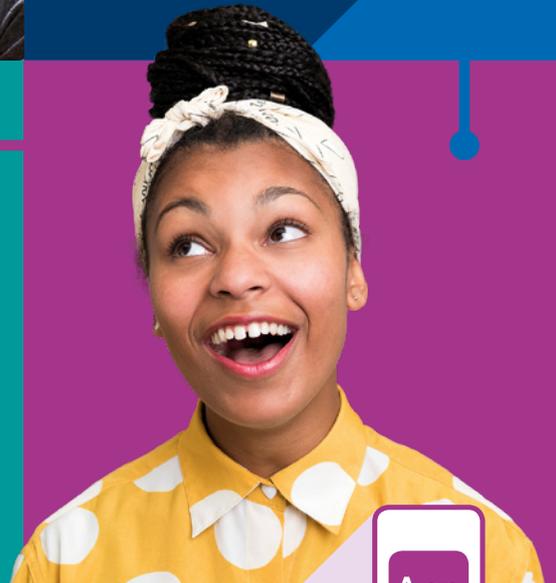


# Get INVOLVED!

American Edition

# 2

Student's Book  
with Digital Student's Book



Gill Holley Kate Pickering

Also includes



# 2

## Then and now

### WDYT? (What do you think?)

What can we learn from history?

## HISTORY THROUGH OBJECTS



**Vocabulary:** everyday objects; life events

**Grammar:** simple past; could; time expressions; used to

**Reading:** a history magazine about the Aztec world

**Listening:** a podcast about First Nations people of Canada

**Speaking:** asking for clarification

**Writing:** an email to an e-pal

**Project:** create a fold-out poster about life 25 years ago where you live



Video skills p25



Real-world speaking p31



Project pp34-35

### Everyday objects

1 Match definitions 1-9 with the words in the box.

board game   bottle   calculator   musical instrument   paper ruler   socks   sunglasses   toothbrush

- You use this to draw lines and check distances. \_\_\_\_\_
- A guitar and piano are types of this. \_\_\_\_\_
- People wear these on their feet, under their shoes. \_\_\_\_\_
- You wear these to protect your eyes from the sun. \_\_\_\_\_
- You carry water or other liquids in this. \_\_\_\_\_
- You use this to do math. \_\_\_\_\_
- Chess and Monopoly® are types of this. \_\_\_\_\_
- You use this to clean your teeth. \_\_\_\_\_
- You write on this with a pen or pencil. \_\_\_\_\_

2 Look at the ancient objects. What do you think people used them for?

3 Match 1-12 with ancient objects A-L.

1 	2 	3 	4 
comb <u>F</u>	key _____	scissors _____	calendar _____
5 	6 	7 	8 
chewing gum _____	knife and fork _____	spoon _____	dice _____
9 	10 	11 	12 
alarm clock _____	mirror _____	change purse _____	helmet _____

4 Complete the sentences about the ancient objects with the words in the box.

alarm clock   chewing gum   comb  
dice   key   knife   spoon

- The Greek philosopher Plato invented the \_\_\_\_\_ because his students often arrived late for class.
- People first used a \_\_\_\_\_ to eat soup. Later, they used a \_\_\_\_\_ to cut meat, and only later a fork.
- In Roman times, only rich people carried a \_\_\_\_\_ because other people didn't need to lock their doors.
- Thousands of years ago, people used a \_\_\_\_\_ to remove insects from their hair!
- In ancient times, people didn't use \_\_\_\_\_ to play games, they used them to predict the future.
- This piece of \_\_\_\_\_ is over 5,000 years old, but you can still see the tooth marks of a teenager in it!

5 Write the names of objects from this page.

- things you find in the classroom
- things you wear or carry
- things you use to look good
- things you use in your free time

6 Work in pairs. Talk about the objects. Which do you often, sometimes or never use?

How often do you use an alarm clock?

Never, I use my cell phone.

