns for your graduation ceremony! Half-price sale!

Two

Woman: Huge new shopping centre development! Over 100 fashionable clothing shops!

Three

Man: New eco-shop! Organic ingredients and reusable materials.

Four

Woman: Online supermarket! The most comfortable shopping experience in the world!

Track 54

For each item, choose the correct answer. There is one example. How much does the boy pay for the jacket?

Woman: Which jacket do you like?

Boy: I prefer this one, but it's \$100! I haven't saved that much money. This one is only \$40, but it's not as comfortable and it doesn't look as cool.

Woman: Well, there is a 30 percent discount on the \$100 jacket. It's a special offer for this week only.

Boy: That's a bargain! So, it's \$30 cheaper than the price tag.

Woman: Yes, that's right.

Man: Great! I'll take this \$100 jacket then.

Woman: OK. Minus \$30!

Can you see the tick? This is an example.

One

Which checkout do the mother and son go to?

Boy: Can we go now, Mum? We have the bread and milk.

Mum: Yes, yes, OK. Look at everyone lining up at the checkout.

Boy: This is going to take a long time! All four checkouts are busy.

Mum: There are only three people at checkout four.

Boy: Yes, but they have lots of things to pay for. The line at number three is longer, but it's moving quickly. It's for people with fewer than ten items. Let's wait there.

Mum: They are closing checkout two anyway.

Now listen again.

Two

Which aisle do the girls go to next?

Girl: OK, we've got chips for the party. What else do we need?

Girl: I think we should get some soft drinks. Where is the soft drinks aisle?

Girl: It's here, in the same aisle as the chips. Look behind you!

Girl: Oh, yes! Ha, ha!

Girl: I don't think we need any, though. Katy said she would have enough soft drinks.

Girl: Oh, OK. Well that's it then. Let's go.

Girl: Actually, I need some shampoo. I'll get some on the way to the checkout. It's in the cosmetics aisle.

Now listen again.

Three

Which items were two-for-one?

Boy: Wow. Cool trainers! Where did you get those?

Girl: At Sport Express. They had a sale last weekend. There was a 60 percent discount on these.

Boy: Awesome! I wish I had known. I need some new trainers.

Girl: They had all kinds of offers. There were sweaters at half price and some sports trousers were "buy one, get one free."

Boy: Did you get any?

Girl: No. I didn't have any money left after these trainers!

Now listen again.

Four

What did the boy's father spend his money on?

Boy: Dad, can I have some pocket money to buy a new video game? I promise I'll keep my room clean.

Dad: I wish you would keep your room clean anyway! But, sorry, I can't give you any money this week. I'm getting the car fixed, remember? Maybe you can ask your mother.

Boy: Where is she?

Dad: She had her teeth checked, and now she's getting her hair cut. She'll be back soon, I think.

Now listen again.

Five

What does the girl decide to buy for her friend's birthday?

Boy: Hey, Anna. Have you bought Dave a birthday present?

Anna: Not yet. What did you get him?

Boy: We're going to the Rock Festival in the park on Sunday afternoon. Mum got us tickets.

Anna: That's a good idea. It's something you can do together. Experiences make good presents. I know! Maybe I can get a ticket to a sports event. What do you think?

Boy: He'll love that! In fact, I'll come with you. The Leopards have a game on Saturday.

Anna: OK, I'll get that. Can you check to make sure that he can go?

Boy: Sure! And we'll need to wear sunscreen lotion. It's going to be sunny this weekend.

Now listen again.

Six

What does Steve's mum want to take back to the shop?

Mum: It's freezing cold today. I'm glad I can wear the hat, scarf and gloves you bought me for Christmas, Steve.

Steve: They look good, Mum. Are they warm?

Mum: Yes! This scarf is a beautiful colour.

Steve: The hat looks a little big. I can take it back and exchange it if you want.

Mum: It's fine. I'll just try these on. Oh, wait a minute. There's a hole in this one. Look, my finger is sticking out. I think I'll take these back.

Steve: There might not be any pairs left. They were having a sale, and I think they might have sold out.

Mum: Well, let's find out.

Now listen again.

Unit 8

Track 55

One

Turn on your phone by pressing the power key.

Two

Swipe up the screen with your finger.

Three

Sign in using your 4-digit password.

Four

Tap and hold to drag an app. Place your finger on an item and hold down for two seconds. Then drag the app to its new position.

Five

To swipe across, place your finger on the screen and swipe it left or right in the direction you want to go.

Six

To scroll down a menu, move your finger down the screen quickly. To stop scrolling, tap the screen.

Seven

To zoom in / out, place two fingers on an item and move them apart or together to change the size.

Eight

Remember to let the power run down to 0% before you fully charge the battery again.

Track 56

Man: Hello. I bought this phone last week for my daughter, and it doesn't work properly. It's faulty. It takes a long time to charge and then the battery goes dead very quickly.

Saleswoman: Are you using the charger that came with the device?

Girl: Yes, of course.

Saleswoman: Where do you keep the phone?

Girl: Next to my bed.

Saleswoman: Nowhere too hot or cold?

Girl: No, it's just at room temperature.

Saleswoman: Have you dropped it or banged it?

Girl: No. I look after it.

Saleswoman: Yes, I can see it's clean.

Girl: Yes, I clean it every day with a wet cloth.

Saleswoman: A wet cloth! That is probably what has caused the problem. If water gets inside the phone's electrical system, the wires or the electrical circuits of the phone can break down. Hmm... It looks like a fuse, the electrical safety device of the phone isn't working.

Man: Can you fix it?

Saleswoman: Yes, it will be \$20 to replace the fuse.

Man: \$20 for a small metal wire! We only bought it last week. There is a one-year warranty on the phone.

Saleswoman: But if you are responsible for the damage, you have to pay for any repairs. It says that in the warranty.

Man: I didn't see that information. It clearly says you will repair any damage free of charge.

Saleswoman: I'm sorry, but it is in the small print, the small text at the bottom of the warranty. I can fix the phone now, but it will cost \$20.

Man: Well, it confuses the users.

That is very misleading. I think it should be made clearer on the warranty, not only in tiny writing at the bottom that no one ever reads.

Track 57

Good Buddies

The Chase

Jim: Hello, police. Can you help us?

Police Officer: Yes, what is the problem?

Jim: *Amur Energy* is building an illegal pipeline. Mr. Diamond has the contract, which explains everything, and is on the way to the airport.

Jim: You have to hurry. We're following Mr. Diamond, who is with his wife.

Police Officer: We're on our way.

Greta: I'm excited.

Dylan: So am I! I texted Mum to tell her what was happening.

A few moments later...

Jim: They're getting away! Where are the police? I don't think they'll get here in time.

Dylan: Neither do I.

Greta: Wait... Look!

Dylan: It's Mum! She's blocking the way.

Jim: I can hear sirens.

Nee-naa...

Greta: So can I.

Police Officer: You have the right to remain silent. Anything you say can and will be used against you in court.

Mr. Diamond: Gah! I would've escaped if it hadn't been for you!

A few moments later...

Jim: Thank you so much! You've helped save the Land of the Leopard. My friends in Russia, whose organisation protects the area, say the diggers are gone.

Greta and Dylan: Yay!

In the Land of the Leopard National Park, the chase is back on.

Swish! Crack!

Grrr...

Rooooaar!!

Track 58

Police Officer: So, Mr. Diamond. Where were you and your wife going?

Mr. Diamond: To the airport. If Vicky hadn't stopped us, we would have made it!

Police Officer: Well, we are happy that she did stop you. If Jim Mills hadn't seen that contract, we wouldn't have suspected you. But he called us quite late, and I don't think we would have caught you without Vicky's help.

Mr. Diamond: I would have chased after Jim if I'd known he saw the contract.

Police Officer: What do you mean?

Mr. Diamond: I saw him at "Leopard Designs." We heard a noise at the back of the building and went to check. But I left the pipeline contract on the counter. Now all my plans are ruined! If I hadn't heard a noise, I wouldn't have left the shop.

Police Officer: It was a big mistake, but good for us! The Amur leopard would have become extinct if you had built that pipeline. You knew that, didn't you?

Mr. Diamond: No, I didn't, and I'm sorry. If I had known that, I wouldn't have signed the contract.

Police Officer: Really? Tell that to the judge!

Track 59

Stand up for your rights!

We have a right to education!

I want to be happy and free!

Track 60

Stand Up for Your Rights

Let's stand up for our rights,

Come on, come on!

Don't give up the fight,
Come on, come on!

The right to education,
The right to express ourselves,
The right to our protection,
The right to our good health.

The right to be independent,
To be happy and free and true.
In the end we're the future,
These rights are for me and you.

Let's get up off our seats,
Come on, come on!
Let's get out on the street,
Come on, come on!

Let's look after the world,
Let's look after each other,
Let's take care of ourselves,
And our sisters and brothers.

Let's stand up for our rights,
Come on, come on!
Don't give up the fight,
Come on, come on!

Track 61

Teacher: OK, class. What is a right?

Boy: The opposite of left.

Teacher: Very funny, Jack. Any more ideas, anyone?

Girl: It's like something we want.

Teacher: Not really. I'd like a new pair of shoes, but I don't have a

right to them. The shoes I have will be OK for a few more weeks. A right is something stronger than that.

Boy: Something we must have?

Teacher: Yes, because we are legally allowed to have it. We should all have it. Can anyone give me an example?

Girl: The right to education!

Teacher: Yes! That is a good example. We all have to be able to study. What else?

Practice Book Audioscript

Unit 1

Track 1

Jessie: Hi, Luke! Guess what! I've just talked to Mara. She's been working on the science project.

