

Wider World

AMERICAN EDITION

4

TEACHER'S BOOK

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 Pearson



I can talk about challenging new experiences and emotions.



Out of your comfort zone

VOCABULARY

Adjectives of emotion | Phrases with yourself | New experiences | Personality adjectives

GRAMMAR

Present tenses | Past tenses

Grammar:

New beginnings

Look at the picture.

What are Nina, Skye, and Jay doing?



Speaking:

First day nerves

What are Nina, Jay, Skye, and Dan talking about?



- 1 CLASS VOTE** Read about the Ice Bucket Challenge. Would you do it? Why? / Why not? *Students' own answers.*

The Ice Bucket Challenge is an activity involving dumping a bucket of ice water on someone's head. It's done to encourage people to donate money for research on a serious disease called ALS.

- 2** **1.10** Study Vocabulary A box. In your notebook, organize the adjectives in the correct categories. Listen, check, and repeat. *See answers in the Teacher's Book.*

Vocabulary A Adjectives of emotion

afraid annoyed anxious confused determined disappointed joyful miserable relaxed satisfied stressed surprised uneasy

Positive

determined

Negative

afraid

- 3** Your friend has invited you to do the Ice Bucket Challenge. How do you feel? Use the adjectives in Vocabulary A box to talk to your classmates about your feelings. *Students' own answers.*

I'm uneasy. I'd never do anything like this; it might be dangerous.

- 4** Look at Claudia's notes and pictures on page 11. Circle the correct option.

- Claudia was determined / miserable to try all the challenges.
- Claudia was disappointed / relaxed with the Yoga Challenge because it didn't go well.
- She felt really confused / anxious about the Ice Bucket Challenge.
- She was satisfied / miserable with the Chubby Bunny Challenge.
- When Claudia was doing the Be Really Nice Challenge, she tried not to get annoyed / uneasy with her little brother.

- 5 I KNOW!** How many other adjectives of emotion can you think of in one minute? Write the words in your notebook. *Possible answers: angry, bored, embarrassed, excited, happy, sad, worried, upset.*

A week of challenges

Love the Bottle Flipping Challenge? What about a week of challenges? Try it, take pictures, and win a prize.

- Monday** Do the One Leg Yoga Challenge. Stand on one leg for as long as you can!
- Tuesday** Try the Be Really Nice Challenge on your brother or sister. Be extra nice until they ask you why you're being so nice!
- Wednesday** Take the Chubby Bunny Challenge: say "chubby bunny" with marshmallows in your mouth!
- Thursday** This is the big one - make a video of your Ice Bucket Challenge!



6 Work in pairs. Choose an adjective from Vocabulary A box. Your classmate says when he/she last felt like that. *Students' own answers.*

A: *Satisfied.*

B: *I felt satisfied when I won the math competition.*

7 **1.11** Study Vocabulary B box. Listen to five people and check (✓) the phrases you hear. *Students' own answers.*

Vocabulary B Phrases with yourself

- | | |
|---|--|
| <input type="checkbox"/> express yourself | <input checked="" type="checkbox"/> make yourself (do sth) |
| <input checked="" type="checkbox"/> congratulate yourself | <input type="checkbox"/> know yourself |
| <input type="checkbox"/> surprise yourself | <input checked="" type="checkbox"/> challenge yourself |
| <input checked="" type="checkbox"/> tell yourself | <input checked="" type="checkbox"/> be yourself |

8 Complete the sentences with the correct option from Activity 7.

- It's important to be yourself when you meet new people.
- You should congratulate yourself on the challenges you try, even if you aren't successful.
- After lunch, you'll challenge yourself to a game of tennis.
- You should make yourself do certain things, even if they aren't easy.
- You need to tell yourself that you aren't the only person with problems.

9 **1.12** **WORD FRIENDS** Complete the verbs in the phrases. Listen and check.

Word Friends

- give an opinion
- give sth a go
- change your routine
- make plans
- boost your confidence
- have an adventure
- get a buzz (out of sth)
- take sth on board

10 **1.13** Read the blog post. Circle the correct option, then listen and check.

How to get out of your comfort zone!

It's the start of a new school year. Everyone's getting back into their "normal" routine, so it seems like a good time to challenge yourself.

Here's a simple idea. Why not surprise yourself and ¹change / make your daily routine? You could travel a different way to school. You never know - you might ²have / make an adventure! Why not eat your meals in a different place or get up earlier and do some yoga? Our brains ³have / get a buzz out of change, so it'll help you enjoy your day and focus on what you're doing.

I love making videos, but I was always too shy to share them. Then last month I made myself post my work online. Now people like to comment, ⁴give / get their opinions and criticize, but I don't mind. Good comments ⁵make / boost my confidence, but I try to ⁶take / get on board negative comments, too. **Marco**

I tried this idea on my birthday: allow a friend to ⁷boost / make plans for you! Your friend chooses a place to go. You have to see a movie you wouldn't normally choose or try a new activity. I was really excited about my day - and a bit anxious, too. But I decided to ⁸have / give it a go and now I have a new hobby: juggling! **Carly**

11 Discuss in pairs. Do you agree with the sentences in Activity 8? Why? / Why not?

Students' own answers.

I agree that it is important to be yourself when you meet new people. They'll like you if you are authentic.





I can use different tenses to talk about the present.

- 1 **CLASS VOTE** How do you normally travel to school? Tell the class. *Students' own answers.*

I usually go by car. My dad takes me.

- 2  1.14 Listen and read. What problems does Nina have?

She is at the wrong bus stop and misses the bus.



NEW BEGINNINGS

- Nina: Excuse me. I'm waiting for the number 7 bus. What time does it arrive?
- Woman: Oh. The number 7 doesn't stop here. It goes from the other bus stop, around the corner.
- Nina: Thank you! Oh, no, the bus is leaving. I don't believe it! Wait!
- Skye: Hi. Are you going to Belmont Academy? A lot of students take this bus. I'm Skye. This is Jay.
- Nina: I'm Nina.
- Jay: Oh, here comes another bus.
- Nina: Thank goodness for that!
- Skye: Hey, Dan. This is Nina. She's starting at Belmont, too.
- Dan: It's nice to meet you, Nina. Where are you from?
- Nina: I'm from Colombia, but I'm living in London now. Is it always this cold here?
- Dan: Um, yes, pretty often. What's it like in Colombia? I'd really like to go there. I love traveling. Oh, by the way ...

- 3 Study the Grammar box and complete the explanations with the correct words. Then underline sentences with these tenses in the dialogue.

mental opinion permanent
present routine temporary

Grammar Present tenses review

Simple Present

Buses usually come past every ten minutes.
(routine)

She lives in London. (permanent situation)

Present Continuous

I'm looking for the bus stop. (present action)

She's living here now. (temporary situation)

State verbs

state verbs: belong, know, prefer, etc.

Some state verbs can be used in a dynamic sense:

I think she's shy. (state verb: opinion)

What are you thinking about? (dynamic verb: mental process)

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- 4 Complete the sentences with the Simple Present or the Present Continuous form of the verbs in parentheses.

- I live near the school, so I don't usually get (usually/not get) the bus.
- Mom isn't picking (not pick) us up today, so we are walking (walk) home from school.
- Do you usually give (usually/give) new extracurricular activities a go?
- Why are you doing (do) your homework now?
- My brother doesn't go (not go) to this school.

- 5 Imagine you have moved to a different country. In your notebook, write sentences about your school routine in your home country and what you are doing in your new country.

Students' own answers.

In my home country, we don't have classes on weekends, but today is Saturday and I'm walking to school in France.





I can identify the class of words in an online article about immigrants and talk about the problems they face.

- 1 CLASS VOTE** What problems do you think you might face if you moved abroad? Discuss the topics below with your classmates.

Students' own answers.

friends family home language school

- 2** **1.15** Listen and read the online article. Then copy and complete the chart in your notebook. *See answers in the Teacher's Book.*

	Name	Country of origin	Languages spoken	How long in the USA
Student 1				
Student 2				
Student 3				

Fitting in

Have you ever felt that it's hard to fit in with the people around you? Wanting to belong is part of growing up, but it's definitely more difficult when you move to a new country. This group of young immigrants talks about the challenges they face in the USA.



Mateo Martinez is fifteen, but his family moved to the USA from Mexico when he was a few years old. Although he loves his life in the USA, Mateo still faces stereotypes. "Some Americans expect me to be lazy," he explains. "That's what they think of Mexicans. I don't take it personally, but I don't like that kind of label." Another thing which annoys Mateo is when other students ask if he speaks "Mexican" at home. "Some people don't know that we speak Spanish," he says. "Our countries are neighbors, so people should be aware of our language and culture."

Ji-Min Choy arrived a few months ago. When I meet her, she's searching for a video on YouTube. In the video, Barack Obama is speaking about immigrants as a big part of American history: "We don't simply welcome new arrivals – we are born of immigrants." "I love this speech," says Ji-Min. "It makes me feel welcome. Do you know that almost one quarter of the USA population are first or second generation immigrants?" That definitely makes life in this big country easier, but there are still awkward moments for Ji-Min. "Many Americans don't really know where South Korea is!," she says.

Vanessa Defay, from Haiti, was anxious before she arrived last year. She thought that finding new friends would be her biggest problem, but she was wrong. "Making friends is simple because some other students speak Creole, which is my language, and Spanish, which I learned at school. But I often don't understand the teachers when they speak fast." Adele Parker, an English teacher, is helping Vanessa. Adele knows that many children move here due to various problems in their home countries. "Learning a new language is a huge challenge for immigrants. I teach students about the culture, too, and help them integrate through extra social activities."

- 3** Read the article again. Mark the sentences true (T) or false (F).

- T Mateo says some Americans think of Mexicans in a fixed way.
- T Mateo feels people should have some knowledge of the countries around them.
- F Americans are usually familiar with Ji-Min's home country.
- F Vanessa guessed correctly about the problems she would have in the USA.
- T Adele helps immigrants with more than just learning the language.

Reading tip

When you find a new word in a text, look at what comes before and after that word. The surrounding words can give you helpful context clues to identify the class of that word - if it's a noun, an adjective, a verb etc. - and help you find its correct meaning in a dictionary.

- 4** Look at the highlighted words in the text. What do they mean? What is their word class? Use a dictionary to check their meaning.

See answers in the Teacher's Book.

- 5** What problems do immigrants face in your country? How can we make a difference in these areas?



Discuss in pairs.

Students' own answers.

culture jobs language stereotypes tolerance



I can use different tenses to talk about past events and experiences.

- 1 What's the most exciting experience you have ever had? Tell a classmate. *Students' own answers.*
- 2 Read the text. In pairs, ask and answer the questions. *See answers in the Teacher's Book.*
 - 1 What did Malavath do in 2014?
 - 2 Why did Malavath want to do the challenge?
 - 3 Why has Malavath gone back to school?
 - 4 How has this experience changed Malavath?
- 3 Study the Grammar box and complete the information with the words in the box. Underline examples of past tenses in the article.

background description completed experience
finished in progress present recented repeated

Grammar

Past tenses review

Simple Past

She **became** a good climber.

(_____ *finished* _____ action)

They **trained** in the countryside for eight months.

(_____ *repeated* _____ action)

Past Continuous

At nine o'clock, she **was studying** for her test.

(action _____ *in progress* _____)

It **was raining**. (_____ *background description* _____)

Simple Past and Past Continuous

They **were sleeping** when we **arrived**.

Present Perfect

She **has gone** home.

(result in the _____ *present* _____)

I **have never been** to Paris. (_____ *experience* _____)

She's **gone** home. She **went** home an hour ago.

(_____ *recent* _____ event + completed action)

I've **been** to Paris. I **went** there three years ago.