### VIDEO SKILLS



7 The video is called 'Living in 1927'. What do you think you will see? Watch and check.

8 Work in pairs. Discuss the questions.

- What did you learn from the video?
- What is the message of the video?
- Do you think this video is a good way to learn about history? Why/Why not?

A history magazine

1 Work in pairs. Take the quiz.

AMAZING AZTECS!

How much do you know about the Aztecs? Are the sentences true or false?

- The Aztecs used cocoa beans to make a chocolate drink, and as dice when they played board games.
- The Aztecs ate a lot of meat and fish. They also ate insects and frogs!
- The Aztecs didn't have paper. Instead, they wrote on stone.
- Many English words like *tomato*, *chocolate*, *avocado* and *chili* come from the Aztec language.
- There was no popcorn or chewing gum in the time of the Aztecs.



2 Listen and check your answers.

Subskill: Using visuals to understand ideas

You often find pictures and captions in articles. Look at the pictures and read the captions. They help you understand the text.

3 Read the text quickly. Look at the pictures and captions. Circle the ideas in the box that the text talks about.

- building a city   building roads   calculating time  
education   farming   medicine

4 Read and listen to the text. Complete the sentences with words from the text.

- The Aztecs decided to build their city in \_\_\_\_\_.
- They also built \_\_\_\_\_ to grow food and \_\_\_\_\_ to bring water to homes.
- They had new ideas about education because \_\_\_\_\_ went to school.
- They made a calendar \_\_\_\_\_ and a calendar \_\_\_\_\_.
- Today, people use their musical instruments, food and their \_\_\_\_\_.

5 Answer the questions. Why did the Aztecs ... ?

- create artificial islands
- need to grow more food
- make special gardens
- build aqueducts
- want all children to go to school
- stay at home on certain days

6 **Word work** Match the definitions to the words in bold in the text.

- the way that a person acts \_\_\_\_\_
- clean, new \_\_\_\_\_
- the effect on how people do things \_\_\_\_\_
- not natural \_\_\_\_\_
- with a special ability to do a job \_\_\_\_\_
- put plants in the ground and look after them \_\_\_\_\_

7 Complete the sentences with words from exercise 6.

- Chips and cereals often contain \_\_\_\_\_ ingredients.
- Celebrities can have a big \_\_\_\_\_ on teenagers.
- Can you open the window? I need some \_\_\_\_\_ air!
- Teaching is an interesting and \_\_\_\_\_ job.
- Our teacher wasn't happy with our \_\_\_\_\_ in class today.
- We \_\_\_\_\_ oranges and apples in my country.

CRITICAL THINKING

SUPER SKILLS

- Understand** List the inventions and new ideas from the Aztec Empire.
- Evaluate** Which ideas do you think are most important? Think about:
  - building new cities – now and in the future
  - water in homes
  - growing food
  - education
- Create** What other inventions from the past are important now? Think of three and say why they're important.



CELEBRITY CORNER

Actor Cole Sprouse is a big fan of history. What did he study in college?

How the Aztecs changed the WORLD

We live in a time of advanced technology, and we often think of ancient civilizations as 'primitive'. It's easy to forget that they invented many amazing things.

One of these civilizations was the Aztec Empire. When the early Aztecs arrived in the Valley of Mexico in around AD 1250, they decided to live on an island in Lake Texcoco. There wasn't much land, so they created **artificial** islands and built on these. With time, the capital city Tenochtitlan became larger than Rome. There were pyramids, stores and homes, all connected with canals and boats.

As there were more and more people in the city, the Aztecs needed more food. They couldn't **grow** vegetables in the water, so they created special 'floating' gardens on the water. And because the water in the lake wasn't good for drinking, they built aqueducts to bring **fresh** water to homes.

