

Get **INVOLVED!**

American Edition

2

Teacher's Edition
with Teacher's App



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Then and now

Vocabulary

Student's Book pp24–25

Lesson goals Students learn and practice words for everyday objects.

Warm-up

Have a short class discussion about museums:

Do you like museums? Why/Why not?

Which local or national museums have you visited?

What did you see there?

Why is it important for us to have museums?

In particular, listen for students talking about museums and experiences related to history. Help the class to expand on these.

WDYT?

What can we learn from history?

Ask students if they think we can learn from history.

What can we learn?

Are we very different from people a long time ago?

Tell students they will return to the question at the end of the unit.

Everyday objects

1 Encourage students to first underline key words in the definitions to make matching faster.

► **Reinforcement** If students aren't familiar with this vocabulary, tell them to start by looking for any words or part-words they do know in the boxed words (e.g. *game, music, sun, tooth*) and use these as a starting point.

- Draw attention to the compound nouns (see note on the right on *Compound nouns*). Ask: *Can you think of any other noun + noun words?* (**Suggested answers:** parking lot, storyboard, ice cream, action movie, swimming pool, video game) *Can you think of any other adjective + noun phrases?* (**Suggested answers:** cell phone, social media, special effects)

- If students can't think of many, suggest that they look back in Unit 1.

Exercise 1

1 ruler	2 musical instrument	3 socks
4 sunglasses	5 bottle	6 calculator
7 board game	8 toothbrush	9 paper

Extra activity

Write five sentences on the board with an incorrect vocab item in each. Students should rewrite the sentences in their notebooks with the correct words:

1 I use my socks to measure lines. (~~socks~~ ruler)

2 When the sun is shining, I wear my toothbrush. (~~toothbrush~~ sunglasses)

3 Jo and Flo used a bottle to help them do their math homework. (~~bottle~~ calculator)

4 She wrote her friend a note on a piece of board game. (~~board game~~ paper)

5 There was a musical instrument of water in the fridge. (~~musical instrument~~ bottle)

Challenge Ask students to write their own sentences for the vocab items they have removed from the sentences.

Compound nouns

ABCD

Point out that three of the words in the box are noun + noun combinations (*board game, sunglasses and toothbrush*). (Tell students that *musical instrument* is an adjective and a noun which frequently collocate to make a noun phrase.) The first word in a noun + noun combination acts like an adjective – it describes what kind of game, glasses and brush. Explain that sometimes these words are written together, like *sunglasses* and *toothbrush*, and sometimes as two words, like *board game*, and dictionaries often give different information from each other. If in doubt, students should write two words.

- 2**
- Before starting, review key simple past verbs if necessary, e.g. *wore, carried, cut*.
 - **Reinforcement** Point out the phrase *people used them for* in the rubric. There are more useful phrases students could use in exercise 1.
 - Elicit ideas and suggestions from the class, but don't confirm or correct these at this stage. Encourage creative thinking.

3 Students do the task.

- When checking answers, practice *comb* /koum/, *scissors* /'sɪzərz/, *knife* /naɪf/ and *mirror* /'mɪrər/.
- Follow-up questions:
Does this look like a modern ... ?
Which object is the most different from a modern one?
- Ask students to guess how old some of the objects are, which people used them and where they are from. (See *Culture note* on next page for information.)

Exercise 3			
1 F	2 B	3 J	4 H
5 I	6 G	7 C	8 E
9 A	10 D	11 K	12 L

Culture note

Photo A shows a very early alarm clock invented by Aristotle. Plato invented the very first alarm clock.

Photo B shows a Roman key.

Photo C shows a winespoon made of bronze ch'ih, which is from Western Chou (or Zhou) dynasty.

Photo D shows a bronze mirror with Hathor-headed handle, from Gurna.

Photo E shows some Roman dice made of carved bone.

Photo F shows a bronze age gold comb, from Caldas de Reyes, Spain.

Photo G shows a knife and fork with a sheath.

Photo H shows a replica of an Aztec calendar.

Photo I shows the world's oldest chewing gum. It is 5,000 years old. It is made from the bark of a birch tree.

Photo J shows a pair of Gallo-Roman scissors.

Photo K shows an asbestos change purse owned by Benjamin Franklin, 18th century.

Photo L shows an Apulo-Corinthian helmet.

Get online

Students work in groups to find out about who made/used one of the objects in the photos. They write two facts each and combine them to make a factsheet.

change purse, wallet and purse

ABCD

In American English, a *change purse* is a small bag used by women to hold coins; a *wallet* is used by men and women for bank notes and credit cards. A *purse* is a larger bag used by women to hold a change purse/wallet, etc.

