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Options

Teacher's Book

3

- Student's Book Contents
- Comprehensive introduction
- Guided unit tour
- Clear lesson objectives
- Step-by-step teaching notes and answer keys
- Ideas for differentiation and extra activities
- Audio and video scripts
- Full digital resources on App and on e-zone

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Student's Book Contents

Welcome

pp. 6–13

Me and my world

Grammar: present tenses

Vocabulary: days of the week; places

Yesterday afternoon

Grammar: past simple

Vocabulary: family members

Vocabulary

Video presentation

Grammar

1	Amazing young people pp. 14–25	Adjectives to describe personality Jobs	▶ The café Circus school	Present simple vs present continuous Relative pronouns
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3	Art matters pp. 38–49	Art Types of pictures	▶ The café The art park	Modal verbs and <i>have to</i> for obligation Modal verbs of deduction
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		Review	Sounds right Stress in the first conditional p. 111	
6	Talk to me pp. 74–85	Ways of communicating Collocations with <i>say</i> , <i>tell</i> and <i>ask</i> Communication verbs	▶ Watching the world All about communication	Quantifiers Infinitive of purpose Gerund (<i>-ing</i>) or infinitive (<i>to</i> + base form)
		Review	Sounds right Schwa with <i>to</i> p. 111	
7	Well, what would you do? pp. 86–97	Places to hang out Experiences	▶ The café The tower	<i>If I were you</i> ... The second conditional
		Review	Sounds right <i>If I were you</i> ... p. 111	
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Grammar bank and

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Exam practice

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Skills	Listening and speaking	Reading	Writing	Learning skills
	Congratulating and encouraging	Three amazing young people	A profile of a person	► Learning for life Successful discussions Project
	Culture The world's youngest record holders			
	Giving and following instructions	An Atlantic crossing	A story	Learning to learn Learn how to improve your reading skills
	Sustainable Development Goals ► Responsible tourism			Project
	Giving your opinion	Three famous art heists	A review	► Learning for life Posting reviews on social media Project
	Culture Street art			
	Giving advice	Mo Salah: world class on and off the field	An email giving advice	Learning to learn Phone and music while you study
	Sustainable Development Goals ► Women in STEM			Project
	Talking about a future trip	Cleaning up the planet	A description of a place	► Learning for life Keeping things positive Project
	Culture Lifestyles and the environment			
	Asking for clarification and explaining	Ready for the future of communication?	Forum posts	Learning to learn Learn how to expand your vocabulary
	Sustainable Development Goals ► Languages in danger			Project
	Making suggestions	Ask Linda	A letter of complaint	► Learning for life Working well together Project
	Culture Teenagers around the world			
	Expressing surprise and disbelief	A school with no rules	An opinion essay	Learning to learn Learn how to give and receive feedback
	Sustainable Development Goals ► Online scams			Project



Critical thinking skills



Imagination and creativity



Communication skills



Global learning



Social and emotional learning



Digital skills



Research skills



Collaboration

1 Amazing young people

At the end of this unit ...

you know

- ☐ adjectives to describe personality
- ☐ words for jobs
- ☐ how to use relative pronouns
- ☐ when to use the present simple and the present continuous

you can

- ☐ say what qualities are necessary for different jobs
- ☐ congratulate and encourage people
- ☐ understand an article about amazing young people
- ☐ write a profile of a person

Vocabulary

Adjectives to describe personality

1a Match the adjectives with the definitions.

Someone who is ...

- 1 ☐ honest
- 2 ☐ sensible
- 3 ☐ helpful
- 4 ☐ talented
- 5 ☐ calm
- 6 ☐ patient
- 7 ☐ sensitive
- 8 ☐ generous
- 9 ☐ funny
- 10 ☐ positive

a is happy to help others.

b doesn't get angry quickly.

c knows how other people are feeling.

d is happy to share things with others.

e makes other people laugh.

f always tells the truth.

g always sees the good side of things.

h thinks carefully before he/she does something.

i is happy to wait for other people.

j is very good at doing something.

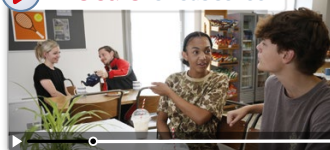
b 1.01 Listen and check.

c What other adjectives can you think of to describe people?

d Choose the four most important adjectives for a good friend. Compare with a partner.

A good friend should be ...

The café Circus school



1a Watch part 1 of the video.

b Read the dialogue. Circle T (True) or F (False).

- 1 The man is standing by a door. T / F
- 2 The man is holding a knife. T / F
- 3 The man is with a friend. T / F
- 4 Connor can't see the man. T / F
- 5 Kylie and Connor saw the man in a shop. T / F
- 6 The man is a teacher at their school. T / F
- 7 Connor wants to learn circus skills. T / F
- 8 Kylie isn't interested in learning circus skills. T / F

Kylie Can you see that man over there by the door?
Connor Yes.

Kylie That's the man, the man from the park.

Connor What man?

Kylie You know. The man with the knives?

Connor I'm sorry. I'm not following you.

Kylie OK. There's a man by the door. He's sitting by the window and he's with a friend. They're drinking some tea.

Connor Yes, I can see him. I just don't know what you're talking about.

Kylie Well, he's the man that we saw in the park a few weeks ago.

Connor In the park?

Kylie Yes, he does all that stuff with the knives and fire. Remember?

Connor The circus guy?

Kylie Yes, that's it. The circus guy. He teaches circus skills.

Connor Are you sure? Is that him?

Kylie It is. He's really talented. He does some amazing things.

Connor You know what? I think you're right. It is him. I didn't recognise him. He teaches the kids on Sunday mornings.

Kylie He always seems to be patient. And helpful. He's great.

Connor I'd love to be able to do some of that stuff.

Kylie Me too. So why don't we?

Connor What? What are you doing? Where are you going?

Kylie I'm going to talk to him. I want to ask him to teach me. Us.

Connor Come on!

Connor I hope he's patient!

c Watch part 2 of the video. Look at the photos on pages 14 and 15 and tick the activities that Kylie and Connor do.



Everyday English

2a Match the underlined expressions in the dialogue with their meanings.

- a ☐ I don't understand what you're saying.
- b ☐ Do you think you're right?
- c ☒ I'm sure you understand what I'm talking about.
- d ☐ Follow me.
- e ☐ When I think about it more.

b Work in pairs. Choose two of the expressions and write a two-line dialogue for each one.

A The chemistry test is tomorrow afternoon.

B Are you sure? I think it's on Thursday morning.

c Act out your best dialogue.

WB p. 7

Vocabulary Trainer

15

Unit objectives

Vocabulary

- adjectives to describe personality
- words for jobs

Grammar

- relative pronouns
- present simple vs present continuous

Skills

- say what qualities are necessary for different jobs
- congratulate and encourage people
- understand an article about amazing young people
- write a profile of a person

Learning for life

- Successful discussions (and Project)

Culture

- The world's youngest record holders

At the start of each unit, read through the "you know" and "you can" objectives in the Student's Book with the class. Focus on the key areas and elicit what students already know, allowing them to demonstrate their world knowledge about the topic.

Student's Book page 14

Vocabulary Adjectives to describe personality

Objective: To present and practise words to describe people's character

Target language: *calm, funny, generous, helpful, honest, patient, positive, sensible, sensitive, talented*

Materials: some images of people who are well known in your country

Unit introduction

Tell students the topic of the unit: *Amazing young people*. Ask them what sort of people are *amazing*, e.g. it could be a teacher, or someone who helps others, or someone who is always happy. In pairs, students think what it is to be *amazing*. If students have examples and can name some *amazing young people* (perhaps from social media), encourage them to share.

1a Match the adjectives with the definitions.

With books closed, ask students *What sort of a person is* (name of a person who is well known to your students, e.g. a cartoon character)? Elicit the main characteristics, e.g. *Mr Bean is funny*. Alternatively, give a definition of the adjective, asking, e.g. *What do you call someone who is very good at something?* (talented)

With books open, students match the words with the definitions. They then compare answers in pairs.

b 1.01 Listen and check.

Play the audio. Write the answers on the board.

ANSWERS: 1 f, 2 h, 3 a, 4 j, 5 b, 6 i, 7 c, 8 d, 9 e, 10 g

c What other adjectives can you think of to describe people?

Put students into groups of four and ask them to think of more personality words, e.g. *happy, joyful*. Check ideas as a class and compile a list on the board.

d Choose the four most important adjectives for a good friend. Compare with a partner.

Individually, students choose four adjectives they consider to be important in a friend, using the sentence starter *A good friend should be ...* Then they compare with a partner. Encourage students to say why they chose these words, e.g. *honest (because you can't trust people who lie)*.

Differentiation

For extra support, create a worksheet with the first letter of each definition, or the number of letters per word clearly indicated, e.g. ____ *Doesn't get angry quickly*. For extra challenge, students choose three words and write about or share with a partner an example of when they are this adjective.

Extra activity

In small groups, students write the words on pieces of paper. One person looks at a word and gives a definition. The first person to say the word keeps the paper. The winner is the one with most words.

Student's Book page 15**The café Circus school**

Objective: To present and practise functional phrases and preview the grammar in the next lesson

The café

Units 1, 3, 5 and 7 of *Options* 3 and 4 feature an episode of a video series in which students meet two teenagers, Kylie and Connor, in different situations outside school. Part 1 of each episode is also presented in dialogue form on the Student's Book page, while Part 2 is presented as video only. The videoscripts for Part 2 are on TB pp. 155–156.

Each episode contextualises some of the vocabulary just taught and presents the *Everyday English* expressions from later in this lesson, while passively introducing the grammar point to be taught in the next lesson.

1 a Watch part 1 of the video.

Ask students to tell each other what they remember about Kylie and Connor from the previous unit (e.g. ages, where they live, interests). Look at the photos on page 15 together. Ask students if they have ever been to a circus school and elicit some things they might learn (e.g. knife throwing, trampoline, flying trapeze). You might have some students who have taken part in a circus school event.

Tell students they are going to watch the first part of the video. Ask *What is the man's job?* (He teaches circus skills.) Play the video part 1.

b Read the dialogue. Circle T (True) or F (False).

Ask students to read the sentences. In pairs, they decide if the sentences are true or false. Play the video again if necessary. Check answers as a class.

Ask students what they think will happen in the next part of the video.

ANSWERS: 1 F, 2 F, 3 T, 4 F, 5 F, 6 F, 7 T, 8 F

c Watch part 2 of the video. Look at the photos on pages 14 and 15 and tick the activities that Kylie and Connor do.

Ask students to look at the photos and explain that they are going to tick the activities that Kylie and Connor do in the video. Play video part 2. Students tick the activities and then compare answers in pairs.

ANSWERS: 1, 4, 5, 6

Videoscript p. 155

2 a Match the underlined expressions in the dialogue with their meanings.

Students cover the dialogue and try to remember the expressions. They uncover and match the answers.

Do some pronunciation practice with the expressions, especially focusing on stress and intonation.

ANSWERS: a 2, b 3, c 1, d 5, e 4

b Work in pairs. Choose two of the expressions and write a two-line dialogue for each one.

In pairs, students choose two expressions and create a two-line dialogue for each expression. They then rehearse it, focussing on the correct pronunciation.

c Act out your best dialogue.

Students then choose one of the dialogues to perform, either for the class, or for a small group.

Encourage students to reflect on their performance, thinking about what they did well and what they could do better next time.

Further practice:

- WB p. 7 (see TB pp. 166–167)
- Vocabulary Trainer (see Introduction, p. 15)

Grammar

Present simple vs present continuous

1a Complete the sentences from the dialogue on page 15 with the verbs. Use the present simple or the present continuous.

- 1 He's sitting (sit) by the door.
- 2 They _____ (drink) some tea.
- 3 I just _____ (not know) what you're talking about.
- 4 The circus guy. He _____ (teach) circus skills.
- 5 He's really talented. He _____ (do) some amazing things.
- 6 I _____ (think) you're right.
- 7 I _____ (want) to ask him to teach me.

b Read the dialogue again and check.

2a 1.02 Listen and read.

Language box

- 1 He teaches history.
- 2 Our cat doesn't sleep outside at night.
- 3 She's having her lunch.
- 4 They aren't singing at the moment.

b Complete the rules with present simple or present continuous.

- We use the ¹ _____ to talk about what people usually do: their job, hobbies, etc.
- We use the ² _____ to talk about what people are doing now.
- There are some verbs that we don't usually use in the ³ _____ (e.g., like, love, know, think, want, need, understand).

I don't understand. NOT ~~I'm not understanding~~.
She wants to leave. NOT ~~She's wanting to leave~~.

3a Complete with the sentences in the Language box.

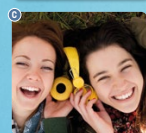
My family



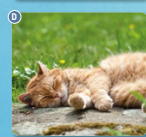
My dad is a teacher. He teaches history. He isn't teaching at the moment. He's drinking coffee in the staffroom.



My mum works in a bank. She isn't working at the moment.



My twin sisters sing really well. They also write songs.