Luke: Oh, I know. She's just texted me about it. I think she wants to convince me to work with her. It sounds interesting!

Jessie: Yes, it does, but we've just informed our teacher that we will be working together. Besides, I think our project is going to be interesting, too.

Luke: You're right. I've just read something here about an eco-friendly gadget. We could ask Mr. Slater if that would be a good idea for the science fair.

Mara: We've just arrived, and it's about to be our turn to speak. Let's hurry!

Julio: I know. We should get our things ready. Has Jessie presented her project yet?

Mara: Yes, she's just spoken about an eco-friendly gadget.

Julio: Listen! They've just announced our project. It's our turn to speak.

Mara: Oh, no! I've just forgotten my lines!

Track 2

Listen and tick the correct answer.

One

What has Mary just done?

Mary: Hello, Mark! What are you doing?

Mark: Well, I'm writing a letter to the school head teacher. I've just received a letter from this environmental organisation asking for volunteers for a project, and I would like the school to get involved.

Mary: No kidding! I've just written a letter to the head teacher, too! I

wanted to propose a recycling drive to raise money for the new solar panels. I'll deliver it later.

Now listen again.

Two

Where is Mark going?

Mary: What's up, Mark? Why are you leaving the playground?

Mark: I'm going to the auditorium.

There's going to be an announcement.

Mary: Who's making the announcement?

Mark: Mr. Jacobson, our geography teacher. The head teacher will be there, too.

Mary: I had completely forgotten that. I was actually on my way to the cafeteria. I wonder what the announcement is about.

Now listen again.

Three

What time is it?

Mary: Can I come with you, Mark?

Mark: Sure! Let's hurry! We were supposed to be there at 12:15, and it's already 12:30.

Mary: Oh, I didn't know that! Will they let us in?

Mark: I'm not sure. It's already late. Let's see if people are still getting in.

Now listen again.

Four

Where is the students' next field trip going to be?

Mary: Oh, no, it's too late. Now we have to wait outside!

Mark: Don't worry, Mary. I think we can hear the announcement from here. Just listen.

Mary: You're right. Mr. Jacobson is informing students about our next field trip. I hope they take us to an amusement park. That would be exciting!

Mark: Actually, he's just said that we're going camping next month.

It's not an amusement park, but it's still great, right?

Now listen again.

Five

Who is speaking now?

Mary: Someone else is speaking now. Who is it?

Mark: I don't think it's the school head teacher. It sounds like someone younger.

Mary: You're right. It's Henry, a boy in our class! He's just asked Mr. Jacobson a question and, apparently, he liked the answer, because he's just shouted "Yay!" I'll ask him later what his question was.

Now listen again.

Track 3

Listen and circle the correct option.

One

You will hear two friends talking about an article.

Luke: I've been reading this article. It's pretty interesting!

Rosy: Oh, really? What is it about?

Luke: It's about different communication styles. It describes how people interact with others differently.

Rosy: I guess personality influences the way people act when they talk with others. Does the article mention that?

Luke: Yes, that's exactly what it says. But it also says that we can make an effort to change our communication style and become better at speaking.

Now listen again.

Two

You will hear a boy talking to his mother about public speaking at school.

Mum: Look, Liam! This documentary is about an eco-friendly energy project.

Liam: Sounds interesting, Mum. I think I could watch it, take notes, and talk about it at school.

Mum: Oh, you mean for the speech contest? When is it?

Liam: It's next week. Contestants start giving their speeches in on Tuesday. I have to give mine next Thursday.

Mum: That gives you several days to watch the documentary and prepare. Do you need help?

Liam: Maybe you could listen to me practise my speech the day before the contest. What do you think?

Now listen again.

Three

You will hear two friends talking about their friendship.

Sandy: Listen, I'm glad we made up and everything's okay now.

Helen: I'm glad, too. You see, it's always best to speak assertively...

Sandy: ... And not turn away or cut in every time you want to be heard!

Helen: Looks like we've just learned how to communicate better.

Sandy: Yeah. Let's keep doing that. So, what now? Would you like to see a film? I could ask Dad to take us.

Helen: Oh, I don't know, Sandy. We could just have some ice cream...

Now listen again.

Four

You will hear two friends talking about public speaking.

Zac: You're great at public speaking, Violet! Can you give me some advice? Sometimes I feel too nervous and I just go blank.

Violet: Sure, Zac. First, I think you should make eye contact with your audience. You should also try to speak clearly and at a good pace—not too fast, not too slow.

Zac: Okay, but what if I'm nervous?

Violet: To control your anxiety, I think you need to do some breathing exercises before your presentation.

Zac: What kind of exercises?

Violet: Well, let me show you...

Now listen again.

Five

You will hear a boy and his teacher talking about a sports game.

Ricky: Good morning, Mr. Collins!

Mr. Collins: Hello, Ricky. It's great to see you in practice today.

Ricky: Well, I'm new on the basketball team, so I need to put in some extra effort. We're playing on Saturday, aren't we?

Mr. Collins: That's right. The game starts at ten o'clock.

Ricky: I thought it would be at 9:30. Everyone told me to arrive a little earlier than that.

Mr. Collins: That's right. You should be ready at that time, but you will start playing at ten.

Now listen again.

Six

You will hear two friends talking about a test on communication skills.

Lucy: Did you take the test on communication, Dina?

Dina: Yes, I've just taken it, and I'm happy with my results. What about you?

Lucy: Well, I'm not really happy with my score. It turns out I have to work harder to find ways to make up with others when there's a falling out. Apparently, I just turn away and clam up.

Dina: But I'm sure you have some good communication skills, don't you, Lucy?

Lucy: Oh, yes. According to the results, I'm always there to listen to my friends.

Dina: You see? It's not all so bad.

Now listen again.

Unit 2

Track 4

Robby: What are you doing, Grandma?

Grandma: Hi, Robby! I'm looking

at some old family pictures. Look! This man is my great-great-grandfather. In this picture he's with Thomas Edison, who invented the phonograph in 1877.

Robby: What was the phonograph?

Grandma: It was a recording device that became an immediate success. People used to enjoy listening to music on it. They would record their own voices on it, too.

Robby: Well, I just knew about those round vinyl records. I guess that happened years after Edison.

Grandma: Yes, many years after him, music began to be recorded on round vinyl records. People would play them on a device called a record player.

Robby: Is it true that young people used to collect vinyl records in the 1960s and 70s?

Grandma: Yes, it is. They would sing and dance as they listened to their favourite songs. I had my own collection, but I began collecting cassettes after they became popular in the 1970s. We used to own many cassettes with songs by our favourite singers. Your grandpa would tape some songs directly off the radio.

Robby: Well, I guess digital recording didn't start until later, right?

Grandma: That's right. It started at the end of the 20th century...

Track 5

Listen and complete. Write one or two words, a number, a date or a time.

Look at the questions now. You have 20 seconds.

You will hear a girl talk about a recent experience.

Elaine: Hi! My name is Elaine. Today I'm going to tell you about my visit to the Vintage Museum. First of all, let me tell you that my

first thought was that it would be boring to go around looking at the displays of several useless old devices but, to my surprise, this trip to the museum ended up being an incredible learning experience. My parents drove Daniel and me to the museum. We arrived there at 11 o'clock on Saturday morning. We were the second group to get in, but we only had to wait for ten minutes. Right after we got in, we came across the first exhibit: two really old telephones. At that point, Daniel was all ready to take his first pictures when a museum guard said that cameras were not allowed. Daniel apologised and took out a small notebook, where he began taking notes. The exhibit label read: "The telephone was invented by Alexander Graham Bell in 1876." Interesting, isn't it? People first got through to each other using that strange-looking artifact. The second stand showed telephonic devices that were designed in the 20th century. Some of them had numbers set around a rotary dial and, on others, the numbers were displayed on separate keys on a block on top of the device. There used to be a cord attached to such telephones, and it wasn't until many years later that cordless telephones were invented. Cordless telephones made life more comfortable, as they could be carried around from one room to another. The highlight of the exhibition was the stand displaying the first mobile phone, which was invented by Martin Cooper in 1973. That phone looked like a big heavy black brick, similar to a regular cordless home phone. When I saw it, I wondered how people managed to carry such heavy devices around with them all day long. There's no doubt that the telephone is one invention that has undergone rapid

changes, especially in the recent years...

Now listen again.

Track 6

Listen to the children and match their names with the online practice they refer to.

Karina

Karina: When I go online, I don't make fun of others' ideas and opinions, just as I expect that they will respect mine. I think we should recognise everyone's right to express their thoughts.

Jacob

Jacob: To me the most important is to check the facts before sharing anything with my friends. We need to keep in mind that websites or postings often provide imprecise facts.

Samantha

Samantha: When someone I know wants to have my phone number or any other kind of personal info, I always give it to them personally. I don't think it's a good idea to do it online.

Carlos

Carlos: Well, I don't really spend much time online, because I'm trying to reduce my everyday screen time and I also enjoy playing sports like basketball and football. I believe it's a healthy choice.

Unit 3

Track 7

Listen and answer the questions.

Dana: I don't get it, Thomas. What's the difference between paleontology and invertebrate paleontology?

Thomas: Paleontology is the general science, and invertebrate paleontology is a subdiscipline of it. So, while paleontology studies life on Earth through fossils in general, invertebrate paleontology

is concerned about studying the fossils of animals without backbones, such as plankton, crustaceans, worms and sponges.

Dana: But why do paleontologists study those animals?

Thomas: Well, invertebrate paleontologists are interested in learning about them because they were very abundant creatures and, as such, their analysis can help us look into the characteristics of the many different environments they lived in.