- When checking answers, ask which words in the sentences gave them clues.
- Follow-up questions:
Why didn't poor people need to lock their doors in Roman times? (because they didn't own anything valuable)
What did ancient people want to remove from their hair? (insects)

Exercise 4		
1 alarm clock	2 spoon, knife	3 key
4 comb	5 dice	6 chewing gum

Extra activity

Play **Hot seat** with the words for things on p25. (See Activities bank, p6, for full instructions.)

- Students do the task.

Exercise 5

- calculator, paper, ruler, scissors (possibly calendar)
- socks, sunglasses, helmet, change purse
- mirror, comb, toothbrush
- musical instrument, board games, dice

- Review the use of frequency expressions from Unit 1 (p16) if necessary.
Challenge Ask students to use other frequency expressions to add variety.

VIDEO SKILLS

- See the video script on p139.
 - Before watching the video, as a class brainstorm some topics students would expect in a video about life in 1927. Elicit if their ideas were correct after the video.
 - Ask students to imagine that they live in 1927. Ask what they would miss the most.
 - Follow-up questions:
What do they use the fire for? (cooking, heating and washing/bathing)
What did they make for Deborah's birthday? (presents, cards and cakes)
- Students do the task.
 - Nominate pairs to give their answers.

Exercise 8

Suggested answers:

- What life was like in 1927, how different life in 1927 is from life now, what living conditions were like in 1927, what entertainment, clothing and shopping were like in 1927.
- That life was simpler, and families and people in general were closer and did more things together.
- The video is a good way to learn about history as we actually see how people lived and we can empathize with people and their lives.

Further practice

- Vocabulary → Workbook p12
- Vocabulary → On-the-Go Practice
- Vocabulary worksheets (basics, standard and higher) → Teacher's Resource Center

Homework

Ask students to write personalized sentences describing their use of four of the objects on this page and to include a frequency expression in each.

Reading and critical thinking

Student's Book pp26–27

Lesson goals *Students take a quiz about the Aztecs and use visuals to understand ideas.*

Warm-up

If possible, show photos of Aztec buildings and artifacts and ask students who made them. Write Aztecs on the board and ask what students already know about them. Elicit or say that they lived in Mexico about 700 years ago.

A history magazine

- First, ask students to read the title and the first two lines and say what the text is about. Elicit that the word *amazing* suggests that the quiz will contain some impressive facts about the Aztecs.
 - Elicit the names of the things in the pictures. (a chili, half an avocado, a frog)
 - Ask students to write down their answers, as *True* or *False* (or both, if pairs don't agree).
 - Encourage students to think why the false statements might be false.
- See the audio script on p132.
 - Play the audio for students to check their answers.
 - When checking the answers, ask students to correct the false quiz statements. Play the recording again if necessary.
 - Ask: *Did anything in the recording surprise you?*

Exercise 2

1 True	2 False	3 False
4 True	5 False	

Subskill: Using visuals to understand ideas

Photographs, illustrations or diagrams which go with an article (text) often give helpful clues as to text content. The captions under visuals are also a quick way for students to get an idea of the topic, genre and flavor of a text – even before they read it.

- Focus on the words in the box to check understanding; practice pronunciation of *building* /'bɪldɪŋ/ and *medicine* /'medɪsɪn/.
- Give students time to skim the article and also to use the pictures and captions to help them get an idea of its content. Set a time limit if necessary, to prevent detailed reading.

- When checking answers, have students quickly number the paragraphs, then ask which paragraph contains the relevant information. (building a city: paragraph 2; calculating time: paragraph 5; education: paragraph 4; farming: paragraph 3)

Exercise 3

building a city, calculating time, education, farming

Extra activity

Ask students what kind of information is in the last paragraph. (information about Aztec things that are still around today: the Aztec language, a musical instrument and food)

Ask them to think of a phrase to summarize this to add to the box, e.g. *Aztec inventions*, *Aztec things we use*.

- Ask students to read the sentences with blanks first to get an idea of what to listen for.
 - Ask students to guess the meaning of *floating* (= resting on the surface of water).

Exercise 4

- a lake
- floating gardens, aqueducts
- girls and boys/both rich and poor/everyone
- for festivals, for counting days
- language

- Students can answer the questions orally or write the answers down. Encourage them to answer using *so ...* and *because ...*
 - If useful, point out that *so* is used to explain a consequence or outcome, e.g. *There wasn't much land so they created artificial islands*, and *because* introduces reasons. Help students to reword this sentence on the board using *because*, e.g. **Because there wasn't much land, they created artificial islands.** or *They created artificial islands because there wasn't much land.*
 - Challenge** Students try to remember the reasons before they look back at the text.

Exercise 5

- Because there wasn't much land (to build a city).
- Because the population grew.
- Because they couldn't grow vegetables on the water.
- Because the water in the lake wasn't good for drinking.
- Because the Aztecs knew that they needed skilled workers.
- Because these days were unlucky days.