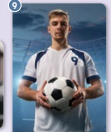
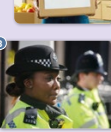
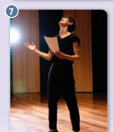
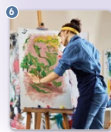
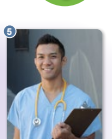
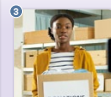
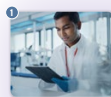
He sleeps inside. But at the moment he's sleeping in the garden.

b Write similar sentences about two of your family members.

- 1 _____
- 2 _____

Vocabulary and speaking

Jobs



1a Match the words with the photos.

- | | | |
|---|---|-------------------------------------|
| ☐ charity worker | ☐ entrepreneur | ☐ politician |
| ☐ sports person | ☐ scientist | ☐ nurse |
| ☐ artist | ☐ police officer | |
| ☐ musician | ☐ actor | |

b 1.03 Listen and check.

c Read what these teenagers say about their future. Complete the sentences with the jobs from 1a.

- 1 I love playing the guitar and the keyboard. I really want to be a/an _____ when I'm older.
- 2 Lots of people in the world live in difficult situations. I want to be a/an _____ and help as many people as I can.
- 3 I want my own business and I want to create lots of jobs for other people. I want to be a/an _____.
- 4 I love playing football, basketball, volleyball, tennis ... I don't care what I play – I just want to be a/an _____.
- 5 I want to be in films and on TV. I want to be famous all over the world. I'm going to be a/an _____.
- 6 I think I'm good at knowing the difference between right and wrong. I also want to make the world a safer place. I want to be a/an _____.
- 7 I'm very creative. I love painting. I'd like to be a/an _____.
- 8 I want to work for the people in my country and make it a better place. I'd like to be a/an _____.

2 Work in pairs. Think of two adjectives that are important for each job in 1a.

politician – confident, honest

Options

3 Choose A or B.

A Work with someone from another pair. Say what you think about each job. Can they guess the job?

You need to be confident and honest to be ...

That's right.

A politician?

B Work with someone from another pair. Discuss your adjectives from 2 and give reasons.

Politicians need to be confident – they have to believe in their ideas.

Politicians need to be honest so people can believe them.

Student's Book page 16

Grammar Present simple vs present continuous

Objective: To review the contrast between the present simple and the present continuous

Materials: pictures of people doing things (suitable for an Extra activity on the present continuous)

Elicit that we use the forms of *be* and the present participle (or *-ing* form) to make the present continuous. Revise the spelling rules.

Spelling rules (present continuous)

We add *-ing* to most verbs.

With verbs ending in consonant + *-e*, we take off the *-e*:

e.g. taking

With short verbs ending in vowel + consonant, we usually double the consonant:

e.g. sitting

We usually only do this with longer verbs when the stress is on the final syllable:

e.g. begin > beginning

(However, travelling is a common exception.)

We never double the letters *-w*, *-x* or *-y*:

e.g. showing, relaxing, playing

1a Complete the sentences from the dialogue on page 15 with the verbs. Use the present simple or the present continuous.

Books closed. Students retell the video story. Ask *Who are Kylie and Connor talking about? How does Kylie identify him?* (He's sitting by the window.)

Books open. Students complete the sentences.

b Read the dialogue again and check.

Students check their answers in the dialogue.

ANSWERS: 2 *'re drinking*, 3 *don't know*, 4 *teaches*, 5 *does*, 6 *think*, 7 *want*

2a 1.02 Listen and read.

Play the audio for students to follow in the Language box in their books. Drill the sentences yourself or with the audio.

b Complete the rules with present simple or present continuous.

On the board, write: 1 *He's sitting by the door.*

2 *He teaches circus skills.*

Ask *Which action is happening now?* (1) *Which is a fact about the person?* (2) Remind students that some verbs aren't normally used in a continuous tense, e.g. *know*, *understand* and *like*. Students complete the exercise and compare in pairs. Check answers as a class

ANSWERS: 1 present simple, 2 present continuous, 3 present continuous

Grammar bank

The Grammar bank on Student's Book pp. 112–127 provides grammar rules, tables and further practice. You may like to use the rules and tables to supplement the rule-finding approach in the unit and/or the students can use it for revision. The practice activities are suitable for students working on their own, e.g. for homework. For reduced pages and answers, see TB pp. 136–143.

3 a Complete with the sentences in the Language box.

In pairs, students discuss the sentences and write them into the correct paragraphs. Check answers as a class.

ANSWERS: *B She's having her lunch. C They aren't singing at the moment. D Our cat doesn't sleep outside at night.*

b Write similar sentences about two of your family members.

Students need to think about routines/habitual actions of two family members and also photos in which these people are doing something, e.g. smiling, sitting in/on. You may want to allow students to look at family photos on their phone, but either way, encourage them to start their present continuous sentences with *In this photo*. Students write and first compare their work in pairs.

Differentiation

For extra support, students instead rewrite paragraph A or B about a parent or carer.

For extra challenge, ask students to write two present simple sentences and two present continuous sentences.

Further practice:

- Grammar bank SB p. 112 (see TB p. 136)
- WB p. 8 (see TB p. 167)
- Cyber Homework 3

Student's Book page 17

Vocabulary and speaking Jobs

Objective: To present and practise words for jobs

Target language: *actor, artist, charity worker, entrepreneur, musician, nurse, police officer, politician, scientist, sportsperson*

1 a Match the words with the photos.

Books closed. Write *Jobs* on the board and elicit your job (a teacher). Give students 1 minute to write down as many jobs as possible. Make a class list on the board. You could then extend the activity asking the class to classify the jobs in different ways, e.g. you need to wear a uniform, you work outside, etc.

Books open. Students do the matching exercise.

b 1.03 Listen and check.

Play the audio and check answers as a class. Drill the pronunciation, paying particular attention to the word stress. Say a word for students to count the syllables. Encourage them to circle the stressed syllable.

ANSWERS: *1 scientist, 2 musician, 3 charity worker, 4 politician, 5 nurse, 6 artist, 7 actor, 8 police officer, 9 sportsperson, 10 entrepreneur*

Extra activity

In groups, students mime a job for the others to guess.

c Read what these teenagers say about their future.

Complete the sentences with the jobs from 1a.

Do the first one as an example. Then students complete the exercise in pairs. Check answers as a class.

ANSWERS: *1 a musician, 2 a charity worker, 3 an entrepreneur, 4 a sportsperson, 5 an actor, 6 a police officer, 7 an artist, 8 a politician*

2 Work in pairs. Think of two adjectives that are important for each job in 1a.

Elicit the personality adjectives from page 15. Ask *What qualities does a police officer need?* Elicit some ideas. Then, in pairs, students think of two qualities for each job.

Options A and B tasks

These **A** and **B** tasks provide practical solutions for differentiation in the classroom (see Introduction, p. 12). You may prefer the whole class to do one of the options, or to assign options to individual students, or to allow the students to choose.

3 Options Choose A or B.

Learning for life icons

The **A** and **B** tasks also develop a range of Learning for life skills represented by a series of eight icons presented on Student's Book page 3. Discuss the icons with the class, encouraging students to identify them when they appear in future lessons.

A Work with someone from another pair. Say what you think about each job. Can they guess the job?

In different pairs, students take it in turns to give ideas about a job for their partner to guess.

B Work with someone from another pair. Discuss your adjectives from 2 and give reasons.

In different pairs, students justify the choices that they made with their first partner.

Further practice:

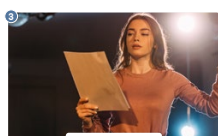
- WB p. 9 (see TB p. 167)

Grammar

Relative pronouns

1a 1.04 Listen and label the photos with the names.

Alfie Zoe Jordan Steve



b 1.05 Listen again. Who or what was each person's biggest inspiration?

Alfie _____ Jordan _____
Zoe _____ Steve _____

2a 1.06 Listen and read. Which person from 1a said these things?

Language box

- The subject that I liked most at school was drama.
- When I was ten, I read a book which was called *How to become a millionaire*.
- The man who lived next door to us was a police officer.
- Mr Henderson was the person that inspired me to become a scientist.

b Which sentences in the Language box talk about:

- a a person: _____ and _____
b a thing: _____ and _____

c Complete the rules with *who* or *which*.

- We can use a relative pronoun to make it clear which person or thing we're talking about.

The man who lived next door to us was a police officer.

- When we refer to people, we can use ¹ _____ or *that*.
- When we refer to things, we can use ² _____ or *that*.

3a Complete the sentences so they're true for you.

- _____ is the subject _____ I like best.
- _____ was the teacher _____ inspired me the most at primary school.
- _____ is a book _____ I can read many times.
- _____ is a film _____ I never want to see again.
- _____ is the person _____ thinks the most like me.
- _____ is the actor _____ never makes a bad film.
- _____ is the sport _____ I am best at.
- _____ is the toy _____ I liked best when I was 5.

b Compare your sentences.

Skills Listening and speaking

Congratulating and encouraging

1a 1.07 Listen to a headteacher discussing two of her students with another teacher. What job is she thinking of giving them?

b 1.08 Listen again. Which adjectives do they use to describe Annie and Ryan?

Annie _____
Ryan _____

2a 1.09 Listen to Ryan talking to Annie. What's her surprise for him?

b 1.10 Listen again and read the dialogue. Complete the sentences with the names.

_____ is worried about the job. _____ congratulates him/her and offers him/her encouragement.

Annie What's up, Ryan? You look worried.

Ryan I am. But I'm also kind of excited.

Annie Why? What's happened?

Ryan Well, I went to see Mrs Owen this morning.

Annie The headteacher?

Ryan Yes, and she wants me to be head boy next year.

Annie Head boy — ¹ that's amazing. ² You really deserve it.

Ryan Thanks, but it's a lot of responsibility. I'm not sure I can do it.

Annie ³ Of course you can do it. ⁴ You'll be great.

Ryan But I have to give a speech to the new students and their parents. I'm terrified.

Annie ⁵ There's no need to worry. ⁶ You're really good at speaking in class.

Ryan I'm not so sure. And then I have to write a welcome letter too.

Annie ⁷ No problem. You're really good at English.

Ryan Oh, I don't know.

Annie Don't be silly. You're the perfect choice. That's why they asked you.

Ryan Thanks, Annie — you always know how to make me feel great.

Annie And besides. We'll make a great team.

Ryan We?

Annie Yes. They want me to be head girl!

Ryan ⁸ I don't believe it! ⁹ That's fantastic news.



c Look at the underlined expressions in the dialogue. Write them in the correct place in the table.

Congratulating and reacting to good news	Offering encouragement
<u>That's amazing.</u>	

Sounds right p. 110

3 Work in pairs.

Student A Your teacher wants you to be captain of a school sports team. What worries do you have? Tell student B your news and your worries.

Student B Listen to student B's news. Congratulate him/her and offer encouragement.

Guess what, I'm the new ...
I'm a bit nervous.
That's amazing!

Student's Book page 18

Grammar Relative pronouns

Objective: To present three relative pronouns: *which*, *that* and *who*

1a 1.04 Listen and label the photos with the names.

Elicit ideas about the photos, e.g. *The woman in 1 is a scientist. She works in a laboratory. She's looking at a test tube.* Tell students they are going to listen to each person saying what job they wanted to do when they were younger. Students listen and write the names. Play the audio more than once if necessary. Students check answers in pairs. Check answers as a class.

ANSWERS: 1 Jordan, 2 Steve, 3 Zoe, 4 Alfie

Audioscript p. 145

b 1.05 Listen again. Who or what was each person's biggest inspiration?

Pre-teach *inspiration* (the reason the people wanted to do their jobs) and clarify that an inspiration can be a person (a 'who'), or something else (a 'what'). You could also point out that *inspiration* is often shortened to *inspo* on social media platforms. Play the audio again and students note down their answers. Do the first one together as an example. Then play the rest. Students compare their ideas in pairs. Then check answers as a class.

ANSWERS: 1 Jordan: Mr Henderson, her biology teacher, 2 Steve: the book "How to become a millionaire", 3 Zoe: drama lessons at school, 4 Alfie: the man next door who was a police officer

2a 1.06 Listen and read. Which person from 1a said these things?

Play the audio and students indicate the speakers. Check answers as a class.

ANSWERS: 1 Zoe, 2 Steve, 3 Alfie, 4 Jordan

b Which sentences in the Language box talk about
a) a person b) a thing?

Read the sentences aloud, pausing to elicit the relative pronouns. Students write the correct sentence numbers. Check answers as a class.

ANSWERS: a) 3 and 4, b) 1 and 2

c Complete the rules with *who* or *which*.

Students complete the rules. Discuss the use of *that*.

ANSWERS: 1 *who*, 2 *which*

Grammar raps

One page of the Grammar bank in each unit features a Grammar rap. These two-part video animations first present the new forms, sometimes in short sentences, and then in extended examples in a narrative context. You can use these in class and students can also access them via the HELBLING Media App.

3 a Complete the sentences so they're true for you.

Students read and complete the sentences. Monitor actively and help with any vocabulary. Students work individually.

Differentiation

For extra support, go through each sentence eliciting whether it is a person (*who*) or an object (*which*).
For extra challenge, students write two more sentences that are true for them.

b Compare your sentences.

In pairs, students compare their work.