Dana: So, they lived everywhere?

Thomas: That's right. However, many of them used to live in the water, which is why scientists concentrate on creating reconstructions of the aquatic environments from the past.

Track 8

Listen and use the mind map to make notes.

Woman: The word *geology* comes from the Latin words *geo*, which means earth, and *logia*, which means study. Geology is an important science because it answers questions about our planet, its origin, composition and history. Geology also helps humans to learn about the evolution of life on Earth from its beginning, dating back billions of years.

Geologists are scientists who study the materials Earth is made of and their location. They also study Earth's processes, such as earthquakes, floods and volcanic eruptions. Geologists look into the history of Earth's climate as well. Geologists use special tools to collect samples. They use handpicks, sieves and hammers. They also take photos of their discoveries and write down descriptions of their findings. They often work together with other professionals, like paleontologists and archaeologists, so they all can

broaden the knowledge they have of Earth's history.

Track 9

You will hear an interview with a woman called Tyra Hanner, a paleontologist who has excavated several animal and plant fossils. For each question, choose the correct answer.

Interviewer: I'm talking to Dr. Tyra Hanner, who has been a paleontologist for thirty years. Dr. Hanner, why did you choose paleontology as a career?

Tyra: Well, before making this decision, I had thought of becoming a biologist because I've always been interested in learning about life on Earth. I had even started a course to prepare for the college entrance exam, so I was completely convinced that biology was my calling. However, one day they took our high school class on this field trip. A paleontologist was our guide, and he told us about the wonders of studying fossils to learn about evolution. That was when I changed my mind. I decided that paleontology was the career for me if I wanted to figure out things about life on our planet.

Interviewer: Have you come across any relevant discoveries?

Tyra: Sure I have. The most important was three years ago. There had been news about a site in Siberia where the bones of an ancient animal had been found. My crew and I flew all the way there. Our campsite was in the middle of nowhere, so we all agreed to start excavating as soon as possible. We were not concerned about the cold. We just wanted to see what the buried fossil was. Finally, four days after our arrival, we were able to unbury the bones of several mammals that had become extinct because of climate change.

Interviewer: And have you had any disappointments?

Tyra: Well, I don't know whether this was something to be upset about, but last year, I was going to travel to Eastern Europe to study several animal and plant remains found buried in a field. Everything was ready for me and my crew of thirty people to fly there and spend two months at the site. And we did so. We arrived there on a delayed flight. However, all of a sudden, the expedition was called off, the reason being that the government could not allow it.

Interviewer: But you won an international award, correct?

Tyra: That's right! My crew and I had just come back from Peru. I was relaxing at home when I got a call from a governmental office. I took the call even though I was too sleepy and about to go to bed; but, to my surprise, they were calling me to invite me to attend the award ceremony a month later. I was going to be given an award as a recognised contributor to world heritage. I remember the ceremony as one of the happiest times of my life.

Interviewer: And now you're a professor...

Tyra: Yes, I am. This is my second year and well, I have mixed feelings about it. Of course, I love sharing my experiences with others, but I still feel my place is in the field. There's nothing like spending nights and days in the desert, or in a cave, looking for answers to our questions about ancient times.

Interviewer: And what are your plans for the future?

Tyra: There's an upcoming expedition to Africa. It will be different from all previous experiences, as I am flying there on my own. This time my crew won't come along, since they are engaged in the restoration of several skeletons to be displayed in the Museum of History and

Science. I'll be working on this new project with people from all over the world, people I haven't met yet, so I'm concerned about this new challenge.

Now listen again.

Unit 4

Track 10

Listen and report what each person said.

One

Betty: A volcano had been throwing out ashes and rocks. As a geologist, I told everyone not to touch the hot volcanic rocks or they would burn themselves.

Two

Pam: Once I had a head injury and the doctor asked me to put an ice pack against my head to reduce the swelling.

Three

Joseph: I'm a park ranger and helping campers is part of my job. Yesterday, a couple of them were surprised when I told them not to set up camp on the riverbank. They didn't realise that floods were a risk.

Four

Lucas: Because of the flood, my family and I were taken to safety by a rescuer who asked us to wait until the squad arrived.

Five

Amina: Once I heard something interesting from a meteorologist. He told the audience not to stand on a hill during a thunderstorm, or we could get struck by lightning.

Six

Kate: Our school wants us to be prepared for any emergency. Today there was an earthquake drill, and Mr. Ames asked us to stay calm and not to run.

Seven

Ollie: A storm was coming, and my sister and I wanted to go out and

see it, but our parents told us to stay at home because it could be dangerous.

Track 11

Listen and report what the newsperson said using the cues.

Anchor: All eyes are now on this hurricane that is threatening to hit the coast very soon. Sabrina Hayes reports from Key West.

Reporter: That's right, Phil. The hurricane got a lot closer to the coast in just a matter of hours. The audience needs to know that the winds this time can reach speeds of up to 130 miles per hour, and that the torrential rain will last several days. Thousands of families left their homes in the last few hours, heading north or further inland to look for safer ground. We also know that many people will stay in the shelters provided by the authorities; in fact, several of them are at top capacity already. It's important for the audience to remember that volunteers can come over to these safe locations to help distribute food and water. Keith, my cameraman, and I decided to help, at least for a few hours before our next report and we also want to...

Track 12

Listen and tick the correct answer.

One

What time is it?

Tony: Hey, Lia! What's up? Vick said you had already left school.

Lia: I'm waiting for Samantha. We agreed to meet at 3:00, but I've already waited for fifteen minutes, and she hasn't turned up. I'm beginning to worry! Mum said she would pick me up at 3:30.

Tony: Don't worry. I'm sure she's on her way here now. She must be getting her schoolbag ready.

Lia: I hope so. We have to talk

about the geography project for next week.

Now listen again.

Two

What topic did Tony want to choose?

Tony: And what's your project going to be about?

Lia: Samantha wanted it to be about hurricanes, and she has finally convinced me. In fact, I'm happy with our choice. How about you, Tony? You're working with Louanne, aren't you?

Tony: Oh, yes, I am. Our project is about earthquakes, although I really wanted it to be about avalanches.

Lia: Oh, I think those are more interesting.

Now listen again.

Three

What can cause an avalanche?

Lia: Did you know that a snow slab falling off a high cliff can trigger an avalanche?

Tony: What's a snow slab?

Lia: It's a block of hardened snow. When it breaks and rolls down a hill, it can trigger an avalanche.

Tony: Oh, I get it. Then it brings down with it more and more snow that can then cover trees and even small cottages.

Lia: Yeah, that's scary!

Now listen again.

Four

Where has Samantha looked up information about hurricanes?

Tony: And how far have you got with your project?

Lia: Well, Samantha has looked up some information online, and I came across a book about hurricanes that have struck during the last ten years. Now we are putting it all together.

Tony: You know what? My neighbour's mother is a meteorologist. Why don't you

prepare some questions for her?

Lia: Great idea! She might be able to tell us more about hurricanes.

Now listen again.

Five

What has Lia never heard of?

Tony: Yes, she knows a lot about all kinds of things. She even told me about search and rescue dogs. Have you heard about them?

Lia: No, I haven't. What are they?

Tony: You know, apart from human rescuers who help people out of the debris caused by a disaster, there are specialists who train dogs to do so, too.

Lia: Oh, really? I'd never heard of that. I thought that dogs could only be trained to do tricks or to help the blind.

Tony: Apparently, they can do a lot of things. Look! Here comes Samantha!

Now listen again.

Track 13

Listen and circle the action each kid took to help his or her community.

One

Lara: Last year during the winter season, my friends and I decided to do something to help our community, especially the homeless. We thought of raising funds and buying food for them, but we finally decided to collect blankets. We put together more than 500.

Two

Gabriel: My father's friend is a nature photographer, so he has a collection of photographs showing volcanoes erupting, lightning bolts and heavy snowstorms. In my neighbourhood's gallery we had an exhibit of his work to raise funds for the victims of a recent flood.

Three

David: Close to the hospital there's a shelter for the homeless, so we've

always collected canned food for them. This year we decided to include something we consider just as important: new clothes.

Four

Rita: There were several wildfires last summer. They extended and destroyed the vegetation, so, after the fires had been put out, at school we decided to spend some time planting new trees in one of the affected forests. It was exciting!

Unit 5

Track 14

Listen and label the food groups in both nutrition graphs.

A number of years ago, the United States Department of Agriculture, or USDA for short, introduced the food pyramid guide to illustrate how much of each food group people needed to eat every day. The food pyramid was divided into four groups: at the bottom were the grains, such as wheat, rice, corn, bread and pasta. This group was the largest, which meant that people were supposed to eat more servings of grains than of any other food group. In the second layer of the pyramid were fruits and vegetables, like broccoli, spinach, strawberries, oranges and bananas, among others. The third layer consisted of proteins, such as meat, chicken, fish and dairy products, like milk and cheese. Finally, at the top of the pyramid, in the smallest group, were the fats and sugary foods. The food pyramid was a dietary reference for many years, until the USDA updated its nutrition guide to MyPlate, which uses a plate divided into different sections to illustrate the recommended percentages of each food group

that people need to eat every day. According to this nutrition guide, 50% of our daily diet should come from fruits and vegetables, 30% from grains and 20% from protein foods, which can also be of vegetable origin, like beans and peas. Small amounts of oils and dairy products, or more specifically, products high in calcium, are also to be included in everyone's diet.

Track 15

Listen and choose the correct answer.

One

You will hear two friends talking about a triathlon.