6 • Word work

Students do the task.

- **Reinforcement** Tell students to match the definitions they are sure of first, then work on the others afterward, looking carefully at whether the word is a noun, an adjective or a verb.

Exercise 6

1 behavior	2 fresh	3 influence
4 artificial	5 skilled	6 grow

- 7 • Before students begin, elicit the meaning of *ingredient* (= one of the foods used to make a meal) by writing on the board: *Avocado, tomato, chocolate and chili are all ingredients in Mexican dishes.*

Fast finishers

Students write two sentences of their own with blanks for a partner or the rest of the class to complete.

Exercise 7

1 artificial	2 influence	3 fresh
4 skilled	5 behavior	6 grow

CRITICAL THINKING

SUPER SKILLS



- 1 • **Understand** (LOT) Give students 4–5 minutes to complete the task. Tell students to read through the text again for ideas or give them additional time to go online to find out more about the Aztecs. You can also give them information from the *Culture note* on this page.
 - Nominate students to give their answers and write them up on the board.
- 2 • **Evaluate** (HOT) Ask students to look at their answers in 1 and think about which are most important, then compare with a partner. Model an answer, e.g. *floating gardens, because we need more space to grow food for more and more people.*
 - Ask different pairs to give feedback, encouraging others to agree or disagree.
- 3 • **Create** (HOT) Brainstorm some other inventions as a class, then encourage students to use some of these and also think of some of their own.
 - Give students time to discuss in pairs or small groups. Then ask each group to share one invention and the reason why it is important.
 - To follow up, ask students to look at all the inventions and then take a class vote on which they think is the most important.

Critical thinking

Suggested answers:

- 1 artificial islands to build on; 'floating gardens' to grow food; aqueducts to bring water to homes; free education for boys and girls; calendars to calculate time
- 2 building new cities – because we need more houses for people and we can use their ideas to build on the ocean in the future
water – because we use water at home every day
the floating gardens – because we need to grow more food for the world's population
a system of free education – because now all children go to school
- 3 The computer – because we use them to look for information and to communicate
The airplane – because we can travel to another place in the world in a short time
Electricity – because we use it for light, televisions, computers



Culture note

The **Aztecs** were warrior people who dominated an empire stretching from the Pacific coast to the Gulf of Mexico from the early 1300s until 1521. The Aztecs built sophisticated irrigation systems, which, together with rich soil and a favorable climate, meant there were three harvests a year. As a result, the population quickly grew.

Aztecs did not have horses, cows or sheep for carrying heavy loads, a fact which makes their sophisticated buildings even more impressive. This also meant communication between districts could only go as fast as a human could run. Nor did they have highly developed metal-working skills; most Aztec weapons were made of obsidian, a volcanic glass, making their weapons weaker than European ones.

Aztec knowledge of astronomy was very advanced. They developed sophisticated calendars which were closely linked to their religious beliefs. They had over 200 gods.

The Aztec empire was crushed by Europeans in the 16th century, partly because local tribes were already discontented with Aztec rule and partly because the Europeans brought diseases such as smallpox to which the local people had no immunity.

CELEBRITY CORNER

He studied archaeology at Gallatin School of Individualized Study.

Further practice

- Reading → Workbook p16
- The longer read → Teacher's Resource Center
- Accessible reading worksheet → Teacher's Resource Center

Homework

Students use the information in the text on p27 to write five more amazing facts about Aztecs. Three facts should be true and two facts should be false, and students should also write the correct answers for the false sentences (upside down or on a separate sheet/page).

Grammar

Student's Book p28

Lesson goals Students review ways of talking and writing about the past: (there) was/were, could and past time expressions.

Warm-up

Look back at the second paragraph of the text on p27 and ask students to find three instances of simple past forms of the verb *to be* (*was(n't)* and *were(n't)*): *One of these civilizations was ...*, *There wasn't much land* and *There were pyramids, ...*

Write them on the board and underline the verbs.

(there) was/were

- 1 • Students do the task.
 - To follow up, elicit a negative version of the first sentence in the box (*The cocoa bean wasn't important to the Aztecs.*), an affirmative version of the second (*Schools were only for rich children.*) and an affirmative short answer to the third example (*Yes, it was.*).
- Help students to form an example of a Yes/No question using *were*. Write *schools / only for rich children* on the board. Work through forming the question together using rule 4 (*Were schools only for rich children?*). Elicit the short answer *No, they weren't.*
- Focus on the *there was/were* box. Draw attention to the use of *no* in the first example and follow up using the information on *no* as a determiner in the next column.

Exercise 1

1 was	2 were
3 not (n't)	4 subject

no as a determiner

ABCD

- Explain that using *no* with an affirmative verb is another way of making a negative:
There was no popcorn. = *There wasn't any popcorn.*
- Review the use of *any* in negatives and questions if necessary.