Extra activity

Ask students to share ideas about what/who is their "inspo". You could create a wall display with headings:
Places we get our inspo, People who give us inspo.

Further practice:

- Grammar bank and Grammar rap SB p. 113 (see TB p. 136)
- WB p. 10 (see TB p. 167)

Student's Book page 19

Listening and speaking Congratulating and encouraging

Objectives: To develop listening and speaking skills; to present and practise functional language for congratulating and encouraging

Background note

In some UK schools, a head boy and a head girl, usually in their last year, are chosen to represent the whole school. Many schools also have class representatives who are either elected or volunteers.

Note

Ensure students have the dialogue in Exercise 2b covered for Exercises 1a, 1b and 2a.

1 a 1.07 Listen to a headteacher discussing two of her students with another teacher. What job is she thinking of giving them?

Discuss responsibilities or jobs that older students are given in school, e.g. captain of the football team. Play the audio. Check answers as a class. Students may not have heard the collocation *head boy / head girl* before. Congratulate them if they understood it and discuss the Background note.

ANSWERS: *head boy and head girl*

Audioscript p. 145

b 1.08 Listen again. Which adjectives do they use to describe Annie and Ryan?

Play the audio and students note down the adjectives used to describe Annie and Ryan. Check answers as a class.

ANSWERS: *Annie: amazing, brilliant, perfect, calm, funny*
Ryan: sensible, helpful

2 a 1.09 Listen to Ryan talking to Annie. What's her surprise for him?

Books closed. Tell students the question before they listen. (Alternatively, ask students to cover the dialogue in Exercise 2b.) Focus on the question. Play the audio and students note their answer. Check the answer as a class.

ANSWER: *The teachers want Annie to be head girl.*

b 1.10 Listen again and read the dialogue. Complete the sentences with the names.

Students now read and follow the dialogue as you play the audio again. They complete the sentences above it.

ANSWERS: *Ryan, Annie*

c Look at the underlined expressions in the dialogue. Write them in the correct place in the table.

Books closed. Elicit what Annie said when Ryan told her he'd been asked to be head boy. Elicit other ways of congratulating and reacting to good news. Then ask what Annie said to make him feel better and elicit other ways to offer encouragement, e.g. *You can do it. / You've got this.* Students then open their books and complete the table. Check answers as a class.

ANSWERS: *Congratulating and reacting to good news: You really deserve it. I don't believe it! That's fantastic news.*
Offering encouragement: Of course you can do it. You'll be great. There's no need to worry. You're really good at ... No problem.

Sounds right p. 110 (TB p. 134)

The Sounds right pronunciation activity focuses on saying the target functional sentences in an interested way.

3 Work in pairs.

Depending on numbers, divide the class into two groups: A and B. The As come up with some concerns they have about being captain of a school sports team. The Bs practise the phrases for congratulating and giving encouragement. Ask them to pay particular attention to their intonation.

Pair students up (A and B) to act out their mini-dialogue. The students can also swap roles if they want. Invite pairs of volunteers to perform for the class.

Further practice:

- WB p. 11 (see TB p. 167)
- Cyber Homework 4
- Vocabulary Trainer
- Dialogue Karaoke (see Introduction, p. 14)

Skills Reading

1a Read the article quickly. Which of these three people do you think is the most amazing?

Three amazing young people

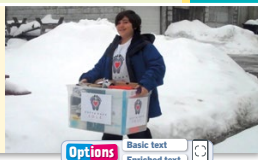
When Ruby Bridges was 4, her family moved to New Orleans. It was 1958 and there were separate schools for African Americans and white children. In 1960, Ruby took a test that allowed her to attend a "white school". On her first day of school, there was a large crowd in front of the school protesting against Ruby and her mother. But 1. _____ Ruby wasn't scared and she walked through the school doors. Some white parents took their children out of school, and for a year, only one teacher wanted to teach Ruby. But Ruby never gave up, and after a year she was joined at school by other African American children.



Amariyanna Copeny is concerned about the environment. When she was 8, she wrote a letter to President Obama. In her letter, she told him about the water pollution in her hometown of Flint, Michigan. Obama visited Flint and sent state money to Flint to help. Amariyanna also helped to raise \$50,000 to buy bottled water for the community. She raised money for other good causes too. Now she's 2. _____ to become president of the US herself.



When Nicholas Lowinger was a young child, he saw children who had to share their shoes with their brothers and sisters. It upset him. He believed that if children didn't have shoes on their feet, they couldn't be 3. _____ in their daily lives. So, in 2010, when he was 12, he started a project called Gotta Have Sole. He collected more than 100,000 pairs of shoes to give to homeless children. He often delivered the shoes personally. Gotta Have Sole has since started other programmes too, like teaching skills to kids in homeless shelters that help them succeed in school.



Options Basic text Enriched text

b 1.11 Read the article again and listen. How many of these tasks can you do?

- 1 Ruby took an entrance test to a "white school". T / F
- 2 Protesters stopped Ruby going into the school. T / F
- 3 There was only one teacher who wanted to teach Ruby. T / F
- 4 When she was 8, Amariyanna _____ to President Obama.
- 5 She wrote about _____ in Flint.
- 6 Amariyanna really wants to be _____ one day.
- 7 How did Nicholas get the idea for collecting shoes?
- 8 What did he do with the shoes?
- 9 Why does he believe shoes are important?

2a Look at these adjectives and their definitions. Write them in the spaces in the article.

- a If you are **confident**, you believe you can do something.
- b If you are **courageous**, you are brave and not scared to do something.
- c If you are **determined**, nothing will stop you doing what you want to do.

b What other adjectives can you think of to describe these young people?

3 Discuss the questions.

- 1 Who is the most amazing person you know?
- 2 Why is he/she amazing?

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WB p. 12

Skills Writing

A profile of a person

1 Read the profile of Nicholas D'Aloisio. What does the Summy app do?

Profile**Nicholas D'Aloisio**

- 1 Some teenagers are extremely successful at business. They become entrepreneurs at a young age and make a lot of money.
- 2 Such a person is Nicholas D'Aloisio. Nicholas was born in Melbourne, Australia in 1995. After seven years, he moved to London with his parents. Nicholas became interested in computing at a young age and taught himself basic programming.
- 3 In 2011, at the age of only 16, he launched an app called Summy. The app automatically summarises newspaper articles and other material. In 2013, he sold this app to Yahoo for \$30 million. In the same year, he started working for Yahoo. He was with the company from



2013 until 2015. In 2015, he founded Sphere Knowledge, a start-up where people can swap information quickly.

- 4 I think that Nicholas is amazing because he shows that age is not always important. With a good idea, you can earn a lot of money and offer people a good service.

2a Match paragraphs 1–4 with their content.

- a 2 who he is
- b 1 why the writer thinks he's amazing
- c 3 introduction
- d 4 what he did

b Complete the information with the dates from the profile in 1.

Biographical data

- 1 _____ was born
- 2 _____ moved to London

Achievements

- 3 _____ launched Summy
- 4 _____ sold Summy
- 5 _____ started Sphere Knowledge

3 Complete the sentences with the missing prepositions.

- 1 He was born _____ 1995.
- 2 _____ seven years, he moved to London.
- 3 _____ the age of 16, he launched an app.
- 4 _____ the same year, he started working for Yahoo.
- 5 He worked at Yahoo _____ 2013 _____ 2015.

Options

4 Choose A or B.

- A Write a profile of a classmate (80–100 words). Interview him/her before you start writing. Ask about:
- when and where he/she was born.
 - important dates in his/her life so far.
- B Do some research and write a profile of an amazing teenager (120–150 words).

WB p. 13

Cyber Homework 5

21

Student's Book page 20**Reading Three amazing young people****Objective:** To develop reading skills**Materials:** a photo of a local hero/celebrity that everyone knows (for Extra activity)**Basic and Enriched texts**

There are three versions of the Student's Book and Workbook reading texts, all with audio support: the Standard text in the Student's Book and Workbook and the Basic and Enriched versions (see Introduction, p. 11). The tasks on the Student's Book and Workbook pages are designed to work with all three versions.

1a Read the article quickly. Which of these three people do you think is the most amazing?

Before reading, ask students to consider what makes a person amazing. Do they know anyone who is amazing? What is amazing about that person? Encourage them to think beyond their families and friends, including maybe some celebrities who have done / are doing amazing things. Students read the article quickly and answer the question. They share their ideas together.

Extra activity

Show a photo of a local hero/celebrity that everyone knows. Ask students why the person is amazing and what amazing things they have done / are doing. You could instead describe the person and their achievements, then ask students to guess who it is, as long as everyone is likely to know.

b 1.11 Read the article again and listen. How many of these tasks can you do?

Students read the text and answer the questions. Play the relevant audio for students to follow. Then ask students to answer the questions. Students compare answers in pairs. Check answers as a class.

How many of these tasks can you do?

These graded tasks feature in all the reading lessons (see Introduction, p. 12).

ANSWERS: 1 T, 2 F, 3 T, 4 wrote a letter, 5 water pollution, 6 president of the US, 7 He saw brothers and sisters who shared their shoes. 8 He gave them to homeless children. 9 He believes that if children don't have shoes, they can't be confident.

Alternative activity

This text lends itself to a jigsaw reading. Divide the class into three groups – A, B and C. Each group reads about one of the amazing people, trying to remember as much information as they can. Then students regroup as ABC groups, sharing the information about each text to answer the questions in Exercise 1b.

2 a Look at these adjectives and their definitions. Write them in the spaces in the article.

Students read the words and their meanings. They write the words in the correct articles. Check answers as a class.

ANSWERS: 1 *courageous*, 2 *determined*, 3 *confident*

b What other adjectives can you think of to describe these young people?

Ask students to quickly make a list of all the adjectives they've learnt from the unit so far. You could make it a game and set a 1-minute timer and see how many words they can remember in that time. Then, in small groups, ask students to decide on three more adjectives to describe each of the amazing people. When checking answers as a class, encourage students to give reasons.

Differentiation

For extra support, remind students to look back at the first page of the unit for words to describe people. For extra challenge, ask students to add extra words to their vocabulary by using an online dictionary to find more words to describe these people.

3 Discuss the questions.

Students read the questions and think how they are going to answer them. In pairs, students share their ideas. Students swap partners and share their answers with another student. Repeat this about three times so that students have a great opportunity to practise this language.

Further practice:

- WB p. 12 (see TB pp. 167–168)

Student's Book page 21

Writing A profile of a person

Objective: To develop writing skills: a profile of a person

1 Read the profile of Nicholas D'Aloisio. What does the Summly app do?

Ask students if they've ever heard of Nicholas and/or the Summly app. Students quickly read the profile to answer the question. Check the answer as a class.

ANSWER: *It automatically summarises newspaper articles and other material.*

2 a Match paragraphs 1–4 with their content.

Students now read more slowly and match the paragraph topics with the content. Students check in pairs and then check answers as a class.

ANSWERS: b 4, c 1, d 3

b Complete the information with the dates from the profile in 1.

Students reread and complete the dates. Check answers as a class.

ANSWERS: 2 2002, 3 2011, 4 2013, 5 2015

3 Complete the sentences with the missing prepositions.

Do this exercise together as a class, eliciting the prepositions from the students. Encourage further examples from students themselves as you go along, e.g. *When were you born? I was born in (year).*

ANSWERS: 1 *in*, 2 *After*, 3 *At*, 4 *In*, 5 *from, until*

4 Choose A or B.

As this is the first writing task, it's worth spending time going over the language that students should use. Monitor actively, paying attention to verb tenses, relative pronouns and adjectives. Draw students' attention to the word count. Allow students sufficient time to do the task, including proofreading another student's work.

A Write a profile of a classmate (80–100 words). Interview him/her before you start writing.

This task requires more limited output, as it requires students to write about a classmate after interviewing them, and therefore the content and language will be familiar as they come to write.

B Do some research and write a profile of an amazing teenager (120–150 words).

This task gives students more freedom to be creative, but is less supported. It requires students to research online. Discuss the importance of planning what information they want to find before going online. Encourage them to bring in any other English they know. Be prepared to provide any new vocabulary which they need.

Further practice:

- WB p. 13 (see TB p. 168)
- Cyber Homework 5

Learning for life

Successful discussions

- 1a Look at the photo. How do you think Luna feels on the first day of the school year and why?



- b Watch the video and check your answer.
c Watch the video again. Answer the questions.

- 1 Was Luna happy to be back at school? Why (not)?
- 2 What didn't she like?
- 3 How did the class feel about the new rule?
- 4 What did Luna do?
- 5 What was the result?

- 2a Work in pairs. Imagine there's a new rule at your school that you don't like. Which of these sentences would you NOT say to a teacher or headteacher? Why not?

- 1 This new rule is really silly. Whose idea was that?
- 2 We aren't very happy about the new rule. Can you please explain why it was introduced?
- 3 We don't care what you think. We know what we don't like and that's it!
- 4 Thank you for explaining the reason. Could we suggest a different solution to the problem?

- b What was good about Luna's communication with the headteacher? What was good about the headteacher's reaction?

- 3 Work in pairs. Match the sentence halves. Which of these things are you good at already? Which do you want to improve?