Laura: Hi, Jack! Have you heard of the triathlon training sessions at Lion's Club?

Jack: No, I haven't. What's a triathlon, anyway?

Laura: It's a sports competition. It has three stages: swimming, cycling and running. I'd sign up if I were you.

Jack: Oh, I'm not sure. I entered several swimming competitions last year, but I don't think I'm fit enough to run and cycle as well.

Laura: That's no problem! Anyone can sign up, no matter how fit they are.

Now listen again.

Two

You will hear a boy and his coach talking about a basketball game.

Coach: Well done, Dan! You did a great job!

Dan: Do you really think so? I couldn't score more than twice!

Coach: That's true, but a basketball game is not just about scoring. There's team play and fair play, among many other skills.

Dan: I understand that, but I would really like to be more self-confident, to be able to score more often.

Coach: If that's what you want, there's only one thing you ought to

do: don't skip any more practice sessions.

Dan: I won't, coach. Thank you!
Now listen again.

Three

You will hear two girls talking about the results of a health test.

Ashley: Hello, Mia! How was your day?

Mia: Well, I took this test about health, and there were questions about how well we take care of ourselves.

Ashley: Then you must have had the highest score. You're the picture of health!

Mia: Not really. It turns out my health needs to be taken care of.

Ashley: What do you mean? You can't do any more exercise than you already do, and you eat the healthiest meals!

Mia: It's not about my physical health. It's all about paying attention to my feelings and trying to understand them.

Now listen again.

Four

You will hear two friends talking about a school project.

Kim: Have you sent the health video to Mr. Hutchins yet? It's due next Friday.

Brad: Mine is ready. It features different ways to be socially healthy.

Kim: Okay... What does that mean?

Brad: It's all about working on different ways to get along with other people, to convey your feelings, and understand those of others.

Kim: I thought we were supposed to do research on healthy eating, like nutritional facts and dietary recommendations.

Brad: That's what I thought, but I found out there's much more to health than just eating a balanced diet. Look...

Now listen again.

Five

You will hear a boy and his mother talking about dinner.

Justin: What's for dinner today, Mum?

Mum: There's some salad and pasta.

Justin: Pasta sounds good, but I think I'd rather have the salad.

Mum: Why's that?

Justin: Well, I'm not so hungry. I had a sandwich while I was at Jason's.

Mum: Okay, but you should at least have some yogurt with it, too.

Justin: How about some milk instead?

Mum: That's fine.

Now listen again.

Six

You will hear a girl and her teacher talking about learning.

Teacher: ... And as you can see, health involves many aspects of our life. Being healthy means eating nutritious food, doing exercise, paying attention to your emotions and feeding your thoughts.

Wendy: Mr. Simmons, what do you mean by "feeding your thoughts?" How does that work?

Teacher: In a way, it has to do with school, but it is also about life, about wanting to learn and looking for answers all the time, no matter where you are. Taking care of yourself intellectually contributes to your health and well-being.

Wendy: Oh, I see, so eating healthy food and doing exercise might not be enough.

Teacher: Well, it's still a good start!

Now listen again.

Unit 6

Track 16

Listen and tick the indirect questions you hear.

Saul: Hi, Mum! Guess what? I've got no homework today.

Mum: That's good news! I wonder if you could help me out with some chores.

Saul: Sure, Mum. What would you like me to do?

Mum: Let's walk Kyle together. We can go to the park.

Saul: Good idea! I'll get him.

Mum: Do you think you could get Kyle's leash, too? Meanwhile, I'll ask Susie to hang up the clothes. Have you seen her?

Saul: Actually, Susie said she was going to water the plants.

Mum: Oh, really? That's lovely, but I wonder if she has cleaned up her room.

Track 17

Listen and fill in the blanks. Write one or two words, a number, a date or a time.

You will hear a radio host talking about keeping oneself busy.

Radio Host: Welcome to Taking on the Challenge! I'm David Wells and today I'm going to talk about different ways to keep busy and active while doing something for your family or your community. Let me ask you something: What do you usually do after you've finished your school assignments or your chores? Most preteens end up playing video games. They usually play for five hours on weekdays, but on Saturdays and Sundays it's twice that much time. That means that they spend ten hours just sitting in front of a screen. Don't get me wrong: playing video games is awesome, but maybe it

is not the only thing you can do in your free time.

So, what else can you do? I think you need to consider doing activities that can help your family or your local community. Here are some ideas: If you have a garden or garden at home, take the initiative and mow the lawn or water the plants. You could also offer to help wash the family car. Or how about getting rid of the things you don't use at home anymore? You could bring your old toys, clothes and blankets to a donation centre. This simple action helps to keep your home in order and can benefit other people in your community. You can also start a recycling campaign with your neighbours. Did you know that recycling plastic takes 88% less energy than making plastic from raw materials? Believe me, whatever you do in your free time to help others and your community will also benefit you as an individual, so be a decision-maker and take on the challenge now!

Now listen again.

Unit 7

Track 18

Listen and tick the correct answer.

One

What are Jacob's new books about?

Lou: Hey, Jacob! What's with that box?

Jacob: These are the geography books I bought online.

Lou: Really? That's so cool!

Jacob: I know, especially because these things usually come with a bonus. Look!

Lou: Wow! A ten-dollar coupon! What will you use it for?

Jacob: I could buy a history book or a travel book.

Now listen again.

Two

How did Jacob pay for the books?

Lou: You bought your books online, right? How did you pay? I imagine they don't take checks or cash, do they?

Jacob: I didn't think they would, but I e-mailed the managers and they said they take cash deposits.

Lou: So what did you do?

Jacob: I wanted to go to the bank and do it myself, but Mum said it was easier to use a credit card, so that's what we did.

Now listen again.

Three

When did Jacob receive the books?

Lou: And how long ago did you order them?

Jacob: The day before yesterday.

Lou: But do they have an express delivery service?

Jacob: Yeah, they do. They asked me if I wanted to receive them that same Tuesday, but I said I could wait until today.

Lou: Sounds like a good service.

Now listen again.

Four

How much did Jacob pay for all his books?

Lou: And were your books expensive?

Jacob: Yes and no. Look, these two are used books, so they were on sale. Two for ten dollars.

Lou: That sounds fine, so I guess the third one was brand new.

Jacob: Yes, it was. That one cost \$20.

Lou: Not a bargain, but why didn't you get a used one?

Jacob: Because the used copies of that title were sold out.

Now listen again.

Five

Where will Jacob put his books?

Lou: Do you have enough room for them at home?

Jacob: Yeah. I think I'm going to

put the books on the shelf above my desk.

Lou: I thought you'd put them on your nightstand so you could read them before going to bed.

Jacob: Oh, no. If I did that, I would never put them down and I wouldn't sleep.

Lou: Good call.

Now listen again.

Track 19

Listen and choose the correct answer.

One

You will hear a girl and a doctor talking about the labels on processed food.

Zaira: Dr. Denver, I wonder if you could help me with a school assignment.

Dr. Denver: Sure, I'd be happy to. What is it about, Zaira?

Zaira: I have to determine which of the components of processed food have a positive effect on our health and which don't.

Dr. Denver: Well, you can begin by reading the labels on some of those products. They should include a list of their components.

Zaira: And then?

Dr. Denver: You need to research each component, its function and what happens to the body if you eat too much of it.

Zaira: Wow, that sounds like a lot of work, but it's a good start.

Now listen again.

Two

You will hear a boy and his mother talking about buying a sweatshirt.

Mum: Look, Ethan! There's 20% off on all sweatshirts. Would you like to try one of these on?

Ethan: Oh, I don't know. I'm not really a fan of green.

Mum: Come on, Ethan! That might not be the only colour left. Let's look for more in your size.

Ethan: Ok, let's see. Look, Mum,

here's another one. And it comes in my favourite colour!

Mum: You see? You're in luck today: a blue sweatshirt your size!

Ethan: Mum... Do you think I could try those jeans on, too?

Mum: Uh... Okay, go ahead.

Now listen again.

Three

You will hear two girls talking about shopping at the supermarket.

Rachel: Look! That's Eunice, my friend from school. She's lining up at the checkout with her mum. Hey, Eunice!

Eunice: Rachel! Good to see you! How's everything going?

Rachel: Everything's fine! My dad and I are shopping for eco-friendly products. There are some very good ones in this supermarket.

Eunice: You mean all those ecological cleaning products over there?

Rachel: Exactly! My family and I have decided to go green. We want to reduce our impact on the environment.

Eunice: That's interesting! We should all do it!

Now listen again.

Four

You will hear two siblings talking about a shopping centre.

Erika: What do you think, Simon? Isn't this the best shopping centre in the world?

Simon: It's probably the best shopping centre in the neighbourhood, but that's it.

Erika: What do you mean? I love this place. Shopping here is awesome.

Simon: Yeah, it's kind of fun. But I feel like the shopping centre is missing something.

Erika: Like what? It has the best cinemas in town. Watching films here is great.

Simon: Well, I give you that, but you know what would make this the best shopping centre ever? A bowling alley.

Erika: But that's so boring! I don't see the fun in it.

Simon: Oh, you just say that because I always win.

Now listen again.

Five

You will hear a woman and a salesperson at a grocery shop.

Clerk: Good morning! How can I help you?

Mrs. Robbins: How much are the grapes?

Clerk: They're two-fifty a kilogram.

Mrs. Robbins: I'll have three kilograms, please.

Clerk: OK... Anything else?

Mrs. Robbins: Yes, I'd like a head of lettuce, please.

Clerk: There you go. That'll be eight dollars.

Mrs. Robbins: Here you are.