(experience + _____ *completed* _____ action)

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In 2014, thirteen-year-old Malavath Poorna became the youngest girl to climb Mount Everest. She was living in a village in the countryside with her parents when a government organization chose her and a friend for the mountain challenge. At the time, Malavath was looking for a chance to do something different and she was happy to go. She flew for the first time in her life to a special mountain center where she trained for eight months. The training was hard and sometimes the temperature dropped as low as -35°C. Malavath also hated the packaged food that she had to eat. It didn't smell nice and she missed her mom's cooking! The climb lasted fifty-two days. At times it was dangerous and they had to walk very slowly, but Malavath didn't give up. When she finally raised India's flag on the highest peak in the world, she said she felt great and very proud of herself. Since the climb, Malavath has gone back to school because she couldn't study while she was training. She's also met the prime minister, who encouraged her to complete her studies. Has the climb changed her? Definitely! Now she wants to climb more mountains around the world.

- 4 In your notebook, write questions using the correct past tense. Then write answers that are true for you. *See answers in the Teacher's Book.*
 - 1 you / climb / a mountain / recently / ?
Have you climbed a mountain recently?
No, I haven't.
 - 2 what / you / do / at 5 p.m. / yesterday / ?
 - 3 you / ever / eat / packaged food / ?
 - 4 you / start / English classes / five years ago / ?
 - 5 it / rain / when / you / get up / this morning / ?
 - 6 you / ever / be / abroad / ?

- 5 In pairs, describe a time when you were away from home. Did you enjoy it? Was it difficult? *Students' own answers.*

- Where did you go and why?
- Who were you staying with?
- What did you like/not like about it?

I've been away from home a few times. Once I stayed with a family in England. They were very friendly, but I didn't like the food much.





1.5

LISTENING and VOCABULARY Projection mapping

I can identify specific information in a dialogue and talk about personality.

1 CLASS VOTE Do you like trying new things? Why? / Why not? Talk to your classmates about it.

2 1.16 Look at the Vocabulary box. Listen and repeat the adjectives. Then complete the sentences. Students' own answers.

Vocabulary	Personality adjectives
calm confident creative curious fussy generous	
gentle organized punctual reliable sensible	

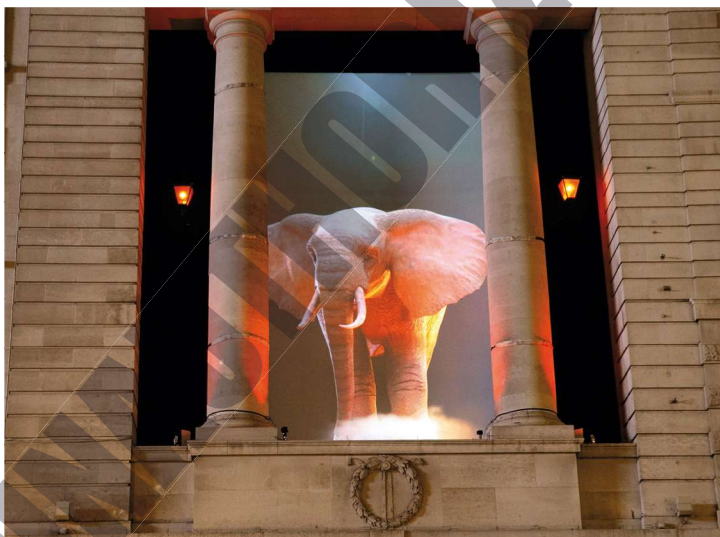
- 1 Someone who always has new ideas is creative.
- 2 Someone you can trust is reliable.
- 3 Someone who worries about things that aren't important is fussy.
- 4 Someone who is sure about him/herself is confident.
- 5 Someone who wants to learn new things is curious.
- 6 Someone who always arrives on time is punctual.

3 In your notebook, write definitions for the other five words in the Vocabulary box. Students' own answers.

4 I KNOW! In pairs, add more adjectives to the list in Activity 2. Write them in your notebook. Use two words to describe a person you know. Students' own answers.

My best friend is always kind and calm.

5 This picture is an example of "projection mapping." Have you ever seen this on TV or where you live? How do you think it works? Discuss with your classmates. Students' own answers.



6 1.17 Listen to Ivan telling Marisa about a workshop. Check (✓) the correct option.

- 1 Marisa has seen the information and has decided she isn't interested.
- 2 Marisa has bought tickets for her and Ivan to go to the workshop.

7 1.17 Listen again. Complete the information with a word or phrase.

Projection mapping workshop
New, easy, and great fun!

Location: ¹ Science Museum

Address: ² River Road

Title: "Bringing the ³ World to Life"

For: fourteen to ⁴ seventeen year-olds

Time: ⁵ 10 a.m. to 4 p.m.

Bring: ⁶ (your) lunch and a drink

Cost per person for this special event:
\$ 5

8 1.17 Listen once more. Answer the questions in your notebook. See answers in the Teacher's Book.

- 1 What did Marisa think the workshop was about?
- 2 Where do you create the videos in a projection mapping workshop?
- 3 Where did Marisa see an example of projection mapping?
- 4 Is Ivan creative or curious?
- 5 Why can't Marisa go on her own to the workshop?
- 6 Why does Marisa have to go to Ivan's house on Saturday?

9 In pairs, talk about these classes and workshops. What type of person are they right for? Are they right for you? Why? / Why not? Students' own answers.



- chess
- cooking
- creative writing
- gardening
- photography
- sewing
- singing

You have to be organized if you do the cooking class because you plan recipes and shopping lists.

I joined a singing class after school. I'm not very confident, but the teacher was very gentle and kind.



1.6

SPEAKING Asking for and offering help

I can ask for and offer help, and respond to offers of help.

- 1 CLASS VOTE** Can you remember the first day at your school? What was it like? *Students' own answers.*
- 2** Look at the picture. How do you think Nina is feeling? *Possible answers: She is worried/anxious/stressed/nervous/uneasy.*
- 3** **1.18** Listen and read. Then answer the questions in your notebook.
 - Who is Nina waiting for? *The head teacher.*
 - What's the surprise for Nina at the end? *Dan is in her class.*



FIRST DAY NERVES

Dan: OK, here we are. Do you need anything else?

Nina: No, I'm fine. Thanks for your help!

Skye: I hope you're in our class.

Dan: Catch you later.

Student: Do you need any help?

Nina: Oh, hi. You made me jump! I'm meeting the **head teacher** at 8:30, but she isn't here.

Student: No surprise there! Just take a seat. She won't be long.

Nina: Excuse me. Can you help me?

Woman: Of course. I'll be with you in a minute. Now, what can I do for you?

Nina: I'm looking for the head teacher.

Woman: Oh, Nina! I'm so sorry. I'm Ms. Holiday, the **head teacher**. Welcome to Belmont Academy. It's always crazy on the first day. Let's find your class. Can I give you a hand with your books?

Nina: No, I'm fine, but thanks anyway.

Woman: Don't worry. I've asked Dan to look after you.

Nina: Dan? I've just met him.



head teacher
principal

Watch
OUT!

- 4** Study the Speaking box. Underline examples in the dialogue.

Speaking	Asking for and offering help
Asking for help	
Can/Could you help me?	
Excuse me. Would you mind helping me?	
Can/Could you give me a hand (with sth)?	
Replying	
Of course. / Sure!	I'll be with you in a minute.
Offering help	
Do you need any help?	May I get you anything?
Do you need anything else?	Can I help you?
Can I give you a hand with ...?	What can I do for you?
Replying	
That would be great, thanks.	That's really nice of you, thanks.
Thanks for helping/your help.	No, I'm fine, but thanks anyway.
Be careful!	
Would you mind helping me?	No, of course not.

- 5** **1.19** Listen to the intonation of these questions asking and offering help. Does the intonation rise or fall? *The intonation rises in the questions.*



- Can you help me?
- Could you give me a hand?
- Do you need any help?
- May I get you anything?

- 6** **1.20** Complete the dialogue with phrases from the Speaking box. Listen and check. Then practice the dialogue.

A: Excuse me. Would ¹ you mind helping me? I don't know where the school office is.

B: No, of ² course not. It's over there. I'll show you.

A: Thanks for your ³ help.

B: Do you ⁴ need anything else?

A: No, ⁵ I'm fine, but thanks anyway.

- 7** In pairs, read the situations and take turns to ask for and/or offer help. *Students' own answers.*



Student A


- Ask your teacher to help you with your homework.
- Offer to help your friend to carry a big bag and a guitar.

Student B

- Ask your friend to help you buy food and drinks for your party.
- A classmate isn't feeling well. Offer to help.

I can write an essay about a personal challenge.

1 CLASS VOTE Are you afraid of heights? Where are the worst places to be if you are? *Students' own answers.*

2  **1.21** Study the Vocabulary box. Listen and repeat the verbs. In pairs, take turns to use the words in sentences. *Students' own answers.*

I gasped at the end of the movie because it was a surprise.

Vocabulary Verbs to express emotion

gasp	scream	shake	shiver
sweat	yawn		

3 Read Jo's essay about a personal challenge. Which paragraph describes:

- a **2** a challenge that helped Jo?
 b **3** how the experience changed Jo?
 c **1** a bad experience in the past?

My personal challenge

by Joan Taylor

I've always loved trying new things, so when Dan invited me to go climbing, I was confused. The problem is, I'm scared of heights. I first realized this when I was visiting the Eiffel Tower in Paris on vacation. Suddenly, somebody screamed and I saw that part of the floor was made of glass. I started shaking and my hands were sweating. I was disappointed with myself and sad.

Soon after that, I heard about the climbing class and I decided to give it a go. When I arrived and saw the climbing wall, I gasped. It was pretty high, but the instructor helped me and showed me how to climb slowly and safely. At the beginning it was pretty difficult, but gradually I felt less anxious, although I had to concentrate very hard.

The experience has made me more confident.

That day, I got a buzz out of climbing and I couldn't stop smiling. Now I climb regularly and I'm never scared.

4 Study the Writing box. Find examples of these phrases in Jo's essay.

Writing An essay about a personal challenge

Reason for the challenge

I've always loved/wanted/dreamed about ...
 The problem is/was, I ...
 I first realized this when ...

Description of the challenge

Soon after that, I heard about/saw ...
 ... I decided to give it a go.
 When I arrived at/started/saw ... , I gasped/screamed.
 At the beginning it was ...
 In the end, I ...

After the challenge

The experience has made me ...
 That day, I ...
 Now I'm not afraid of / I ... regularly
 I'm thinking of becoming a ...

5 In pairs, choose one of these challenges and answer the questions below. *Students' own answers.*

- joining a new sports team
- performing in front of classmates
- staying with a family in another country

- 1 Why is the challenge difficult?
- 2 How would you feel before, during, and after the challenge?

6 Write an essay about a personal challenge. *Students' own answers.*

1 ! Find ideas

Take notes about:

- why you wanted to do the challenge.
- what the challenge was like.
- how you felt after the experience.

2 📄 Draft

Write a draft of your essay. Use the verbs in the Vocabulary box to make your writing more interesting.

3 🔄 Share

Share your essay with another student for feedback. Listen to his/her opinion and suggestions. Check the spelling and grammar.

4 ✓ Check and write

Make any necessary changes to your essay and write its final version.

