

Get **INVOLVED!**

American Edition

1

Teacher's Edition
with Teacher's App





Extremes

Vocabulary

Student's Book pp48–49

Lesson goals Students learn words to describe the weather and discuss the weather in their region.

Warm-up

Elicit the months of the year. Elicit things that students do in each one.

WDYT?

How does the weather affect the way we live?

Discuss the *WDYT?* question with the class. Ask students to think about things like daily routine, free-time activities and clothes. If necessary, give some suggestions, e.g. In hot countries, you wear lighter clothes like T-shirts and shorts. You go outside at different times of day. You can grow different food when there is sun.

Remind students that they will return to this question at the end of the unit.

Seasons and weather

1 Students do the task.

- **Reinforcement** Before the task, read through the words in the box and identify, together, which are adjectives.

Exercise 1

Four seasons: summer, fall, winter

Four adjectives to describe temperature: warm, cool, cold

Three words to talk about the weather: sun, snow

Extra activity

To extend the activity, and to prepare for exercise 2, ask students to draw a **Spidergram** (see Activities bank, p7, for full instructions) for each of the four seasons. Ask them to complete their spidergrams by writing single words or phrases for each season (e.g. *summer* = vacation, outside, cold drinks, ice cream, beach, etc.).

- 2** • After the task, ask students to share their answers. Encourage them to give reasons. Give students some ideas if necessary, e.g. *I like winter because I like snowboarding; I like summer best because I like being outside a lot.* Then take a class vote on their favorite season.

fall/autumn

ABCD

Explain to students that in British English they will often hear *fall* referred to as *autumn*.

3 Students do the task.

- **Challenge** Ask students to do the task first without looking at the weather map and then to look at the map to check their answers.

Exercise 3

1 e 2 d 3 b 4 f 5 a 6 c

Extra activity

Ask students to think about their own region and make sentences using words 1–6 and adverbs of frequency (e.g. *There is rarely ice; It is often wet, etc.*).

Get online

Ask students to work in pairs and choose a place in the USA that isn't named on the map on pp48–49, and research what the typical weather there is like.

- 4** • When checking answers, draw attention to the fact that the final consonant needs to be doubled with *fog* and *sun* and the e removed from *ice* before adding the -y.

Fast finishers

Ask students to write sentences using adjectives from the table and the simple present and present progressive (e.g. *I am feeling hot today because it's sunny; I am flying my kite today because it's windy.*).

Exercise 4

1 ice 2 sunny 3 cloud
4 wind 5 foggy 6 frost

We usually add -y to the noun to make an adjective.

Extra activity

Ask students to look at weather forecasts for the week in their own city and write a word to describe each day. Don't focus on the future tense at this point.

- 5** • Students do the task.

6 24 See the audio script on p133.

- When checking answers, ask students what they heard in the audio that helped them identify each correct answer.

Exercise 6

- | | | |
|-----------------------|---------------------|----------------|
| 1 wet/rain | 2 wind/windy | 3 thunderstorm |
| 4 snow/frost/freezing | 5 icy/ice, freezing | |

7 • Students do the task.

- Reinforcement** Before the task, read through each option together and decide what part of speech is needed.
- Follow up by asking students whether they would prefer to live in Phoenix or New York, and why.

Exercise 7

- | | | | |
|---------|----------|---------|-------|
| 1 sunny | 2 rains | 3 dry | 4 icy |
| 5 frost | 6 cloudy | 7 foggy | |

8 • If possible, allow students to go online to answer question 2. If not, encourage them to think of the general expected weather in each area at this time of year.

VIDEO SKILLS

9 See the video script on p141.

- Students do the task.
 - When you check the answer to question 1, make sure students try to give as many specific words for the different kinds of weather that are forecast by Will as they can.
 - When you check the answer to question 2, elicit suggestions of other clothes words suitable for different kinds of weather in the UK, (e.g. cold weather: coat, jacket, sweater, boots, hoodie; warm weather: sandals, T-shirt, shorts).
- 10 • When students have discussed the questions, nominate pairs to share their answers with the class. Elicit other opinions from the class and discuss.

Exercise 9

- because the weather changes a lot in the UK – in one week you can have sun, clouds, rain, thunderstorms and snow
- You need an umbrella, a hat, a scarf and sunglasses.

Exercise 10

- You learn about the weather in the UK and the clothes to wear for different kinds of weather.
- Students' own answers
- As video is a visual medium, we can actually see different weather conditions. In addition, the dialogue, the clothes, the accessories and the captions give us more information.

Further practice

- Vocabulary → Workbook p28
- Vocabulary → On-the-Go Practice
- Vocabulary worksheets (basics, standard and higher) → Teacher's Resource Center

Homework

Ask students to research another country with extreme weather and write a short description about what it's like.

Get online

Ask students to find written or spoken weather reports in English. Ask them what words from the table in exercise 4 they can hear.

Reading and critical thinking

Student's Book pp50–51

Lesson goals Students learn to read for the main idea in a text about extreme weather in different parts of the world.