Clerk: Thanks.

Now listen again.

Six

You will hear a boy and his teacher working on a maths problem.

Teacher: ... And now it's time to work on the three maths problems I gave you for homework yesterday.

Henry: Ms. Watson, I have a question about the third problem. There's something I don't understand.

Teacher: No problem, Henry. Please read the problem aloud.

Henry: Ok. There's a 25% discount on a pair of jeans. The price on the tag is \$120. How much will I pay for the pair of jeans at the checkout? Oh, now I see... Wait a minute... If \$30 is 25% of 120, the answer is \$90.

Teacher: That's right!

Now listen again.

Unit 8

Track 20

Listen and check your answers.

Sally: On Saturday I went shopping with Dad, whose computer needed to be replaced. We went to a shop called Tech Fabulous, which was close to our home and had good prices on computers. Mindy, who was a young salesperson, showed us all the computer models they had. When we got home, Dad noticed that the computer's user guide, which was supposed to come in the box, was missing. Dad called the shop, and Mindy, whose boss found an extra copy of the manual, had it sent to our home right away. Dad, who also wanted to read the warranty that came with the new computer, found the small print hard to decipher, but it was nothing that a magnifying glass couldn't solve.

Track 21

You will hear an interview with a woman named Trish Westin, a police captain who talks about the use of drones. For each question, choose the correct answer.

Interviewer: Today I'm with Captain Trish Westin, who will tell us about the use of drones in the police department. Captain Westin, how long have you been using drones during police investigations?

Captain Westin: Not for long. We have just started using drones during the missions of the police department. As in every other field, we have found it necessary to use technology to upgrade our investigative work, and drones have proven to be very useful tools, just as surveillance cameras have been for decades.

Interviewer: What are the benefits of using drones?

Captain Westin: Drones are less expensive and more accessible. Besides, drones are much quieter than helicopters, so we can fly them over a city at night without people noticing them. Since they are small, they can be used for specific missions because they can access places that would be impossible to reach with a helicopter. They are also controlled remotely, so if they are destroyed, nobody gets hurt.

Interviewer: As you know, many people are concerned about their privacy. How can we make sure that our right to privacy is not being violated with the use of drones?

Captain Westin: The solution would be to limit the use of drones to specific missions. Flying drones over the neighbourhoods 24/7 is not acceptable and, of course, it is something we never do. If this happened every day, citizens would have every right to complain. Most citizens don't agree with this approach, but if we comply with all privacy regulations, we will honour the trust they've put in us.

Interviewer: People's concerns might come from a natural fear of losing their privacy, but is there any other reason?

Captain Westin: Well, there are many factors. In general, they want to guarantee the safety of their families. Apart from that, it seems that, depending on their ethnic background or gender, some people reject the idea of being in the public eye. Most male citizens are not as concerned about this matter as females, for example.

Interviewer: How have citizens responded to the use of drones in general?

Captain Westin: It's interesting how most people support the use of drones if they are used to

monitor their opponents, that is, other citizens whose political and social viewpoints are different from theirs. Most people seem to feel even safer this way, as if watching their opponents' back yards and homes gave them confidence.

Interviewer: So it's clear that the use of drones benefits the

police, but how does this kind of technology help the common citizen?

Captain Westin: This kind of aircraft helps us locate victims of natural disasters, for instance. When a natural disaster happens, the drones make it easier to reach them and send all kinds of rescue equipment to assist them. Drones

have GPS and photographic equipment that help us take pictures of large areas to locate missing people. Last week, we were able to spot and rescue a lost hiker who had a head injury. If it hadn't been for our drones, we wouldn't have been able to get him to safety in time.

Now listen again.

Practice Book Answer Key

Welcome Unit This Year

Page 4

1
1. respect; 2. participate; 3. engage; 4. share;
5. empathise; 6. treat

2

1. determined; 2. disagreed; 3. interesting;
4. hardworking; 5. annoyed; 6. nervous

Page 5

3

1. comfortable, responsible; 2. indispensable,
incomplete; 3. beautiful, careful; 4. disappear,
disconnect; 5. impossible, impatient; 6. unbelievable,
unlikely

•

1. beautiful; 2. unbelievable; 3. unlikely; 4. comfortable;
5. disappear; 6. impossible; 7. impatient; 8. incomplete

4

responsible / careful – Answers will vary.

Page 6

1

1. is; 2. going; 3. will; 4. are; 5. working; 6. not; 7. to

2

1. a scheduled event; 2. an arrangement; 3. a promise;
4. a prediction based on evidence

•

Answers will vary.

Page 7

3

1. What kind of feline is it? – g;
2. Where does it live? – e;
3. What does it look like? – d;
4. How much does it weigh? – c;
5. How big is it? – a;
6. How many are there left? – h;
7. How long has it been endangered? – f;
8. Why is it endangered? – b

4

1. False; 2. True; 3. True; 4. False; 5. True; 6. False

Unit 1 People and Language

Page 8

1

1. complain – matched with "The microphone I bought here last week is not working." 2. convince – matched with "You should play with us. It will be lots of fun!" 3. shout – matched with "I'm over here! Hurry up!" 4. inform – matched with "Hi, kids! Before we begin, you should know..."; 5. announce – matched with "And we have a winner! The prize goes to..."

•

1. convince – b; 2. complain – e; 3. shout – a;
4. inform – d; 5. announce – c

Page 9

2

1. make up, speak up – cutout of the girl and boy talking to each other happily; 2. break down, fell out – cutout of the two girls arguing; 3. clams up, calms down – cutout of split screen: two boys arguing indoors, then playing outdoors; 4. cuts in, turns away – cutout of the angry girl and the upset boy

Page 10

1

1. has just arrived; 2. have just told; 3. have just read; 4. have just seen; 5. has just climbed

2

1. Harry's just talked to his parents. 2. They've just had a call from his aunt. 3. She's just moved to a natural reserve. 4. He's just seen a picture of his aunt's new workplace. 5. They've just decided to spend a holiday with her.

Page 11

3

1. I've just talked; 2. She's just texted; 3. we've just informed; 4. I've just read; 5. We've just arrived; 6. she's just spoken; 7. They've just announced; 8. I've just forgotten

4

Answers will vary.

Page 12

5

1. I've / He's been following them all morning. – f;
2. He's been looking at his watch all this time. – d;
3. She's been taking pictures of the place. – c;
4. They've been waiting for someone for an hour. – b;
5. I've / He's been taking notes in my / his notebook. – a;
6. I've / He's been trying to figure out their plans. – e

6

1. daughter; 2. home; 3. boss; 4. signed; 5. e-mail; 6. call; 7. destroy; 8. puzzled

Page 13

1

b; c; a

2

1. Small talk is a polite conversation about unimportant matters. 2. Shyness and the lack of social skills; 3. You know when and where to speak up or stop talking. You also use the right kind of body language and tone of voice for each situation. 4. Practise making conversation with your family at home. Ask questions that show genuine interest in the people you are talking to. Be polite and listen to other people's ideas without imposing your own. 5. You should try to help them to practise or develop their conversational skills.

Page 14

1

Picture 2

•

What is it like? It's a mammal that looks like a small whale. / Where does it live? It lives in the Gulf of California. / Why is it endangered? Because it gets caught in the nets used to catch fish. / How can it be protected? By stopping the use of nets; by implementing projects to prevent it from becoming extinct.

2

Answers will vary.

Page 15

1

1. B; 2. C; 3. B; 4. A; 5. C

Page 16

1

Answers will vary.

2

Answers will vary.

Page 17

1

1. B; 2. C; 3. B; 4. A; 5. B; 6. B

Page 18

1

1. B; 2. C; 3. A; 4. C

2

Answers will vary.

Unit 2 Now and Then

Page 19

1

1. by; 2. away; 3. into; 4. with – Order: 3, 6, 4, 2, 1, 5

2

1. Has the news about the surprise party got around? 2. We need to find a place where we can get together. 3. Once we are there, we'll try to get through to Lou on the phone. 4. After we surprise him, we'll get on with the party.

Page 20

3

1. database – cutout of the flowchart; 2. device – cutout of the kid wearing a virtual reality headset and holding a controller; 3. screen time – cutout of the girl at the computer and the man pointing at his watch; 4. text message – cutout of the two mobile phones each saying "..."; 5. network – cutout of the grid of interconnected devices; 6. security – cutout of padlock surrounded by tech icons; 7. application – cutout of cycling app (represented by bicycle icon) showing on mobile phone screen

Page 21

1

1. People would mostly talk face-to-face. 2. News wouldn't travel so fast in the past. 3. People didn't use to spend so much time on devices. 4. Print newspapers used to be a primary source of information. 5. People would also hear the news on the radio.

2

1. used to enjoy; 2. would record; 3. would play; 4. used to collect; 5. would dance; 6. used to own; 7. would tape

•

1. People would enjoy listening to music recorded on Edison's phonograph. 2. They used to record their voices on it, too. 3. People used to play them on a device called a record player. 4. During the 1960s and 70s, young people would collect vinyl records. 5. They used to dance and sing as they listened to their favourite songs. 6. People would own cassettes with songs by their favourite singers. 7. Some people used to tape songs off the radio.

Page 22

3

1. People didn't use to write on laptops. People used to write on typewriters. – Picture of typewriter matched to picture of laptop; 2. People wouldn't / didn't use to sign their documents with pens. People would / used to sign their documents with quill and ink. – Picture of quill and ink matched to picture of pen; 3. People wouldn't / didn't use to listen to music on their mobile phones. People would / used to listen to music on record players. – Picture of record player matched to picture of mobile phone; 4. People wouldn't / didn't use to shop their information in the cloud. People would / used to shop their information on floppy disks. – Picture of floppy disk matched to picture of cloud

4

Answers will vary.