Writing Time

afraid [adj]
 annoyed [adj]
 anxious [adj]
 arrival [n]
 be aware of [v]
 be yourself [v]
 belong [v]
 bunny [n]
 calm [adj]
 challenge [n]
 challenge yourself [v]
 chubby [adj]
 concentrate [v]
 confident [adj]
 confused [adj]
 congratulate yourself [v]
 creative [adj]
 criticize [v]
 curious [adj]
 determined [adj]
 disappointed [adj]
 due to [prep]
 dump [v]
 encourage [v]
 express yourself [v]
 face [v]
 fit in [v]
 fixed [adj]

focus [v]
 fussy [adj]
 gasp [v]
 generous [adj]
 gentle [adj]
 government organization [n]
 gradually [adv]
 grow up [v]
 immigrant [n]
 integrate [v]
 international [adj]
 joyful [adj]
 know yourself [v]
 label [n]
 make yourself (do sth) [v]
 marshmallow [n]
 miserable [adj]
 organized [adj]
 peak [n]
 population [n]
 prime minister [n]
 projection mapping [n]
 punctual [adj]
 raise (a flag) [v]
 relaxed [adj]
 reliable [adj]
 satisfied [adj]
 scream [v]

search [v]
 sensible [adj]
 shake [v]
 shiver [v]
 social [adj]
 speech [n]
 stereotype [n]
 stressed [adj]
 surprise yourself [v]
 surprised [adj]
 sweat [v]
 take it personally [v]
 talk to yourself [v]
 tell yourself [v]
 tolerance [n]
 uneasy [adj]
 workshop [n]
 yawn [v]

WORD FRIENDS

boost your confidence
 change your routine
 get a buzz (out of sth)
 give an opinion
 give sth a go
 have an adventure
 make plans
 take something on board

VOCABULARY IN ACTION

1 Use the Wordlist to find and write in your notebook:

See answers in the Teacher's Book.

- two people *immigrant, ...*
- four adjectives to describe positive emotions
satisfied, ...
- three actions people do when they're nervous or frightened
shake, ...
- one expression that means "try new things"


2 In your notebook, write an adjective from the Wordlist which describes:

Students' own answers.

- your best friend's personality
confident
- a good student
- how you feel when you have a test at school
- how you feel if you get a bad grade on an essay
- how you feel if a friend argues with you

3 Complete the sentences with the correct form of verbs from Word Friends.


- My friends and I are always ready to have an adventure.
- I find taking negative comments on board difficult.
- I've already made plans for the next school vacation.
- A nice comment from my teacher can boost my confidence.
- I don't like giving my opinion in class.

4 In pairs, discuss if the sentences in Activity 3 are true for you.
*Students' own answers.*5  1.22 PRONUNCIATION Listen to the words below and decide how the underlined vowels are pronounced.

/ɪ/ - disappointed, integrate, immigrant, miserable

disappointed integrate immigrant imiserable organized
 reliable satisfied isurprised

/aɪ/ - organized, reliable, satisfied, surprised

6  1.23 Write the words from Activity 5 in the correct category. Listen and repeat.

/ɪ/ disappointed , integrate , immigrant
miserable

/aɪ/ organized , reliable , satisfied ,
surprised

SELF-CHECK

1 Write the correct word for each definition.

- If you can make yourself climb to the top of a mountain, you are **determined**.
- People who worry about unimportant things are **fussy**.
- The total number of people in a country is its **population**.
- You work with others to learn something new at a **workshop**.
- When you have a fixed opinion about something or somebody, this is a **stereotype**.

2 Complete the personality quiz with the verbs below.

be challenge ~~make~~ surprised

- Name one situation when you might **make** yourself do something.
- Name one situation when you could **challenge** yourself to try something difficult.
- Name one time when you **surprised** yourself by doing something unexpected.
- Name one situation when you can just **be** yourself and relax.

3 In pairs, discuss the situations in Activity 2. Then tell the class about your classmate.

Students' own answers.

4 Complete the letter with the Simple Present or the Present Continuous form of the verbs in parentheses.

Dear Student,

1 **Are** you **starting** (start) a new term at Rochdale Middle School this year? This advice might help.

On the first day, all students 2 **go** (go) to their classrooms at 8:30 for registration, so everyone 3 **meets** (meet) their new home room teacher before classes. Your tutor has your class schedule. Like most middle schools, Rochdale 4 **has** (have) six fifty-minute periods a day.

We hope you 5 **aren't feeling** (not feel) anxious! But if you are worried, please contact me. At Rochdale Middle School, we 6 **believe** (believe) that it's good to ask questions!

Best wishes,

Mr. Morris, Principal

5 Complete the sentences with the Simple Past, the Past Continuous, or the Present Perfect form of the verbs in parentheses.

- A: **Have** you **ever taken** (ever/take) part in a dance workshop?
B: Yes, I **have**. I **took** (take) part in a salsa workshop in May.
- I have so much homework to do! I can't believe that a week ago we **were sitting** (sit) on a beach and I **wasn't thinking** (not think) about school at all!
- The president **was giving** (give) a speech when, suddenly, the microphone **stopped** (stop) working.
- Maria is really generous. She **has already given** (already/give) a lot of money to an organization which helps immigrants.
- A: So, what **did** you **do** (do) on Nantucket?
B: Lots of things. We **rode** (ride) bicycles and we **took** (take) a lot of pictures!

6 Circle the best response for each question.

- Excuse me, would you mind helping me? I can't open this door.
a That would be great, thanks.
b Could you give me a hand?
 c Sure. I'll be with you in a minute.
- Those bags look heavy. Do you need any help?
a I'll be with you in a minute.
 b No, I'm fine, thanks.
c Sure!
- OK, the party food is ready. Now, do you need anything else?
 a That's really nice of you, but I can manage now.
b Can I help you?
c No, of course not.

7 1.24 Listen, then listen again, and write down what you hear.

I love meeting different people, so I'm enjoying my new school. I'm very happy with the teachers here.
It's an international school and I get a real buzz from speaking other languages with my new friends.
I'm learning Spanish, which is a challenge, but I'm determined to do well.

2



VOCABULARY Protecting the environment

I can talk about pollution and the environment.

Follow the trash trail!



What a waste!

VOCABULARY

Pollution | Protecting and damaging the environment | Compound nouns: the environment | Elections and campaigns

GRAMMAR

Past Perfect | Used to

Grammar:

Watch where you're running!
What is Skye doing?



Speaking:

Trash to treasure
Where are Skye and her friends?



- 1** **CLASS VOTE** What do you do with the items below when you don't need them anymore? *Students' own answers.*

empty pizza boxes old clothes old cell phones
plastic water bottles school textbooks

I throw them away. I recycle them.

- 2** **1.25** Study Vocabulary A box. Listen and check if you understand the words. Then circle the ones that are not in the poster on this page.

Vocabulary A Pollution

endangered animal factory oil gasoline plants recycling can
smoke traffic trash trash can

- 3** In pairs, look at the poster again. What causes the types of pollution below? Talk to your classmate. *Possible answers: acid rain, carbon dioxide, cities, forests, greenhouse gas, ice, people, planes, temperature*

Factories cause air pollution.

- 4** **1.26** Listen to part of a radio program about the trash trail. Answer the questions in your notebook.

- Where does the trash trail start?
At the factories.
- What containers are the food and the drink in?
Plastic bottles, packages, and aluminum cans.
- How do the goods get to stores?
Huge trucks deliver them.
- What do people in the city want to escape from?
Traffic and polluted air.
- Why can't people use the trash cans in parks?
Because they're full.

Would you cross a desert?

Endurance tests: the most challenging races in the world

You're stressed and anxious, you have problems sleeping. What you need is a challenge. There has never been a better time, but which one to go for? Traditional marathons and triathlons are still popular, but newer events have now appeared. They are held on difficult terrain and represent a greater challenge to participants. They are popular in the USA and are very competitive.

The first long-distance triathlon was the Ironman. It started in Hawaii, on Waikiki beach, in the 1970s and there are now forty countries across the world which hold Ironman events. An Ironman is the hardest one-day endurance test in the world. Participants must complete a 3.86-km swim, a 180-km bike ride, and run a whole marathon – and no stopping is allowed! The World Championships are held in Hawaii every year. The run in Hawaii is particularly difficult because you have to cross a desert!

Other tough races include the Trans-Rockies. These are six separate contests which take place in different locations in the Rocky Mountains. You can do a twenty-four-hour bike race along Canada's highest peaks – but don't try it if you suffer from vertigo! Alternatively, head for New Mexico, where there is a ride that lasts three days through the desert – just try cycling through sand dunes!

As for the traditional marathon, you can still take part in the world's biggest, in New York. However, if you really want to push yourself, try the World Marathon Challenge. This is seven marathons, in seven days, on seven different continents! It's called The World Marathon Challenge for a reason! For many people, this is the challenge of a lifetime. Participants have to run 295 km, spend fifty-nine hours in the air, and fly approximately 38,000 km from the Antarctic Circle to Sydney, Australia. All at your own risk!

GLOSSARY

terrain (n) a particular type of land
competitive (adj) determined to be more successful than other people
endurance (n) when you can continue to do sth difficult for a long time
tough (adj) difficult
peak (n) the top of a mountain

EXPLORE

1 In pairs, discuss the questions.

- Students' own answers.*
- 1 Would you like to take part in a marathon? Why / Why not?
 - 2 Why do you think people run marathons, take part in extreme triathlons, cross deserts, or climb the highest mountains?

2 Read the article and answer the questions in your notebook.

- See answers in the Teacher's Book.*
- 1 What is the difference between the new events and the traditional ones?
 - 2 Why is the Ironman Triathlon famous?
 - 3 What makes the Ironman World Championship particularly difficult?
 - 4 In which two countries do the Trans-Rockies events take place?
 - 5 Why is the New York Marathon special?
 - 6 What is the ultimate challenge race? Why?

3 In pairs, discuss the questions.

- Students' own answers.*
- 1 Which of these challenges would you like to take? Why?
 - 2 How do you think people prepare for these types of events?

EXPLORE MORE

4 01 Watch Part 1 of a documentary about two men on an adventure. Answer the questions in your notebook.

- 1 What kind of landscape can you see? Where is it? *1 desert, the Empty Quarter in the Middle East*
- 2 What are the two men doing? *2 They are following the route taken by a British explorer and*
- 3 What problems do you think the men will have? *3 Students' own answers. want to recover their lost friendship.*

5 01 Watch the video again. Circle the correct option.

- 1 The desert of the Empty Quarter is special because it's the *hottest / most remote* place on Earth.
- 2 Ben and James *have arguments / want to give up*.
- 3 They have been on many trips, but this is the *best / most difficult* one.

6 02 Watch Part 2 of the video and answer the questions in your notebook.

- 1 What other places have Ben and James traveled to? *They have crossed the Atlantic Ocean and raced to the South Pole.*
- 2 Which country do they travel through on this trip? *Oman.*
- 3 What is their destination? What will they find there? *The quicksands of Umm as Samim.*

7 02 Watch the video again. Match the numbers below to what they refer to (1-6).

1940s eight 250 forty-seven
ten eleven

- 1 original journey time in days eight
- 2 maximum temperature in the desert in Celsius forty-seven
- 3 litres of water drunk per day ten
- 4 journey across desert in km 250
- 5 actual journey time in days eleven
- 6 decade of Thesiger's expedition 1940s

8 Circle the best summary of the documentary.

- ① Ben and James recover their friendship by taking on an almost impossible journey.
- 2 Ben and James are the first people to discover the most remote place on earth.
- 3 Ben and James' final journey is the hardest they have ever done together.

9 What's your opinion of Ben and James' journey? Do you think an extreme experience like this can help save a friendship? Why? / Why not? Discuss in pairs or small groups. *Students' own answers.*

YOU EXPLORE

10 CULTURE PROJECT In groups, prepare a digital presentation about a famous expedition from your country.

- Students' own answers.*
- 1 Use the internet to research the expedition.
 - 2 Write a short script in your notebook to describe the journey. Choose images or videos that you would like to use.
 - 3 Share your presentation with the class.

1.2 Present Simple, Present Continuous, and state verbs

Simple Present and Present Continuous

She often **takes** the bus to school. (routine)
 He **lives** in Madrid. (permanent situation)
 He's **talking** to his friends now. (present action)
 She's from Brazil, but she's **studying** in the USA. (temporary situation)

State verbs

Some verbs don't normally have a continuous form:
 like, love, prefer, wish, hate, want, need, believe, know, remember, understand, be, cost, belong, mean, seem.