2 • Students do the task.

Fast finishers

Ask fast finishers to look again at the second box in exercise 1 and think of another way of wording the last answer (7). (There were no skate parks.)

Exercise 2

1 Were	2 were	3 wasn't	4 was
5 Was	6 was	7 weren't	

could

- 3 • Before students do the task, practice pronunciation of *could* /kʊd/ if necessary. Check understanding of *ability* and *possibility*.
 - Ask students to find one more example of *could* in the text on p27 (*smart students could become engineers ...*). Also elicit the negative of the example short answer (*No, they couldn't*).
- 4 • There is a lot of potentially new vocabulary in this exercise so go through this as necessary before students do the task, e.g. *chariot* /ˈtʃeriət/, *gym* /dʒɪm/, *stadium*, *fighting*, *successful* and *gladiator*.
 - Ask if any of the facts surprise the students.

Exercise 3

1 past	2 never	3 base form
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Exercise 4


1 could do exercise.	2 couldn't vote.
3 could watch chariot races.	4 could become rich and famous.
5 couldn't buy meat.	

Past time expressions

- 5 • Review the meaning of *ago* and explain *century*, if necessary, before students do the task.
 - Check the answers by getting students to label a timeline on the board.

Exercise 5

last night, yesterday, a week ago, in June, three years ago, in 2015, when I was five, in the 19th century

- 6 • Students do the task.
- **Challenge** Encourage more confident students to expand on their answer with one piece of information each time, e.g. *It was two weeks ago. I went to a café with my family.*
- 7  11 Tell students to read through the text before completing the blanks, because this will help them to understand the general sense.
- **Reinforcement** Remind students to look at whether the noun after *there* is singular or plural.

Exercise 7

1 were	2 were	3 was	4 could
5 were	6 wasn't	7 could	8 couldn't

- 8 • Divide the class into teams. The first team to solve the puzzle wins.

Exercise 8

yesterday



Culture note

The **hieroglyphs** in the puzzle were used to write sounds similar to the sounds shown by the Roman alphabet. The Egyptians used around 700 other symbols to show meanings as well.

Further practice

- Grammar bootcamp → Student's Book pp118–119
- Grammar bootcamp answer key → Teacher's Resource Center
- Grammar → Workbook p13
- 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 1

1 D	2 D	3 S	4 S	5 S	6 S
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Pronunciation p128 Exercise 2

/ʊ/: cook, could, good, look, put /u/: pool, rule, shoe, school, true

Homework

Students think about when they were five years old and write sentences describing what they *could/couldn't* do.

Get online

Students work in pairs to find out what people could watch in stadiums in Ancient Rome, then write notes using *could/couldn't*. They can then discuss these in class.

Vocabulary and Listening

Student's Book p29

Lesson goals Students learn phrases for life events and how to identify key words in questions.

Warm-up

Play **Spidergram** with 'life events' in the center – students should add life events like *get married, make friends, start school, have children, grow up* around the center and add detail.

(See Activities bank, p7, for full instructions.)

Life events

- 1 • Students work independently, then discuss their answers with a partner.
 - Review the simple past forms of the verbs in the phrases and elicit examples using them, e.g. *I was born in 2006.*
 - Review *going to* and elicit some personal examples of future plans using the items in the box, e.g. *I'm going to go to college after high school.*

Exercise 1

be born, start school, leave high school, go to college, get a job, start work, get married, have children, retire, die

Extra activity

Students write personalized sentences using the phrases in the box about themselves and members of their family. Remind them to think carefully about tenses, such as simple past, e.g. *My grandfather retired last year. My cousin got married two years ago.*

- 2 • Students do the task.
 - Follow-up questions:
Have you ever moved? Where from/to?
Was it easy to make friends?
What do you find difficult about growing up?

Exercise 2

1 b 2 a 3 c

You can make friends and move to a new house at any time in your life. You can only grow up when you are a child.

- 3 • Students do the task.

Fast finishers

Students look at the corrected versions of sentences 2, 3 and 5 in exercise 3, then rewrite them so that they are true for them/their country.

- Follow-up question:
Do you agree with sentence 4? Why/Why not?

Exercise 3

1 moved to Spain	2 leave high school	3 retire
4 grow up	5 get a job	6 started school

A podcast


- 4 • When students have read the fun facts, ask them to look at the pictures and guess the meaning of *indigenous* /ɪnˈdɪdʒənəs/ (= people who have lived in a place for a very long time).
 - As a class, discuss what they think the pictures show before students read the captions.
 - **Reinforcement** Help students identify clues contained in the captions, e.g. artist, snowboarding, 12 meters tall (shows that something very high is shown), pictures, life events.
 - Follow-up questions:
Do you ever read/look at manga books/comics?
What do you think of them?
What sorts of things show important life events for you and your family? (e.g. photos, souvenirs)

Exercise 4

1 C	2 D	3 A	4 B
-----	-----	-----	-----

► Subskill: Identifying key words in questions

Students are familiar with underlining key words in questions and texts; in exercise 5, they must identify questions, so question words are important. However, they must also understand the time period each question is asking about, so tense is important too.

