

All together

UNIT OBJECTIVES

What does it mean to be a good citizen?

In this unit, you will:

Investigate

- ▶ Read and understand an online article about why making time for others is good for us.
- ▶ Watch a vlog about sharing jobs with others.
- ▶ Participate in a dialogue to offer to help a friend.
- ▶ Create and organise an FAQ page for a volunteer programme.

Apply

- ▶ Create a poster to invite people to take action on an issue that is important in your community.

3 GOOD HEALTH
AND WELL-BEING



Discuss the questions
in class.

- 1 Look at the picture.
What are they doing?
- 2 How do you look after yourself and
your family?
- 3 What activities do you do to participate
and help in your community?

Kahoot!

Activate What jobs do your family members do at home?

1 Match the photos with the phrases in the box.

39

clean the bathroom ● iron clothes ●
sweep the floor ● take out the rubbish ●
tidy your room ● water the plants



2 Complete the phrases with the words in the box. Listen and check.

go ● hang out ● lay ● look after ● walk ● wash

- 1 ____ shopping
- 2 ____ the table
- 3 ____ your sister
- 4 ____ the dishes
- 5 ____ the dog
- 6 ____ the washing

3 Choose the correct option.

Why chores are good for teenagers



Doing chores sounds boring, but they have many benefits! When you do jobs around the house, you learn how to **1 tidy/wash** your room, **2 lay/iron** clothes, **3 water/sweep** the plants and look **4 from/after** yourself, your space and the people around you. Everyone at home can have more free time if someone **5 washes/hangs** the dishes and someone else **6 lays/walks** the dog after dinner. Doing chores teaches you how to work as a team with your family and stay organised. These are skills for the future!

4 Ask and answer the questions.

- 1 What chores do you do at home?
- 2 How do you feel about doing chores?

Vocabulary practice



1 Look at the article on page 61. What do you think it is about?

2 Read and listen to the online article. What is volunteering?

3 Read the article again. Are these sentences true, false or the article doesn't say?

The article says making time for others is good for us because ...

- 1 when we're busy, we're happy.
- 2 it can make us more relaxed.
- 3 we meet new people.
- 4 we can learn from older people.
- 5 it's better than spending time online.

LEARNING TO LEARN

When you read a word you don't know, use information about the word and its context to help you guess what it means.

Why making time for others is good for us!



Do you have an older neighbour who you can help? Maybe you can take out their rubbish, go shopping for them or water their plants. It's good to be kind, but did you know that when you do something for someone, it helps the other person and you benefit, too! Here are some reasons why making time for others is good for us.



Helping others makes you happy. Science shows that when we do something kind, our brain produces chemicals that make us feel good. Doing things for others can also help us to forget our own problems so we feel more relaxed and less stressed.



Working in a group creates connections with people. If you belong to a group that helps others, this can create a feeling of community.

You can make new friends and get a new perspective on life by talking to older or younger people in your group. We can learn so much from them, and they can learn from us, too!

Helping others makes the world a better place. Our



actions can really make a difference to other people's lives. But they can improve our lives, too! When you do things for other people, like hanging out the washing or taking their dog for a walk, you are becoming more confident and learning new skills. You feel proud of yourself.



Finally, research shows that people who do volunteering live longer. So, what are you waiting for? The next time you get a chance to do volunteering, do it! It's great for others, and it's great for you, too!



4 Match words in bold 1–5 with their meanings a–e.

- 1 ... and you **benefit**, too
- 2 ... feel more **relaxed**
- 3 ... get a new **perspective** on life
- 4 If you **belong to** a group ...
- 5 You **feel proud of** yourself.

- a be calm or not worried
- b be a member of
- c be helped by something
- d feel good about something you have done
- e a way of thinking about something

5 Discuss the questions.

- 1 Doing things for my community is important to me. Do you agree or disagree?
- 2 What kind of volunteering do you like or would you like to do? Why?
- 3 The text says that helping others makes you feel more connected. Do you agree or disagree?
- 4 Would you like to help young children? Why/Why not?

I think it's important. I usually try to ...

I agree.

Project pathway

1

2

3

Record a voice note with three reasons why it is good to do things for other people.

Workbook Project preparation

1 Read the messages and look at the words in bold. Then copy and complete the table.

1

Can you check in the fridge? **Do I have to** buy fish for dinner tonight?