Some verbs can be state or dynamic, depending on the meaning.

- I **think** he's right. (opinion)
- What **is** he **thinking** about? (mental process)
- I **see** her – she's round the corner. (see with eyes)
- I **'m seeing** Peter a lot these days. (meet up with)
- I **have** a dog. (possession)
- I **'m having** lunch. (action)
- The soup **tastes/smells** delicious. (quality)
- I **'m tasting/smelling** the soup. (action)

Some verbs work both in the simple and continuous forms, but with no change in meaning.

I **feel** tired./I **'m feeling** tired.

1 Circle the correct option. Which verb can be used both in the Simple Present and the Present Continuous?

feel

Hi Sara,
 How are you? I ¹**'m enjoying** / **enjoy** my new school.
 There are lots of extracurricular activities and I ²**belong** / **'m belonging** to the Drama Club now.
 We ³**'re meeting up** / **meet up** every Friday. At the moment the club ⁴**prepares** / **is preparing** for a show and they ⁵**'re wanting** / **want** me to be in it.
 I ⁶**think** / **'m thinking** about it and I ⁷**like** / **am liking** the idea, but I ⁸**feel** / **'m feeling** anxious about it.
 What ⁹**do you think** / **are you thinking** I should do?

Sam

2 Do you belong to a club or have a hobby? In your notebook, write a few sentences using the Simple Present and Present Continuous and the phrases below. *Students' own answers.*

- I belong to ...
- I usually/often/always ...
- My hobby is ...
- At the moment I/we ...

1.4 Simple Past, Past Continuous, and Present Perfect

Simple Past

She **arrived** yesterday. (finished action)
 They **studied** every day. (repeated action)
 Watch out for spelling changes in regular verbs:
 study – **studied** drop – **dropped**

Past Continuous

Last night/At six o'clock she **was talking** to her friend. (action in progress)

Simple Past and Past Continuous

I **was climbing** the mountain **when I fell**.
While I was sleeping, the phone **rang**.
 (background action interrupted by another action)

Present Perfect

She's just **left** the party. (result in the present)
 They **'ve never been** to India. (experience)
 Adverbs such as **never, ever, just, yet, recently, and already** are often used with the Present Perfect.

Present Perfect and Simple Past

I **'ve been** to this theater before. I **came** here with my parents last year. (experience/recent event and a completed action in the past)

1 Circle the correct option.

- 1 It **was raining** / **rained** when I **woke up** / **was waking up**.
- 2 While I **had** / **was having** my breakfast, my friend **sent** / **was sending** me a text.
- 3 I **was jogging** / **jogged** in the park when I **met** / **was meeting** my friend.
- 4 He **was breaking** / **broke** his leg when he **learned** / **was learning** to ski.

2 Complete the questions with the correct form of the verbs in parentheses.

- 1 Have you ever won (win) a competition?
- 2 What were you doing (do) at 8 a.m. this morning?
- 3 What did you have (have) for dinner yesterday?
- 4 Was the sun shining (shine) when you got up (get up) this morning?

3 In pairs, ask and answer the questions in Activity 2. Tell the class about your classmate. *Students' own answers.*

4 In your notebook, write an email to a friend you haven't seen for a month. Tell him/her any interesting things that have happened since you last met. *Students' own answers.*



WORKBOOK



1 Match the adjectives below to pictures 1–6. There are two extra adjectives.

afraid annoyed ~~confused~~ joyful
miserable relaxed stressed surprised



1 confused



2 miserable



3 joyful



4 relaxed



5 afraid



6 annoyed

2 How would you feel in each situation? Use the adjectives in Activity 1.

- You think you do well on a test, but then you get a low score. confused
- You get a really good grade on a test. joyful
- You're lying on the beach on vacation. relaxed
- Your little brother breaks your phone. annoyed
- You have a lot of homework to do and don't have much time. stressed
- Your friend visits you and you weren't expecting it. surprised
- Your pet gets really sick. miserable
- You're watching a horror movie. afraid

3 Circle the adjective that does NOT fit in each sentence.

- I feel ___ when I walk alone on the street at night.
a uneasy
b surprised
c anxious
- Anna was ___ when she failed the test.
a relaxed
b afraid
c disappointed
- The next time she took the test, Anna was ___ to pass it.
a determined
b relaxed
c satisfied
- After spending weeks on their school project, Sue and Cameron were ___ when they finished it.
a joyful
b satisfied
c uneasy
- People gave me a lot of different advice about the test, which made me feel _____.
a stressed
b joyful
c confused
- James was really ___ when he arrived at the station early and his train had already left.
a miserable
b annoyed
c satisfied

4 **WORD FRIENDS** Circle the correct option.

- make / get plans
- boost / get a buzz out of something
- boost / change your confidence
- have / change your routine
- give / have an adventure
- give / get something a go
- have / take something on board
- say / give an opinion

5 Complete what the people are saying. Use the words below.

afraid boosted change
determined disappointed get
have made stressed uneasy

1 This year has been so boring. I'm determined to have an adventure this summer.

2 Some people get a buzz out of walking up mountains, but I'm afraid of heights!

3 Gillian made plans for the party weeks ago, so she'll be really disappointed if we don't go.

4 Nick felt uneasy/stressed when meeting new people, but then his new friend boosted his confidence.

5 I don't like it when I have to change my routine. It makes me feel stressed/uneasy.

6 Order the letters in parentheses and complete the words in the sentences.

- Sometimes it's difficult to **express** yourself clearly in a foreign language. (serpexs)
- Why not **challenge** yourself to try something new this week? (gellachen)
- It's important to **know** yourself and be realistic about what you can achieve. (wonk)
- If you want to do more exercise, you should **make** yourself wake up early and go to the gym. (keam)
- Don't let mean people damage your confidence. **Be** yourself and you'll be fine! (eb)
- Try something difficult for a change. You might **surprise** yourself and enjoy it! (purssier)

7 Match the verbs in bold in sentences 1–5 to functions a–e.

- I know** the answer. **c**
 - Chris **is doing** his homework. **b**
 - Sara **works** in a hospital. **e**
 - I'm **working** at a restaurant for the summer. **a**
 - School **starts** at 8 a.m. **d**
- a a temporary situation
b a present action
c a state verb
d a routine
e a permanent situation

8 Complete the sentences with the Simple Present or the Present Continuous form of TWO of the verbs in parentheses.

- I hear you are/re learning to play the drums – is that right? (hear / learn / think)
- I usually wait for the school bus, but this morning I am/m getting a ride from my dad. (get / take / wait)
- Mia usually drives to work, but today she is/s coming by bus. (take / come / drive)
- Quick, the movie is/s starting! You are/re missing the best part! (finish / miss / start)
- I like my soccer coach because she always encourages me to do my best. (encourage / give / like)

9 Complete the message with the Simple Present or the Present Continuous form of the verbs below.

close do enjoy have (x2) love ~~not know~~ not work practice sell stay want

Hey Ben!

How are things? I ¹ don't know if you know, but I have a summer job in Munich for a few weeks. I ² am/m staying with my German cousins who live here. It's great here and I ³ am/m enjoying myself a lot.

I'm working in a small store which ⁴ sells designer clothes and the other people here are really nice. We always ⁵ have a lot of fun during the day. In the evening, when the store ⁶ closes, we usually all ⁷ have dinner together somewhere.

I ⁸ love Munich! It's a really interesting city and I ⁹ am/m practicing my German, too!

What ¹⁰ are you doing (you) this summer?

¹¹ Do you want (you) to come and visit me in Munich? It would be great to see you again and there's a lot of space at my cousins' house. I ¹² don't work on the weekends, so we could spend some time together. Let me know!

Harry

10 Read the pieces of advice in the article. Match people (A-F) to the topics (1-6) they talk about.

- 1 C crossing the street
- 2 A how people behave
- 3 E studying
- 4 D making friends
- 5 B losing something important
- 6 F contacting your family

11 Read the article again. Mark the sentences true (T), false (F), or doesn't say (DS).

- 1 F Alex suggests using books and websites to learn the language before you go.
- 2 DS Tomasz didn't scan a copy of his passport.
- 3 T It's against the law to cross the street anywhere you want in San Francisco.
- 4 F Maribel thinks you should only spend time with local people.
- 5 F Özge thinks you shouldn't go to classes if you don't have to.
- 6 T Maria says it's easy to keep in contact with your family.

Challenging yourself abroad

Studying abroad is a big challenge for anyone to face, so it's natural to feel anxious when you're making plans. But that doesn't mean you shouldn't give it a go. We asked six international students to share their best advice for studying abroad.



A Alex

From: Barcelona **Studying in:** London

Try and learn something about the country before you go. Of course, you should learn the language and the basics — money, food habits, etc., but it really helps if you can find out about the culture and the way people behave. You can find a lot of information in books and on websites. Take it on board and you'll find it much easier to fit in.



B Tomasz

From: Kraków **Studying in:** Paris

Scan copies of all your important documents before you leave — passport, visa, insurance documents, etc. I've lost my passport twice and both times it was a nightmare. I had to spend days at the embassy trying to get a new one and while you don't have it, you can't really do anything!



C Jacob

From: London **Studying in:** San Francisco

Learn the traffic rules! I got really stressed when I first came here because the cars drive on the other side of the road. I often got confused about where to look. Oh, and "jaywalking" (crossing the street in unauthorized places) is illegal here, and you have to pay an expensive fine if a police officer sees you!



D Maribel

From: Puerto Rico **Studying in:** Rio de Janeiro

You should definitely make friends with the locals because it will help you integrate. But I've learned that it's also OK to make friends with people who are from your own country. It will help you feel less homesick and less miserable. Also, say "yes" to every opportunity, even if you feel a bit uneasy at first. If you do, you'll have an adventure and see places you've never seen before. And may never see again!



E Özge

From: Istanbul **Studying in:** Berlin

Keep a diary. Make yourself write something every day, even if it's just a sentence or two about what you've done that day. In a few years' time you'll get a buzz out of reading about your time abroad. And don't forget you're there to study. Meet new people and explore, but remember to go to class in the morning, even if it's not compulsory. Once you've studied, congratulate yourself, then go and have fun!



F Maria

From: Buenos Aires **Studying in:** New York

Don't forget your family back home. As soon as you arrive, send them a message to say you've arrived safely and give them all your contact details. It's not difficult to stay in touch, but it's easy to forget it in all the excitement of a new place. It will stop them feeling anxious about you and it will also make things easier for you, knowing the ones you love are easy to contact.

- 17** Write the questions from Activity 16 in the chart.

Asking for help
<i>Can you give me a hand with something?</i>
<i>Excuse me, would you mind helping me?</i>
<i>Could you help me?</i>
Offering help
<i>Do you need anything else?</i>
<i>Can I get you anything?</i>
<i>Can I give you a hand?</i>
<i>May I help you?</i>

- 18** Match questions 1–7 to answers a–g.

- 1 **b** Can I get you anything to drink?
 - 2 **f** This activity is too difficult. Can you help me?
 - 3 **c** May I help you? You look lost.
 - 4 **a** You seem stressed. Can I give you a hand?
 - 5 **g** Can you give me a hand with these bags?
 - 6 **e** Excuse me, would you mind helping me? I'm looking for the staff room.
 - 7 **d** Here are the books you ordered. Do you need anything else?
- a That would be great, thanks. I just don't understand this math problem.
- b No, thanks. I'm fine.
- c That's really nice of you, thanks. I'm looking for the station.
- d No, these are all I need. Thanks for your help.
- e No, of course not! I'll show you.
- f Sure! I'll be with you in a minute.
- g Of course! Let me carry these two for you.

- 19** Complete Alice's essay about a personal challenge with phrases a–f.

- a One day I heard about a school talent show
- b I've always loved
- c The experience boosted
- d When I arrived at
- e The problem is,
- f At the beginning, it was difficult

My first performance

by Alice Fischer



1 **b** singing and I sing whenever I can at home – usually in the shower!