- 5  12 See the audio script on p132.

- Students listen and do the task.
- **Reinforcement** Make sure students notice the key difference between question a (present tense) and question c (past).

Exercise 5

2 b	3 a	4 c	5 f	6 e
-----	-----	-----	-----	-----

- 6 • Remind students that they will hear the information in the order they noted in exercise 5.
 - Make sure that students answer in their notebooks in note form rather than full sentences.
 - If students ask, explain that British Columbia is the westernmost province (= region) of Canada.
 - **Reinforcement** Pause the audio after the relevant question and answer.

- Clarify the meaning of *longhouse*, (= a very large traditional house for more than one family, then ask these follow-up questions:
Why did the population fall? (because Europeans brought new illnesses to the island and Haida people got sick and died)
How many people used to live in a longhouse? (50)
How many Haida speakers are there now? (20)

Exercise 6

2 all over Canada	3 about 4,500	4 30,000 in the 19th century, 600 in 1900	5 They lived in longhouses with up to 50 people.	6 yes
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- 7 • Students do the task, then share answers in groups or as a class.

Further practice

- Vocabulary → Workbook p14
- Vocabulary → On-the-Go Practice
- Vocabulary worksheets (basics, standard and higher) → Teacher's Resource Center
- Listening → Workbook p17
- Listening worksheet → Teacher's Resource Center

Homework

Students ask a grandparent (or other family member/friend) about their life and use the simple past to write a short biography with details of their key life events.

Grammar

Student's Book p30

Lesson goals Students review the form and use of the *simple past* and used to.

Warm-up

Play **Snowman** with the following suggested phrases:

get married, make friends, start school, have children, grow up

Tell students you are looking for life events in this game. (See Activities bank, p7, for full instructions.)

Simple past

- 1 • Do the task with the whole class.
 - Elicit the base forms of all the verbs and highlight the spelling of *married*; point out that this is a regular verb but the spelling changes because it ends in -y.
 - Ask: *Is speak regular or irregular? What's the simple past form?* (irregular, spoke)

Exercise 1

regular: lived, married **irregular:** brought, made
negative: Add *not* (n't) (*People didn't speak Haida.*)

- 2 • Students do the task without looking at the irregular verbs list first, then look to check.

Exercise 2

came, did, got, went, had, liked, played, read, saw, started, studied, talked, thought, worked, wrote

- 3 • Elicit what students know about New Zealand and the Maori. Ask if they remember a word used to describe the Haida in Canada. (indigenous) If necessary, explain that the Maori are the indigenous people of New Zealand.
- Tell students to check the plus and minus signs first to find out whether to write a positive or a negative sentence.

Exercise 3

- | | | |
|-----------|-----------------|---------------------|
| 1 arrived | 2 went | 3 didn't have, used |
| 4 called | 5 didn't arrive | |

- 4 • Use the examples to review simple past *Wh-* question forms before students tackle this exercise.

Exercise 4

- How did they travel to New Zealand?
- Did they use the sun and stars to navigate?/What did they use to navigate?
- What did the Maori call the country?
- When did the Europeans arrive in New Zealand?

used to

- 5 • Students do the task. Refer to the *used to* notes below for additional points to share.

Exercise 5

- | | |
|---------------|-------------------------------|
| 1 past | 2 states and repeated actions |
| 3 simple past | 4 base form |

used to

ABCD

Typical errors with *used to* include the following:

- using the present tense form instead of the simple past: *She uses to watch TV a lot. She used to watch TV a lot.*
 - inserting a past *be* auxiliary: *He was used to go to the movies a lot.*
 - confusion with *use something to ...*, which came up a lot in the first lesson of the unit
 - confusion with *be/get used to* something: *They were used to the noise/traveling long distances.*
 - writing the question form incorrectly: *Did he used to live in Chicago? Did he use to live in Chicago?*
- 6 • Ask students to read the whole text to get an idea of what it is about before they complete it.

- Check understanding of *remote control* (= device for changing television channel) and *channel* (= television station). After, ask students to guess the meaning of *episode* (= a part of a television story).

Fast finishers

Students change the verbs in text to simple past forms.

Exercise 6

- | | |
|----------------------|-----------------------|
| 1 used to watch | 2 didn't use to exist |
| 3 didn't use to have | 4 used to wait |
| 5 didn't use to be | |

- 7 • Remind students to be careful with the spelling of *did you use to ... ? (use, not used)*.