Warm-up

Ask students if they can remember any of the extreme weather situations from the text in the previous lesson and write the correct vocabulary on the board. Ask if they know any other vocabulary for extreme weather.

Then elicit words to describe each extreme weather situation, and write them next to the relevant examples.

A magazine article

- Before the task, check understanding of the word *average* (= adding all the amounts together and dividing by the total number of amounts).
 - Reinforcement** Give students relevant information about your own region, e.g. average rainfall and highest/lowest temperatures, so they can compare.

Exercise 1

Mawsynram: It's wet; it rains a lot.
Oymyakon: It's very cold; there's snow and ice.

2 • Students do the task.

- Challenge** Ask students to do the task without dictionaries, using only the context and images to help them.

Exercise 2

Mawsynram: bridge, roots, umbrella
Oymyakon: freeze, reindeer

Subskill: Understanding the main idea

Explain to students that the first time they read a text, they should not focus on the detail or try to understand every word. It will help them more to focus on the general idea before reading through a second time to understand the text in more detail. If necessary, you could set a time for students to read through the first time, so they get used to reading more quickly.

3 • Students do the task.

Exercise 3

c

4 25 Students do the task.

Exercise 4

- It rains every day in the monsoon season.
- They put bamboo umbrellas over their heads.
- Because the rain destroys regular bridges.
- They freeze.
- They eat meat because vegetables don't grow there.
- When temperatures are lower than -52°C.

- Tell students to write *M*, *O* or *B*.
 - When checking answers, ask students to say where in the text they found the information.
 - Follow-up questions:
Do you think people eat healthily in Oymyakon?
Is life there easy?
Do many people live in Mawsynram and Oymyakon?
 - See the *Culture note* on the next page for more information.

Exercise 5

- Both: *M* – 'They stay at home most of the time in the rainy season.'
O – 'People can only stay outside for a minute or two.'
- M* – 'The heaviest rain is at night, so people put grass on the walls and roof of their homes to stop the noise.'
- O* – 'it's dark for 21 hours of the day.'
- M* – 'people put grass on the walls and roof of their homes ... they carry bamboo umbrellas over their heads ... They use the roots of living trees to make bridges across rivers.'
- O* – 'the nearest city is two days away by car.'
- Both – 'The people of these two towns find ways to live with extreme weather'.

- Word work** After checking answers, practice the pronunciation of the words: *average* /'æv(ə)rɪdʒ/, *noise* /nɔɪz/, *grass* /græs/, *roof* /ruf/, *destroys* /dɪ'strɔɪs/, *last* /læst/.

Exercise 6

- | | | |
|-----------|------------|---------|
| 1 noise | 2 destroys | 3 grass |
| 4 average | 5 last | 6 roof |

Extra activity

To give students more practice with pronunciation, ask them to look at the vowel sounds in the words in exercise 6 and say which have the same sound (*noise* and *destroys*; *grass* and *last*).

Write the following vowel sounds on the board: /ɪ/ /ɔɪ/ /æ/ /u/

Ask students if they can find at least one more word from the text for each one.

(Suggested answers: /ɪ/ India, in, it's, isn't, milk, city, is, wettest, living, river /ɔɪ/ Oymyakon /æ/ average /u/ two, bamboo, roots, to)

- Remind students to look at the words before and after the blank to decide what type of word they need.

Exercise 7

- | | | |
|--------|-----------|------------|
| 1 roof | 2 average | 3 noise |
| 4 last | 5 grass | 6 destroys |

Extra activity

Ask students to copy and complete the following sentences so they are true for them:

My classes at school last ...

My trip to school lasts ...

My average grade in school is ...

On average, I sleep for ... hours every night.

CRITICAL THINKING

SUPER SKILLS



- Remember** (LOT) Ask students to create two separate lists. Ask them to think about the consequences of some of the things in the text that might not be mentioned specifically, e.g. *What would be the result of having heavy rain at night?* (not being able to sleep); *What would be the result of not being able to eat vegetables?* (not having a healthy diet)
- Analyze** (HOT) Remind students that there is no right or wrong answer, but they should consider the results that they thought of in part 1 and think about how serious these might be or how frequently they might occur.

- 3 • **Evaluate** (HOT) Ask students to look through their lists from part 2, compare the things at the top of each list and think which ones are more difficult. Ask them to think about whether some of the problems are temporary or rare as well as looking at the number of problems in each place. Remind students to give reasons for their decision.

Critical thinking

Suggested answers:

1 **Mawsynram:** In the (very long) monsoon season, it rains every day. People can't sleep at night because the rain is very heavy. People don't go out without an umbrella in the monsoon season. The rain destroys regular bridges.

Oymyakon: In the winter, it's cold (-50°C). It's dark for 21 hours of the day. People can only stay outside for a minute or two. They can't make phone calls in the street because cell phones freeze. Vegetables don't grow. It's far from the nearest city.

2 Students' own answers

3 Ideas students might consider:

Clothes: People in Oymyakon probably wear thick coats and boots. In Mawsynram, they put bamboo umbrellas on their heads. Their clothes are probably light and get wet very easily.