No, you **don't have to**. We have enough fish. I'll make dinner for 7:00 pm. See you later. xx

2

What does Anna **have to** take on the school trip today? What time **does** she **have to** be there?

She **has to** take a bottle of water. She **doesn't have to** take a packed lunch. The bus leaves at 9:00 am. She **mustn't** be late!

3

Can you walk the dog today, please?

No, sorry. I promised to help Luis at school because he **has to** finish his lab report. Remember, I **have to** help one classmate every week to enter the summer programme.

4

Where are you? I'm at the bus stop. We **must** leave now for the football match.

I'm coming! We **don't have to** be there till 9:00 am. We still have time.

Have to, don't have to, must and mustn't

It's necessary to do it:

1 must

2 ____ and ____

It isn't necessary to do it:

3 ____ and ____

It's forbidden or prohibited to do it:

4 ____

2 Choose the correct option to complete the sentences.

- My sister and I share a computer, so we **have to/ don't have to** use it in turns.
- My family has an important rule. We **mustn't/don't have to** use smartphones while we have dinner.
- We must **go/to go** on the 8 o'clock bus to get to school on time.
- I **mustn't/don't have to** iron all my family's clothes, but I sometimes do it to help around the house.
- Do/Are** we have to walk the dog now or can we do it later?
- Susan **have/has** to water the plants three times a week.

3 Complete the messages with **must, mustn't, have to/has to** or **don't have to**.

<

In our house, one person **1** ____ wash the dishes and one person **2** ____ dry them. Who does these jobs in your house?

At home, we **3** ____ match socks quickly to see who can match the most socks in a minute! Do you do this too?

At my friend's house, she **4** ____ finish all her food before she can leave the table. At my house, we **5** ____ (not) eat everything. And you?

In our house, you **6** ____ (not) watch TV if you **7** ____ do homework. Is there anything you mustn't do at home?

4 Ask and answer the questions in exercise 3. Use **have to** and **must** in your answers.

Grammar practice



1 **42** Read and listen to the advertisement.

Answer the questions.

- 1 What are they looking for?
- 2 What do the volunteers do?
- 3 What do the volunteers get from the experience?

Offer a helping hand to children in your area at the **Make time for others** youth project!

We're looking for teenagers who care about their community and would like to **make time** to do things for others.

We're looking for volunteers to ...

- **do activities** and play games with kids in the community.
- **do tutoring** to help with homework and subjects at school.
- **make crafts** and **do cooking** and art with groups of children.
- **make cakes** and **food** and be a friendly face at the fair to get people to sign up to **do volunteering**.

You'll **make new friends** and have a rewarding experience. **Make a promise** to volunteer and help children in your community today! Scan the QR code to find out more.



2 Choose the correct option.

The *Make time for others* youth project asks volunteers to **1 do/make** things for other people. The organisers are interested in finding teenagers who can **2 do/make** activities with children in the community, such as **3 doing/making** crafts and **4 doing/making** cooking. But if you feel that cooking isn't one of your strengths, you can still help out by **5 doing/making** tutoring with kids and helping them to do their homework. **6 Do/Make** time for others and you'll **7 do/make** new friends in the project.

3 In pairs, answer the questions.

- 1 What activities are there in your area in which you can make or create something?
- 2 What projects exist in your neighbourhood to support young people?
- 4 What can you do to support others in your school community?

Now take a break and ...

Vocabulary practice



YOU CHOOSE



Fun and games

Game



Me time

Get creative!

What's trending?

Project pathway

1

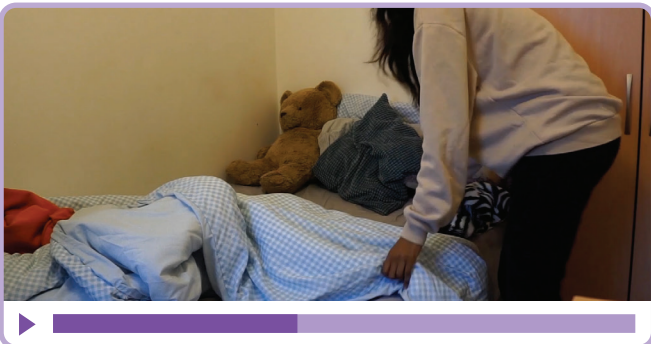
2

3

Write down three issues in your community and the ways you can help with each problem.