2 **e** I've always hated the thought of singing in public or even in front of my closest friends. The thought of it makes me feel really anxious. 3 **a**, however, and I decided to give it a go.

4 **d** the contest, I walked onto the stage and I was terrified. My hands were shaking and I could hardly hold the microphone. When the music started, I was shivering all over, but I began to sing the first few words.

5 **f**, but gradually I started to calm down and sing normally. I actually loved it and by the end, I wanted to scream with joy!

I didn't win the contest, but people said I sang well.

6 **c** my confidence about my singing and now I'm thinking about joining a band.

- 20** Match 1–6 to a–f to form sentences.

- 1 **d** I first realized I had a problem
 - 2 **e** Soon after that
 - 3 **f** So I decided to give
 - 4 **b** Suddenly, somebody
 - 5 **c** That day I learned
 - 6 **a** Now I'm not afraid
- a of heights any more.
- b screamed!
- c something important about myself.
- d when I went climbing with a friend.
- e I heard someone shout, "Come on, Dan!"
- f it a go.

SELF-ASSESSMENT

Vocabulary

1 Circle the correct option.

- 0 I was surprised / *anxious* to see Carla at school today. I thought she was sick.
- 1 I felt *joyful* / uneasy walking down that street the other night because it was very dark.
- 2 I hope you take / *have* this advice on board.
- 3 Our teacher likes us to be punctual / *fussy* for class. She hates it when we're late.
- 4 James is so *gentle* / generous. He always gives people nice gifts on their birthday.
- 5 When you succeed at a new challenge, it can boost / *change* your confidence.

/5

2 Complete the sentences with the verbs below.

- I** be congratulate express know surprise tell
- 0 Don't try and be something you're not. Just be yourself and relax.
 - 1 If you work hard and study, you might surprise yourself and pass the test!
 - 2 Be confident. If you tell yourself that you can do it, then you'll succeed.
 - 3 At first, it's often difficult to express yourself in another language.
 - 4 Don't push too hard. Know yourself, your limits, and when it's time to stop.
 - 5 I think you should always congratulate yourself if you've done something well.

/5

Grammar

3 Complete the sentences with the Simple Present or the Present Continuous form of the verbs in parentheses.

- 0 We are staying (stay) in a hotel until we can move into our new house.
- 1 Jake always gets up (get up) at 6 a.m.
- 2 My cousin is (be) a biologist.
- 3 I am /'m having (have) lunch right now.
- 4 Sally isn't enjoying (not enjoy) this movie and wants to leave the movie theater.
- 5 Does your mom like (your mom/like) her new job?

/5

4 Underline the correct option.

- 0 We had / were having a picnic when it started to rain.
- 1 I didn't pass / wasn't passing my driving test last week.
- 2 Chris never climbed / has never climbed a mountain.
- 3 Susie wasn't / hasn't been here last week because she was on vacation.
- 4 We went / were going to a new school last year.
- 5 I was watching / have watched a movie when you called me.

/5

5 Complete the text with the Simple Past, the Past Continuous, or the Present Perfect form of the verbs in parentheses.

I always ⁰ love (love) traveling to new places, so last summer I ¹ decided (decide) to travel around Italy by train with some friends and Clara, my cousin. It ² was (be) a great experience. We ³ saw (see) a lot of great places and ⁴ talked (talk) to a lot of interesting people, but it wasn't all good. While we ⁵ were walking (walk) around Rome, someone stole Clara's bag with all her money and passport!

/5

Speaking language practice

6 Complete the dialogues with one word in each blank.

- 0 A: Excuse me, would you mind helping me?
B: No, of course not.
- 1 A: Can I get you anything?
B: No, I'm fine, but thanks anyway.
- 2 A: Can I give you a hand?
B: That's really nice of you, thanks.

/5

Vocabulary

/10

Grammar

/15

Speaking language practice

/5

Your total score

/30

Unit contents

Vocabulary

- Adjectives of emotion
- Phrases with *yourself*
- New experiences
- Personality adjectives

Grammar

- Present tenses
- Past tenses

Examples of 21st century skills/competencies

- Critical thinking: page 10 (Activity 1), page 12 (Activity 1), page 13 (Wrap-up), page 16 (Extra activity)
- Collaboration: page 10 (Warm-up), page 11

- (Activities 7, 12, and Wrap-up), page 12 (Warm-up, Activity 1, Extra activity, and Wrap-up), page 13 (Warm-up, Activities 1, 4, and 5, Extra activity, and Wrap-up), page 14 (Warm-up, Activities 1 and 6, Extra activity, and Wrap-up), page 15 (Activities 4 and 9, Extra activity, and Wrap-up), page 16 (Warm-up, Activity 6, Extra activity, and Wrap-up), page 17 (Warm-up and Activity 5), page 18 (Activity 4 and Extra activity), page 19 (Extra Activity)
- Assessment for learning: page 19
- Autonomy and personal initiative: page 11 (Activity 12), page 12 (Activity 5), page 13 (Activity 5), page 14 (Activity 6), page 15 (Activity 9), page 16 (Activity 6), page 17 (Activity 6)

1.1 VOCABULARY New experiences

pages 10 and 11

Lesson learning objective

Students can talk about challenging new experiences and emotions.


Materials:

- Student's Book
- audio tracks 1.10, 1.11, 1.12, 1.13

Warm-up

- (*Books closed*) Write the word *EMOTIONS* vertically on the board. Using the first two letters, make the words *nervous* and *calm*.
- Elicit which is a positive emotion and which is a negative one. Organize students into pairs. Tell half the pairs to write more adjectives of emotion for the other letters of the word, but making the first adjective positive, the second one negative, the third one positive, and so on. The other pairs should do the same, but starting with a negative emotion, then a positive one, a negative one, and so on. When students have finished, organize pairs into groups of four to compare their answers. Encourage pairs to write their ideas on the board.
- (*Books open*) Draw students' attention to the information on the left column of page 10. Go over the Vocabulary and Grammar items. Read aloud the question about the picture from the story in Lesson 1.2 - Grammar and encourage students to share their predictions with the whole class and write them down in their notebooks. Do the same with the question about the picture from Lesson 1.6 - Speaking.
- Explain the lesson objective. Then ask students to predict what they will be able to say in English at the end of the lesson.

their opinions about it. Explain that Amyotrophic lateral sclerosis (ALS) is a progressive neurodegenerative disease that affects nerve cells in the brain and the spinal cord. Mention that the Ice Bucket Challenge began in 2014 as a way for raising awareness and funds to fight ALS.

- Ask a student to read the text and hold a class vote to find out whether or not students would join the challenge. Encourage them to justify their answers.
 - **Critical thinking** After the class vote, elicit any other similar challenges students have heard about, as well as what they promote. Have a class discussion about the purposes of those challenges.
- 2**  **1.10 Study Vocabulary A box. In your notebook, organize the adjectives in the correct categories. Listen, check, and repeat.**
- Go over Vocabulary A box with the class. Then tell students to study it individually and write the adjectives in the correct category. If any of these adjectives were mentioned during the Warm-up activity, ask students to say whether the words were positive or negative.
 - Play the audio for students to listen, check, and repeat.

Extra activity

- Ask students which adjectives could go in both columns. Explain that *surprised*, for example, can be positive or negative, depending on the situation (e.g., *a student who usually gets 70 percent in tests would be positively surprised if he/she got 90 percent, but negatively surprised if he/she got 40 percent*). Elicit examples of how any other adjectives could fit into both categories.

Possible answers:

Positive: *joyful, relaxed, satisfied, surprised*

Negative: *annoyed, anxious, confused, disappointed, miserable, stressed, uneasy*

1 **CLASS VOTE** **Read about the Ice Bucket Challenge. Would you do it? Why? / Why not?**

- Write *Ice Bucket Challenge* on the board and ask if anyone knows what it is and encourage them to share

3 Your friend has invited you to do the Ice Bucket Challenge. How do you feel? Use the adjectives in Vocabulary A box to talk to your classmates about your feelings.

- Hold a class discussion to find out which of the three answers is the most popular. Encourage students to explain their choices.

4 Look at Claudia's notes and pictures on page 11. Circle the correct option.

- Students look at Claudia's notes and pictures on page 11 and circle the correct option. Elicit the answers and the reasons for students' choices.

5 I KNOW How many other adjectives of emotion can you think of in one minute? Write the words in your notebook.

- Students list other adjectives of emotion in one minute in their notebooks. Remind them of the words they thought of in the Warm-up activity and make sure they brainstorm different words this time.
- When time is over, ask students how many words they thought of and encourage some of them to share their ideas with the class.

6 Work in pairs. Choose an adjective from Vocabulary A box. Your classmate says when he/she last felt like that.

- Organize students into pairs. Explain the activity: Student A chooses an adjective from Vocabulary A box and Student B says when he/she last felt like that. Walk around the classroom to monitor their work.
- When they have finished, invite pairs to share some of their ideas with the class and question any that may sound strange (e.g., *Why were you surprised when you won the swimming race? You're very good at swimming!*).

7 1.11 Study Vocabulary B box. Listen to five people and check (✓) the phrases you hear.

- Go over Vocabulary B box with the class. Then tell students to study the box individually.
- Play the audio. Students listen to five people and check the phrases they hear. Elicit the answers from the class. Ask students to write all the reflexive pronouns in their notebooks: *myself, yourself, himself, herself, itself, ourselves, yourselves, themselves*.

Audio script

- 1 When you meet new people, you are often stressed, but I think it's really important to be yourself. Don't change and don't pretend to be different.**
- 2 If you have some difficult challenges, I think it's really important to congratulate yourself for trying to deal with the challenge, even if you weren't very successful and if you are disappointed with the result.**
- 3 Don't keep quiet if you don't agree with other people, even if you're scared to say something or you feel uneasy. It's a good thing to express yourself.**
- 4 Sometimes it's hard to join a new club or make new friends, but you have to make yourself do these things. It's worth it in the end.**

- 5 It's easy to think that you are the only person with problems. The only one who feels miserable, or stressed, or anxious. But you need to tell yourself that everyone has problems sometimes.**

8 Complete the sentences with the correct option from Activity 7.

- Students complete the sentences with the correct option from Activity 7. Walk around the classroom to monitor their work.
- Elicit other examples of phrases with *yourself* that could be used in the blanks (e.g., *1 introduce yourself; 2 be proud of yourself; 3 make yourself play tennis; 4 force yourself to; 5 convince yourself, reassure yourself*).

9 1.12 WORD FRIENDS Complete the verbs in the phrases. Listen and check.

- Students work individually to complete the verbs in the phrases. Then play the audio for them to listen and check.
- Go over the phrases and ask students to say how they would say them in their language.

10 1.13 Read the blog post. Circle the correct option, then listen and check.

- Students read the blog post and circle the correct options. Play the audio for them to listen and check. Then read the text with the class and ask students to find synonyms for the following phrases in the Word Friends box: *make you feel more confident* (boost your confidence), *enjoy something* (get a buzz out of sth), *try something new* (give sth a go), *do something exciting* (have an adventure), *do something different* (change your routine), *listen to other people's ideas and criticism* (take sth on board), *have ideas about what to do in the future* (make plans), *tell people what you think* (give an opinion).

And YOU?

11 Discuss in pairs. Do you agree with the sentences in Activity 8? Why? / Why not?

- Organize students into pairs and have them discuss whether or not they agree with the sentences in Activity 8. Walk around the classroom to monitor their work and encourage them to justify their opinions.

Wrap-up

- Have students refer to Activity 8 again and open the discussion with the whole class. Elicit reasons why being yourself is important (*so that other people see the real you, because it is difficult to pretend forever*) and ask whether this is important on social media and why/why not. Continue the open discussion with the other sentences in a similar way, providing reasons and/or examples.