Daily routines: In both places, students go to school.

Food and drink: People don't usually eat fresh vegetables in Oymyakon in the winter. Possibly, people have fresh food in Mawsynram.

Free-time activities: In both places, it's difficult to do free-time activities outside for some months. People stay at home. Maybe it's boring to stay inside.

Houses: In Mawsynram, people put grass on the roofs and walls of their homes. Inside the homes in Oymyakon, it's probably warm, but it might be difficult to keep them warm because of the low temperatures.

Transportation: It's probably difficult to use cars in the cold in Oymyakon. People walk more in Mawsynram, and they have living bridges.

Research

Ask students to find the statistics for each month of the year. Be prepared for varying answers from different online sources, and come up with a class average. Ask the students if the answers surprise them. *Is today colder or warmer, wetter or drier, than the average?*



Culture note

Mawsynram is a village in Meghalaya state in northeastern India. According to many sources, such as the *Guinness World Records*, it is the wettest place on earth.

As well as creating living bridges, the locals have adapted to the climate by wearing full-body umbrellas made of bamboo and banana leaf. Often it is too difficult to do any repair or construction work during monsoon seasons, so workers have to do things by hand until machinery is allowed in October of each year. The downpours in the region can cause chaos

with powerlines and transportation, but they do attract tourists who want to witness the spectacle, which in turn brings in an extra income for the locals. Life expectancy in the state is 67.8 years.

Oymyakon is a village in Siberia with a population of around 500 people. It is described as being the coldest permanently inhabited place on Earth.

Due to the limited sunlight in the winter (around three hours) and the subfreezing temperatures, it is impossible to grow crops. Other issues include problems with starting cars, ink in pens freezing and electronics that can't work.

Despite all the problems, school children are still expected to attend class unless the temperature goes below -52°C.

Further practice

- Reading → Workbook p32
- The longer read → Teacher's Resource Center
- Accessible reading worksheet → Teacher's Resource Center

Homework

Ask students to research three towns or cities and write a fact file for each of them containing the following information: location, population, and average temperature and rainfall.

Get online

Ask students to research other countries that have a monsoon season. Ask them to write down the country, the average rainfall and the months when there is a lot of rain.

Grammar

Student's Book p52

Lesson goals *Students learn to form and use comparative and superlative adjectives.*

Warm-up

This Warm-up uses the information students found out through their homework in the previous lesson.

Write the following on the board:

place population average rainfall average temperature

Nominate students to share the information they found for their homework. Write the name of the town/city on the board alongside the data given.

Model some comparative and superlative sentences based on the information, e.g. *Rio is hotter than London; London is colder than Rio and Delhi; Delhi is the hottest.* Then ask some Yes/No questions using comparatives/ superlatives, e.g. *Is Delhi wetter than London?*

Comparative and superlative adjectives

- 1 • Students do the task.

Exercise 1

Two things: Siberia is colder than India.

India is wetter than Siberia.

Three or more things: This is the coldest town in the world. May and June are the wettest months.

- 2 • In less confident classes, help students by underlining the end of the comparative adjectives and pointing to *the*.

Exercise 2

1 than 2 the

Further useful facts

ABCD

Share the following useful information with students:

- It isn't always necessary to mention the other thing being compared:
The exam went better (than it did last time).
- When comparing three or more things, it isn't necessary to mention all things. For example, *May and June are the wettest months.* (They are being compared to all the other months, even though they aren't listed.)
- When checking answers, ask students if they can think of any other adjectives that have three syllables or end with -y, then have them write the comparative and superlative forms.
 - Challenge** Ask students to choose three of the adjectives and write comparative and superlative sentences for each of them.

Exercise 3

1 coldest 2 wetter 3 heavier 4 most difficult 5 worst

- 4 • When checking answers, write the comparative adjectives on the board for correct spelling.

Exercise 4

1 hotter 2 windier 3 colder
4 better 5 more dangerous 6 warmer

Extra activity

Ask students to look back at the text on p51 and make a note of all of the comparatives and superlatives.

(Comparatives: *The monsoon season is longer here than in any other place; the temperature is lower than -52°C; life in Mawsynram and Oymyakon is more difficult than in other places.*

Superlatives: *This is the wettest place in the world; The heaviest rain is at night. Oymyakon in Siberia is the coldest town in the world; the nearest city is two days away)*

- 5 • Before the task, ask what students know about Brazil and Ecuador.

- When checking answers, ask students if they knew any of the facts.

Exercise 5

- Brazil is bigger than Ecuador.
- Quito is higher than Brasilia.
- Summers in Brasilia are hotter than in Quito.
- Winters in Quito are cooler than in Brasilia.
- Quito is wetter than Brasilia.

CELEBRITY CORNER

The highest mountain in Africa is Mount Kilimanjaro; it is 5,895 meters high.


- 6 • Students do the task.

Exercise 6

2 the smallest 3 the hottest 4 the most popular
5 the driest 6 the biggest

Extra activity

Write the following adjectives on the board and ask students to write the superlatives: *tall, short, old, young, sporty, good at (math, science, French, etc.), talkative, friendly.* Then have students vote for which of their classmates best fits each superlative.