Page 23

5

1. us to work; 2. me to listen; 3. them to write; 4. her not to forget; 5. him not to leave

6

1. a link to a website; 2. chase deer in the wild; 3. kill Amur leopards; 4. work (be a security guard) for Amur Energy; 5. volunteers for World Conservation; 6. sending Vicky messages; 7. more evidence about the pipeline; 8. to stop Amur Energy's deal

Page 24

1

1. C; 2. A; 3. B; 4. A; 5. D; 6. D; 7. B; 8. C; 9. C

2

Answers will vary.

Page 25

1

1. visit to; 2. wasn't; 3. useless; 4. learned; 5. parents drove; 6. 11 o'clock; 7. ten; 8. to take; 9. 1876; 10. designed in; 11. made life; 12. 1973; 13. looked like

2

Answers will vary. Sample answers: First phone: It was invented by Alexander Graham Bell in 1876. People first got through to each other using that strange-looking artifact. Second phone: Some phones had numbers set around a rotary dial and, on others, the numbers were displayed on separate keys on a block on top of the device. There used to be a cord attached to such telephones. Third phone: The first mobile phone was invented by Martin Cooper in 1973. It looked like a big heavy black brick, similar to a regular home cordless home phone.

Page 26

1

1. convince; 2. complain; 3. relax; 4. getting together; 5. share

2

c

3

Answers will vary. Sample answers: Playing videogames contributes to: better decision-making and problem solving; cognitive and emotional development; people leading healthier lives; parents spending time with their children; strengthening the parent-child bond; developing social skills

Page 27

1

Speak up when they witness cyberbullying; Use polite language; Respect others' online property.

2

Karina: 2; Jacob: 1; Samantha: 4; Carlos: 3

3

Answers will vary.

Page 28

1

1. inform; 2. shout; 3. announce; 4. complain

2

1. fell out; 2. cut in; 3. clammed up; 4. calm down; 5. made up

3

Answers will vary. Sample answers: He has just played basketball. He has just won a tournament.

4

1. They have been playing video games. 2. I have been reducing my screen time.

Page 29

5

1. text message; 2. network; 3. screen time; 4. device(s); 5. security; 6. application(s)

6

Answers will vary. Sample answers: 1. People used to wait in line to use a payphone. 2. People would memorise several phone numbers. 3. People would have to stay in the same place during a phone call.

7

1. Mrs. Villa wants everyone to write a report about technology. 2. Rose persuaded Carl to write about devices from the past. 3. She needs Carl and Sue to hand in the report soon. 4. They asked Mrs. Villa to let them give her the report next week.

Page 30

1

Answers may vary. Sample answers: 1. It means you are hoping for something to happen. 2. No. In most cultures, everyone understands what this gesture means, so there is no need to explain its meaning.

2

Answers may vary. 1. Native Americans; Thousands of years ago; They used sign language to communicate with other tribes. 2. Pedro Ponce de León; Sixteenth century; He adapted the monks' silent signs to help the deaf to communicate. 3. Juan Pablo Bonet; 1620; He published a method for teaching the deaf to speak. 4. Charles-Michel de l'Épée; 1755; He opened the National Institution for Deaf-Mutes in Paris and created a signing method and a dictionary. 5. Thomas Hopkins Gallaudet; 1817; He founded the American School for the Deaf in the United States.

Page 31

3

1. a; 2. c; 3. b; 4. d; 5. e

4

Answers will vary. Sample answers: 1. Because the deaf probably needed a common language to communicate among themselves and with people who were able to hear. 2. They are used to communicate and interact with others. They have their own rules and words. New signs are created for new words just as new words are included in dictionaries of other languages. They are susceptible to the changes that occur in communication technology. 3. Each sign language has its own grammatical rules, structures, and vocabulary. 4. Because different deaf communities developed their own language separately, within the context of their particular culture and traditions, just as was the case with spoken languages. 5. Because they can ease the communication between people who are deaf and people who can hear. 6. Because a common sign is needed to effectively communicate with others.

5

Answers will vary. Sample answer: Create signs for the alphabet. Create signs for numbers and colours. Create signs for commonplace vocabulary. Create signs or gestures for different sentence intonations (questions, commands, etc.)

Unit 3 Looking for Answers

Page 32

1

h	t	i	w	p	i	e	m	o	c
t	u	r	n	u	p	y	t	k	a
c	o	m	e	a	c	r	o	s	s
a	d	l	o	o	k	f	o	r	p
m	n	o	t	n	i	k	o	o	l
p	i	c	k	u	p	n	l	c	f
o	f	i	g	u	r	e	o	u	t

1. turned up; 2. looking into; 3. came across; 4. pick up; 5. looking for; 6. figure out; 7. find out; 8. come up with

•

1. came across; 2. pick up; 3. came up with – turned up; 4. look into; 5. found out; 6. looking for

Page 33

2

1. fossil – cutout of the trilobite fossil; 2. shovel – cutout of the person in boots and gloves leaning over a shovel; 3. trowel – cutout of gloved hand holding the hand trowel; 4. skeleton – cutout of the skeleton of the four-legged creature; 5. bone – cutout of the femur; 6. clay – cutout of the clay pot

Page 34

1

1. in – studying; 2. on – learning / finding out; 3. of – working; 4. about – coming across; 5. about – finding out / learning; 6. with – ignoring; 7. from – publishing

2

1. are interested in studying; 2. are concerned about examining; 3. concentrate on analysing; 4. think about placing; 5. profit from using

Page 35

3

1. Q: What is invertebrate paleontology concerned about? A: It is concerned about studying the fossils of animals without backbones, like plankton, crustaceans, worms and sponges. 2. Q: What are invertebrate paleontologists interested in? A: They are interested in learning about the characteristics of the many different environments that invertebrates lived in. 3. Q: What do they concentrate on? A: They concentrate on creating reconstructions of the aquatic environments from the past.

4

Answers may vary. Sample answer: Amelia is really interested in learning about the past. Even outside school she concentrates on reading about important discoveries on this topic. During her school trips, she is never afraid of exploring caves or climbing mountains. She profits from taking these trips. She is thinking about going to an archaeological site next month.

5

Answers will vary. Sample answers: Think about joining a paleontology club. Don't be afraid of asking questions to an expert.

Page 36

6

Answers will vary.

7

1. hide; 2. machine; 3. stop; 4. protected; 5. notice; 6. right

Page 37

1

2, 1, 4, 3

•

Answers may vary. 1. The fossil record is the totality of fossils that have been found, analysed, classified and organised chronologically. It helps scientists trace the history of life on Earth. 2. By comparing them to similar specimens they had already identified or by considering the layer of the earth where they were found 3. They use radiocarbon dating and DNA analysis.

Page 38

1

2, 3, 5, 6, 7, 9

•

Answers will vary.

•

Answers will vary.

Page 39

1

Answers may vary. Origin and meaning of the word: It comes from the Latin words *geo* (earth) and *logia* (study); it means the study of Earth. Why it is important: It answers questions about our planet, its origin, composition, and history. It helps humans to learn about the evolution of life on Earth from its beginning. What geologists do: study the materials Earth is made of and their location; study Earth's processes, like earthquakes, floods and volcanic eruptions; study the history of Earth's climate. How geologists work: They use special tools to collect samples. They take photos of their discoveries and write down descriptions of their findings. They work together with other professionals to broaden the knowledge they have of Earth's history.

2

Answers will vary.

Page 40

1

Answers will vary.

2

Answers will vary.

•

Answers will vary.

Page 41

1

1. B; 2. B; 3. A; 4. C; 5. B; 6. A

Page 42

1

1. E; 2. B; 3. G; 4. H; 5. A

2

Answers will vary.

Unit 4 Extreme Nature

Page 43

1

1. earthquake – matched with picture of cracked road; 2. Tsunamis – matched with picture of big wave; 3. typhoon – matched with picture of satellite view of a typhoon; 4. Wildfires – matched with picture of burning trees; 5. flood – matched with picture of flooded avenue; 6. lightning – matched with picture of lightning bolt; 7. Volcanic eruptions – matched with picture of erupting volcano; 8. Thunders – matched with picture of lightning bolt surrounded by sound waves

Page 44

2

1. warms up – cutout of the sun; 2. turns into – cutout of lake evaporating; 3. cool down – cutout of thermometer showing a low temperature; 4. takes over – cutout of child putting on a sweater; 5. cloud over – cutout of grey clouds in the sky; 6. bump into – cutout of rain drops; 7. die out – cutout of rain receding over roof; 8. clear up – cutout of birds flying across the sky

Page 45

1

1. C – told; 2. R – asked; 3. R – asked; 4. C – told; 5. C – told; 6. C – told

2

1. geologist; 2. doctor; 3. park ranger; 4. rescuer; 5. meteorologist; 6. teacher; 7. parents

•

1. The geologist told everyone not to touch the volcanic rocks. 2. The doctor asked me to put an ice pack against my head. 3. The park ranger told the campers not to set up camp on the riverbank. 4. The rescuer asked us to wait until the squad arrived. 5. The meteorologist told the audience not to stand on a hill during a thunderstorm. 6. The teacher asked his students not to run during the earthquake drill. 7. The parents told their children to stay at home during the storm.

Page 46

3

Answers may vary. Sample answer: She asked the citizens to stay away from the flooded areas. She told the citizens not to drive through the floods. She told the citizens to unplug all of their electrical devices. She asked the citizens not to allow children to go out in the rain. If they left the city, she asked the citizens not to leave their pets alone. She told the citizens not to leave the lights on. She told the citizens to lock up their homes.