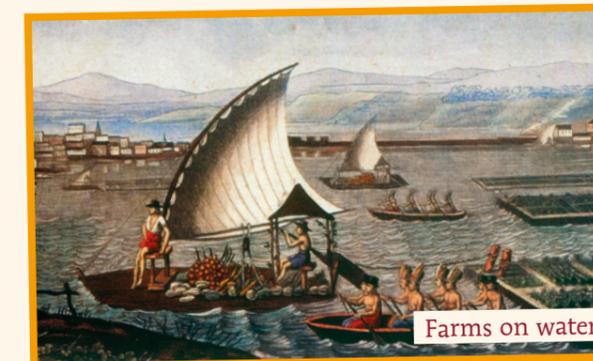
Boys and girls, both rich and poor, went to school in the Aztec Empire. The Aztecs knew that they needed **skilled** workers, so they were the first to start a system of free education. Everyone learned good **behavior**, but smart students could become engineers, scientists, artists or doctors.

The Aztecs also created two calendars, one for festivals and the other for counting days. The second calendar had 365 days and 18 months, each with 20 days. There were five extra days that the Aztecs thought were unlucky, and on these days, they usually stayed at home!

More than a million people still speak Nahuatl, the Aztec language. People still play a type of drum invented by the Aztecs, and many Mexican recipes use ingredients from Aztec times. The Aztec Empire disappeared hundreds of years ago, but we can see its **influence** today.



The city in a lake



Farms on water



New ideas about time

**(there) was/were****1 Read the examples and complete the rules.**

The cocoa bean **was** important to the Aztecs.

Schools **weren't** only for rich children.

**Was** the water good for drinking? No, it **wasn't**.

The past of *be* is *I/he/she/it* **1** \_\_\_\_\_ and *you/we/they* **2** \_\_\_\_\_.

To make the negative, add **3** \_\_\_\_\_ to the verb.

To make a question, change the order of the **4** \_\_\_\_\_ and the verb.

**there was/were**

**There was** no popcorn. (+ singular noun)

**There were** two calendars. (+ plural noun)

**2 Complete the sentences with the simple past form of *be*.**

Q: **1** \_\_\_\_\_ you interested in history when you **2** \_\_\_\_\_ younger?

A: No, I **3** \_\_\_\_\_. I thought it **4** \_\_\_\_\_ boring!

Q: **5** \_\_\_\_\_ there a sports center in your town 20 years ago?

A: Yes, there **6** \_\_\_\_\_, but there **7** \_\_\_\_\_ any skate parks.

**could****3 Read the examples and circle the correct option.**

Both boys and girls **could** go to school.

They **couldn't** grow vegetables on water.

**Could** they write on paper? Yes, they **could**.

- We use *could* and *couldn't* to talk about **present/past** ability and possibility.
- We **always/never** use *did* and *didn't* in negative sentences and questions.
- After *could* and *couldn't*, we use the **infinitive/base form**.

**4 Complete the sentences with *could* or *couldn't* and the ideas in the box.**

become rich and famous   buy meat  
do exercise   vote   watch chariot races

- In Ancient Rome, there were gyms, so people ...
- The politicians were all men, and women ...
- There was a big stadium, where people ...
- Fighting was important and gladiators ...
- Most people were poor, so they ...

**Past time expressions****5 Order the past time expressions from most recent to oldest.**

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

**6 Work in pairs. Ask questions using 'When was your last ...' and the ideas in the box.**

English class   exam   family celebration  
meal in a restaurant   trip by bus   vacation

**7 Complete the text with the correct past form of *be*, *could* or *couldn't*. Listen and check.**

In some ways, schools in Ancient Egypt **1** \_\_\_\_\_ very similar to schools today. There **2** \_\_\_\_\_ tables and chairs in the classrooms, and there **3** \_\_\_\_\_ a type of paper called 'papyrus', so students **4** \_\_\_\_\_ write. They wrote using hieroglyphic symbols. There **5** \_\_\_\_\_ about 700 symbols in the Egyptian alphabet!

But most teenagers didn't go to school because education **6** \_\_\_\_\_ free. Only the sons of rich families **7** \_\_\_\_\_ study. Girls usually helped at home, and most of them **8** \_\_\_\_\_ read or write.