- 7  ²⁶ See the audio script on p133.

- When checking answers, encourage students to respond with complete sentences.
- Follow-up questions:
What is the height of the highest mountain? (8,848 m)
What is the area of the smallest country? (0.44 km²)

Exercise 7

1 c 2 b 3 b 4 c 5 a 6 c

- 8 • Students do the task.

- Follow-up questions:
What can you do inside the shopping center? (You can go skiing.)
Is everything expensive? (No, many things are cheap.)
Do you think you would like Dubai? Why/Why not?

Exercise 8

1 tallest 2 biggest 3 larger
4 most exciting 5 more expensive 6 cheaper
7 busier

- 9 • Students do the task.
- Reinforcement** Ask students to write down the name of each town with the average temperature next to it. This will help them organize the information and deduce the correct answer.



Exercise 9

26°C

Further practice

- Grammar bootcamp → Student's Book p121
- Grammar bootcamp answer key → Teacher's Resource Center
- Grammar → Workbook p29
- Grammar reference and practice → Teacher's Resource Center
- Grammar → On-the-Go Practice
- Grammar worksheets (basics, standard and higher) → Teacher's Resource Center

Homework

Write the following adjectives on the board: *tall, small, busy, cheap, expensive*. Ask students to research and write sentences about records in their own town, or any other city of their choice, using four of the words.

Vocabulary and Listening

Student's Book p53

Lesson goals Students learn compound nouns to discuss which items they need to take on a trip. Students use pictures to understand instructions.

Warm-up

Write *river, city* and *mountain* on the board.

Ask students to work in pairs and think of two items of clothing and one extra item they would need to pack for a trip to each place.

Nominate pairs to share their suggestions, giving reasons why they think each item is useful.

Compound nouns: things to take on a trip

- Before the task, ask students to look at the photo and predict what type of activities they may do on the trip.
- Follow-up questions:
Is it just for young people? (No, it's for adults too.)
How many countries does the Outward Bound organization work in? (more than 30)

Exercise 1

1 an organization that offers outdoor education programs for young people and adults

2 canoeing, climbing, camping

3 teamwork, communication

Culture note

Outward Bound is an educational charity that helps young people from poorer backgrounds have adventures in the wild. It was founded in the UK by Kurt Hahn and Lawrence Holt in 1941. Today, there are schools in 33 countries. Courses can involve activities such as sailing, rock climbing, abseiling, camping or hiking.

- Students do the task.

Exercise 2

Suggested answers: pants, T-shirt, top, hoodie, shorts, hat, boots, sneakers, sunglasses, waterproof jacket

- While checking answers, ask students why certain items are necessary and why others wouldn't be so useful.

Exercise 3

backpack: A sleeping bag: E water bottle: H pocketknife: B

- Students do the task.

Exercise 4

One word: hairbrush, guidebook, pocketknife, suitcase, sunscreen, toothbrush, toothpaste

Two words: phrase book, sleeping bag, toiletry bag, water bottle, waterproof jacket

- Before the task, remind students that some pictures contain more than one item.

Exercise 5

A backpack

B pocketknife

C guidebook

D suitcase

E sleeping bag

F waterproof jacket

G toiletry bag, toothbrush, toothpaste

H water bottle

I phrase book

J sunscreen, beach towel

K hairbrush

Get online

Ask students to find out some information about Yosemite National Park, e.g. average rainfall and temperature. Ask students to share their answers with the class.

- If applicable, remind students to use their research from the *Get online* activity to help them.

Exercise 6

Suggested answers:
Take: backpack, sleeping bag, pocketknife, sunscreen, toiletry bag, water bottle, toothbrush, toothpaste, hairbrush, waterproof jacket
Maybe: guidebook, phrase book
Not take: suitcase, beach towel

Instructions

Subskill: Using pictures to help you understand

When a listening exercise involves pictures, explain to students they should look carefully at the pictures first and name what they can see. Tell them they should also think about what ideas these pictures may represent and about words that are connected to the images or ideas, because it is likely these will come up.

- 27 See the audio script on p133.
 - Reinforcement** Before the task, look at each picture as a class and share ideas. Draw attention to the two things that aren't allowed.
 - When checking answers, ask students to raise their hands when they hear information about one of the pictures. Ask them if they heard any particular words.

Exercise 7

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

- Students do the task.
 - Challenge** Ask students to do the task from memory, then they listen to the audio again and check.

Fast finishers

Ask students to match the advice 1, 2, 3, 5 with a picture in exercise 7. (1 d 2 g, a 3 e 5 b)

Exercise 8

1 times

2 photos, plants or flowers

3 animals

4 backpack

5 box

6 hat, (full) water bottle

- To extend the activity, ask students if there are any ways to change the disadvantages:
Could you go at a different time of year? Could you go for a shorter trip?