4

Answers will vary.

•

Answers will vary.

Page 47

5

Answers may vary. 1. The reporter announced that the hurricane had got closer. 2. She warned the audience that the winds could reach speeds of 130 m/h. 3. She said that the torrential rain would last several days. 4. She reported that many families had left their homes. 5. She mentioned that many people would stay in shelters. 6. She reminded the audience that volunteers could come to distribute food and water. 7. She said that she and the cameraman had decided to help.

6

Answers will vary.

7

1. Vicky; 2. diggers; 3. protesters; 4. Dylan; 5. Mr. Diamond; 6. Greta

Page 48

1

1. can; 2. not; 3. ago; 4. on; 5. are; 6. which

2

1. 3; 2. 4

3

Answers will vary.

Page 49

1

1. A; 2. C; 3. B; 4. B; 5. B

Page 50

1

1. down; 2. into; 3. up; 4. out; 5. across

2

c

3

1. True; 2. False; 3. False; 4. True; 5. True; 6. False

Page 51

1

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

2

1, 3, 4, 6

•

Answers will vary.

Page 52

1

1. with; 2. out; 3. out; 4. across; 5. into

2

1. are interested in; 2. thinking about; 3. agree(d) with; 4. is concerned about; 5. concentrate on

3

Answers will vary.

Page 53

4

1. lightning; 2. wildfire; 3. typhoon; 4. tsunami;
5. flood

5

1. told us not to walk; 2. asked them to spend;
3. asked the victims not to worry; 4. told the citizens to pack; 5. asked their parents to bring

6

1. He said (that) there had been an earthquake a minute before. 2. He said (that) everybody was safe. 3. He said (that) the earthquake hadn't caused any damage. 4. He said (that) all rescue teams could stay at their stations. 5. He said (that) further information would be on the news.

Page 54

1

Answers will vary.

2

Answers may vary. 1. Scott. He found a plant fossil during a field trip. Later he joined Janet in her search for more fossils of the same kind. 2. Janet. She explained the importance of the kind of fossil Scott found. Later she spends years looking for more samples of the same kind of fossil, until she found one. 3. Adriana. She realised that the rock Scott found might be a fossil. She convinces Scott to take the rock to a paleontologist. 4. Mr. Jackson. He suggested taking the rock to the museum, specifically to Janet, his paleontologist friend.

3

Answers may vary. 1. study different types of rocks. 2. he was cold and thought studying rocks was pointless. 3. it had a dark shape on its surface unlike the rest. 4. figure out what the rock is exactly. 5. it might tell about the effects of the global warming and climate change that occurred 56 million years ago. 6. she wanted to find other fossils to study. 7. a few years of searching. 8. Scott, the boy who had found the first fossil a few years earlier.

Page 55

4

1. False; 2. True; 3. False; 4. True; 5. False

•

Answers may vary. 1. The fossil was probably from 56 million years ago. 3. The climate changes during that period were caused by volcanic eruptions that increased the amount of carbon dioxide in the atmosphere. 5. Humans are causing the current global warming period.

5

Answers will vary. Sample answers: 1. She was hardworking and persevering. 2. At first, he was not interested in science, but after meeting Janet he became interested, so much so that he volunteered to help her in her quest years later. 3. He probably became interested because Mr. Jackson and Janet showed him the importance of learning about the past. 4. Mr. Jackson was a good teacher because he encouraged students to push their discoveries further. 5. What will happen to the environment if global warming increases, and how long it will take for things to return to normal.

6

Answers will vary.

Unit 5 Taking Care of Ourselves

Page 56

1

1. come down with; 2. get over; 3. work out;
4. is worn out; 5. look after; 6. cut back on

2

1. c; 2. a; 3. b; 4. e; 5. d

3

Answers will vary. Sample answers: 1. She might be coming down with something. 2. He feels worn out. 3. He can cut back on sugary drinks and sweets. 4. She will get over her illness. 5. They should work out instead.

Page 57

4

1. disabled – cutout of man walking with a walker;
2. housebound – cutout of man sitting in armchair and reading; 3. wheelchair – cutout of wheelchair;
4. gossip – cutout of two girls whispering to each other; 5. bullied – cutout of two girls in background laughing and pointing at girl in foreground; 6. lonely – cutout girl sitting alone on bed; 7. depressed – cutout of girl talking with her grandfather; 8. jealous – cutout of girl in foreground holding skates and two girls in background looking angry

Page 58

1

1. If I were you; 2. How about; 3. Why don't you;
4. ought to

2

1. applying some lotion?; 2. go to bed earlier; 3. ask a fitness specialist?; 4. I would choose healthier options.

Page 59

3

Answers will vary.

4

Answers will vary.

Page 60

5

1. to ride; 2. to wear; 3. be; 4. to put; 5. take; 6. to go

6

Answers will vary. Sample answers: 1. Brushing (subject) my teeth keeps them healthy. 2. I enjoy playing (object) football. 3. Eating (subject) a balanced diet keeps my body strong and healthy. 4. I like running (object).

7

1. True; 2. True; 3. False; 4. False; 5. True; 6. False

Page 61

1

swimming, cycling and running

2

1. a leg – swimming, cycling and running; 2. Children aged 11 to 14; 3. wetsuit, goggles and a swimming cap for the swimming leg; a pair of shorts, a T-shirt, a bike and a helmet for the biking leg; socks and running shoes for the running leg

3

1. 11–14; 2. 3; 3. 200; 4. 30

Page 62

1

Answers will vary.

2

Answers will vary.

Page 63

1

1. dairy; 2. fruits; 3. proteins; 4. vegetables; 5. grains

2

Answers will vary. Sample answers: The MyPlate guide recommends eating fewer grains than the food pyramid guide. Proteins and dairy products are part of the same group in the food pyramid but are considered separately in the MyPlate guide. Vegetable proteins are included in the protein foods in the MyPlate guide. The MyPlate guide does not seem to include sugary foods in any of the food groups.

3

Answers will vary.

Page 64

1

Answers will vary.

2

Answers will vary.

3

Answers will vary.

Page 65

1

1. B; 2. C; 3. A; 4. C; 5. A; 6. B

Page 66

1

1. F; 2. G; 3. H; 4. A; 5. E

2

Answers will vary.

Unit 6 Keeping Busy

Page 67

1

1. hose – A; 2. lawn mower – D; 3. brush – F; 4. sponge – E; 5. leash; – C; 6. cloth – B; 7. watering can – G; 8. bucket - H

•

1. cloth; 2. lawn mower; 3. hose – watering can; 4. leash; 5. sponge – bucket; 6. brush

Page 68

2

1. with – cutout of family sweeping, dusting, and making a bed; 2. off – cutout of father in car waving to kids going into school; 3. away – cutout of boy putting toys into box; 4. up – cutout of girl and man hanging clothes up on a line; 5. out – cutout of girl carrying large rubbish bin; 6. of – cutout of girl putting bottles in a box; 7. off – cutout of dog running away from family

Page 69

1

1. D; 2. D; 3. I; 4. D; 5. I; 6. D; 7. I; 8. D; 9. I; 10. I. Pairs: 1 & 9; 2 & 10; 3 & 8; 4 & 7; 5 & 6

2

- 2, 3, 5

3

1. I wonder where we keep the buckets. 2. Do you think you could hang up these clothes? 3. Do you know if someone got rid of my old magazines? 4. Could you tell us if we have to clean the windows? 5. I wonder when we will finish the chores.

Page 70

4

1. I wonder how we can help out at home. 2. Could you tell me where the brush is? 3. Do you know if there is a watering can in the garden? 4. I wonder if I could walk the dog. 5. Do you think we have to set the table for dinner? 6. Can you tell me where I should hang up the clothes?

5

Answers will vary.

Page 71

6

1. if our parents knew about it; 2. of chores we (you and I) could do; 3. if we (I) would walk her dog every day; 4. asked when we (I) could start; 5. (she asked) what time we (I) would arrive.

7

1. wash; 2. mow; 3. picture; 4. Leopard; 5. Jim; 6. police

Page 72

1

1. D; 2. B; 3. C; 4. D; 5. B

2

Answers will vary.

Page 73

1

Answers will vary.

2

1. about ways; 2. ten hours; 3. initiative; 4. Getting rid; 5. 88; 6. individual

Page 74

1

1. e; 2. b; 3. d; 4. c; 5. a

2

1. False; 2. True; 3. True; 4. False; 5. True

Page 75

1

Answers will vary.

2

1. B; 2. C; 3. A

•

Answers will vary.

3

Answers will vary.

Page 76

1

1. coming down with; 2. cut back on; 3. worn out; 4. got over

2

1. How about seeing a specialist? 2. Why don't you take a break? 3. You ought to work out. 4. If I were you, I would talk to her.

3

1. Swimming (subject), jogging (object); 2. roller-skating (object), ice-skating (subject); 3. playing piano (object), singing (subject); 4. Watching films (subject), reading (object)

4

1. You ought to eat fewer sugary foods. 2. Doing yoga might help you relax. 3. I would like to try a healthier diet. 4. We have to exercise more often.

Page 77

5

1. Put away; 2. Hang up; 3. drop me off; 4. help out; 5. take out

6

1. if there is a hose in the garden? 2. where the watering can is? 3. if Grandpa has a lawn mower. 4. I could walk your dog in the park?

7

1. Mum asked (us) when we were watering the plants. 2. Dad asked (us) if we had hung up our clothes. 3. My sister asked (us) if someone could do the dishes for her. 4. I asked (them) where the bucket was.