Workbook Project preparation

- 1 Look at the photos. Do you think Tati still lives with her parents? Why do you think that?



- 2 Watch the first part of Tati's vlog (0:00–0:43). Did you guess correctly in exercise 1?

LEARNING TO LEARN

When watching a video, use what you see to help you understand new words or phrases.

- 3 Read the instructions and do the task.

clean the bathroom • do the laundry •
do the shopping • wash the dishes
make dinner • make your bed •
take out the rubbish • tidy your room

Student A

Watch the second part of Tati's vlog (0:44–2:44) without sound. Tell Student B clues about what you see.

Student B

Turn around so you can't see the video. Listen to Student A's description. Find the chores that they mention in the box.

- 4 **Video literacy** Watch the second part (0:44–2:44) together with the sound on. Order the chores in the box as Tati mentions them.

- 5 Choose the correct answers.

- In the UK, it's common for university students to live ...
a with other students.
b with their family.
- Tati thinks the most important thing is ...
a to go shopping.
b to tidy your room.
- Tati does the laundry ...
a once a week.
b twice a week.
- Tati makes dinner ...
a once a week.
b every day.
- The job that most students don't like doing is ...
a cleaning the bathroom.
b washing the dishes.
- What does Tati say is the fastest thing you learn at university?
a how to live on your own
b how to save money

Social and emotional learning

Responsible decision-making

Getting organised and having a routine can help us feel relaxed and save time.



- 6 Answer the questions.

- How does Tati feel about ... ?
a living on her own
b living in a small bedroom
- What are Tati's comments about looking after the ... ?
a bedroom
b kitchen
c bathroom
- Would you like to live away from home as a student? Why/Why not?

Mediation Imagine you share a flat with other students, and it isn't very clean. Use ideas in the video to talk about ways to keep the flat cleaner and tidier. Use the **Mediation guide**.



Nolan

Emily

What are you going to do for your PE project?

I don't know. I think I'll do something on basketball, but I'm not sure.

That sounds like a good idea. 1 _____ I help? Why don't I ask my brother, Stevie? He plays for the local basketball team.

That would be 2 _____! I think I'll need to talk to a couple of players about their training schedule. I don't really know where to start.

Don't worry. I'm sure Stevie will be happy to help. He loves talking about basketball!

I really 3 _____ your help.

It's all 4 _____. I'm glad I can 5 _____.

- 1 Look at the photo. What do you think they're talking about?
- 2 Watch the video. What does Nolan offer to do for Emily?
- 3 Read the phrases in the Phrase bank. How do you say them in your language?

Phrase bank

Offering to help

Can I help?

Why don't I *ask/get/find* ... ?

Expressing thanks

Thank you for *offering/helping*.

Thank you so much.

That would be great.

I really appreciate your help.

Responding to thanks

I'm glad I *can/could* help.

You're welcome.

No problem.

It's OK.

It's all right.

- 4 Watch the video again. Which phrases did you hear?
- 5 Complete the phrases in the dialogue.

LEARNING TO LEARN

When you think someone feels a little bad or worried about accepting help, make sure to say 'no problem' or 'it's all right' with a reassuring tone.

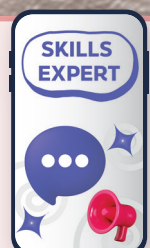
- 6 How does Nolan encourage and reassure Emily in the conversation? What expressions does he use?

It's your turn

Create your own dialogue offering to help. Go to the Workbook and choose how much help you need.



Watch the tips in the video.



Prepare

A lot of help
A little help
No help

Share

Evaluate

1 43 Read and listen to the conversation. What are they talking about?MAKING A **DIFFERENCE**

Joshua: I'm **going to volunteer** with Raleigh International in Costa Rica this summer.

Kai: Are you? Wow! What are you going to do there?

Joshua: I'm **going to do** a community project in a school.

Kai: How long are you going to go for?

Joshua: Four weeks.

Kai: That sounds great! Why do you want to volunteer?

Joshua: Well, you learn a lot about yourself. For a start, it's a no-phones programme ... *(Phone rings.)* Yes, OK, Dad. I'll **wash** the dishes when I get home. Bye! ... *(He hangs up.)* And I don't think I'll **miss** my phone!