Top tips for successful discussions

- 1 ☐ Don't interrupt while ...
- 2 ☐ Check for understanding if necessary. Say, ...
- 3 ☐ At the beginning of the conversation, thank ...
- 4 ☐ Show you understand the other person's opinion. Say, ...

- a "So you're saying that ...?"
- b "I understand why you're saying that. I think ..."
- c the other person is speaking.
- d the other person for giving you the opportunity to talk.



Project

- 4 Work in pairs. Choose one of the situations below. Develop a role play with the headteacher or another teacher. Create a short video and show it to the class.

- 1 There's a lot of traffic in the street that your school is in. Many drivers go too fast.
- 2 The hall and the corridors in your school look a mess. You think there should be more rubbish bins.
- 3 The lunch queues at your school cafeteria are so long that quite often students only have a few minutes to eat.

Review

Vocabulary

- 1 Complete the text with the adjectives. There are two extra adjectives.

positive talented generous calm sensitive funny honest patient

My best friend Sebastian is really cool. I like him because he's a ¹ person – he always sees the good side of everything and everyone. He's also kind and ² – he always shares things with his friends. In school, he's good at everything, but he's especially ³ at sport and music. He's also very ⁴ – he makes everyone in the class laugh. But if there's a problem, he sometimes gets upset or angry – he isn't very ⁵. He also hates waiting for other people – he isn't ⁶ at all!



- 2 Match the sentence halves.

- 1 ☐ Brad Pitt and Tom Cruise ...
- 2 ☐ My brother became a charity worker ...
- 3 ☐ Maria is a musician ...
- 4 ☐ Both my parents are nurses ...
- 5 ☐ Jack is an entrepreneur ...
- 6 ☐ She trains for hours every day ...
- 7 ☐ Our police officers ...
- 8 ☐ I want to be a scientist ...

- a and help find a cure for cancer.
- b who plays for a famous orchestra.
- c are famous American actors.
- d who work at the same hospital.
- e because she wants to be a professional sports person.
- f make the city a safer place.
- g who has started several successful businesses.
- h because he enjoys helping other people.

Grammar

- 3 Circle the correct verb forms.

Where are you, Tom?

I ¹ sit / 'm sitting in the garden.

Hey Sajj! ² Do you want / Are you wanting to come over?

Sorry, I can't. ³ I do / 'm doing my homework.

Which day do you have football practice?

We ⁴ have / 're having two sessions a week – on Tuesdays and Thursdays.

Do you know where Grandma is? She ⁵ doesn't answer / isn't answering her phone.

She ⁶ 's playing / plays tennis with Mum. Try a bit later.

- 4 Complete the sentences with the present simple or present continuous form of the verbs.

- 1 I can't talk now – I _____ (watch) a film.
- 2 We always _____ (play) basketball on Monday afternoons.
- 3 What _____ you _____ (read)? Is it interesting?
- 4 I really _____ (not understand) this science homework.
- 5 Mrs Martin _____ (not work) here on Fridays.

- 5 Complete the sentences with *who*, *that* or *which*. More than one answer is possible.

- 1 The school _____ I go to has 800 students.
- 2 Is she the girl _____ lives next door to you?
- 3 The subject _____ I am most interested in is history.
- 4 The film _____ we went to see was really exciting.
- 5 He was an entrepreneur _____ gave a lot of money to charities.

Go back to page 14. With a partner, check what you know / can do.

Options Now go to your Personal Learning Track

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Student's Book page 22

Learning for life Successful discussions

Objective: To develop awareness of techniques for engaging successfully in discussions (collaboration)

Project: a video role play

Materials: video-filming equipment

Learning for life

These pages, in Units 1, 3, 5 and 7, focus on different aspects of lifelong learning, categorised by the Learning for life icons. The topics are introduced through vlogs (with animation) by two young people: Luna (Units 1 and 7) and Jamie (Units 3 and 5). If students worked with *Options* 2, ask them what they can remember about Luna and Jamie's vlogs.

Focus on the page title and elicit that what they talk about in these lessons will be transferable to every aspect of life, not just language learning. Ask students to think about a time when a discussion went well and elicit why.

- 1a Look at the photo. How do you think Luna feels on the first day of the school year and why?

Elicit some words and phrases to say how Luna might be feeling.

- b Watch the video and check your answer.

Play the video. Students compare their ideas with what Luna says. Check answers as a class.

ANSWER: She's feeling happy.

Videoscript p. 157

- c Watch the video again. Answer the questions.

Play the video again for students to answer the questions. They compare in pairs. Check answers as a class.

ANSWERS: 1 Yes – she was happy to see her friends.
2 The new rule that girls can't wear trousers. 3 They felt the same as Luna. 4 She spoke to the headteacher. 5 The school changed the rule.

- 2a Work in pairs. Imagine there's a new rule at your school that you don't like. Which of these sentences would you NOT say to a teacher or headteacher? Why not?

Give students a new rule that you know they won't like. They read the speech bubbles and decide which phrases they would not say to you. Elicit why (because they're rude).

ANSWERS: 1 and 3

b What was good about Luna's communication with the headteacher? What was good about the headteacher's reaction?

Discuss how Luna achieved a good outcome, how she spoke to the headteacher and his reaction. Check answers as a class.

ANSWERS: *Luna's communication was good because she was friendly. The headteacher's reaction was good because he was also friendly and listened to Luna and then decided to change the rule.*

3 Work in pairs. Match the sentence halves. Which of these things are you good at already? Which do you want to improve?

Students match the sentence halves. Give the class 1 minute to think about discussions: what they are already good at and what they'd like to improve. They then share ideas in pairs.

Differentiation

For extra support, prepare simplified tips on pieces of paper for students to manipulate easily.
For extra challenge, ask students to think of more tips for successful discussions.

ANSWERS: 1 c, 2 a, 3 d, 4 b

Project

4 Work in pairs. Choose one of the situations below. Develop a role play with the headteacher or another teacher. Create a short video and show it to the class.

In pairs, students read the situations. They then plan, rehearse, and film a short role play. You may want to limit the length of the video. If time allows, encourage students to watch their videos and consider ways of improving it. They can then show their videos to the rest of the class.

Tips on students making videos

Students can be allowed time outside class to make a group video as homework. (They could also then choose to use breaktime or lunchtime for planning.)

Each student makes their own part of a video at home and shares with the group.

If filming isn't practical, students can rehearse and then act in front of another group, who give feedback.

Students may not be very interested in watching each other's videos in class, especially if they are on a similar topic. You could create a secure online group and upload the videos. Students may then be curious enough to watch in their own time.

To focus the class on watching other groups' videos, ask each group to provide a while-watching question for the class to answer.

Student's Book page 23

Review

Objective: To review the unit content and carry out self-assessment

The Review page is an opportunity for students to test themselves on the unit language and then to reflect on the unit objectives. This is an important tool for self-evaluation and helps students to gain an overview of their own progress, leading into the use of the Personal Learning Track at the end of the unit.

The Vocabulary and Grammar activities could be set as homework, but it is useful to allow class time for students to look back at the unit objectives on page 12 in pairs. Feedback with the class can then inform your planning.

Vocabulary

1 Complete the text with the adjectives. There are two extra adjectives.

ANSWERS: 1 positive, 2 generous, 3 talented, 4 funny, 5 calm, 6 patient

2 Match the sentence halves.

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

Grammar

3 Circle the correct verb forms.

ANSWERS: 1 'm sitting, 2 Do you want, 3 'm doing, 4 have, 5 isn't answering, 6 's playing

4 Complete the sentences with the present simple or present continuous form of the verbs.

ANSWERS: 1 'm watching, 2 play, 3 are, reading, 4 don't understand, 5 doesn't work

5 Complete the sentences with who, that or which. More than one answer is possible.

ANSWERS: 1 which / that, 2 who / that, 3 which / that, 4 which / that, 5 who / that

Extra activity

Divide the class into two teams. One student from each team comes to the board. Give a definition of a word from the unit. The first student to write it correctly wins a point for their team.

Further practice:

- Personal Learning Track (see Introduction, pp. 13–14)

Testbuilder

Unit 1 test (see Introduction, p. 19)



Culture

The world's youngest record holders

Key words

break a record youngest ... ever
win a medal be elected solve
incredible challenge

1a Read the texts quickly. Who was the youngest when he/she set a world record?

GREAT ACHIEVERS

All through the ages and all over the world young people have broken records – in politics, sports and entertainment. Let's meet a few.



Marjorie Gestring was a springboard diver from the US. She was the youngest girl ever to win an Olympic gold medal. She was 13 years and 268 days old when she won the medal in the 1936 Berlin games.



Mhairi Black, a Scottish member of the UK parliament, was first elected at the age of 20 in 2015. She was the youngest member of parliament since 1806. When elected, she was 20 years and 237 days old.

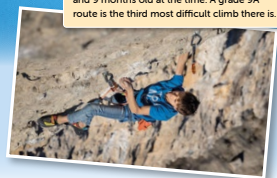


When he was 7, Que Jianyu from China became the youngest person to solve a Rubik's Cube while blindfolded. In 2018, when he was 13, he solved three Rubik's Cubes while juggling them. He solved the three cubes in just 5 minutes and 6.61 seconds.



In 2020, 10-year-old Nadub Gill solved an incredible 196 maths questions in one minute on his computer. He beat 700 other children who were doing the same challenge. Nadub was originally from Pakistan, but now he lives in Derbyshire, England.

In September 2022, Théo Blass from France became the youngest person to complete a grade 9A climbing route. He was 12 years and 9 months old at the time. A grade 9A route is the third most difficult climb there is.



At 14 years old, Australian Jade Hameister became the youngest person to ski to the North Pole. At 15, she became the youngest woman to cross Greenland, and at 16, she became the youngest person to ski to the South Pole.



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b Read the texts again. Complete the table with the information.

Name	Age	Achievement(s)
Marjorie Gestring	13 years and 268 days	won a gold medal in the 1936 Berlin Olympic Games
Mhairi Black		
Que Jianyu		
Nadub Gill		
Théo Blass		
Jade Hameister		

2a 1.12 Listen to Noah telling Marisa about how to break a world record. Answer the questions.

- What record does he want to break?
- What is the world record?
- What is Noah's best score?

b 1.13 Listen again. Match the rules.

- Rule 1 ☐ a Choose something you might be good at.
Rule 2 ☐ b Practise a lot.
Rule 3 ☐ c Don't choose something you can't do.
Rule 4 ☐ d Choose something you enjoy.

c What world record would you like to break?

I'd like to be the best ...

I'd like to break the world record for ...

25

Student's Book pages 24–25

Culture The world's youngest record holders

Objective: To learn about the world's youngest record holders and about unusual world records

Key words: break a record, youngest ... ever, win a medal, be elected, solve, incredible, challenge

Culture

The Culture pages focus on aspects of life in other countries and cultures, encouraging students to be curious and respectful global citizens.

These (and the Sustainable Development Goals with CLIL) sections after the Review page are optional material that you can plan to use as time allows. Students will not miss core vocabulary or grammar from the syllabus if you decide not to use them.

If your students have used earlier levels of *Options*, elicit topics that they have studied on these pages, e.g. clothes, transport. If not, explain the purpose of these sections. Introduce today's topic: some very determined young people from around the world.

Note

For the Culture pages, there are also three versions of each text: the Standard text in the Student's Book and the Basic and Enriched versions (see Introduction, p. 11). The tasks are designed to work with all three versions.

1a Read the texts quickly. Who was the youngest when he/she set a world record?

If possible, show students the photos without any text. Ask them if they recognise any of the people. Do they know anything about them? If not, tell the class that all the people in the photos have *broken a world record*. Ask concept questions about that term. Write the records on the board and see if students can match them with the photos. Then students can read the texts and check their answers.

Students then read the texts again to find out who was the youngest record holder. Check the answer as a class.

ANSWER: Que Jianyu

b Read the texts again. Complete the table with the information.

Show students the table that they need to complete. Elicit the information (the first one has been done). Students reread the texts and complete the table. They work individually and then compare in pairs. Check answers as a class.

Differentiation

For extra support, put students into groups of three so that each student finds out about two of the record holders and then shares the information with the others. For extra challenge, ask students if they can complete a column giving information about where the young record holders are from or where they live now.

ANSWERS:

Mhairi Black

Age: 20 years and 237 days

Achievement: elected as Scottish member of UK parliament (youngest since 1806)

Jade Hameister

Age: 14 years

Achievement: in 2016, became the youngest person to ski to the North Pole

Age: 16 years

Achievement: in 2018, became the youngest person to ski to the South Pole

Nadub Gill

Age: 10 years

Achievement: solved 196 maths questions in one minute (on his computer)

Théo Blass

Age: 12 years and 9 months

Achievement: completed a grade 9A climbing route

Que Jianyu

Age: 7 years

Achievement: solved a Rubik's Cube while blindfolded

Age: 13 years

Achievement: solved three Rubik's Cubes while juggling them in 5 minutes and 6.61 seconds

Extra activity

Hold a short discussion. Ask *Which achievement do you find the most interesting?* Encourage students to give reasons.

2 a 1.12 Listen to Noah telling Marisa about how to break a world record. Answer the questions.