Page 78

1

Answers will vary.

2

Answers will vary.

3

1, 2, 5, 6, 8

4

1. heart; 2. immune; 3. hormone; 4. pain; 5. life

•

Answers may vary: 1. Because happy people sleep better, eat better and get more exercise, all of which helps protect the heart. 2. Because people who experience more positive emotions are less likely to get ill. 3. Because happy people experience less stress, which can cause changes to our hormone levels and blood pressure. 4. Because happy people are more open to new thoughts, ideas and ways of looking after themselves. 5. Because happy people have a healthier lifestyle, which leads to a longer life.

Page 79

5

Answers may vary. 1. Have fun – Spending 15 to 20 minutes a day doing something you enjoy – Sample answer: I'll practise playing the piano from 5 to 5:20 p.m. every day. 2. Laughter is the best medicine – Laughing more. – Sample answer: I'll watch a funny video every day. 3. Chillax! – Breathing slowly to calm down – Sample answer: I'll take deep breaths before the most stressful subject of the day begins. 4. Stretch – Stretching to prevent pain – Sample answer: I'll stretch after every hour I spend in front of a screen. 5. Go for a walk – Combining exercise with daily routines – Sample answer: I'll ride my bike home instead of taking the bus. 6. Listen to your favourite tunes – Listening to music to relax and cheer up – Sample answer: I'll put together a cheerful playlist for when I'm sad or upset.

6

Answers will vary.

Unit 7 Sensible Shopping

Page 80

1

1. Horizontal flat surfaces where items are placed on. – Picture B (shelves); 2. A piece of paper that shows you how much an item costs – Picture F (price tag); 3. A piece of paper showing information about a product. – Picture D (label); 4. The place where you pay for the items you are buying. – Picture A (checkout); 5. A space for walking between rows of shelves. – Picture C (aisle); 6. An item on sale or at a very low price. – Picture E (bargain)

•

1. shelves; 2. aisles; 3. bargains; 4. price tags; 5. label; 6. checkout

Page 81

2

1. up – cutout of people in a line pushing carts up to the checkout; 2. down – cutout of the kid holding up a video game package with a circled sale sign on the front; 3. around – cutout of the mother, boy, and father carrying bags at base of staircase; 4. back – cutout of the girl with her arms out in the air to the sides, looking at her belly showing below too-small sweater; 5. on – cutout of the salesman handing shiny new pair of trainers to boy with curly hair; 6. for – cutout of the boy holding up one foot and shoe, other boy asking dollar signs and question marks; 7. out – cutout of the girl taking the last T-shirt from a shelf; 8. off – cutout of the woman shaking her finger at the boy who is dripping water from his clothes

Page 82

1

1. workers paid every week; 2. the groceries placed on the shelves in the morning; 3. has the prices displayed on the items; 4. gets the shelves cleaned every day; 5. is having a discount announced in a few minutes; 6. got the checkout painted last week.

2

Answers may vary. 1. Julie got her nails polished. – Picture D; 2. Dad got the car tyres changed. – Picture C; 3. Martin got his bike fixed. – Picture B; 4. I got my hair cut. – Picture A

Page 83

3

Answers may vary. 2. Luke had more lemonade brought to him. 3. Mike had his pet examined by the vet. 4. Luisa got her old skirt mended. 5. Ms. Jonas had her sunglasses repaired.

4

Answers will vary. Sample answers: 2. Who got food delivered here? 3. Where did you have that cake made? 4. Why don't you get your shoes repaired? 5. When are you having that lens changed? 6. Where can I get a suit tailored?

5

Answers will vary.

Page 84

6

1. d (N); 2. a (P); 3. c (S); 4. e (N); 5. f (S); 6. b (P)

7

1. he weren't tired; 2. he hadn't been shopping around all day; 3. wishes he had stayed home.
4. He wishes he weren't hungry or that he had some money for lunch. 5. He wishes he hadn't spent his money on things he didn't need.

8

1. True; 2. False; 3. True; 4. True; 5. False; 6. False

Page 85

1

Answers will vary.

2

3

3

Answers will vary.

Page 86

1

a. 5; b. 1; c. 4; d. 2; e. 3

2

Answers will vary.

Page 87

1

1. C; 2. B; 3. A; 4. A; 5. C

Page 88

1

Answers will vary.

2

Answers will vary.

3

Answers will vary.

Page 89

1

1. C; 2. A; 3. B; 4. A; 5. B; 6. A

Page 90

1

1. C; 2. B; 3. C; 4. A; 5. B; 6. D

2

Answers will vary.

Unit 8 My Rights

Page 91

1

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

2

1. Turn on; 2. Swipe up; 3. Hold down; 4. Sign in;
5. Scroll down; 6. Zoom in; 7. charge; 8. runs down

Page 92

3

1. small print – cutout of the magnifying glass being held over a document, with enlarged type visible through the magnifying glass; 2. warranty – cutout of the paper printouts, the top one with a ribbon at the top; 3. electrical circuit – cutout of the board with wires running across, up and down, and around; 4. battery - cutout of the flat battery showing a lightning bolt on the side; 5. faulty – cutout of the laptop showing a broken face on the screen; 6. user guide – cutout of the booklet labelled "manual"; 7. charger – cutout of the phone charger with cable

Page 93

1

1. whose; 2. which; 3. who; 4. which; 5. whose; 6. who

2

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

3

1. Ms. Adams, whose class is very interesting, knows a lot about technology and human rights.
2. She said that human rights, which are inalienable, guarantee our freedom.
3. She mentioned that human rights, which should always be protected, also apply to the digital world.
4. Ms. Adams, who gave a lecture yesterday, said that new technologies should be used to protect our rights.

Page 94

4

Answers will vary. Sample answers: 1. which is a set of instructions; 2. who is a salesperson; 3. whose tech shop is nearby; 4. who is wearing a red shirt

5

1. So do I. 2. Neither can I. 3. Neither did I. 4. So am I.
5. Neither am I.

6

1. Neither does; 2. So can; 3. So will; 4. Neither are;
5. Neither will; 6. Neither can; 7. So are; 8. So do

Page 95

7

1. b; 2. c; 3. a; 4. e; 5. d

8

1. large manufacturers wouldn't have ignored consumers' complaints.
2. manufacturers would have refunded consumers for faulty products.
3. consumers would have had the right to complain about misleading advertising.
4. companies wouldn't have distributed unsafe products with impunity.

9

1. pipeline; 2. escaping; 3. arrest; 4. complained; 5. diggers

Page 96

1

1. On; 2. who; 3. was; 4. them; 5. where; 6. from / against

2

Answers will vary.

Page 97

1

1. C; 2. C; 3. C; 4. B; 5. A; 6. C

Page 98

1

1. B; 2. D; 3. A; 4. C

•

1. True; 2. False; 3. True; 4. False; 5. True

2

Answers will vary.

Page 99

1

1. Wear; 2. Engage; 3. Eat; 4. Live; 5. Have access; 6. Attend

•

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

2

Answers will vary. Sample answer: The right to medical care, which comes with the responsibility of doing our best to take care of ourselves.

Page 100

1

1. down; 2. on; 3. out; 4. back

2

Answers may vary. 1. I had / got my shirt mended. 2. She had / got the engine checked. 3. They had / got their eyes examined.

3

1. I wish I were taller. – b; 2. I wish I had brought a swimsuit. – c; 3. I wish I spoke French. – a

4

Answers will vary. Sample answers: 1. I wish he would turn the music down. 2. I wish she would make sure to bring them. 3. I wish he would spend it wisely.

Page 101

1. b; 2. c; 3. d; 4. e; 5. a

6

1. which; 2. whose; 3. who; 4. which; 5. which

7

1. If the tickets hadn't sold out, we would have gone to the concert. 2. The battery wouldn't have run down so quickly if I had charged it this morning. 3. If I hadn't wanted to look different, I wouldn't have got my hair cut. 4. The shop wouldn't have replaced the computer if it hadn't been faulty.

Page 102

1

B

2

Order: a. 10; b. 8; c. 9; d. 4; e. 3; f. 5; g. 6; h. 2; i. 7; j. 1

3

- a. 3; b. 1; c. 6; d. 5; e. 7; f. 2; g. 10; h. 9; i. 4; j. 8

Page 103

4

Answers may vary. Sample answers: 1. Laura pointed out that Chris and Sofia had loads of clothes, and they acknowledged this fact. Then Chris noticed the donation stall and proposed donating some of their old clothes. 2. Chris's mother was getting a haircut. The boy and his mother were in the dressing room where the boy was trying on clothes. The salesperson was cleaning out the shelves behind the checkout, oblivious to the fact that customers had come into the shop. 3. The salesperson told her that Chris was wearing the missing jacket. She had already seen the friends the day before, but this time they were carrying bags full of clothes. 4. Students' own answers. Example: I would have checked to see whether someone had taken it to the dressing rooms. 5. Students' own answers. Example: Yes. Eventually, the salesperson would have realised that the jacket was still in the shop, and the misunderstanding would have been cleared up.

5

Answers will vary.



Open Day 6

Open Day is a fun seven-level topic-based series for elementary schools in which students learn to communicate confidently in English. A wide range of activities acquaints them with internationally accepted exams while providing practice in all four skills.

At each level, students are accompanied by children called the *Good Buddies*, who appear in stories with animals that are or have been endangered. These characters inspire students to become balanced human beings who care about the world they live in.

It is in this way that the series develops empathy and tolerance. It successfully engages students through active learning and by encouraging them to analyse how they work as individuals and interact with others.