2 Look at the phrases in bold in the conversation. Then choose the correct option to complete the rules.

- We use **will ('ll)/be going to** to talk about future plans.
- We use **will ('ll)/be going to** for decisions or predictions that we make at the time of speaking.

3 Choose the correct option. Listen again and check your answers.

- Where is Joshua going to go this summer?
He **'s/'re** going to go to Costa Rica.
- What's Joshua going **do/to do** there?
He's going to volunteer in a school.
- How long is he **go/going** to go for?
He's going to go for four weeks.
- When Joshua talks to his dad, what does he decide he **will/is going to** do?
He'll/**going to** wash the dishes.
- Does Joshua think that he will miss his phone?
He **won't/not going to** miss his phone.

Plurilingual competence Think about the future forms in your language. Are the rules similar to those in English?

4 Ask and answer in pairs.

- What are you going to do during summer?
- What can you predict or suppose you will do next weekend?

Checkpoint 1 2 3 4 5 6 7 8

The non-profit organisation *Because I said I would* is about keeping promises. It helps people decide what they're **1 going to/going** do for someone and then helps them do it. Alex Sheen, the founder, **2 ask/asked** people on social media to write a promise on a card. The person

who writes the card **3 mustn't/has to** keep their promise. He **4 use/used to** send the Promise cards himself at first. Now, the organisation has sent more than 15 million Promise cards to 178 countries.

Alex also **5 promises/promised** to volunteer at 52 different non-profit organisations in one year and **6 do/did** it! He **7 was organising/organised** a trip to Disneyland® for children with cancer as well.

Do you **8 have to/must** keep a promise? Try it for yourself! Write a Promise card and do something for other people!



Mediation Write a social media post about Alex Sheen and his organisation. Explain how Promise cards work and encourage your friends to support the organisation. Use the **Mediation guide**.

Grammar practice 

Project pathway

1

2

3

Find one volunteer opportunity in your community and create a graphic organiser explaining what the opportunity is and how it helps the community.

Workbook Project preparation

Pronunciation Contraction 'll page 116

1 Read the FAQs. Who can take part in a school buddy system?

School buddy systems are a great way of getting older students to help younger students. Are you thinking about joining? Go through the questions students always ask us.

+ Who is a part of the school buddy system?

- Volunteers, buddies and also supervising teachers.
- Older students are volunteers.
- Younger students become buddies when their class teacher recommends extra sessions for them.

+ Why do we have a buddy system?

- Buddies and volunteers learn great life skills.
- Younger students get help and support with school subjects they find difficult.

+ Can students get help with English?

Yes, the buddy system is for maths, reading and English, too.

+ What materials are you going to need?

The buddies' teachers will recommend materials for you to use.

+ How long does each session last and how often do buddies meet?

- Each session lasts for 30 minutes.
- Every week, once a week, for two months.

+ What things must I do? What things mustn't I do?

- Never talk about your buddy's learning to others.
- Always have a teacher in the buddy sessions room.
- Make a promise to turn up for your buddy each week.

Do you have a different question? Please make an appointment with the buddy system teacher coordinator. He will be happy to help!

a good FAQ page has questions your readers might ask

divide answers into sections

use bullet points to keep answers short, clear and useful

add any extra information



2 Read the FAQs again and answer the questions.

- 1 What do volunteers do?
- 2 How long do buddies meet for?
- 3 How do the volunteers find materials to use?
- 4 What must you never do as a volunteer?

LEARNING TO LEARN

When you give instructions, you can use *too* and *also* to add extra information.

4 Complete the second sentences with the word in brackets in the correct place.

- 1 You must bring your ID.
You must bring a health card. (**also**)
- 2 I'm going to go to Costa Rica this summer.
Alice and Jenny are going to go to Costa Rica. (**too**)
- 3 He likes school.
I like school. (**too**)
- 4 Can I have some water, please?
Can I have some water? (**also**)

3 Look at the text in exercise 1 and find examples of *too* and *also*.

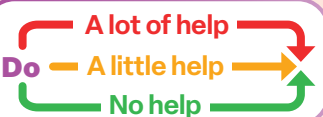
It's your turn

Create an FAQ page for a volunteer programme (teaching reading, doing maths or playing games, for example) at your school. Go to the Workbook and choose how much help you need.