Further practice

- Vocabulary → Workbook p30
- Vocabulary → On-the-Go Practice
- Vocabulary worksheets (basics, standard and higher) → Teacher's Resource Center
- Listening → Workbook p33
- Listening worksheet → Teacher's Resource Center

Homework

Ask students to look again at the lists they made in the Warm-up and to add any items they have learned in the lesson to each list.

Grammar

Student's Book p54

Lesson goals Students learn modal verbs of obligation, permission and prohibition.

Warm-up

Ask students *Yes/No* questions about rules in their school, e.g. *Can I eat food in the classroom? Can I wear jeans to school? Can I wear jewelry? Can I talk to my friends in the classroom?*

Elicit which of these rules they would change and why and if there are any rules they would add.

Modal verbs of obligation, permission and prohibition

- Before the task, ask students to focus on the headings in the table. Explain that *obligation* = something you do and you don't have a choice, *permission* = you are allowed to do something (but you have the choice not to do it) and *prohibition* = you are not allowed to do something.

Exercise 1

1 must

2 can

3/4 can't/mustn't

Can, can't, must and mustn't

Clarify the uses of *can*, *can't*, *must* and *mustn't*, so that when further modals are learned in higher levels, they won't be confused.

- Can* is often used to ask for and give permission.
- Both *can't* and *mustn't* are used to show that something is prohibited – it is not allowed. Usually, *can't* tells us that something is against the rules, whereas *mustn't* is generally used when the obligation comes from the person who is speaking.
- In American English, the pronunciation of *can't* is /kænt/. In British English, it is pronounced /kɑ:nt/.
- The standard pronunciation of *can* is /kæn/, but often the weak form /kən/ is used instead. See the Pronunciation section on p128 of the Student's Book for more information and practice of this.
- Likewise, *must* also has a strong and weak form: /mʌst/ and /məst/. In the negative, the first *t* is silent: /mʌs(ə)nt/.



- 2 • Students do the task.

Exercise 2

Affirmative and negative

- 1 All food must go in these special boxes.
- 2 You can't leave any food in your backpack.

Questions and short answers

- 3 Can we give food to the animals?
- 4 No, you can't.

- 3 • Before the task, check students understand the symbols: ?, - and +.

Exercise 3

- 2 You mustn't bring a small backpack.
- 3 Can I call home on weekends?
- 4 You can't drink the water here.
- 5 We can wear shorts today.
- 6 You must eat here.
- 7 Can we wear sneakers for this walk?

- 4 • Students do the task.
- **Reinforcement** Before the task, go through each sentence together and decide if they need a modal of obligation, permission or prohibition.

Exercise 4

- 2 You can come in a group of up to eight people.
- 3 You must come with an adult.
- 4 You mustn't/can't stay overnight.
- 5 You can visit from March through November.
- 6 You must wear shoes, not sandals.

- 5 • Students do the task.
- Follow up by having a class discussion about some rules and laws in your country. Write the following prompts on the board:
drive / go to school / leave school / get married / vote / have a bank account
and any others that you think would interest the students. Ask questions about them, e.g.:
When can you drive?
Can you drive on the right side of the road?
Can you go to school when you are six years old?

Exercise 5

Suggested answers:

- 1 You can't use your cell phone in class.
- 2 You mustn't run in the school building.
- 3 You can use a ball in the playground.
- 4 You can't wear your own clothes. / You must wear a uniform.
- 5 You must arrive before 9:00.
- 6 You can't eat and drink in the classroom.

GRAMMAR ROUND-UP

- 6 • Before the task, pre-teach the word *wetsuit* by drawing students' attention to the clothes in the photo.

Exercise 6

- | | |
|----------------|--------------------|
| 1 sometimes go | 2 it |
| 3 best | 4 you are wearing |
| 5 harder | 6 more interesting |
| 7 can go | 8 we always go |
| 9 must listen | |

Research

Give students time to go online and find out about canyoning near where they live.

Further practice

- Grammar bootcamp → Student's Book p122
- Grammar bootcamp answer key → Teacher's Resource Center
- Grammar → Workbook p31
- Grammar reference and practice → Teacher's Resource Center
- Grammar → On-the-Go Practice
- Grammar worksheets (basics, standard and higher) → Teacher's Resource Center
- Pronunciation → Student's Book p128

Pronunciation p128 Exercise 2

- | | |
|---------|---------|
| 1 /kən/ | 2 /kæn/ |
| 3 /kən/ | 4 /kən/ |
| 5 /kæn/ | 6 /kən/ |

Homework

Ask students to write the rules of their favorite sport or activity using *can*, *can't*, *must* and *mustn't*.

Real-world speaking

Student's Book p55

Lesson goals Students learn ways to make and respond to suggestions, then use them in a dialogue.

Warm-up

Write the following questions on the board and ask students to discuss in pairs:

- 1 Where do you like to go with your friends?
- 2 How do you make plans? (e.g. by text, email, phone)
- 3 What things do you need to plan before you go out with friends?


After a few minutes, ask students for their ideas.

Making and responding to suggestions

- 1 • Help students with any vocabulary, such as *zip wire/zip line* (= a cable stretched between two points, for people to slide across for fun), *rope bridge* (= a bridge between two points, made mainly of rope and sometimes some wood), *adventure* (= an exciting and sometimes dangerous experience).
- When checking answers, ask students to describe the park(s) near them.