Further practice

- Workbook, Activities 1-6, pages 118-119.

Lesson learning objective

Students can use different tenses to talk about the present.

Materials:

- Student's Book
- audio track 1.14
- adjectives of emotion written on separate strips of paper

Warm-up

- (*Books closed*) Organize students into groups of four. Tell groups to reread the text about a week of challenges on page 11. Students then discuss and come up with their own week of challenges. Set a time limit and invite each group to share their ideas with the class. Have the class vote for the best ideas.
- (*Books open*) Students look at page 12. Explain the lesson objective.

1 **CLASS VOTE** How do you normally travel to school? Tell the class.

- Write the following phrases on the board: *by car, by bus, by bike, by train, and on foot*. Discuss the question with the class and hold the class vote. Elicit questions students could ask each other as a follow-up (e.g., *Who drives the car? How long does it take? Do you walk if it is raining?*). Then organize students into groups of four to ask and answer questions about their journey to school.
- When they have finished, invite groups to report the most interesting information to the class.
- **Critical thinking** Students discuss the best ways to move across town. Encourage them to think of and discuss collective, individual, and freight transportation in their city or neighborhood.

2 1.14 Listen and read. What problems does Nina have?

- Remind students who Nina is and what they know about her. (*She's from Colombia. She grew up in Medellin. She speaks Spanish. She's learning English with a tutor.*). Have students refer to the predictions they made about the picture miniature on page 10.
- Play the audio. Students listen and read the text. Then ask: *What problems does Nina have?* and have students refer to the text to find the answer.
- Draw students' attention to the OUT of class box and ask them when they would say these phrases. (*Thank goodness for that!* when a problem is solved. *By the way* doesn't really add any extra meaning – it just shows that the speaker is adding extra information.).

3 Study the Grammar box and complete the explanations with the correct words. Then underline sentences with these tenses in the dialogue.

- Go over the Grammar box with students and elicit other example sentences using the Simple Present,

the Present Continuous, and state verbs. Remind students about when we use the Simple Present (to talk about facts and routines) and when we use the Present Continuous (to describe things happening now or around now). Discuss state verbs and point out that *think* can act both as a state verb, when it refers to an opinion, and as an action verb, when you are thinking about something specific. The verb *be* is generally a state verb, but it can be used in the continuous form to describe behavior (e.g., *You're being silly!*).

- Students then study the box individually and complete the explanations with the correct words. Check answers with the whole class.
- Set a time limit and tell students to underline examples of the Simple Present, the Present Continuous, and the state verbs in the text. Have some students read those examples to the class.

Extra activity

- Organize students into groups of three. Give each group an adjective of emotion written on a strip of paper. Tell them not to show it to any other group. Groups then make a short dialogue which shows that one of them is feeling this emotion. Remind them to use the Simple Present, the Present Continuous, and state verbs in their dialogues. Walk around the classroom to monitor their work.
- When they have finished, invite groups to act out their dialogues in front of the class and encourage the other students to guess which emotion they are expressing. Some adjectives you might suggest are: *afraid, annoyed, anxious, confused, determined, disappointed, joyful, miserable, relaxed, surprised, and uneasy*.

4 Complete the sentences with the Simple Present or the Present Continuous form of the verbs in parentheses.

- Discuss the example with the class and elicit why the Simple Present is the correct option (*the sentence is describing a routine*). Students then complete the sentences with the Simple Present or Present Continuous form of the verbs in parentheses. Walk around the classroom to monitor their work. When they have finished, elicit the answers and explanations (*2 today = refers to a present action or a temporary situation; 3 usually = refers to a routine; 4 now = refers to a present action; 5 not go = refers to a permanent situation*).

And YOU?

5 Imagine you have moved to a different country. In your notebook, write sentences about your school routine in your home country and what you are doing in your new country.

- Tell students to imagine they have moved to a different country. They are supposed to form sentences about their usual school routine in their home country and what they are doing in their new country. Walk around the classroom to monitor their work. When they have finished, encourage them to share their sentences with the class.

Wrap-up

- Write the following sentence stems on the board: *At the moment I'm thinking about ... In English classes, we often ... Our teacher encourages us to ... I know that ... I prefer ... to ...*
- Students then complete the stems with true information about themselves. When they have finished, tell them to join another pair to form a group of four students, compare, and discuss their sentences. Invite each group to share their most interesting sentences with the class.

Further practice

- Workbook, Activities 7-9, page 119.
- Grammar Time, page 106.

1.3 READING and VOCABULARY Online article

page 13

Lesson learning objectives

Students can identify the class of words in an online article about immigrants and talk about the problems they face.

Materials:

- Student's Book
- audio track 1.15

Warm-up

- (*Books closed*) Remind students about state verbs, routines, and things happening now or around now. Elicit an example of a question students could ask using each structure (e.g., *Do you like soccer? How often do you exercise? Are you reading a book at the moment?*) Tell students to write three questions in their notebooks, then ask them to walk around the classroom to ask their questions and answer their classmates'. Set a time limit and then invite students to share their questions and any interesting answers they got with the class.
- (*Books open*) Students look at page 13. Explain the lesson objectives.

1 What problems do you think you might face if you moved abroad? Discuss the topics below with your classmates.

- Write the word *immigrant* on the board and ask students to say what it means (*someone who enters another country to live there permanently*). Brainstorm related words and write them on the board. Then ask: *Could you cope with moving to another country? What problems do you think you might face if you moved to another country?* and encourage students to answer as a class.
- Then organize students into pairs and tell them to discuss the topics listed. Walk around the classroom

to monitor their work. When they have finished, invite some students to share their opinions with the class.

2  1.15 Listen and read the online article. Then copy and complete the chart in your notebook.

- Go over the chart with the class and make sure students understand the term *country of origin*. Tell them not to write while they are reading and listening or they might miss parts of the recording. Play the audio and ask students to read along.
- Allow students enough time to copy the chart into their notebook and complete it. When they have finished, invite different students to write the answers on the board.

Answers:

Student 1

Name: Mateo Martinez; Country of origin: Mexico;
Languages spoken: English (implied, not stated),
Spanish; How long in the USA: ten years or more

Student 2

Name: Ji-Min Choy; Country of origin: South Korea;
Languages spoken: English, Korean (implied, not stated);
How long in the USA: a few months

Student 3

Name: Vanessa Defay; Country of origin: Haiti;
Languages spoken: Creole, Spanish, English (she is
learning English); How long in the USA: about a year

3 Read the article again. Mark the sentences true (T) or false (F).

- Students read the article again individually and mark the sentences true (T) or false (F). When they have finished, elicit the answers and ask students to explain in which part of the text they found the

correct information. Encourage them to correct the false sentences orally.

- Go over the information in the Reading tip box with your students and clarify any questions they might have.

4 Look at the highlighted words in the text. What do they mean? Use a dictionary to check their meaning.

- Organize students into pairs and tell them to read the text to try to work out the meaning of the highlighted words from context. When they have finished, ask them to use their dictionaries to check the meanings of the words and elicit the answers from the class.
- Ask follow-up questions to check students' understanding (e.g., *Have you ever found it hard to fit in with people around you? What clubs and groups do you belong to?*).

Answers:

Word classes: *face* – verb; *label* – noun; *welcome* – verb; *welcome* – adjective; *fast* – adverb; *home* – adjective; *challenge* – noun

And YOU?

5 What problems do immigrants face in your country? How can we make a difference in these areas? Discuss in pairs.

- Keep students in pairs and ask them to discuss the questions. Walk around the classroom to monitor their work. When pairs have finished, encourage different

students to share their opinions with the class. As they share their answers, discuss immigration to the students' country and where most immigrants come from.

Extra activity

- Organize students into groups of four. Tell them to imagine that a group of immigrants is going to join their school. Students should then brainstorm cultural events and other activities which could make the new students feel welcome and help them adapt to life in the new country.
- Walk around the classroom to monitor their work. When they have finished, invite one student from each group to share their ideas with the class.

Wrap-up

- **Critical thinking** Keep students in groups and have them discuss illegal immigration. Walk around the classroom to monitor their work. When they have finished, have them report their opinions to the class.

Further practice

- Workbook, Activities 10-11, page 120.

1.4 GRAMMAR Past tenses

page 14

Lesson learning objective

Students can use different tenses to talk about past events and experiences.

Materials:

- Student's Book

Warm-up

- (*Books closed*) Tell students to write a list of ten verbs in their notebooks. When they have finished, organize them in groups of three. Ask: *What is the Simple Past form of be? (was/were) What is the past participle of be? (been)*. In their groups, Student A asks the same questions using the verbs he/she has listed. The other two students should provide the correct answer. The first to do so correctly scores a point. Change roles and repeat the procedures.
- (*Books open*) Students look at page 14. They discuss what they think they will learn in this lesson. Elicit ideas from the class and then explain the lesson objective.

1 What's the most exciting experience you've had? Tell a classmate.

- Organize students into pairs and ask them to talk about the most exciting experience they have ever had. Encourage them to share their answers with the class.
- Hold a class vote to find out the most exciting experience in the class.

2 Read the text. In pairs, ask and answer the questions.

- Students read the text individually. Then organize them into pairs and tell them to ask and answer the questions. Walk around the classroom to monitor their work. When they have finished, ask the questions yourself and have different students provide the answers.

Answers:

- 1 *She climbed Mount Everest.*
- 2 *It was a chance to do something different.*
- 3 *Because she couldn't study while she was training.*
- 4 *She met the Prime Minister.*
- 5 *She now wants to climb more mountains.*

Extra activity

- Keep students in pairs. Have them talk about Malavath's challenge. Then ask some follow-up questions about the text: *Where is Malavath from? (India) What is the coldest temperature she experienced? (-35°C) How long did the climb last? (52 days).*

3 Study the Grammar box and complete the information with the words in the box. Underline examples of past tenses in the article.

- Go over the Grammar box with the class. Provide example sentences and elicit others from the class. Write them on the board.
- Students then study the Grammar box individually and complete the explanations with the correct words. Check answers with the whole class and tell students to underline more examples of past tenses in the article. Go over the text with the whole class to check answers. Elicit why these tenses were used (e.g., *became* - Simple Past to talk about a finished action at a past time; *was living/ chose* - Past Continuous and Simple Past to talk about an action in progress and a single, finished action; *has gone back* - Present Perfect to talk about a result in the present; *'s also met* - Present Perfect to talk about an experience.)

4 In your notebook, write questions using the correct past tense. Then write answers that are true for you.

- Go over the example with the class. Point out that *recently* is often used with the Present Perfect even though it refers to a finished action in the past. Students then write questions using the correct past tense. When they have finished, invite different students to write the questions on the board. Then ask them to answer the questions.
- Organize students into pairs and have them compare their answers. Walk around the classroom and make sure they have used the correct form to ask and answer the questions.

Answers:

- 2 *What were you doing at 5 p.m. yesterday?*
 3 *Have you ever eaten packaged food?*

- 4 *Did you start English classes five years ago?*
 5 *Was it raining when you got up this morning?*
 6 *Have you ever been abroad?*

And YOU?

5 In pairs, describe a time when you were away from home. Did you enjoy it? Was it difficult?

- Remind students that when we talk about a past experience, we should use the Present Perfect but when we ask and answer questions about that experience, we should use the Simple Past because then we are talking about a specific past event (e.g., *I've been to America. (experience) I went there in 2016. (finished action)*). Allow students one minute to think about their most memorable experience of being away from home and then organize them into groups of four. Students take turns to tell the group about their experience and the other students think of questions to ask.
- Walk around the classroom to monitor their work. When the groups have finished, ask each student to share his/her experience with the whole class and hold a class vote to find out the most memorable experience in the class.