Watch the tips in the video.

SKILLS EXPERT

Prepare



Share

Evaluate

Workbook Writing scaffolding

Context: Your local community centre is looking for ideas on how to deal with local issues, and you decide to get involved.

Task: Create a poster to invite people to take action on an issue that is important in your community.

Use your Workbook to develop your ideas. **Workbook** Project preparation

Review

1

2

3

- 1 Look back at your notes from the Project pathway exercises. Use them to help you complete the task.



Watch an example of how to create a poster for your community.

Plan

- 2 Read about how to develop and create a poster about an issue in your community.

- 1 Identify the issue you want to help with. For example, litter in the park or a fun run for a charity.
- 2 Choose how you are going to take action to help with the issue.
- 3 Decide what information to include in your poster. Say when, where, who, what and why. Tell people what they need to bring and what you will provide. Put your ideas in an organiser. Vote to choose the ideas you will include in your poster.
- 4 Find photos or draw pictures for the poster.

- 3 In your groups, talk about your ideas in exercise 2. Divide up the work so that each person contributes to the final poster.



Model Project

Our Earth Day clean-up

- When?** Sunday, 22nd April, 10:00 am
- Where?** Zuccotti Park
- Who?** Anyone and everyone who wants to help.
- What?** We're going to pick up rubbish and clean up the park.
- Why?** Parks are for everyone, but they are also really important for local animals and plants. When people drop litter in the park, it is bad for animals and looks horrible! To celebrate Earth Day, we are going to pick up as much rubbish as we can.

- Please bring a pair of gloves, walking shoes and wear old clothes.
- We'll provide water and rubbish bags.

See you there!



Create

- 4 Look at the model project and create your poster. Use the video to help you.
- 5 Present your poster to your class.

Peer assessment

Complete the checklist as you look at another group's poster.

Creativity: Does the poster have original ideas about community activities and photos or drawings?

Content: Does it include information and instructions?

Clarity: Is the poster clear and easy to understand?

Language: Is grammar and vocabulary used correctly? Give examples.

3 GOOD HEALTH AND WELL-BEING



Reflect

Think about Unit 5 and answer the question.

What does it mean to be a good citizen?

5 Beat the test!

Grammar

Modal verbs of obligation and prohibition

We use *have to* to express obligation from rules or passed on by the speaker:

We *have to walk* the dog twice a day.

We use *don't have to* when something is optional and there is no obligation:

You *don't have to come* shopping if you don't want to.

We use *must* + infinitive to express obligation, often from the speaker:

I *must tidy* my room.

We use *mustn't* + infinitive to express prohibition:

You *mustn't run* down the stairs.

Will and be going to

We use *will* + infinitive to talk about a future action you decide when you are speaking:

I'll *help you* clean the house.

We also use *will* + infinitive to make suppositions about the future, after verbs like *think* and *believe*:

I *think he'll help* us.

We use *be going to* + infinitive to talk about a planned future which you decide before speaking:

I'm *going to make* cakes for your party.

Vocabulary

44 Jobs around the house

clean the bathroom

go shopping

hang out the washing

iron clothes

lay the table

look after (your sister)

sweep the floor

take out the rubbish

tidy your room

walk the dog

wash the dishes

water the plants

45 Making time and doing things for others

do activities

do cooking

do tutoring

do volunteering

make a promise

make cakes

make crafts

make food

make new friends

make time

Self-evaluation

Tell your partner one thing from the unit that a) you learnt, b) was easy, c) was difficult, d) was interesting.

Communication	Learning to Learn	Plurilingual Competence	Critical Thinker
Reading: p61, ex 5 Grammar: p62, ex 4 Vocabulary: p63, ex 3 Listening: p64, ex 3 Grammar: p66, ex 4 Project: p68, ex 3	Reading: p60 Listening: p64 Speaking: p65 Writing: p67	Grammar: p66	
Mediation	Digital Literacy	Video Literacy	Global Citizen
Listening: p64 Grammar: p66		Listening: p64, ex 4	Vocabulary: p60, ex 4; p63, ex 4

Go to the Workbook. Complete your Self-evaluation tracker and create your Action plan.

Workbook Self-evaluation tracker