Exercise 1

- 1 go on zip lines/zip wires, walk between trees
- 2 Students' own answers

- 2  Before they watch, tell students that the two people in the left-hand photo are talking about a visit to a zip line/zip wire.
- When you check the answers, ask students how they know that the two friends, Kirsty and Sam, are organizing the visit themselves. (because they say 'our day out', they discuss and decide what time to get the bus and what to do about lunch)
 - Focus on the US → UK vocabulary section at the bottom of the Key phrases box to draw attention to the vocabulary differences.

Exercise 2

The friends are organizing it.

Extra activity

Write the following list on the board:

opening time
how much it costs
when to travel
clothes
lunch
time to come home

Ask volunteers to come up and circle the things they talk about in the video. Play the video again to check.

(opening time, when to travel, clothes, lunch)

- 3 • Students do the task.
- After checking answers, have students read through the completed dialogue in pairs. Allow plenty of time to swap parts and read again.
 - Follow-up questions:
What time does the zip line open? (8:00)
What bus do they decide to get? (the 9:00 bus)
What shoes can't you wear? (sandals)
Do they plan to eat in the café? (No, they're going to take a picnic.)
How long is the zip line? (2,700 feet)

Exercise 3

- 1 should 2 about getting 3 fine 4 don't we 5 good idea

Extra activity

Practice the Key phrases by making a suggestion, e.g. *The weather is beautiful so let's go to the park today*, and nominating a student to respond by either agreeing or disagreeing. That student then makes another suggestion and points to another student in the class to respond. Repeat until all the Key phrases have been used.

- 4 • **THINK** Put students in pairs or groups of three. Tell students they can think of a real place or invent one. If necessary, allow them to go online to research.
- **PREPARE** Remind students to include examples of agreeing and disagreeing with suggestions.
 - **Reinforcement** Provide the opening two parts of the dialogue. Students can then continue the dialogue in their own way.
 - **PRACTICE** Have students practice all parts of the dialogue so they get used to using all of the different phrases.
 - **PERFORM** Before students perform to each other, ask them to read through the **Peer review** questions.



- 5 • **Peer review** Ask students to listen to their classmates' dialogues and answer the questions.
- Follow up by asking which places would be interesting to visit.

Further practice

- Speaking → Workbook p33

Homework

Ask students to write another dialogue about a different place to visit. Ask them to use any Key phrases that they didn't use in the lesson.

Get online

Ask students to research any adventure parks in their region. Ask them to find out what there is to do there, the entrance fee and what people need to wear and bring with them.

Writing

Student's Book pp56–57

Lesson goals *Students learn how to use too and also and write a set of instructions.*

Warm-up

Give students one minute to look at the picture on p56. Then ask them to name as many of the things as possible. Check answers as a class.

Ask students to suggest other things to pack for a camping trip.

Instructions

- 1 • Before the task, ask students in what order they would pack things into a backpack and why.

Exercise 1

a 2 b 1 c 3

- 2 • Students do the task.

Fast finishers

Ask students to think of two more items to add to their backpack (they can use their ideas from the Warm-up) and write them in the appropriate place in the table.

- Ask students to match the items in the list to the items in the picture in the model text.

Exercise 2

What? top: b	Why? top: f
bottom: a, c	bottom: d, e

► Subskill: *too* and *also*

In English, *too* and *also* can both mean *in addition* (though they both have additional usages).

Explain to students that the main difference is the position in the sentence. *too* usually goes at the end of the sentence, though it can go after the subject with commas before and after, e.g. *They, too, wanted to go to the park.*

Many learners of English place *also* at the end of the sentence, e.g. *Our friends came also*, but it sounds more natural before the verb: *Our friends also came.*

Note that *also* comes after the verb *be*.

- 3 • Students do the task.

Exercise 3

This is a good place for your hat, your water bottle and a snack **too**.
After that, pack your clothes, cooking equipment and the rest of your food **too**.

The top section **also** has space to put your waterproof jacket ...
... it's **also** quite light.

1 too 2 also

- 4 • Students do the task.

► **Reinforcement** Before the task, complete the first two sentences together.

► **Challenge** Ask students to look at exercise 4 again and write *also* in the correct position in sentences 1, 3 and 6 and *too* in the correct position in 2, 4 and 5.

- (1 I normally pack a waterproof jacket and I also pack waterproof pants.
2 I like canyoning and I like going on zip lines too.
3 We go to Italy on vacation and we also see my grandparents.
4 My suitcase is very big and it's very heavy too.
5 I listen to music on my cell phone and I take photos with it too.
6 The sun's very hot today. You must use a hat and you must also use sunscreen.)

Exercise 4

- 1 I normally pack a waterproof jacket and waterproof pants **too**.
2 I like surfing and I **also** like going on zip lines.
3 We go to Italy on vacation and to see my grandparents **too**.
4 My suitcase is very big. It's **also** very heavy.
5 I listen to music on my cell phone and I **also** take photos with it.
6 The sun's very hot today. You must use a hat and sunscreen **too**.