**8 Answer the question to solve the Brain teaser.**

**B R A I N TEASER**

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>	<b>H</b>	<b>I</b>	<b>J</b>
<b>K</b>	<b>L</b>	<b>M</b>	<b>N</b>	<b>O</b>	<b>P</b>	<b>Q</b>	<b>R</b>	<b>S</b>	<b>T</b>
<b>U</b>	<b>V</b>	<b>W</b>	<b>X</b>	<b>Y</b>	<b>Z</b>				

What is the word in Egyptian hieroglyphics?

**Life events****1 Look at the list of life events in the box and write them in a typical order.**

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

**2 Match 1–3 with a–c. Which two things can you do at any time in your life?**

- make friends \_\_\_\_\_
  - grow up \_\_\_\_\_
  - move \_\_\_\_\_
- a change from a child to an adult  
b meet new people you like  
c go to live in a different place

**3 The phrases in bold are in the wrong sentence. Correct the sentences.**

- My mother was born in Colombia, but she **started school** when she was 20.
- I'd like to study physics when I **retire**.
- In Britain people **grow up** when they are 65.
- I think it's better for children to **get a job** in the country than in the city.
- I'd like to **leave high school** in television after I leave college.
- I **moved to Spain** when I was four years old. I loved my first teacher.

**A podcast****FUN FACTS**

The First Nations is the name for more than 600 groups of indigenous people in Canada. There are over a million First Nations people in Canada today.

**4 Match captions 1–4 to photos A–D.**

- \_\_\_ Artist Michael Nicoll Yahgulanaas mixes traditional Haida art with manga.
- \_\_\_ The First Nations have their own snowboarding team.
- \_\_\_ Totem poles like this can be more than 12 meters tall. They represent family history and show important life events.
- \_\_\_ These pictures of life events are typical of the art of the Haida, one of the First Nations people from the northwest coast of Canada.

**Subskill: Identifying key words in questions**

Before you start, underline key words to help you recognize the questions when listening.

**5 Listen to a podcast about the First Nations in Canada. Number the questions in the order you hear them.**

- How many Haida are there today? \_\_\_\_\_
- Where do First Nations people live today? \_\_\_\_\_
- How many Haida were there? \_\_\_\_\_
- What are the First Nations? 1
- Is there a Haida language? \_\_\_\_\_
- How did the Haida live in the past? \_\_\_\_\_

**6 Listen again and answer the questions.**

1 *Groups of indigenous people in Canada.*

**7 Work in pairs. Discuss the questions.**

- Do you or other people in different parts of your country speak more than one language?
- Do you know if any traditional languages in your country are in danger?
- How can we keep languages alive?



## Simple past

- 1 Read the examples. Find two regular and two irregular verbs in the affirmative sentences. How do we form the negative?

Fifty people **lived** in one big longhouse.  
Europeans **brought** new illnesses to the islands.  
People **didn't speak** Haida.  
In 2017 they **made** the first Haida movie.  
People **married** someone from the other group.

- 2 Write the simple past of the verbs in the box. Look at the Irregular verbs list on pp134–135.

come do get go have like play read  
see start study talk think work write

- 3 Complete the sentences with the correct form of the verbs in parentheses.

- The Maori arrive (+) in New Zealand about 700 years ago.
- They go (+) 1,000 miles to New Zealand from Polynesia by boat.
- They have (-) maps: they use (+) the sun and stars to navigate.
- The Maori call (+) the country Aotearoa, which means 'The Land of the Long White Cloud.'
- Europeans arrive (-) there until the 1600s.

- 4 Read the example and write *Wh-* questions about the underlined information in exercise 3.

How did the Haida live?

- 1 *When did the Maori arrive in New Zealand?*

## used to

- 5 Read the examples and circle the correct option.

There used to be about 30,000 Haida.  
People didn't use to live in individual houses.  
Did people use to watch movies in Haida?

- We use *used to* to talk about the **past/present/future**.
- We use *used to* for **states and repeated actions/things we did once** in the past.
- We only use *used to* in the **simple present/simple past**.
- After *used to*, we write the verb in the **base form/-ing form**.