Ask students if they know about any other world records. Tell students that there are world records for almost anything. Give some examples, e.g. *tallest person, person with longest hair, person who can eat most hotdogs, longest pizza*.

Students now listen to a boy called Noah talking to his friend Marisa. He wants to break a world record. Students read the questions. Play the audio and students answer. Check answers as a class.

ANSWERS: 1 *The most number of clicks with a computer mouse in 30 seconds*, 2 830, 3 187

Note

If students ask, you may like to explain that *the most number of clicks* is very informal. Elicit or explain that the correct formal term would be *the highest number of clicks*.

Audioscript p. 145

b 1.13 Listen again. Match the rules.

With their books closed, ask students if they can remember what Noah said about world records. Elicit as much information as possible.

Then students open their books again. Play the audio again. Students match the rules to the letters. Students check their ideas in pairs and then check answers as a class.

ANSWERS: 1 c, 2 a, 3 d, 4 b

c What world record would you like to break?

Ask students if there are any world records they would like to break. Students could also think about something they would like to achieve, e.g., run 5 km without stopping.

Extra activity

Students find out about other young world record holders. In small groups, they first write down three world records (including "the youngest person to ..." in their wording) that they would like to try and find. They then choose their favourite idea. Monitor to check that there aren't groups looking for the same information before they go online to find about their world record-breaking person. If they can't find the information for their favourite idea, encourage them to use one of their other suggestions, still monitoring for potential overlap with other groups. Groups report their findings to the class. Discuss as a class which achievement they think is the most remarkable / the most bizarre / the most useful. This could also be extended into a fun quiz with students writing three possible answers to a question about their record:

What record [about (noun)] / [for + -ing form] did [Name] break at the age of [...]?

A ...

B ...

C ...

2

Into the unknown

At the end of this unit ... you know

- ☐ phrases to describe a road trip
- ☐ words for camping equipment
- ☐ how to use the past continuous and the past simple with *when* and *while*

you can

- ☐ talk about events that were happening in the past
- ☐ say what things are used for
- ☐ give and follow instructions
- ☐ understand an article about a long journey
- ☐ write a short story



Watching the world Route 66

1a Before you watch.

Look at the photos. What do you know about Route 66? Why do you think it's famous?

b Watch the video. Answer the questions.

- 1 How long is Route 66?
- 2 Which two cities does it connect?
- 3 How many states does it pass through?
- 4 When was it most popular and why?
- 5 When was it closed?
- 6 Where is the Route 66 Museum?

2 Discuss the questions.

- 1 Would you like to travel on Route 66? Why (not)?

Absolutely. / No way. I think it would be exciting/boring.

I'd like to see it because ...

- 2 What famous roads are there in your country?

A famous road is ...

Everybody should see ... because ...

Vocabulary and speaking

A road trip

1a Read the beginning of two short stories set on Route 66. Match each one with a title.

- a ☐ Trouble on Route 66 b ☐ Love on Route 66

1



I stopped the car on the side of the road and looked at the map. I couldn't understand it at all. I was lost! I was getting angry. What a stupid idea to go on a road trip on Route 66. It was raining hard, but through the window I could see a figure. Someone was walking towards the car. It was then that I noticed the flashing blue lights in my mirror. It was the police. "Just my luck," I thought. There was a knock on the window. I opened it slowly. "Was I driving too fast, officer?" I said, without looking up. "No, sir. I just wanted to check everything's OK." That was the first time I heard her voice.

2

The sun was setting and we were getting tired. Ahead we could see the large neon lights of a diner. Emily wasn't feeling great. "Can we stop for something to eat?" Emily asked Mum. "I want to take a break." "Not now," Mum replied, as we drove past the restaurant. "It's still 50 km until the motel and I really want to get there before it gets dark." Emily looked at me and sighed. "I'm tired of seeing

all those sights. I'm tired of sleeping in motels every night," she whispered. Just then, the car made a funny sort of noise. It got slower and slower. Then it stopped. "Why didn't I fill up the car at the petrol station?" I didn't answer because I thought Mum was talking to herself. "What's the matter, Mum?" Emily asked. "We've run out of petrol," Mum replied.

b Choose one of the stories and decide what happens next.

2a Match the halves to make phrases. Use the stories to help you.

- | | |
|---------------------------------------|------------------------|
| 1 ☐ go on | a the sights |
| 2 ☐ take | b lost |
| 3 ☐ see | c in a motel |
| 4 ☐ sleep | d a road trip |
| 5 ☐ be | e the car |
| 6 ☐ fill up | f petrol |
| 7 ☐ run out of | g for something to eat |
| 8 ☐ stop | h a break |

Sounds right p. 110

b Listen and check.

- 2b Think of the beginning of a short story called "Danger on Route 66". Tell it to a partner. Use at least four of the phrases from 2a.

- d Work with another pair. Share the beginning of your stories.

Unit objectives

Vocabulary

- road trip phrases
- words for camping equipment

Grammar

- past continuous and past simple with *when* and *while*

Skills

- talk about events that were happening in the past
- say what things are used for
- give and follow instructions
- understand an article about a long journey
- write a short story

Learning to learn

- How to improve your reading skills

Sustainable Development Goals

- Responsible tourism (and Project)

Student's Book page 26



Watching the world Route 66

Objective: To introduce the unit topic through a video

Materials: map of the USA clearly showing Route 66 and the states it goes through

Unit introduction

This unit is about adventure. In pairs, students answer the following questions:

Do you like long car journeys?

Do you go on camping holidays?

Do you like sleeping outside?

What is an adventure?

Students might follow adventurers on social media.

Encourage them to share what they know about them.

Watching the world

Units 2, 4, 6 and 8 of *Options* 3 and 4 feature a documentary-style video to present the unit topic. The videoscripts are on TB pp. 159–160.

Discuss the unit objectives with the class, allowing students to demonstrate what they already know in English and their world knowledge about the topic.

1 a Before you watch.

Ask students what they know about the geography of the USA. Do they know any states? Where are they? You could display a map. Students may not know anything about Route 66, but ask them to look carefully at the photos. Why do they think it's famous?

Background note

Route 66, established in 1926, was an iconic road in the USA, crossing three time zones. There are references to it in music and literature, and many famous sights along the way. However, the experience of the road was not the same for all. During segregation, black motorists used *The Green Book* to show them safe places to stay.

b Watch the video. Answer the questions.

Ask students to read the questions. Play the video and they note down their answers. Check answers as a class.

Differentiation

For extra support, create a list of words/images that are mentioned in the video. Students put them in order. Do this as an extra guided watching before Exercise 1b. For extra challenge, students write one more question and answer about the video.

ANSWERS: 1 3,900 km, 2 Chicago and Los Angeles, 3 Eight, 4 In the 1950s, because more people were able to buy their own cars and set off in search of adventure, 5 1988, 6 Oklahoma

Videoscript p. 159

Extra activity

Divide the class into eight groups and assign each group a state through which Route 66 used to pass. Each group researches iconic places on Route 66 in their state.

2 Discuss the questions.

In small groups, students answer the questions. Draw students' attention to *Absolutely* to show they agree, and *No way* to disagree.

As a class, talk about any famous roads in your country.

Student's Book page 27**Vocabulary and speaking A road trip**

Objective: To present and practise vocabulary and speaking skills by reading two passages about Route 66

Target language: *be lost, fill up the car, go on a road trip, run out of petrol, see the sights, sleep in a motel, stop for something to eat, take a break*

1 a Read the beginning of two short stories set on Route 66. Match each one with a title.

Students read quickly to match the titles. They use the texts to justify their answers.

ANSWERS: a 2, b 1

b Choose one of the stories and decide what happens next.

Students work in pairs. Give them a couple of minutes to come up with what happens next (but not the ending).

2 a Match the halves to make phrases. Use the stories to help you.

Ask students to close their books. Elicit the phrases from the stories. You say *In the first story, they go on a ...* (to elicit *road trip*). Do this with all the phrases. Then ask students to complete the exercise in their books.

b 2.01 Listen and check.

Play the audio. Students listen and check.

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

c Think of the beginning of a short story called "Danger on Route 66". Tell it to a partner. Use at least four of the phrases from 2a.

Show on the board how to mind-map some ideas. Students plan the beginning of a story. Encourage them to develop it so that the listener wants to hear the rest. Remind them to use four phrases from Exercise 2a. Monitor and, as students become ready, put them into pairs to tell the start of their stories.

Differentiation

For extra support, provide a few story starters/ideas. For extra challenge, students use all the phrases.

d Work with another pair. Share the beginning of your stories.

Students pair up with another pair and they tell their stories.

Extra activity

In pairs, students then complete the new story they heard.

Sounds right p. 110 (see TB, p. 134)

The Sounds right pronunciation activity focuses on linking consonants and vowels between words when speaking.

Further practice:

- WB p. 15 (see TB p. 168)
- Vocabulary Trainer

Grammar

Past continuous

1a Read the sentences. Which story on page 27 do they come from? Write **T** (*Trouble on Route 66*) or **L** (*Love on Route 66*).

- 1 ☐ Someone was walking towards the car.
- 2 ☐ Emily wasn't feeling great.
- 3 ☐ Was I driving too fast, officer?
- 4 ☐ It was raining hard.
- 5 ☐ The sun was setting.
- 6 ☐ We were getting tired.

b Read the stories on page 27 again and check.

2a 2.02 Listen and read.

Language box

- 1 I wasn't running. I was walking.
- 2 Were you waiting a long time?
- 3 He wasn't feeling very well.
- 4 The sun was shining and the birds were singing.
- 5 We were taking the dogs for a walk in the park.
- 6 They were feeling tired and hungry.

b Complete the rules with **set the scene** and **in progress**.

- We use the past continuous to talk about actions that were ¹ _____ at a certain time in the past.
- We often use the past continuous to ² _____ for a story.
- We can also use the past continuous to stress that the action took some time.

c Complete with the sentences in the Language box.

a Mr Day: Where's Max?

Ana: So he went home.

b It was the perfect start to the day. _____

c Mr Day: Why are you running, Lucy? Are you late for lessons again?

Lucy: _____

d Mr Day: What were you doing at 8 p.m. last night?

Eva: Eight o'clock? _____

e Ben: Sorry I'm late. _____

Ayla: No, don't worry. I just got here five minutes ago.

f They decided to stop for something to eat.

3a What were you doing at these times yesterday? Write your answers.

5 a.m. _____

7.30 a.m. _____

10 a.m. _____

2 p.m. _____

7 p.m. _____

9 p.m. _____

b Guess what your partner was doing.

Were you sleeping at 5 a.m.?

Yes, I was.

Were you having breakfast at half past seven?

No, I wasn't. I was sleeping.

Vocabulary and speaking

An adventure



1a Match the words with the photos.

- | | |
|--|--|
| ☐ tent | ☐ sun cream |
| ☐ sleeping bag | ☐ matches |
| ☐ torch | ☐ penknife |
| ☐ map | ☐ rucksack |
| ☐ first aid kit | ☐ compass |
| ☐ stove | ☐ inflatable mattress |

b 2.03 Listen and check.

c Mime using one of the objects in 1a for your partner to guess.

Are you using sun cream?

Yes, that's right.

2a 2.04 Listen and write the object. Compare with a partner.

1 _____

3 _____

2 _____

4 _____

b Choose an object and tell your partner what it's for. Can your partner guess what it is?

You need/use these to make a fire.

These are for making a fire.

Options

3 Choose **A** or **B**.

A Discuss 1 below.

B Discuss 1, 2 and 3 below.

1 You're going on a camping trip in the middle of a forest. You have all the food and water you need. You can only take eight of the things in 1a. What are they?

We should take ...

We need a/an ... for ...

We need a/an ... to ...

A/an ... is very important.

We don't really need a ...

2 You can also take an item that isn't on the list. What do you take and why?

3 Unfortunately, while you're hiking, you drop your rucksack in the river. You only have time to save four things. What are they?

Student's Book page 28

Grammar Past continuous

Objective: To present and practise the past continuous

1a Read the sentences. Which story on page 27 do they come from? Write **T** (*Trouble on Route 66*) or **L** (*Love on Route 66*).

With books closed, elicit from students the story starters from the previous lessons. Ask *What happened? Who are the characters?*

With books open, and in pairs, students try to remember which story the sentences are from.

Alternative activity

You could set this up as an online game. Copy the sentences and create a multiple choice: *Trouble on Route 66* or *Love on Route 66*?

b Read the stories on page 27 again and check.

In pairs, students reread the stories to check their answers. Check answers as a class.

ANSWERS: 2 T, 3 L, 4 L, 5 T, 6 T

2a 2.02 Listen and read.

Play the audio and ask students to follow the sentences in the Language box in their books. Drill the sentences, or ask students to repeat them after the audio, focusing attention on the verbs in the past continuous.

b Complete the rules with **set the scene** and **in progress**.

Tell students that we use the past continuous in stories for several reasons. Check students understand **set the scene** (background) and **in progress** (happening). They complete the rules. Elicit an example of a past continuous phrase from one of the stories that **set the scene** and another that talked about an action that was **in progress**. You might prefer to do the whole exercise on the board with the whole class.