Wrap-up

- Organize students into pairs. Explain that they should imagine they are journalists interviewing Malavath and so they should think of questions to ask her about the climb or the training. When they have finished, they should join another pair. One pair is going to play the role of Malavath and the other pair is going to ask questions. The pair answering the questions has to use their imagination to think of thoughtful answers.
- Invite groups to perform their interviews in front of the class.

Further practice

- Workbook, Activities 12-14, page 121.
- Grammar Time, page 106.

1.5 LISTENING and VOCABULARY Projection mapping

page 15

Lesson learning objectives

Students can identify specific information in a dialogue and talk about personality.

Materials:

- Student's Book
- audio tracks 1.16 and 1.17
- A4 sheets of paper

Warm-up

- (*Books closed*) Write on the board: *Have you ... ? Did you ... ? Were you ... -ing?* Elicit examples of questions that could be formed using those structures

(e.g., *Have you ever been to Iceland? Did you do anything interesting last weekend? Were you watching TV at six o'clock last night?*) Then tell students to write three questions in their notebooks. When they have finished, have them walk around the classroom to ask their questions to as many students as possible and take notes on the number of positive and negative answers. When students have finished, invite them to report their findings to the class.

- (*Books open*) Students look at page 15 and discuss what they will learn in this lesson. Explain the lesson objectives.

1 CLASS VOTE Do you like trying new things? Why? / Why not? Talk to your classmates about it.

- Ask the questions in the rubric and follow up by asking students for examples of new things they have tried and whether or not they enjoyed them.
- Have a class vote to find out the most interesting thing students have tried.

2 **1.16** Look at the Vocabulary box. Listen and repeat the adjectives. Then complete the sentences.

- Go over the Vocabulary box with the class and make sure they are familiar with the personality adjectives listed. Then ask students to study the box individually.
- Play the audio for students to listen and repeat the adjectives and allow them enough time to complete the sentences. Check answers with the whole class.

3 In your notebook, write definitions for the other five words in the Vocabulary box.

- Tell students they are going to write definitions for the five words in the Vocabulary box that were not defined in Activity 2. Set a time limit for students to write the definitions in their notebooks.
- When they have finished, encourage them to read their definitions and ask the rest of the class to guess the adjective.

4 I KNOW! In pairs, add more adjectives to the list in Activity 2. Write them in your notebook. Use two words to describe a person you know.

- Organize students into pairs for them to add more adjectives to the list in Activity 2. Set a time limit for them to write the adjectives in their notebooks. When they have finished, have each pair share their ideas and make sure students understand the meaning of the words they have added.
- Then tell students to use two words to describe a person they know. Walk around the classroom to monitor their work. Invite them to share their sentences with the class.

Extra activity

- Organize students into groups of three. They choose four adjectives to describe each person in the group and write them on a sheet of paper. Remind students that it is important to be respectful to others and that they should not use any type of pejorative adjective. Collect the sheets of paper. Choose one and tell the class which group wrote it. Read aloud the adjectives for one person in the group and see if the other students can guess which person in the group those adjectives describe. Repeat the procedure choosing different sheets of paper.

5 This picture is an example of “projection mapping”. Have you ever seen this on TV or where you live? How do you think it works?

- Encourage students to describe the picture. Then tell them it is an example of “projection mapping”. Ask

students if they have ever seen a project mapping on TV or where they live and have them share their ideas about how they think it works. If needed, tell the class what “projection mapping” involves: *creating videos on a computer which are then projected onto buildings. These can show stories, ads or simple images.*

6 **1.17** Listen to Ivan telling Marisa about a workshop. Check (✓) the correct option.

- Before you play the audio, ask students what kind of person might enjoy a workshop about projection mapping. Then play the audio. Students listen to Ivan telling Marisa about a workshop and check the correct option.
- Elicit the correct answer and ask students how they know option 2 is wrong (*Marisa didn't buy tickets, Ivan did.*).

Audio script

I = Ivan M = Marisa

I: Hi, Marisa. Have you seen the poster about that event on Saturday?

M: At the Science Museum on River Road?

I: Yeah. It's called “Bringing the World to Life.”

M: Mmm. I saw it was for anybody between fourteen and seventeen, but I didn't take much notice.

I: It's a workshop about projection mapping.

M: Projection mapping? That doesn't sound much fun! Is it about making maps?

I: Not really. You learn to create videos on a computer that you then show on buildings.

M: Oh, I know what you mean. Last year the theater had a big picture on the side of it of a pair of hands. The hands moved as if they were coming out of the building. Mmm. That is quite cool.

I: Exactly. It says it's for people who are creative – that's you! And people who are curious. Well, that's me!

M: OK, but I'm not confident enough to go on my own.

I: No, but we can go together. Anyway, this is the sort of thing that can boost your confidence, and you can meet new people.

M: I don't think I'd normally do something like that. What time is it?

I: It's from ten until four. Come to my house and dad can take us.

M: Hah! You've already planned it. You're so organized, Ivan. Do we need to take anything?

I: Just your lunch and a drink. You get a forty-five-minute break and it usually costs \$25.

M: You're joking! That's \$50 for the two of us.

I: Ah yes. But I said “usually.” It's only \$5 for this event and er ... I've bought your ticket already.

M: Mmm. You're very generous, Ivan. Or are you too shy to go on your own?

7 **1.17** Listen again. Complete the information with a word or phrase.

- Play the audio again. Students listen and complete the information with a word or phrase. If they are struggling with the activity, play the audio twice.
- Check answers with the whole class.

8 1.17 Listen once more. Answer the questions in your notebook.

- Play the audio again and tell students to answer the questions in their notebooks. Elicit the answers and write them on the board.

Answers:

- 1 *making maps*
- 2 *on a computer*
- 3 *at the theater*
- 4 *curious*
- 5 *She isn't confident enough.*
- 6 *His dad can take them both to the workshop.*

And YOU?

9 In pairs, talk about these classes and workshops. What type of person are they right for? Are they right for you? Why? / Why not?

- Before students discuss the classes and workshops, ask them what free-time activities they do after school or on the weekend. Choose one or two which aren't mentioned in the task and ask students whether they enjoy doing them.

- Then organize students into pairs and tell them to talk about the classes and workshops listed. Remind them to consider the type of person they are right for and to justify their opinions. Walk around the classroom to monitor their work. When pairs have finished, invite some of them to report their opinions to the class.

Wrap-up

- Keep students in pairs. Tell them they are supposed to write an explanation for "projection mapping" using their own words and come up with the benefits of this form of marketing. Walk around the classroom to monitor their work and to read what they have written in their notebooks. When they have finished, encourage them to read their texts to the class.

Further practice

- Workbook, Activity 15, page 121.

1.6 SPEAKING Asking for and offering help

page 16

Lesson learning objectives

Students can ask for and offer help, and respond to offers of help.

Materials:

- Student's Book
- audio tracks 1.18, 1.19, and 1.20

Warm-up

- (*Books closed*) Organize students into two groups. Ask one student from each group to sit at the front of the class, facing their group. Tell students that you are going to write an adjective from the last lesson on the board. The two students at the front can't turn around to look at the word and the rest of the students can't say, spell, or translate the word. The students in each group take turns to define the word and the two students at the front try to guess it. When one of the two students has guessed the word correctly, their group scores a point. Repeat the procedures with different students and different words. Suggested words: *calm, confident, creative, curious, fussy, generous, gentle, organized, punctual, reliable, and sensible.*
- (*Books open*) Ask students to open their books to page 16, look at the picture, and describe it. Have them discuss what they will learn in this lesson. Explain the lesson objectives.

1 **CLASS VOTE** Can you remember the first day at your school? What was it like?

- Read the questions in the rubric and encourage students to share their opinions with the class. Ask them to describe their feelings. Then follow up by encouraging students to describe how they would feel if they were to experience that day again.

2 Look at the picture. How do you think Nina is feeling?

- Review what happened to Nina. Ask questions to help students remember. You might ask, for example: *What problem did Nina have? (She missed the bus.) Who did she meet at the bus stop? (Skye and Jay) Who did she chat to at the end? (Dan).*
- Students then describe the picture and share their opinions about how Nina is feeling. Remind them about the predictions they made in Lesson 1.

3 1.18 Listen and read. Then answer the questions.

- Play the audio. Students listen and read before answering the questions.
- When they have finished, elicit the answers and go over the dialogue again. Then refer to the OUT of class box and ask students when they would say each phrase (*We say Catch you later! to mean See you later! and we say You made me jump! when someone or something surprises or frightens us.*)

Extra activity

- **Critical thinking** Organize students into pairs to discuss how they think Belmont Academy is different from their school. Walk around the classroom to monitor their work and invite a few students to share their opinions with the whole class when they have finished.

4 Study the Speaking box. Underline more examples in the dialogue.

- Read the information in the box with the whole class. Then tell students to study the box individually and underline more examples in the dialogue.
- Go over the dialogue to check answers with the whole class. At last, tell students to look at the Speaking box once more. Point out that the response to *Would you mind ... ?* and *Do you mind ... ?* is negative as the speaker is saying he wouldn't/ doesn't mind.

Speak UP

5 1.19 Listen to the intonation of these questions asking and offering help. Does the intonation rise or fall?

- Play the audio for students to listen to the questions. Tell them to notice how the speakers' intonation in these questions asking and offering help differ from other types of questions.
- Organize students into pairs and have them practice asking the questions. Walk around the classroom to monitor their work.

6 1.20 Complete the dialogue with phrases from the Speaking box. Listen and check. Then practice the dialogue.

- Students complete the dialogue with phrases from the Speaking box.
- Play the audio for them to listen and check. Then organize students into pairs so they can practice the dialogue. Encourage them to extend the activity by changing the last line from *No, I'm fine, but thanks anyway* to a response that asks for help. Walk around the classroom to monitor their work.
- When pairs have finished, encourage them to role-play the dialogues in front of the class.

And YOU?

7 In pairs, read the situations and take turns to ask for and/or offer help.

- Read and discuss the two situations in which students have to ask for help and how formal they would need to be in each case. Ask which structure in the Asking for help section in the Speaking box is the most formal (*Excuse me. Would you mind helping me?*).
- Organize students into pairs, tell them to read the situations again and take turns to ask for and/or offer help. Set a time limit for them to practice their dialogues and invite them to act them out in front of the class.

Wrap-up

- Keep students in pairs. Tell them to imagine they are Nina and Dan to create a short dialogue in which Nina asks questions about the school or asks for help and Dan replies. They should write the dialogue in their notebooks.
- Set a time limit for them to work and invite pairs to act out their dialogues in front of the class.

Further practice

- Workbook, Activities 16-18, pages 121-122.

1.7 WRITING An essay

page 17

Lesson learning objective

Students can write an essay about a personal challenge.

Materials:

- Student's Book
- audio track 1.21


Warm-up

- (*Books closed*) Tell students to think about a problem they may have for which they may need to ask for help (e.g., *carrying a heavy bag, not understanding homework*) and write them on the board. Then organize students into pairs. Student A starts by miming a problem. Student B watches and, when he/she thinks he/she knows what is wrong, he/she offers to help. Student A then responds appropriately. Students change roles. Walk around the classroom to monitor their work.

- (*Books open*) Ask students to look at page 17 and guess what they will learn in this lesson. Explain the lesson objective.

1 **CLASS VOTE** Are you afraid of heights? Where are the worst places to be if you are?

- Ask: *Are you afraid of heights? Where are the worst places to be if you are?* and encourage students to share their answers with the class. Ask them if they have ever stood on a glass floor, been on a high viewing point, crossed an unsafe-looking bridge, or been in any other situations in which they were afraid of heights.

2  **1.21 Study the Vocabulary box. Listen and repeat the verbs. In pairs, take turns to use the words in a sentence.**

- Go over the Vocabulary box with the class and ask students how they would say those verbs in their own language. Students then study the Vocabulary box individually.
- Play the audio for students to listen and repeat the verbs. Then organize them into pairs and have them take turns to use the words from the box in a sentence. Walk around the classroom to monitor their work. When they have finished, encourage them to write their sentences on the board.