- 6 Complete the text about TV in the 1970s with the correct form of *used to*.

Most families in the 1970s only had one TV, so they all 1 \_\_\_\_\_ (**watch +**) in the same room. Remote controls 2 \_\_\_\_\_ (**exist -**), so they couldn't change channels from their chair. People 3 \_\_\_\_\_ (**have -**) computers, so you could only watch a series on TV and you 4 \_\_\_\_\_ (**wait +**) a week for the next episode. Because there 5 \_\_\_\_\_ (**be -**) many channels, everyone talked about the same shows.

- 7 Write questions about TV when you were six years old using *used to*.

- how many hours / watch per day
- where / watch TV
- have / a favorite show
- what channel / watch
- watch TV / alone or with other people

- 8 Work in pairs. Ask your partner the questions in exercise 7.

- 9 Circle the correct option.

## GRAMMAR ROUND-UP

1 2 3 4 5 6 7 8

Spencer O'Brien is a world champion snowboarder from Canada. Spencer is from the Haida Nation. First Nations people 1 **didn't use to become/didn't used to become** top athletes, but now they 2 **has/have** more opportunities to compete.

Spencer 3 **could to/could** ski when she was only two, but she first tried snowboarding when she 4 **were/was** 11. She 5 **used to go/use to go** snowboarding for fun, but then she started to train more seriously. Later, Spencer represented Canada in the 2014 and 2018 Olympics® and she 6 **wins/won** a gold medal at the 2016 X-Games®. When she 7 **isn't competing/doesn't compete**, Spencer loves cooking. She 8 **often works/works often** to help young First Nations people in sports too.



## Asking for clarification

- Watch the video. What problems does Karen have on the phone?
- Watch again. Which Key phrases do you hear?
- Complete the dialogue with the Key phrases. Watch again and check.

Receptionist

Good morning. How can I help?

Karen

Oh, hello. I'd like some information about the Viking Museum please. Um, what 1 \_\_\_\_\_ it open?

Receptionist

It's open from half past ten to half past three and from half past eleven at weekends.

Karen

I'm 2 \_\_\_\_\_?

Receptionist

10:30 to 3:30 Monday to Friday and 11:30 to 3:30 at weekends.

Karen

Ah, I see. And 3 \_\_\_\_\_ does it cost?

Receptionist

Twelve fifty.

Karen

Did you 4 \_\_\_\_\_ 'Twelve pounds fifty'?

Receptionist

Yes, twelve pounds fifty.

Karen

OK, and how can I 5 \_\_\_\_\_?

Receptionist

Take the number 3 bus from the station.

Karen

Could you 6 \_\_\_\_\_?

Receptionist

Take the number 3 bus from the station to the museum.

Karen

OK, thank you for your help. Goodbye.

## Viking Experience!

Visit a Viking longhouse.  
See a typical Viking ship.  
Learn how the Vikings lived.  
Visit the past – visit the Viking Museum!

For more information  
call 07127 456500 or visit

[www.thevikingmuseum.co.uk](http://www.thevikingmuseum.co.uk)



- 4 Create your own dialogue. Follow the steps in the Skills boost.

## SKILLS BOOST

## THINK

Think of a place to visit and make notes or look up visitor information.

## PREPARE

Prepare a dialogue. Remember to include Key phrases to ask for and clarify information.

## PRACTICE

Practice your dialogue.

## PERFORM

Act out your dialogue for the class.

- 5 **Peer review** Listen to your classmates. Answer the questions.

- Which Key phrases did they use?
- Would you like to visit this place?