ANSWERS: 1 *in progress*, 2 *set the scene*

c Complete with the sentences in the Language box.

Students complete the dialogues in pairs. Check answers as a class.

ANSWERS: a *He wasn't feeling very well.* b *The sun was shining and the birds were singing.* c *I wasn't running. I was walking.* d *We were taking the dogs for a walk in the park.* e *Were you waiting a long time?* f *They were feeling tired and hungry.*

Extra activity

Students act out the dialogues in pairs.

3 a What were you doing at these times yesterday? Write your answers.

With books closed, mime an activity you were doing yesterday, e.g. eating. Elicit from students *You were eating*. Now ask them to tell you what the question is and elicit *Were you eating?* Then elicit *Yes, I was.* / *No, I wasn't*. Repeat this with one or two more activities and ask a couple of students to mime some activities with everyone using the question form.

Now with books open, students complete (in secret) what they were doing at the different times.

b Guess what your partner was doing.

Mime an activity and indicate that you want students to ask you a question. Elicit *Were you (brushing your teeth)?* On the board, write *Were you ... ing?* Elicit the short answers: *Yes, I was.* / *No, I wasn't*.

Put students into pairs, and they try to guess what the other was doing at the times. Remind students to use the question form *Were you ...?* and to reply using the short answers.

Extra activity

Students create a new guessing game about another day. Encourage them to choose three different times.

Further practice:

- Grammar bank and Grammar rap SB p. 114 (see TB p. 137)
- WB p. 16 (see TB p. 168)
- Cyber Homework 6

Student's Book page 29

Vocabulary and speaking An adventure

Objective: To present and practise words for camping equipment

Target language: *compass, first aid kit, inflatable mattress, map, matches, penknife, rucksack, sleeping bag, stove, sun cream, tent, torch*

Materials: Some flashcards (or realia) of the target language vocabulary

1 a Match the words with the photos.

As an introduction, ask your students if they've ever been camping. Do they enjoy it or not? Encourage them to say why. If you have the realia, bring out your camping items one by one, eliciting the words. Alternatively, show the flashcards you've made. Drill these items. Ask students to open their books and to do the exercise in pairs.

b 2.013 Listen and check.

Play the audio and check answers as a class.

ANSWERS: 1 *first aid kit*, 2 *sleeping bag*, 3 *torch*, 4 *map*, 5 *stove*, 6 *sun cream*, 7 *inflatable mattress*, 8 *compass*, 9 *tent*, 10 *penknife*, 11 *matches*, 12 *rucksack*

c Mime using one of the objects in 1a for your partner to guess.

To practise the vocabulary, students play a mime game. One student mimes and the other guesses the word.

2 a 2.04 Listen and write the object. Compare with a partner.

Tell students they are going to hear a description of four of the items. Play the audio. You could pause after the first one to check that everyone has *matches*.

Differentiation

To support and challenge different students, go through each item first and ask *What is it for? When do you need it? How do you use it?*

Audioscript p. 146

b Choose an object and tell your partner what it's for. Can your partner guess what it is?

Ask students to tell you how the items were described to elicit *You need this to ...* and *This is for + -ing*. Practise these forms with some of the items. In pairs, students take it in turns to describe and guess.

ANSWERS: 1 *matches*, 2 *inflatable mattress (or sleeping bag)*, 3 *stove*, 4 *torch*

Extra activity

Students write definitions of three camping items.

3 a Options Choose A or B.

If you have some students doing A and others doing B, As might finish before B. You could ask them to write up the list of things they are going to take, and to give reasons.

A Discuss 1 below.

Students talk about one scenario, choosing eight items for a camping trip.

B Discuss 1, 2 and 3 below.

Students will need more time as they need to speak about all three scenarios, one after the other.

Further practice:

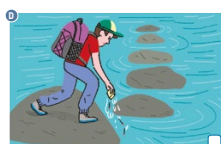
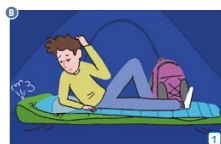
- WB p. 17 (see TB p. 168)

Grammar

Past continuous vs past simple; when/while

1a 2.05 Listen to Liam telling his mother about his camping trip. How many nights did he camp for?

b 2.06 Listen again. Number the events in the order you hear them.



2a 2.07 Listen and read. Match the sentences in the Language box with the pictures in 1b.

Language box

- 1 B My mattress burst while I was sleeping.
- 2 While I was opening a can of beans, I cut my finger.
- 3 I dropped my matches while I was crossing a river.
- 4 I was cooking some sausages when my stove ran out of gas.

b Complete the rules with *simple* or *continuous*.

- We use the past simple with the past continuous to talk about a past action that interrupted another longer action.
- We use the past ¹ _____ to describe the shorter action.
- We use the past ² _____ to describe the longer action.
- We often connect the past simple and past continuous with *when* or *while*.
- We can't use *while* before the past ³ _____ in this kind of sentence.

3 Use the ideas to make more past continuous and past simple sentences about camping problems.

- 1 put up tent / fall over rope
While I was putting up the tent, I fell over a rope.
- 2 start to rain / look at map
- 3 walk in forest / drop compass
- 4 hit head on tree / look for first aid kit
- 5 use matches / burn finger
- 6 carry rucksack / clothes fall out

4 Take turns to make sentences to describe "my worst day ever".

While I was walking to school, I fell over and hit my head.

My toothbrush broke while I was brushing my teeth.

30

Grammar bank p. 115

WB p. 18

Skills Listening and speaking

Giving and following instructions

1a 2.08 Listen to the dialogue. Number the items in the order you hear them.



b 2.09 Listen again. Complete the sentences with the names.

Layla and Amy are camping. ¹ _____ is giving ² _____ instructions on how to make a fire.

c Look at the underlined expressions in the dialogue below. Write them in the correct place in the table.

Giving instructions	Following instructions
First of all, ...	

Layla Right. OK, the tent's up. Now let's make a fire. How do we start, Amy?
Amy OK. ¹First of all, we need some wood. ²Go and look for small pieces, Layla. I'll look for some larger pieces.

Fifteen minutes later ...

Layla I think that's enough wood. ³What's next?

Amy ⁴Next, we need to clear a space, and ⁵after that, we'll put some stones in a circle to keep the fire in.

Layla OK. ⁶I see.

Amy And I'll go and find some dry leaves.

Layla Leaves?

Amy Yes, we light them first. ⁷And once they're burning, we put the small pieces of wood on.

Fifteen minutes later ...

Layla Looks good, Amy. ⁸Now what?

Amy ⁹Now we light the fire! ¹⁰Pass me the matches, please.

Layla Hang on. What matches?

Amy Haha. Shall I rub sticks together?

Layla Just kidding. Here are the matches. And ¹¹be careful. There are only a few left.

Amy And finally, light the fire. Oh no, it's starting to rain. Give me the umbrella, Layla!

Layla What umbrella?



2a Look at the pictures and describe what you can see in each one. Use these words to help you.

sharp stick
fire
blow
cool



b Plan a dialogue about how to cook sausages over a fire. Use the pictures and the expressions in 1c.

c Practise the dialogue.

First of all, make a fire.

OK, what's next?

WB p. 19

Cyber Homework 7

Vocabulary Trainer

Dialogue Karaoke

31

Student's Book page 30

Grammar Past continuous vs past simple; when/while

Objective: To present and practise past continuous vs past simple with *when* and *while*

1a 2.05 Listen to Liam telling his mother about his camping trip. How many nights did he camp for? With books closed, ask students if they've had any bad experiences on a camping trip. If they've never been camping, ask them to consider what might be the worst thing that can happen. You could mention the weather and forgetting something really important (e.g. a sleeping bag). In pairs, students brainstorm all the things that could go wrong on a camping trip.

Now with books open, tell students that Liam had a bad camping trip. First, they are going to listen to the dialogue and just say how many nights he went away for. Play the audio. Check the answer as a class.

ANSWER: Five

Audioscript p. 146

b 2.06 Listen again. Number the events in the order you hear them.

Ask students to look at the pictures. In pairs, students discuss what was happening in each picture. Play the audio and students put the pictures in order. Students compare in pairs. Check answers as a class.

Differentiation

For extra support, provide a copy of the audioscript. For extra challenge, students don't look at the pictures, but just listen and note down four things that happened.

ANSWERS: A 4, C 2, D 3

2a 2.07 Listen and read. Match the sentences in the Language box with the pictures in 1b.

Play the recording for students to follow. They then do the matching exercise and compare in pairs. Check answers as a class.

ANSWERS: 2 C, 3 D, 4 A

b Complete the rules with *simple* or *continuous*.

Students read and complete the rules. Draw students' attention to *when* and *while*, asking them to notice that *when* can go before the past simple or the past continuous, but *while* (in these sentences) only goes before the past continuous.

ANSWERS: 1 simple, 2 continuous, 3 simple

3 Use the ideas to make more past continuous and past simple sentences about camping problems.

Using the prompts, students write sentences.

Differentiation

For extra support, ask students to first draw the actions on a timeline with X or a wiggly line so that they can more easily identify which is simple and which is continuous.

Allow them to do just three of the six sentences.

For extra challenge, ask students to write the sentences in two ways, e.g. *While I was putting up the tent, I fell over a rope.* / *I was putting up the tent when I fell over a rope.*

SUGGESTED ANSWERS: 2 *It started to rain while I was looking at the map.* 3 *While I was walking in the forest, I dropped my compass.* 4 *I hit my head on a tree while I was looking for the first aid kit.* 5 *While I was using some matches, I burnt my finger.* 6 *I was carrying my rucksack when my clothes fell out.*

Note

In sentences 1–6, *when* is also possible.

4 Take turns to make sentences to describe “my worst day ever”.

Allow students plenty of time to think about what they are going to say. They might want to write down a sentence, a note or a picture prompt. Remind them that these sentences need to be in the past continuous and past simple and have two actions – a longer past continuous action with *while*, and shorter past simple with *when*. Once everyone is ready, put students into small groups. Each student says their sentence(s). They can vote on the ‘worst day ever.’

Extra activity

Students rewrite Liam’s camping trip so that it was the best camping trip ever. Allow them to choose whether to write a dialogue, a short story, an email, a blog post, a chain story or a cartoon. You could also limit the number of words, e.g. 50 words. Encourage students to make some decisions about what and how to write.

Further practice:

- Grammar bank SB p. 115 (see TB p. 137)
- WB p. 18 (see TB p. 168)

Student’s Book page 31

Listening and speaking

Giving and following instructions

Objectives: To develop listening and speaking skills; to present and practise language for giving and following instructions

Materials: flashcards/realia of the vocabulary items

1 a 2.08 Listen to the dialogue. Number the items in the order you hear them.

Pre-teach/elicite: *stones, matches, tent, umbrella, leaves and wood*, using board drawings, realia or online images. Tell students to listen and number the items in order. Play the recording. Check answers as a class.

ANSWERS: A 3, B 5, D 6, E 4, F 2

Audioscript p. 146

b 2.09 Listen again. Complete the sentences with the names.

Ask students to read the sentences. Students listen again and do the exercise. Check answers as a class.

ANSWERS: 1 Amy, 2 Layla

c Look at the underlined expressions in the dialogue below. Write them in the correct place in the table.

Ask students *Who is giving the instructions?* (Amy) *And who is following them?* (Layla).

Students copy the table into their notebooks and write the underlined phrases in the correct place.

ANSWERS: *Giving instructions:* First of all, ..., Go and ..., Next, we need to ..., After that, ..., And once they ..., Now we ..., Pass me ..., Be careful

Following instructions: What’s next?, I see, Now what?

2 a Look at the pictures and describe what you can see in each one. Use these words to help you.

Check that students understand the meaning of the words in the box and model the pronunciation. Then, in groups of three, they describe each picture.

b Plan a dialogue about how to cook sausages over a fire. Use the pictures and the expressions in 1c.

In pairs, students plan their dialogues. Remind them to use the language of giving and following instructions.

c Practise the dialogue.

Monitor while students rehearse their dialogue.

Further practice:

- WB p. 19 (see TB p. 168)
- Cyber Homework 7
- Vocabulary Trainer
- Dialogue Karaoke

Skills Reading

1a Read the article quickly. How long did the journey take?

An Atlantic crossing



New York Harbour, June 2022. Two friends, Damian Browne and Fergus Farrell, got into their rowing boat. In front of them was a 5,000 km journey across the Atlantic Ocean to their homeland of Ireland, a journey of extreme cold and storms with waves of up to 10 m.

The two men set off in good spirits. They had a world record to beat. Norwegians George Harbo and Frank Samuelsen were the first to make this journey more than 125 years ago. They crossed from New York to Le Havre in France in just over 60 days. Incredibly, this was still the record to beat.



Browne and Farrell knew that only one in three attempts to do that crossing was successful. They knew they needed the wind to be their friend and, most importantly, they knew they mustn't fall into the water. It usually takes one person too long to turn the boat around in high waves and rescue the other person. Their boat was 6.2 m long and full of great equipment: solar panels, high-energy food for 60 days, a machine that turns salt water into drinking water. And two places to sleep.