Exercise 7

- How many hours did you use to watch per day?
- Where did you use to watch TV?
- Did you use to have a favorite show?
- What channel did you use to watch?
- Did you use to watch TV alone or with other people?

- 8 • Students take turns asking and answering.
- 9 • When checking answers, elicit why the right option is correct.

(1 correct spelling of negative form *didn't use to*
2 plural pronoun *they* requires plural verb 3 Base form after *could* 4 singular subject requires singular verb 5 correct spelling of affirmative form of *used to* 6 simple past for single event in the past 7 present progressive for an event that is going on around now 8 *often* comes before verb)

Exercise 9

- | | |
|------------------------|---------------|
| 1 didn't use to become | 2 have |
| 3 could | 4 was |
| 5 used to go | 6 won |
| 7 isn't competing | 8 often works |

Further practice

- Grammar bootcamp → Student's Book p119
- Grammar bootcamp answer key → Teacher's Resource Center
- Grammar → Workbook p15
- Grammar reference and practice → Teacher's Resource Center
- Grammar → On-the-Go Practice
- Grammar worksheets (basics, standard and higher) → Teacher's Resource Center

Homework

Students look back at the questions in exercise 7 and write five sentences with *used to* describing their TV-watching habits when they were six years old.

Real-world speaking

Student's Book p31

Lesson goals Students learn Key phrases to ask for clarification.

Warm-up

Ask students to look at the objects in exercise 3 on p25 for two minutes and memorize them. Books closed, ask students to write down:

two things beginning with c (comb, and/or calendar, and/or chewing gum)

two things beginning with s (scissors, spoon)

two things beginning with k (key, knife)

one thing beginning with h (helmet)

Asking for clarification

- 1 Before students discuss the flyer, use the photos to elicit the meanings of *ship* and *Viking* /'vaɪkɪŋ/ and find out what they know already about Vikings. Students may remember *longhouse* from the Haida recording.

Exercise 1

She doesn't understand everything the receptionist says, she drops her pen and misses something the receptionist says.

- 2 • Before students watch the video again, elicit their ideas for the kinds of information they might want to know about the Viking museum, e.g. when it is open, how much it costs. Write the class's suggestions on the board.
- Follow-up questions:
When is the museum open? (from 10:30 to 3:30 Monday through Friday, from 11:30 to 3:30 on weekends)
How much does it cost? (£12.50)
What number bus does Karen need to take? (number 3)

Exercise 2

- | | |
|-------------------------|--------------------------------|
| What time does it open? | I'm sorry? |
| How much does it cost? | Did you say ... ? |
| How can I get there? | Could you repeat that, please? |

Culture note

The Vikings lived in Scandinavia from 700 to 1100. They traveled in longboats to Britain and other countries to trade but also to steal animals, gold, jewels and crops. They began to raid Britain in 787, and over the next few decades they conquered large parts of Scotland and northern and eastern England, which they ruled for nearly 100 years. Vikings continued to have influence after that, and many modern British place names are of Viking origin.

- 3 • Read through the Key phrases as a class before watching again. See the additional information on *could* and *get* below.
- **Challenge** Ask students if they remember which Key phrases were used.

Exercise 3

- | | | |
|----------------|-------------|-----------------------|
| 1 time does it | 2 sorry | 3 how much |
| 4 say | 5 get there | 6 repeat that, please |

could and get

ABCD

- Explain to students that here *could* is used to make a polite request and is not asking about ability in the past.
 - Ask students if they can find two examples of *get* in the Key phrases (*How can I get there?* and *Sorry, I didn't get that.*). Ask students to guess the different meanings of *get there* and *get that* and elicit other words/phrases that mean the same: *get there* (= go there, travel there); *get that* (= understand that, hear that).
 - Explain that *How can I get there?* asks about means of transportation: *How can I travel there?*
- 4 • After they have done the task, ask students to read the UK → US vocabulary section at the bottom of the Key phrases box to draw attention to the UK vocabulary used in the dialogue and note the US equivalency.
- In pairs, students practice the dialogue, trying to use the correct intonation. Allow time to swap parts and read again.
 - THINK** Students can either choose a place they already know about because they have visited it or, if there is time in your lesson, they can look online for the information about a place they are interested in. Tell them they can use extra questions if they wish.
 - PREPARE** Remind students to use at least one example in the box. Students can write their dialogue down if they prefer.
 - Remind students to look at the **Peer review** in exercise 5 and think about whether their dialogue covers the first two points.
 - PRACTICE** Remind students to swap roles to get practice of both asking and responding.
 - PERFORM** Remind students to look at the **Peer review** section first so that they know what to listen out for.
- 5 • **Peer review** Remind students to be sensitive when they review other students' dialogues; encourage them to focus on the positive things first and to offer constructive suggestions.