Extra activity

Write the following sentences on the board and ask students to check (✓) the correct ones and correct the errors in the incorrect ones.

- 1 *When I go to the beach, I sunbathe and I play volleyball too.*
2 *I like playing football and I like also playing basketball.*
3 *They are funny and they also are friendly.*
4 *We're taking backpacks but we too can bring suitcases.*
5 *You must bring a sleeping bag and a tent. You should bring a hat and a scarf too.*

(1 ✓ 2 I also like playing ... 3 ... they are also friendly / ... they are friendly too 4 ... we can bring suitcases too / ... we can also bring suitcases 5 ✓)

- 5 • **THINK** For part 1, encourage students to think logically about which things should go in a carry-on bag (i.e. things that are smaller, breakable, valuable or that they will need to access).
- Refer them to the Quick review for help with any vocabulary, or allow them to use dictionaries to find new words.
 - Ask them to write their lists independently. You could suggest that students write three to four items per column.
 - For part 2, encourage students to tell their partner why they think their items are necessary, and identify where there are differences.
 - For part 3, ask students to write their sentences independently. Ask them to use *also* and *too*, modal verbs and comparatives and superlatives.
 - You could ask students to compare their sentences with their partner again at this stage and have them say if they agree with what their partner has written.
 - PREPARE** Refer students back to the text on p56 so they can see what to include in a general introduction. Ask students to check that they have enough information for each of paragraphs 2 and 3.
 - WRITE** Before writing, ask students to read through the questions in the **CHECK** section to see what they should include. If necessary, give students a word limit for their text.
 - CHECK** Give students time to correct their work after answering the questions. Remind them to look back at the rules for *also* and *too*. Ask them to check their word count and that their paragraphs are balanced and well organized.



Exercise 5

Suggested answers:

Carry-on bag: a snack, water bottle, book, passport, tickets, laptop/tablet, money

Suitcase: dresses, jacket, skirts, shoes, sandals, sun hat, underwear, T-shirts, bathing suit, beach towel, pajamas, toiletry bag

Example sentences:

It's a good idea to take a sun hat.

Your carry-on bag is a good place for the things you need while traveling.

- 6 • **Peer review** Ask students to exchange their instructions with a partner and answer the question.
- Ask students to check their partner's work against the **CHECK** section.
 - Ask students to underline any incorrect vocabulary or grammar and to write any further comments under the text.
 - Give students time to explain their feedback to their partner.
 - Ask students to rewrite their instructions, taking into account the feedback.
 - If there is time after rewriting, ask students to swap and review each other's instructions again. You could ask students to exchange work with more than one partner, so they get a variety of feedback.

Further practice

- Writing → Workbook p34
- Writing competence → Teacher's Resource Center

Homework

Ask students to imagine a friend is coming to visit their town from another country. Ask them to write some instructions about what things their friend should pack for the trip. Tell them to think about what activities they might do when they are here and what they might need for these.

Project

Student's Book pp58–59

Lesson goals Students create a video presentation giving some weather advice for their country.

Warm-up

Ask students to look at the Graphic organizer for this unit on p131. Allow five minutes to discuss with a partner what they learned about extreme weather, travel and packing and what they have enjoyed most about the unit.

WDYT? How does the weather affect the way we live?

Ask students to work in pairs and discuss different types of weather and how it affects the way they, themselves, live and how they think it affects people in other parts of the world based on what they have learned in the unit.

Ask them to think back to the answers they gave at the beginning of the unit and decide if their thoughts are different now.

TASK

Read through the task and learning outcomes as a class. Tell students that they are going to use their ideas from the WDYT? discussion to make a video giving weather advice to visitors to their country.

1 See the video script on p141.

- Before watching the video, draw students' attention to the words *autumn* and *sun cream* which are used in the video, and explain that the presenter is British. Ask them which words that they have learned in the unit these would correspond to in American English. (*fall* and *sunscreen*)
- Students do the task.
- Follow-up questions:
(You will probably need to write these on the board and allow students to watch the video a second time.)
How cold can the weather be in Finland in the winter? (-30° centigrade)
According to the speaker, when is the best time to visit Finland? (spring or fall/autumn)
How hot can the weather be in Finland in the summer? (32°)
- Ask students what they think of the video. Is there anything they would do differently for their own video?
- Point out to students that for their own presentation, they will be working in pairs, both to prepare it and to present it.

Exercise 1

winter, spring, autumn/fall, summer (all of them)

Extra activity

Ask students to watch the video again and list one outdoor activity for each of winter, spring/fall and summer.

(**winter:** skiing, snowboarding and ice-skating

spring/fall: walking in the countryside

summer: walking, sitting in the sun, fishing)

STEP 1: THINK

- 2
- For question 2, encourage students to think about the type of information they can see, e.g. temperature, etc.
 - Ask them to look at how the information has been ordered and presented in the Model project, e.g. How has it been divided up? What headings are there? Are complete sentences used?