At first, everything went well, but after 13 days, Fergus had to give up because he was exhausted. A ship took him back to New York, leaving Damian to complete the journey alone.

Damian, who rowed the Atlantic from east to west in 2018, gave his best. After an incredible 112 days at sea and after rowing 2,686 hours – "fighting mother nature every step of the way", as he said – Damian arrived in Galway in Ireland on 4th October. He didn't beat the record, but it was an amazing achievement!

Options Basic text Enriched text

b 2.10 Read the article again and listen. How many of these tasks can you do?

- The men didn't know each other before the journey. T / F
- The journey across the Atlantic was 5,000 km long. T / F
- The men wanted to be in Le Havre in less than 60 days. T / F
- You mustn't fall into the water because ____.
- Their food had to last ____.
- After 13 days, Fergus ____.
- What did Damian do after Fergus gave up?
- What previous experience did Damian have with rowing the Atlantic?
- How many kilometres did he cover in how many days?

2 Look at the underlined words in the article. Write them next to the correct meaning.

- feeling happy _____
- the things you need to do a job _____
- the country you are from _____
- to stop doing something _____
- times when you try to do something _____

3a You're going to interview Damian and Fergus. Think of two questions to ask each of them.

b Compare your questions with a partner.

c Role play. Work in groups of three. One of you is Damian, one is Fergus, and the other is the interviewer. Ask and answer your questions.

Skills Writing

A story

1a Read the beginning of a story. Where are Ruby and her dad going to spend the night?

- Dad and I were on our way to the mountains for the weekend. I was very excited. While we were driving, it started to snow. I was happy. I really wanted to do some skiing. "Two more hours, Ruby," Dad said. "I want to get there before it gets dark."
- It was snowing more heavily, and it was getting difficult to see. Dad seemed a bit worried. He started driving more slowly. After a few more minutes, he said, "I'm going to stop at the side of the road."
- After half an hour, the snow stopped, but now it was getting darker. Dad tried to start the car, but nothing happened. "That's strange," he said. "We've got lots of petrol. I filled up the car before we left." Dad got out his phone to call for some help. While he was talking, his phone ran out of battery. He put it back in his pocket. "I think we're going to sleep in the car tonight," he said.

b Discuss what happens next in the story. Compare your ideas with the rest of the class.

2a Answer the questions.

- WHO is the story about?
- WHAT are they doing?
- WHERE are they going?
- WHY are they going there?
- WHEN does the action take place?

b Complete the sentences.

- In paragraph 1, the narrator is happy. This is because she's _____.
- In paragraph 2, things start to go wrong when _____.
- In paragraph 3, the real problems happen. For example, _____.

3a Read the story again. Match the underlined words and phrases with their uses.

- past simple for describing an action
- past event interrupting a longer past action
- past continuous for setting the scene
- direct speech
- an adjective
- an adverb

b Find another example in the story of items a–f in 3a and underline them.

Options

4a Choose A or B.

A Look at the picture and write the first half of the story (60–80 words). Start your paragraphs with the sentences below.



It was a fine day. Hannah was sailing on her own ...

Suddenly, the weather turned bad ...

B Look at the picture and write the first half of the story (80–100 words).



b Swap with a partner. Write an ending for their story (60–100 words).

c Read your partner's ending for your story. What do you think of it?

WB p. 21 Cyber Homework 8

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Student's Book page 32

Reading An Atlantic crossing

Objective: To develop reading skills

1a Read the article quickly. How long did the journey take?

Ask students to cover the text and to look at the pictures and the title. What do they think the article is about? Pre-teach/licit: *journey, rowing boat, cross (water).*

Students read quickly to answer the question. Remind them not to worry about any words they don't understand and that for now they just need to find one piece of information. Play the relevant audio for students to complete the task. Check the answer as a class.

ANSWER: 112 days

b 2.10 Read the article again and listen. How many of these tasks can you do?

Students read questions 1–9. Encourage them to highlight the key words in each question. Students work individually and then compare answers in pairs, before checking answers as a class.

ANSWERS: 1 F, 2 T, 3 F, 4 it usually takes one person too long to rescue the other person, 5 60 days, 6 had to give up (because he was exhausted), 7 He completed the journey alone. 8 He rowed the Atlantic from east to west in 2018. 9 He covered 5,000 kilometres in 112 days.

Extra activity

Ask the class to close their books. Tell them that you need them to summarise the article for another class, but that the other class can only read 50 words at a time! In groups, see which group can summarise the article in the word limit. Set a time limit as well (15–20 minutes).

2 Look at the underlined words in the article. Write them next to the correct meaning.

In pairs, students match the definitions to the underlined words in the text. Check answers as a class.

ANSWERS: 1 in good spirits, 2 equipment, 3 homeland, 4 give up, 5 attempts

3a You're going to interview Damian and Fergus. Think of two questions to ask each of them.

Tell students they are going to hold an interview with Damian and Fergus. Each student individually thinks of two questions they would like to ask them. Give an example if necessary, e.g. *What food did you eat?* Encourage students to ask open questions with *When, Why, How* or *Who*.

b Compare your questions with a partner.

In pairs, they look at each other's questions and choose the best questions. They might keep all of them, or they might change their ideas.

- c Role play.** Work in groups of three. One of you is Damian, one is Fergus, and the other is the interviewer. Ask and answer your questions.

Put students into groups of three. They do the role play asking and answering their questions. If time allows, groups could volunteer to perform their interview for the class.

Further practice:

- WB p. 20 (see TB p. 169)

Student's Book page 33

Writing A story

Objective: To develop writing skills: a short story about an adventure

- 1 a** Read the beginning of a story. Where are Ruby and her dad going to spend the night?

Ask students to read the story beginning and to answer the question. Check the answer as a class.

ANSWER: *In the car.*

Extra activity

Students make a list of the things that Ruby and her dad would have to take for a weekend mountain trip.

- b**  Discuss what happens next in the story. Compare your ideas with the rest of the class.

Ask students to summarise the story. Then, in pairs, they decide what they think happens next. Then they share their ideas with the class.

- 2 a** Answer the questions.

Draw students' attention to the words in capitals and elicit what information these words give (*Who* – person, *What* – activity, *Where* – place, *Why* – reason, *When* – time/date/season). Individually, students answer the questions. They check in pairs and then check answers as a class.

Differentiation

For extra support, provide students with a choice of answers (two or three).

For extra challenge, ask students to give reasons for their answers. They can use their creativity to answer the questions.

ANSWERS: 1 *Ruby and her dad.* 2 *They're going away for the weekend in their car.* 3 *To the mountains.* 4 *To do some skiing.* 5 *In the afternoon and the evening.*

- b** Complete the sentences.

As a class, go through these sentences together, encouraging students to complete them. Write the answers on the board so that everyone can copy them down.

SUGGESTED ANSWERS: 1 *on her way to the mountains to do some skiing.*

2 *it starts snowing more heavily and it gets difficult to see.*

3 *it gets dark, the car won't start, and Dad's phone runs out of battery.*

- 3 a** Read the story again. Match the underlined words and phrases with their uses.

Students now look at the grammar of the story. It might be a good idea to quickly revise all these tenses and parts of speech if your students are unsure. It can be helpful for them to use different colours to highlight them in the text. Students can work in pairs. Check answers as a class.

ANSWERS: b 1, c 4, d 6, e 3, f 2

- b** Find another example in the story of the items a–f in **3a** and underline them.

Individually, or in pairs, students find more examples of the listed items. Check ideas in pairs, and then as a whole class. More than one answer is possible.

SUGGESTED ANSWERS: a *He put it back in his pocket.*

b *While he was talking, his phone ran out of battery.*

c *It was snowing more heavily, and it was getting difficult to see.*

d *"I want to get there before it gets dark."*

e *excited*

f *slowly*

- 4 a** **Options** Choose A or B.

- A** Look at the picture and write the first half of the story (60–80 words). Start your paragraphs with the sentences below.

Students write the beginning and then they swap and write the ending for a different person's story. Finally they read the ending of their original story and decide whether or not they enjoyed it. Ensure all students have plenty of time to do this written work.

- B** Look at the picture and write the first half of the story (80–100 words).

Student Bs need to write more and to set the scene.

- b** In pairs, students swap stories and write an ending for their partner's story.

- c** They then read the ending written by their partner and comment on it.

Further practice:

- WB p.21 (see TB p. 169)
- Cyber Homework 8



Learning to learn

Learn how to improve your reading skills

1 Tick what's true for YOU.

2 How good is your reading in English already?

- ☐ I like reading English texts. It helps me improve my English.
- ☐ I understand that reading is important, but I'm a slow reader.
- ☐ For me, reading in English is a pain. I find it difficult to concentrate and easily give up.

3 Before I start reading ...

- ☐ I think about the title of the text and I look at the pictures (if there are any).
- ☐ I don't do anything. I just start reading.
- ☐ I think of other things and often take a long time before I start.

4 When I meet a new word in a text ...

- ☐ I immediately stop reading and check the meaning of the word.
- ☐ I keep on reading, trying to understand the text without knowing the word.
- ☐ I try to guess the meaning of the word from the sentence.

5a Read Part 1 of "What the experts say". Then discuss the questions.

- 1 Why do you think it's important to "activate" words and facts that you might find in the text before you start reading?
- 2 What do you think helps you to understand better - reading quite fast, or reading very slowly? Why?
- 3 Is it good to "say the words quietly to yourself" while reading? Why (not)?

b Read Part 2. Which of the things (1-5) are you already doing?

c Decide which other things (1-5) you'll try. Compare with a partner, giving your reasons.

3 Discuss. What are the most useful things you've learnt in this lesson?



What the experts say about reading skills

Part 1

Reading experts say that it's important that you **activate the knowledge YOU bring to a text** before you start reading. This includes topic words you already know that could be in the text, and also facts you know about the topic. And they say it's useful to understand what type of text it is and where it's from. They also say that you should pay attention to **how** you read - how fast, and whether you read "with your eyes open", or you say the words quietly to yourself while you're reading.

Part 2

This is important for your future - because you learn better that way!

- 1 Before you read, look at the title, the pictures (if there are any), and the text design. Ask yourself: What words do I expect to find in this text? What do I already know about the topic? What kind of text is this? Where is it from?
- 2 Try to read relatively fast. Studies have shown that people who read too slowly get easily distracted, and start with the same sentence (or page) again and again and again.
- 3 When you come across a new word, try to understand the meaning of the sentence without knowing exactly what the word means. Maybe you can guess it? Only use a dictionary or ask someone if the word is absolutely essential to understand the text.
- 4 Stop "reading to yourself" while you read. It slows your reading down. Try to read more than one word at a time.
- 5 Later, go through the text a second or a third time. Which words would you like to check with the help of a dictionary? Which words or phrases would it be helpful to remember? Write them in a special notebook. Revise them regularly so you'll remember them.

Review

Vocabulary

1 Complete the sentences with the words.

- 1 David and Cal went on a r. across the US in their car.
- 2 They wanted to explore and s. the s.
- 3 After a few hours, Cal was tired. He wanted to t. a b. from driving.
- 4 They s. at a restaurant for something to e.
- 5 They slept in a m.
- 6 David f. u. the car at petrol stations along the way.
- 7 Sometimes they took the wrong road and they were l.
- 8 Once, the car r. o. of p.

2 Complete the email with the words.

rucksack torch inflatable mattress
first aid kit sun cream matches
tent stove

Hi everyone!
I hope you've packed your 1 correctly for our camping trip! Your 2 will be at the campsite and inside it is an 3 for you to sleep on. Make sure you take a 4 to use at night because it's very dark in the forest! You also need 5 to make a fire and a 6 to cook food on. In the daytime it's very hot so don't forget your 7. If you hurt yourself, ask me for the 8. Good luck! Mrs Harrison

Grammar

3 Complete the sentences with the past continuous form of the verbs.

- 1 At 1 o'clock, I (eat) lunch at school.
- 2 Marcus (not feel) very well yesterday.
- 3 It (rain) at 6 o'clock, so we didn't go skateboarding.
- 4 A How long were you waiting for the train?
B We (wait) for 20 minutes.
- 5 A What were you doing at 9 o'clock last night?
B I (watch) a film.
- 6 A What (do) Sam (do) at 8 o'clock this morning?
B He was sleeping.

4 Circle the correct verb forms.

I 1 sat / was sitting on the bus on my way to school. It 2 was raining / rained and the sky was grey. I 3 looked / was looking out of the window when I saw my friend Sasha. She 4 rode / was riding her bike and she was getting wetter and wetter. Suddenly, it 5 was stopping / stopped raining and the sun came out. When I looked out of the window again, I 6 saw / was seeing Sasha point up at the sky where there was a beautiful rainbow!

5 Complete the sentences with **when** or **while**. Sometimes more than one answer is possible.

- 1 We were sleeping, our tent fell down.
- 2 We ran out of petrol we were driving on Route 66.
- 3 She met Hannah she was working in a café.
- 4 I was cooking dinner there was a knock on the door.
- 5 Jem called me I was doing my homework.
- 6 I was crossing the river I lost my phone.

Go back to page 26. With a partner, check what you know / can do.