Further practice

- Speaking → Workbook p17

Homework

Students look at the website of a different museum in an English-speaking country and make notes of the opening times; the ticket prices; the best way to get there; whether there is a café, a gift shop; etc.

Writing

Student's Book pp32–33

Lesson goals Students learn how to write an email to an e-pal and when to use *because* and *because of*.

Warm-up

Write a short email on the board, but set the lines out in the wrong order; it could look something like this:

See you! Eddie
Can you help me with something?
How're things?
Can you send me the pages we need to do for math homework?
Thanks a million
Hi Sasha

Ask students to re-order the lines so it makes sense. Afterward, ask them what kind of text this is (an email), to elicit the genre and serve as an introduction for today's writing task.

An email to an e-pal

- Before students do the task, ask them to say what the text is (an email), who wrote it (Fraser) and who it is to (Ekin).
 - Ask students to give reasons for their choice of description.

(b, because in the first paragraph, Fraser says *you asked me to tell you about my life when I was seven, so here you are!* and the other paragraphs are mainly about his life in the past, not just about what he likes about home and school or how things are better now)
- Follow-up question:
What tells you it's about the past? (simple past, *used to*, time expressions)

Exercise 1

1 b

- Check students understand descriptions a–f. Review *greeting* if necessary.
 - Elicit other words for *opening* (beginning/start) and *closing* (ending/finishing) here. Then ask students to guess the meaning of *write back*.

Exercise 2

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

- Students do the task. Tell students to simply write *True*, *False* or *No information*.
 - Reinforcement** Offer support for the questions where they must look carefully at tense and make deductions. In particular:
1 Fraser *lives* in a bigger house **now** versus *We lived* in a smaller house **then**. **5** Fraser *goes* to school in the city versus *I didn't use to go* to school in the city. *I went* to the local school.
 - Challenge** Students choose their answers before re-reading, then read to check.
- When you check answers, get students to say which paragraph/section of the email the information was in. (questions 1 and 2: paragraph 3; questions 4, 5 and 7: paragraph 4)

Exercise 3

1 True 2 False 3 No information
4 True 5 False 6 No information

Subskill: *because* and *because of*

Sometimes students mix up *because* and *because of*, e.g. *I was late because the snow* or *He was sick because of he got wet and cold*. You could explain that *because* is a conjunction that joins two clauses, so it is followed by a subject + a verb; *because of* comes before a noun/pronoun (possibly with an adjective in front of it) which isn't the subject of another clause.

- Tell students to underline *because* and *because of*.

Exercise 4

Sentences with *because*:

I like this house more **because** I have my own room.

I could have lunch at home **because** the school was very near our house.

Sentences with *because of*:

... he doesn't have much free time **because of** his job.

... our teacher couldn't get to school **because of** the snow.

- Students do the task.

Exercise 5

1 because of 2 because

Extra activity

Tell students to circle the nouns following *because of* in one color, and the subjects + verbs following *because* in another.

Extra activity

Write (or project) these two columns of phrases on the board and ask students to make two sentences joined with *because* and two sentences joined with *because of*.

A	B
<i>I was late</i>	<i>they were tired.</i>
<i>We missed the concert</i>	<i>the traffic.</i>
<i>They went home early</i>	<i>we were sick.</i>
	<i>the cat.</i>
	<i>the weather.</i>
	<i>I couldn't find my ticket.</i>

- Students do the task.
 - When checking answers, ask students to state the items (noun/pronoun or subject + verb) which follow *because of* and *because*.

Exercise 6

1 because of 2 because
3 because 4 Because of

Extra activity

Ask students to look again at sentences 1 and 3, then write two sentences that are true for them beginning *I really enjoy/enjoyed ...* and *I didn't/don't enjoy ...* They should complete them by giving one reason with *because* and one with *because of*.

- THINK** For exercise 1, pairs can help each other with shared memories about schools, for example, or by asking and answering to prompt information. Encourage them to think of as many ideas as they can. Students can then decide individually which two things they want to make notes about for exercise 2.
 - When students **PREPARE**, refer them back to their answers to exercise 2 and tell them to organize their paragraphs in the same way.
 - WRITE** Before writing, ask students to read through the questions in the **CHECK** section, to see what they should include. Encourage them to include interesting details, as well as the basic facts.
 - CHECK** Ask students to go through their email and answer the questions. Tell them to make any corrections if necessary.
- Peer review** Nominate students to tell the class anything interesting about the email they read and to share their answers to the question.

Further practice

- Writing → Workbook p18
- Writing competence → Teacher's Resource Center

Homework

Students look at photos and/or videos of themselves when they were very small children (aged approximately 2–3) and write either captions to the photos or a short text (using *used to* and the simple past) describing what they used to wear, where they used to live, the toys they used to play with, what they used to eat, etc. Encourage them to include at least one *because* and one *because of*.