3 Read Jo's essay about a personal challenge. Which paragraph describes a challenge that helped Jo? / b how the experience changed Jo? / c a bad experience in the past?

- Students read Jo's description of a personal challenge and number the alternatives individually. When they have finished, check answers with the whole class and ask them what the bad experience was (*she got scared while walking on a glass floor on Tower Bridge*), what challenge helped Jo (*climbing a wall*), and how it helped her (*it made her more confident and less scared*).

4 Study the Writing box. Find examples of these phrases in Jo's essay.

- Go over the Writing box and explain the activity. Students then find examples of the phrases in Jo's description. Walk around the classroom to monitor their work. Read Jo's description with the class to check answers.

Extra activity

- Write on the board: *I've always loved English. Say: The problem is ... and elicit an ending (e.g., I'm not very confident at speaking). Then say: I first realized this when ... and elicit another ending. Continue with: Soon after that, I heard about ... ; I decided to ... ; At the beginning ..., but gradually I felt ... ; The experience has made me ... ; Now I Remember to praise students' contributions.*

5 In pairs, choose one of these challenges and answer the questions below.

- Organize students into pairs and tell them to choose one of the challenges listed and answer the questions. Remind them to think of phrases from the Writing box they can use and complete them for the challenge they have chosen. Walk around the classroom to monitor their work. When they have finished, encourage them to share their answers with the whole class.

Writing time

6 Write an essay about a personal challenge.

- Read the steps in the writing activity with the whole class, providing examples and clarification whenever necessary.
- Allow students some time to take notes about the personal challenge in their notebooks. Help with vocabulary if needed and remind them to refer to the text in Activity 3 and the Writing box for help.
- Once they have taken notes, students start writing their drafts. Point out they should organize their text into paragraphs, making sure each part of the text focuses and develops one main idea. Walk around the classroom to monitor their work.
- Organize students into pairs for feedback. Monitor pairs' work to ensure appropriate and constructive feedback. You can list on the board common mistakes students have made for whole class discussion.
- Students write the final version of their text on a separate sheet of paper for further correction.

Wrap-up

- Students read their personal challenges to the whole class. Encourage those who are listening to ask questions about their classmates' writings.

Further practice

- Workbook, Activities 19-20, page 122.

Wordlist and Vocabulary in action

page 18

Materials:

- Student's Book
- audio tracks 1.22 and 1.23

Activities 1-3

- Allow students some time to do the activities individually. Check answers with the whole class.

Activity 1

Answers:

- 1 *immigrant, Prime Minister*
- 2 *calm, confident, determined, generous, gentle, joyful, relaxed*

3 *gasp, scream, sweat*

4 *give something a go*

Activity 4

- Organize students into pairs for them to discuss if the sentences in Activity 3 are true for them.

 **1.22 Activity 5**

- Play the audio. Students listen to the words and decide how the underlined vowels are pronounced.
- Play the audio again. Students listen and repeat the words.

Extra activity

- After Activity 5, organize students into three groups. Each group looks at a different column of the wordlist and finds more words with the /ɪ/ and /aɪ/ sounds. For each word, they should write a blanked word with one blank for each letter, with only the /ɪ/ and /aɪ/ sounds marked, followed by a definition and part of speech (e.g., *reliable* = ___ /aɪ/ ___ (able to be trusted, adjective)). Groups then write their blanked words on the board for the other groups to guess.

1.23 Activity 6

- Play the audio. Students write the words from Activity 5 in the correct category. Check answers with the whole class.
- Play the audio again. Students listen and repeat.

Self-check

page 19

Materials:

- Student's Book
- audio track 1.24

Activities 1-6

- Allow students some time to do the activities. You can use this lesson for informal assessment. Check answers with the whole class or individually.

Extra activity

- After Activity 5, organize students into pairs. Tell them to look at the first question in Activity 5. They should then ask each other similar *Have you ever ... ?* questions. When their classmate says: *Yes, I have*, the student asking the question thinks of follow-up questions using the Simple Past. Invite students to tell the class what they found out about their classmates' experiences.

1.24 Activity 7

- Play the audio twice for students to listen and write what they hear.

Further practice

- Workbook, Activities 1-6, page 123.

BBC Culture 1 Would you cross a desert?

pages 90 and 91

Materials:

- Student's Book
- video files 01 and 02

Warm-up

- (Books closed) Write endurance tests on the board and elicit what students already know about that topic. If they can't come up with a correct definition for the term, tell them that endurance tests involve determining the amount of time a person can maintain an activity before needing to stop.
- (Books open) Ask students to look at the glossary on page 90. They should then find the sentences that contain the glossary words in the text and rewrite those sentences using different words or phrases that have the same meaning (e.g., *They are held on difficult types of land.*).
- Explain the class objective.

Background notes

The Empty Quarter is called Rub' al Khali in Arabic. It has a total area of about 650,000 km² and stretches across the southern part of Saudi Arabia as well as some parts of Yemen, Oman, and the United Arab Emirates. The average daily temperature is 47°C and temperatures can rise to over 50°C.

Sir Wilfred Thesiger was born in Ethiopia to British parents. He was schooled in Britain and studied at Oxford University, but he often returned to Africa. He began his first journey across the Empty Quarter in 1946 and finished four months later. On his second journey, he was imprisoned because he didn't have permission to be there, but was soon released and crossed the desert again. He died in 2003, aged 93.

1 In pairs, discuss the questions.

- Organize students into pairs and set a time limit for them to discuss the questions. Walk around the classroom to monitor their work. Encourage students to discuss their ideas with the rest of the class.

Extra activity

- **Critical thinking** Read aloud the following quote from Alberto Salazar, three-time winner of the NYC marathon and extend the discussion students started in pairs in Activity 1: *"The marathon is like a bullfight. There are two ways to kill a bull, for instance. There is the easy way, for one. But all the great matadors end up either dead or mauled because for them killing the bull is not nearly as important as how they kill the bull. They always approach the bull at the greatest risk to themselves, and I admire that. In the marathon, likewise, there are two ways to win. There's the easy way if all you care about is winning. You hang back and risk nothing. Then kick and*

try to nip the leaders at the end. Or you can push, challenge the others, make it an exciting race, risking everything. Maybe you lose, but as for me, I'd rather run a gutsy race, pushing all the way and lose, then run a conservative, easy race only for a win."

2 Read the article and answer the questions in your notebook.


- Tell students to read the article and answer the questions in their notebooks. When they have finished, elicit the answers and write them on the board.

Answers:

- 1 The new events are held on difficult terrain.
- 2 It was the first long-distance triathlon and is the hardest one-day endurance test in the world.
- 3 You have to cross a desert.
- 4 Canada and the USA (The text says New Mexico – a state in the USA, not Mexico the country.)
- 5 It's the biggest marathon in the world.
- 6 The World Marathon Challenge. You do seven marathons in seven days and travel between seven continents.

3 In pairs, discuss the questions.

- Organize students into pairs and set a time limit for them to discuss the questions. Walk around the classroom to monitor their work. Encourage students to discuss their ideas with the rest of the class.

4  01 Watch Part 1 of a documentary about two men on an adventure. Answer the questions in your notebook.**BBC video**

Note: If you cannot show the video, spend more class time preparing the Project.

- Tell students to read the questions and guess the answers before watching the video.
- Play the video and allow students enough time to answer the questions in their notebooks. Check answers with the whole class.

Video script:**Part 1****The adventure begins**

Olympian James Cracknell and adventurer Ben Fogel are entering the largest sand desert in the world – the Empty Quarter in the Middle East – for their next big challenge. They are travelling in the footsteps of legendary British explorer, Wilfred Thesiger. Their goal? To recover their lost friendship. Now, in the most hostile desert on the planet, they will face extreme heat and dehydration ... violent sandstorms ... and unpredictable camels. And they will have terrible arguments. Can James and Ben find what they are looking for in the most remote place on earth? They have been on lots of expeditions, but this one is the hardest of all.

5 **G 01 Watch the video again. Circle the correct option.**

- Students watch the video again and circle the correct option. Have different students read the sentences for correction. Ask what other superlative adjectives the narrator uses about the desert (the largest sand desert in the world, the most hostile desert on the planet).

6 **G 02 Watch Part 2 of the video and answer the questions in your notebook.**

- Before students watch Part 2 of the video, read the three questions and have students predict the answers.
- Play the video. Students watch Part 2 and answer the questions in their notebooks. Check answers with the whole class and write them on the board.

Video script:

Part 2

An almost impossible journey

This is James and Ben's third expedition in the last decade. They have already crossed the Atlantic Ocean and raced to the South Pole. This is the Empty Quarter. They start the journey in Mandar and travel through the country of Oman close to the border with Saudi Arabia. Their destination? The quicksands at Umm as Sammim, which Thesiger saw in the 1940s. They have eight days to travel the 250 kilometres. In those eight days they have to survive on dried camel meat, dates, and flat bread. And plenty of water – temperatures can reach 47°C out in the desert at this time of year. They need to drink ten litres per day and water wells are not easy to find. Luckily, their trusted camels can carry it all. They find the way only with a map and compasses. Unfortunately, they got lost. They took eleven days to make the trip but finally they arrived at the quicksands. It's not an oasis – there are no trees or even water here but it was their goal, their challenge. They are so relieved to be here at last. In the end, they hug each other ... and the camels who helped them. They have completed an almost impossible journey – to one of the most remote places on earth and they are still friends at the end of it!

7 **G 02 Watch the video again. Match the numbers below to what they refer to (1–6).**

- Play Part 2 and tell students to match the numbers to what they refer to (1–6). Check answers with the whole class.

8 **Circle the best summary of the documentary.**

- Ask students to read the alternatives and circle the best summary of the documentary. When they have finished, elicit the answer and encourage a few students to explain why alternatives 1 and 2 are incorrect (2 is wrong because some Bedouin tribes live there already and Sir Wilfred Thesiger explored the area and 3 is wrong because, although it says that this is the hardest expedition they have been on, it doesn't say that it is

their final journey together. The summary also lacks information on why they undertook the journey).

9 **What's your opinion of Ben and James' journey? Do you think an extreme experience like this can help save a friendship? Why? / Why not? Discuss in pairs or small groups.**

- Organize students into pairs and tell them to discuss the questions in the rubric. Walk around the classroom to monitor their work. When they have finished, have pairs share their opinions with the class.
- Ask students if they have ever felt closer to a friend because they shared a difficult experience. Invite them to share their experiences with the class.

10 **CULTURE PROJECT** **In groups, prepare a digital presentation about a famous expedition from your country.**

Setting the project up

- Allocate at least 10 minutes for setting up the project.
- Discuss different explorers or travelers students know and ask them if they have ever watched TV programs, read articles, or listened to interviews about them. Encourage them to share their opinions about them.
- Organize students into groups and ask them to read the instructions. Make sure that each group chooses a different expedition. If students in the group come from different countries, they should each describe one expedition from their country and then decide which sounds the most interesting.

Sharing the project

- Before starting the presentation, allow students enough time to work in their groups. During the presentation, make sure everybody is involved in participating and remember to praise students.
- Have a class vote for the best presentation.

Wrap-up

- Organize students into groups of three or four. Elicit where Ben and James have traveled together so far (across the Atlantic, the South Pole, the Empty Quarter). Tell the class that Ben and James are looking for ideas for their next adventure and they want somewhere interesting, challenging, and maybe not too well-known. For example, climbing Mount Everest would be too obvious. The groups then discuss a place for them to visit and brainstorm reasons for the choice. Walk around the classroom to monitor their work. When they have finished, invite them to share their ideas with the class and ask students to vote for the best idea apart from their own.
- Encourage students to tell you what they enjoyed most in the lesson. Tell them to justify their opinion.