## Key phrases

**Asking for information:** What time does it open?  
Is there a café?  
How much does it cost?  
How can I get there?

**Checking information:** Do you mean ... ?  
Is that / Did you say ... ?

**Asking someone to repeat:** I'm sorry?  
Sorry, I didn't get that.  
Could you repeat that / say that again, please?



at weekends (UK) → on weekends (US)  
Monday to Friday (UK) → Monday through Friday (US)

Fraser To: Ekin Friday Attachments 1.4MB

- 1 Dear Ekin,
- 2 How are you? I hope your exams were OK. In your last letter, you asked me to tell you about my life when I was seven, so here you are!
- 3 We lived in a smaller house then and I used to share a room with my brother, Grant. We did more things together, but now he doesn't have much free time because of his job. Six years ago, we used to spend time playing soccer on our team or on our bikes. Now I do more things indoors and I like this house more because I have my own room.
- 4 Another difference is that I didn't use to go to school in the city. I went to the local school and I could have lunch at home because the school was very near our house. Sometimes in the winter our teacher couldn't get to school because of the snow, so we used to have the day off – it was great!
- 5 Now it's your turn: tell me about your life when you were seven!
- 6 Fraser



Me, when I was seven!

### An email to an e-pal

1 Read the email from Fraser to his e-pal. Circle the best description a, b or c.

- a what he likes about home and school
- b how his life was different in the past
- c how things are better now

2 Look at the email again. Match sections 1–6 with descriptions a–f.

- a paragraph about school \_\_\_
- b opening paragraph to introduce the letter \_\_\_
- c signature of the writer \_\_\_
- d paragraph about home life \_\_\_
- e closing sentence asking the reader to write back \_\_\_
- f greeting the person he's writing to \_\_\_

3 Read the email again. Are the sentences true, false or is there no information?

- 1 Fraser lives in a bigger house now.
- 2 Fraser is studying, so he spends less time with Grant now.
- 3 Fraser never plays soccer now.
- 4 He doesn't share a room now.
- 5 Fraser goes to school in his town.
- 6 He doesn't like his school lunch now.

### Subskill: because and because of

When we give a reason, we use *because* and *because of*.

4 In the email, find two sentences with *because* and two sentences with *because of*.

5 Look at the sentences in exercise 4 and complete the rules.

- 1 \_\_\_\_\_ comes before a noun.
- 2 \_\_\_\_\_ comes before subject + verb.

6 Complete the sentences with *because* or *because of*.

- 1 I really enjoy history at school \_\_\_\_\_ the teacher.
- 2 That series was great \_\_\_\_\_ we could see how people lived a century ago.
- 3 I didn't enjoy the visit to the museum \_\_\_\_\_ the guide was very strict.
- 4 \_\_\_\_\_ the weather, we couldn't visit the Aztec pyramids.

7 Write your reply to Fraser. Follow the steps in the Skills boost.

### SKILLS BOOST

#### THINK

1 Work in pairs. With your partner, write a list of things which were different when you were seven years old.

2 Choose two things and make notes about differences between the past and the present.

Subject	Past	Now
Home	<i>lived in a house</i>	<i>live in an apartment</i>

#### PREPARE

Organize your notes into sections. Use the same structure as Fraser's email.

#### WRITE

Individually, write your email. Use the example in exercise 1 to help you.

*Dear Fraser,  
How are you? ...*

#### CHECK

Read your email and answer the questions.

- 1 Do you include interesting information about your life when you were seven?
- 2 Do you explain reasons using *because* and *because of*?
- 3 Do you use the simple past and *used to*?

8 Peer review Exchange your email with another student. Did you find out anything new about your classmate?

### Grammar

#### (there) was/were

After *I/he/she/it* use *was/wasn't*.

*Tenochtitlan was a very big city.*

After *you/we/they* use *were/weren't*.

*Some days in the Aztec calendar were unlucky.*

Use *there was/wasn't* before a singular noun.

*There wasn't much land for growing food.*

Use *there were/weren't* before a plural noun.

*There were pyramids.*

#### could

Use *could/couldn't* + base form for ability in the past.

*All Aztec children could go to school.*

To make questions and negatives, don't use *do/don't*.

*Could the Aztecs drink the water in the lake? No, they couldn't.*

#### Past time expressions

These are some time expressions we use with the simple past:

*yesterday, last night week/month/year, a week/month/year ago, in June/2015/the morning/the 20th century ...*

#### Simple past

Some verbs are regular in the past: *loved, finished, tried*

Others are irregular: *be* → *was/were*, *do* → *did*, *see* → *saw*

To form questions and negatives, use *did*.