Project

Student's Book pp34–35

Lesson goals Students create a fold-out poster about life 25 years ago where they live.

Warm-up

Ask students to look at the Graphic organizer for this unit on p130. Allow five minutes to discuss with a partner what they learned about the past and the present and what they have enjoyed most about the unit.

WDYT? What can we learn from history?

Point out to students that this is the same WDYT? question that they were asked at the beginning of the unit. Ask students whether or not they think learning about the past is important. Then ask them which past ideas, events or inventions are still important today (e.g. calendars, ideas about education). Elicit if we can learn from mistakes that were made in the past, e.g. about war, illnesses, inventions. (yes) Then they discuss the WDYT? question.

TASK

Read through the task and learning outcomes as a class. Use the Model project to show students an example of a fold-out poster.

1 See the video script on p140.

- Before students do the task, explain that *player* describes equipment that plays music, e.g. MP3 player or record player. Check the meaning of *portable* (= something that is easy to move and you can use in different places).
- Follow-up questions:
(You will probably need to write these on the board and allow students to watch the video a second time.)
Who answered their questions about the 1990s? (parents and relatives)
Did students have tablets and smartphones in the 1990s? (no)
How did people find information then? (in books and encyclopedias)

Exercise 1

free time, music, school

STEP 1: THINK

- 2 • Students do the task.

Exercise 2

free time, music, school

- 3 • Elicit other ideas, e.g. a local museum, local history society, neighbors who have lived in the area where you live for a long time.

Exercise 3

All except: a book about ancient civilizations

STEP 2: PLAN

- 4 • Tell groups of four to discuss the ideas and come up with a consensus, i.e. two ideas that everyone (or a majority) is interested in researching.
- 5 • Help groups to identify resources and to allocate different roles and tasks if they have trouble doing this themselves.
- 6 • Encourage students to stick closely to their research task and to write notes which they can discuss with the rest of their group later as they may not have space for all the information they find. Remind them to think first and foremost about what is interesting and what is relevant.
- **Reinforcement** Allow groups to research one topic only and produce just a one-sided poster rather than a fold-out one.

STEP 3: CREATE

- 7 • Students read the tips in the Super skills box.
- Follow-up questions:
Can you think of any more tips for taking turns?
How can you make sure everyone speaks for the same amount of time?
 - Read the Key phrases together as a class, then give students time to practice with a partner. Encourage them to give feedback to one another on intonation.
- 8 • Students decide together what information and pictures to include. Students should expand their research notes into short texts with headings. Use the Model project notes on the next page for further ideas. They can cut out, print or draw suitable pictures. (If more appropriate for your classroom, ask students to produce a digital poster which isn't fold-out.)
- Remind them to look at the **Peer review** and the Final reflection so that they know which aspects and which language they need to cover. Also encourage them to be realistic about space.
- 9 • Students work together to design their poster, making sure the order is clear and logical and relating appropriate pictures to the text.

STEP 4: PRESENT

- 10 • Students practice in their groups of four, ensuring that everyone speaks at some point.
- Tell students that they should use their notes and their poster as the basis for their presentation, but they should add extra information when they speak, and speak fluently, rather than reading from the poster.
 - Tell them to use the practice to think about ways to improve their poster presentation.
- 11 • **Peer review** If there isn't time for every group to present to the whole class, ask groups to present to one other group.
- Remind students to make positive comments and constructive suggestions for improvement when they give feedback.
 - Nominate students to tell the class/group what they found most interesting.

Model project

Layout: There is a main heading at the top, then clear sections with headings. Each section is illustrated with photos/drawings placed next to the relevant text.

Artwork: There is a variety of fun, attractive and relevant photos; they demonstrate fonts and styles of illustration which were popular 25 years ago, which is fitting with the topic of the project.

Language: Full sentences and cohesive texts are used in paragraphs under informative headings. The simple past and *used to*, *there was/were* and past time expressions are all used.

Tone: A formal style suitable for a non-fiction text is used when writing about historical topics, but the inclusion of handwritten detail makes the poster fun and attractive and not too serious.

2 FINAL REFLECTION

- In their groups, ask students to work through the questions and decide which face best matches how they did. Remind students to give examples based on the comments they received from classmates during the **Peer review**, as well as how they think they themselves performed in relation to the criteria. Say that not every group member needs to choose the same color of face.
- Where students have not chosen the smiling face, ask them what they think they can do differently next time to improve.

Further practice

- Super skills → Workbook p18

Homework

Students write a short paragraph detailing the most interesting things they learned about life 25 years ago while making their own poster and from other groups' posters.

End-of-unit further practice

- Social and emotional competence → Workbook pp70–71
- 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

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COMMON EUROPEAN FRAMEWORK

A1

A2

B1

B2

C1

C2