Exercise 2

1 The information is mostly the same, but in the Model project, there are additional clothes items and activities. There are no complete sentences, only notes, in the Model project.

2 the months, temperatures, typical activities at this time of year, what to bring

Extra activity

Ask students if they would like to visit Finland and which season they would like to go in. Ask them how that season would be different from their own country.

STEP 2: PLAN

Active listening

ABCD

Active listening means to listen fully and actively rather than just passively hearing what the speaker has to say. Explain to students that to listen actively, they should give signs that they are listening so the speaker knows they are interested and taking in the information. These signs can be verbal, e.g. repeating what the speaker has said or asking relevant questions or non-verbal, e.g. nodding, making eye contact.

- 3
- Students read the tips and then practice the Key phrases in pairs.
 - Check understanding of *interrupt* (= say or do something to distract someone when they are speaking or concentrating).
 - Ask students to think of ways to show they are listening to what their partner is saying (e.g. nodding).

- 4
- To avoid students writing about the same areas, you could allocate a region to each pair.
 - See notes on the Model project below to help students with what to include in their notes.

STEP 3: CREATE

- 5
- In pairs, ask students to divide up the material for the video. They could divide the material by question, e.g. one person asks, *What's the weather like?* Or they could both give information on each of the areas. Ensure that they have a roughly equal amount to say.
- 6
- Remind students how to present clearly.
- 7
- For practice, students can record their videos more than once.
 - If it's not possible to record the video, have students present their research directly to other pairs in STEP 4.

STEP 4: PRESENT

- 8
- Peer review** If time is limited, have students work in groups of three or four pairs to present their videos. Groups could choose which video they think is best to share with the whole class.

Model project

The Model project presented on p59 of the Student's Book demonstrates background research, graphics and props.

Organization: The Model project includes information on the four seasons in Finland. The information is divided up by season, with spring and fall presented together as the climate in these seasons is similar.

Content: The information includes the months covered by the season, average temperatures, adjectives to describe the weather, activities people usually do and what people usually bring.

Photos: There is a photo to accompany each season. This photo will also help presenters remember what they want to say.

Language: The information is presented in note form, in preparation for being presented in a video. When presenting it in the video, students should expand on the notes to explain each point in more detail.

4 FINAL REFLECTION

- In their pairs, students answer the questions and decide which face best matches how they did. Remind students to give examples where necessary.
- When completing part 1, ask students to think about the feedback they were given from their classmates. Ask students to think whether their classmates understood the information and whether they could include anything different.
- For part 3, ask students to check what language from the unit they used. Ask them to think about other places where they could include the new language.
- Where students have chosen a face other than the smiley face, ask them what they can do differently next time to improve.

Further practice

- Super skills → Workbook p34

Homework

Ask students to think about the best season to visit their country and write a few sentences explaining why they think it's the best time to visit.

End-of-unit further practice

- Social and emotional competence → Workbook pp74–75
- Exam trainer → Workbook pp84–94
- Progress test (standard and higher) → Teacher's Resource Center
- Communication games → Teacher's Resource Center
- CLIL and Culture worksheets → Teacher's Resource Center
- Evaluation rubrics → Teacher's Resource Center
- Wordlists → Teacher's Resource Center
- Student's Book audio and audio scripts → Teacher's Resource Center
- Workbook audio and audio scripts → Teacher's Resource Center
- Workbook answer key → Teacher's Resource Center

Get INVOLVED!

American Edition



Building skills for the real world

Empowers students to use English with confidence through collaborative projects

In each unit, the *WDYT?* (*What do you think?*) question encourages learners to reflect on the topic. The end-of-unit Project gives them a meaningful opportunity to use the new language, knowledge and skills in a personalized response to the question.

Introduces social and emotional skills through real-life situations relevant to teens

Personalization activities give students an opportunity to reflect and apply social and emotional skills to their own lives. From simpler, more positive emotions in lower levels to more complex social and emotional situations in upper levels, these skills give students the tools to deal with challenges in and out of the classroom.

Creates an inclusive classroom where everyone reaches their potential

Practical solutions for mixed-ability and mixed-level classes included in the course ensure that those who either need an extra challenge or to catch up get the best opportunities to do so.

Builds super skills to help students thrive in education and in life

The thorough and systematic development of the four Super Skills – *Critical Thinking, Creativity, Communication* and *Collaboration* – complements the comprehensive language skills development in the course.

For the teacher

- Teacher's Edition
- Teacher's eBook
- Teacher's App
 - Classroom Presentation Kit
 - Teacher's Resource Center
 - Progress Tracker
 - Test Generator

• Kahoot!



This course supports Education for Sustainable Development and Citizenship

macmillanenglish.com/get-involved-american-edition



The Student's App with gamified activities motivates learners to spend more time practicing English to maximize opportunities for better learning outcomes.



The Teacher's App with Classroom Presentation Kit and integrated audio, video and interactive activities helps to deliver stimulating classes. All useful files and documents are available at the click of a button.

COMMON EUROPEAN FRAMEWORK

A1

A2

B1

B2

C1

C2