*What time did the movie start? 8 o'clock.*

#### Spelling rules

Most verbs: add *-ed*: *looked, repeated*

Verbs finishing with *-e*: add *-d*: *liked, created*

Verbs finishing consonant + *y*: change to *-ied*: *tried, replied*

Verbs finishing consonant + vowel + consonant: double final consonant and add *-ed*: *planned, stopped*

#### used to

Use *used to* + base form to talk about states and repeated actions in the past.

*I used to go swimming. I didn't use to like vegetables.*

*Did you use to like One Direction?*

### Vocabulary

#### 13 Everyday objects

alarm clock, board game, bottle, calendar, calculator, change purse, chewing gum, comb, dice, helmet, key, knife and fork, mirror, musical instrument, paper, ruler, scissors, socks, spoon, sunglasses, toothbrush

#### 14 Life events

be born, die, get a job, get married, go to college, grow up, have children, leave high school, make friends, move to a new house, retire, start school, start work

# 2 Project

**WDYT?**  
(What do you think?)

What can we learn from history?

**TASK:** Create a fold-out poster about life 25 years ago where you live.

**Learning outcomes**

- 1 I can talk about my culture in the past.
- 2 I can communicate effectively, taking turns speaking and listening.
- 3 I can use appropriate language from the unit.

Graphic organizer → Project planner p130

- 1 Watch a video of students presenting their poster. What aspects of life do they talk about?



**STEP 1: THINK**

- 2 Look at the photos and read the Model project. What aspects of life can you see?
- 3 Where can you find information about life in the past where you live?
  - the library
  - the internet
  - a book about ancient civilizations
  - by talking to family

**STEP 2: PLAN**

- 4 In groups of four, look at the ideas in the box and choose two topics.

clothes and fashion   communication  
entertainment   family   food   the town

- 5 Think about what information each student is going to find and where.

- 6 Find the information.

**STEP 3: CREATE**

- 7 Work in groups. Read the tips in the Super skills box and practice saying the Key phrases with your group.

**COMMUNICATION**

**SUPER SKILLS**

**Taking turns**

**Tips**

Make sure each student speaks for the same amount of time.  
Speak and then ask a question.  
Listen and respond to what your partner says.

**Key phrases**

Can I stop you for a moment?  
What do you think?  
Can I say something?  
Do you like that idea?

- 8 Share the information you have found and decide what to include. Use the tips and Key phrases in the Super skills box.
- 9 Create your poster.

**Model project**

## 1990s

Some free-time activities were the same in the past as they are now. A lot of people played sports and spent time with their families. But in the early 1990s, many people didn't have computers at home. They used to play video games and they watched TV in their free time, but there weren't many channels. Young people listened to music, but 25 years ago they listened to cassettes and CDs. A lot of people had a virtual pet called a Tamagochi®.



Many school subjects 25 years ago were similar to today, but classrooms were a little different. The only technology in class was a big overhead projector. Students used encyclopedias and books to find information because there was no internet. They used to write all their homework by hand and they counted the number of words in an essay. In math classes, they used calculators.



**STEP 4: PRESENT**

- 10 Read the How to ... tips on p130. Then practice your presentation.
- 11 **Peer review** Present your poster to the class. As you listen to other students, answer the questions.
  - 1 Is the presentation clear and interesting?
  - 2 What did you learn about life in the past?

**2 FINAL REFLECTION**

- 1 **The task**  
How well can you talk about your culture in the past?
- 2 **Super skill**  
Can you take turns speaking and listening when you work in groups? Give examples.
- 3 **Language**  
Did you use language from the unit? Give examples.



# 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 student

- Student's Book
- Digital Student's Book
- Student's App
  - On-the-Go Practice
  - Student's Resource Center
- Workbook
- Digital Workbook

## 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](https://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
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