Options Now go to your Personal Learning Track

35

Student's Book page 34

Learning to learn

Learn how to improve your reading skills

Objective: To learn tips for different ways to improve reading skills

Learning to learn

These pages, in Units 2, 4, 6 and 8, present strategies and techniques for language learning. The lessons encourage students to think about what works for them.

Draw students' attention to the critical thinking skills icon next to the title. If students used earlier levels of *Options*, ask them what they remember about the Learning to learn sections. What techniques have they already tried and found useful? Emphasise that knowing how we learn can be really helpful and that everyone learns in different ways. Help students to understand that our preferred learning style might also develop and change over time. To support them with ideas, you could share some helpful strategies for language learning.

1 Tick what's true for YOU.

Ask students about reading in their own language, e.g. *Do you read books/magazines/websites/blogs? Do you enjoy reading?* Then ask them about reading in English.

Students read the sentences and decide which are true for them. They can do this individually and then compare their ideas in pairs. Point out that there are no correct answers.

Alternative activity

Create an online True/False activity, for example:

- 1 I'm reading a book in [L1] at the moment. T / F
- 2 I enjoy reading books. T / F
- 3 I find reading in English quite easy. T / F
- 4 I read books when I was a child. T / F
- 5 When I'm choosing a book, I look at the cover. T / F

Ask students to note down their answers.

2a Read Part 1 of "What the experts say". Then discuss the questions.

Tell students they are going to read a short extract called *What the experts say* (about reading in English). Ask students to think of techniques that you and other teachers have told them about. What do they do before reading a text? Or when they come across a new word? Then they read the text and discuss these questions with their partner. Check ideas as a class.

Differentiation

For extra support, read the three answers for each question aloud, check comprehension (paraphrasing to simplify language as necessary) and give students time to tick their answer before moving on to the next question. For extra challenge, in pairs and with books closed, students try to remember the tips and the reasons.

b Read Part 2. Which of the things (1–5) are you already doing?

Tell students that they are going to read five tips about how to read better. Ask them to read the text and to note down the things that they are already doing. Students work individually.

c Decide which other things (1–5) you'll try. Compare with a partner, giving your reasons.

With their partner, they now decide which ideas they might try and they say why. Share your own techniques for reading in a different language, e.g. writing in vocabulary book (you could show your own). You could also show them how to store new words online and discuss the advantages and disadvantages of doing this. Talk with students about ways to avoid getting distracted by phones and thoughts while reading.

3 Discuss. What are the most useful things you've learnt in this lesson?

Put students into small groups and they share their ideas. Share ideas with the whole class.

Extra activity

In groups, students make a "Let's read" poster with some of the top tips they've learnt from this lesson. You can then refer to it in future reading skills lessons.

Student's Book page 35

Review

Objective: To review the unit content and carry out self-assessment

The Review page is an opportunity for students to test themselves on the unit language and then to reflect on the unit objectives. This is an important tool for self-evaluation and helps students to gain an overview of their own progress, leading into the use of the Personal Learning Track at the end of the unit.

The Vocabulary and Grammar activities could be set as homework, but it is useful to allow class time for students to look back at the unit objectives on page 26 in pairs. Feedback with the class can then inform your planning.

Vocabulary

1 Complete the sentences with the words.

ANSWERS: 1 road trip, 2 see, sights, 3 take, break, 4 stopped, eat, 5 motel, 6 filled up, 7 lost, 8 ran out, petrol

2 Complete the email with the words.

ANSWERS: 1 rucksack, 2 tent, 3 inflatable mattress, 4 torch, 5 matches, 6 stove, 7 sun cream, 8 first aid kit

Grammar

3 Complete the sentences with the past continuous form of the verbs.

ANSWERS: 1 was eating, 2 wasn't feeling, 3 was raining, 4 were waiting, 5 was watching, 6 was, doing

4 Circle the correct verb forms.

ANSWERS: 1 was sitting, 2 was raining, 3 was looking, 4 was riding, 5 stopped, 6 saw

5 Complete the sentences with *when* or *while*. Sometimes more than one answer is possible.

ANSWERS: 1 While / When, 2 while / when, 3 while / when, 4 when, 5 while / when, 6 when

Extra activity

Prepare an online game to revise vocabulary items from the unit. This could be the definitions for students to choose the correct word from a pool of four, for example: *You use this to keep you dry when you sleep outside.*
a) tent b) stove c) wood d) sleeping bag
Alternatively, you could ask students to write the questions and then you put them into an online game for the class to play.

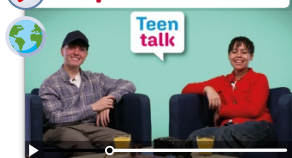
Further practice:

- Personal Learning Track

Testbuilder

Unit 2 test and Progress test 1 (see Introduction, p. 19)

Responsible tourism



1a Before you watch, discuss the questions.

- 1 Where did you go for your last holiday?
- 2 Were there lots of other people there?
- 3 Do you prefer to go on holiday to places that are busy or quiet?

b Watch the video. Tick the sentence that is the main message of Jack and Mia's video.

- ☐ Tourism can have a negative effect on certain places in the world.
- ☐ Tourism brings lots of money into some developing countries.
- ☐ Tourism can help local people to find employment.

c Watch the video again. Complete the sentences with the words.

homes environment summer tourists photos

- 1 In some holiday destinations, local people are unhappy because there are too many _____.
- 2 Venice, in Italy, can have over 100,000 visitors every day in the _____.
- 3 People sometimes decide to visit a beautiful place because they've seen other people's _____.
- 4 Too many visitors to a place can damage the natural _____.
- 5 In some popular tourist towns, local people can find it difficult to buy _____.

d What advice about being a responsible tourist do Jack and Mia give?

36

Reading

2a Look at the photos on page 37. Where do you think this is? Would you like a holiday here? Why (not)?

b Read Beth's blog post on page 37. How is her holiday helping local people?

c Answer the questions.

- 1 What do the farmers grow on the farm where Beth is staying?
- 2 Why does Beth enjoy eating with her host family?
- 3 What job does Beth help with on the farm?
- 4 What big job can guests help with in the autumn?
- 5 When did the *agriturismo* programme begin?
- 6 What is special about the meals that Beth's host family prepares?
- 7 What can visitors buy at the farm?
- 8 How is an *agriturismo* holiday good for the environment?

Project

3a Work in pairs. Follow the instructions and write a sustainability review of a holiday.

- 1 Use the internet to find an organised holiday that you can buy online. Make notes to answer these questions:
 - What is the destination and the accommodation?
 - Is the holiday offered by a local company, or by a company in a different country?
 - What could you buy on holiday there? Do you think this money helps local businesses?
 - Can you learn about the local way of life?
 - Are any of the activities bad for the environment? In what way?
- 2 Write a review of the holiday, answering the questions. Give the holiday a "sustainability rating" out of 10.
- 3 Present your reviews to the class.

b Read everyone's reviews. What was good about other people's reviews? How could you make your own review better?

Key words: tourism economy financial agriculture income supplier employment product producer

CLIL: Social science

Beth's Blog

This month ... Italy with a difference!

This week my family and I are on holiday in Italy. But we aren't staying in a villa or a hotel – we're staying on a farm! It's really beautiful here. The owners of the farm here have olive trees and grow vegetables. They have an enormous farmhouse, and they rent out a part of it to tourists. In the evenings they cook a big meal and we all eat together in their kitchen. I love that, because it means that I'm learning about real Italian life – and some Italian language too! My brother and I were interested in day-to-day life on the farm, so now they're letting us help with some of the farm jobs too! My favourite part of the day is helping to collect the eggs from the chickens. In the autumn the guests here can help to collect all the olives, but that sounds like very hard work!

The farm is part of the *agriturismo* programme that started in Italy in the 1980s, when the government wanted to help farms that were having financial problems. *Agriturismo* comes from the Italian words for *agriculture* and *tourism*. I think it's a great idea! It means that visitors like us can experience what life on a farm is really like, while the farmers get income from our visit. At an *agriturismo*, most of the ingredients for visitors' meals must come from the farm or from other food suppliers in the area. That helps local employment, and we can buy olive oil and other local products from a table at the entrance to the farm too. It means that everything that we spend on our holiday here goes to local producers and workers, not to big holiday companies. When you think about it, it's more ecological too because the food doesn't have to be transported far. So the *agriturismo* idea gives us a great holiday, helps small farms to stay in business and helps the planet too! It's a great example of responsible, sustainable tourism.



Options

Basic text

Enriched text

37

Student's Book pages 36–37



Teen talk

Responsible tourism

Objective: To find out about SDG 8:

Decent work and economic growth

Project: a sustainability review of a holiday

CLIL link: Social science

Key words: *tourism, economy, financial, agriculture, income, supplier, employment, product, producer*

Materials: some links to organised holidays

Sustainable Development Goals with CLIL

Each of these sections focuses on one of the United Nations 17 Sustainable Development Goals (SDGs), with a clear link to a curriculum subject. The goal is introduced through a video presented by two young people, Jack and Mia, in an entertaining and accessible way, before the issue is explored in more depth in the reading text.

Like the Culture sections, these are optional materials that you can plan to use as time allows. Students will not miss core vocabulary or grammar from the syllabus if you decide not to use them.

This spread introduces students to the following target of Goal 8:

8.9: *By 2030, devise and implement policies to promote sustainable tourism that creates jobs and promotes local culture and products*

The video introduces students to the idea of over-tourism. It mentions how some famous tourist destinations and natural environments are suffering from an excessive number of tourists, including those who visit just in order to take photos for social media. The reading text looks at the sustainable, environmentally friendly *agriturismo* scheme in Italy whereby visitors stay on working farms and eat local produce.

1a Before you watch, discuss the questions.

Write the word *tourism* on the board. Tell students they have a minute to write down all the words they can think of connected to the topic. Students share their ideas. Elicit/introduce the following words: *crowds, damage, environment, accommodation, holiday resort*.

In pairs, students read and discuss the questions. Check ideas as a class.

- b**  Watch the video. Tick the sentence that is the main message of Jack and Mia's video.

Ask students to read the sentences. Play the video. Students tick a sentence and then compare their idea with a partner. Check the answer as a class.

ANSWER: 1

Videoscript p. 161

- c**  Watch the video again. Complete the sentences with the words.

Ask students to read the sentences and to look at the words in the box. Play the video. Students check answers in pairs. Check answers as a class.

ANSWERS: 1 tourists, 2 summer, 3 photos, 4 environment, 5 homes

- d** What advice about being a responsible tourist do Jack and Mia give?

Ask students to tell you what a 'responsible tourist' does. Elicit the advice that Jack and Mia give.

Differentiation

For extra support, provide a list of good and bad things a tourist might do. Students tick the good things.

For extra challenge, students think of two more things a responsible tourist could do.

ANSWERS: Don't leave rubbish or damage the environment. Find out about local culture. Spend some money in local shops, cafés and markets.

Reading

Note

For the Sustainable Development Goal pages, there are also three versions of each text: the Standard text in the Student's Book and the Basic and Enriched versions (see Introduction, p. 11). The tasks are designed to work with all three versions.

- 2 a** Look at the photos on page 37. Where do you think this is? Would you like a holiday here? Why (not)?

To lead into the reading text, as a class, brainstorm different types of holiday and different types of accommodation. Discuss: *When tourists pay for these types of holiday and accommodation, where does their money end up? Does it end up in the local community or not? Which types of tourism benefit local communities?*

Remind students about the reading tips from page 34. Ask students to look at the photos on page 37, but with the text covered. Answer the questions as a class.

- b** Read Beth's blog post on page 37. How is her holiday helping local people?

Students read the title of the blog post. Discuss how her holiday in Italy could be "with a difference".

Students read quickly to find the answer to the question. Talk with your class about the concept of *agriturismo*.

SUGGESTED ANSWER: *The money that she and her family are spending is going to local producers and workers.*

- c** Answer the questions.

In pairs, students now read the text more closely to answer the questions. Check answers as a class.

Differentiation

For extra support, indicate the line numbers where the answers can be found.

For extra challenge, ask students to write two more questions about the text. They swap and answer each other's questions.

ANSWERS: 1 Olives and vegetables. 2 Because it helps her to learn Italian and learn about Italian life. 3 She collects the eggs from the chickens. 4 Collecting the olives. 5 In the 1980s. 6 Most of the ingredients come from local producers. 7 Olive oil and other local products. 8 Because the food doesn't have to travel far.

Project

- 3 a** Work in pairs. Follow the instructions and write a sustainability review of a holiday.

To lead into the project, discuss as a class: *Do you think that most holidays that you can buy these days are responsible/sustainable?* Explain that students are going to choose a holiday that they like the look of and investigate how responsible and sustainable it is.

Talk to students about the task and check that everyone understands *review*. Tell them that they will have to give a rating out of 10. Agree with the class as to what a 10, 6 and 3 would look like so that everyone has the same idea.

Students work in pairs and they follow the instructions. Monitor, actively checking everyone is on task. Once students have found the answers to the questions, they no longer need to be online. Allow enough time for this writing activity. When everyone has finished, display the reviews around the classroom.

- b** Read everyone's reviews. What was good about other people's reviews? How could you make your own review better?

Students walk around the classroom, thinking about their answers to the questions.