



Do you remember?

Complete the verbs in the jobs around the home. In pairs, answer the questions.

A We the plants every day. What about you?
1 2 3 4 5

B I have got to the bathroom once a week. What about you?
1 2 3 4 5

C Is it your job to the dog or look after the pets?
1 2 3 4

D Do you the floor?
1 2 3 4 5

E Do you always your clothes before you wear them?
1 2 3 4

F We usually the washing at the weekend. What about you?
1 2 3 4 5 6 7

G How often do you your room?
1 2 3 4

Find the secret letters and complete the phrase.

It's a job not many people like doing. Who does this in your home?

A3	B4	C4	D4		E3	F6	G1		

1 ★☆☆☆☆ 08 Listen and write the job in the box they are doing.

lay the table ● look after your sister ●
sweep the floor ●
take out the rubbish ● wash the dishes

- _____
- _____
- _____
- _____
- _____

2 ★☆☆☆☆ Choose the correct nouns for the jobs around the home.

- My brother usually lays the **dishes/table**.
- She doesn't mind washing the **dishes/plants**, but she prefers going **clothes/shopping**.
- I really don't like taking out the **washing/rubbish**.
- Anna always walks the **dog/sister** in the mornings and afternoons.
- When do you usually look after your **brother/washing**?



3 ★★☆☆☆ Match the jobs with their definitions.

clean the bathroom ● hang the washing out ●
iron your clothes ● tidy your room ● water the plants

- When you _____, you give them a drink!
- When you _____, you put the clothes outside to dry.
- When you use a machine to unwrinkle and make your clothes flat, you _____
- When you clean the shower or bath and the washbasin, you _____
- When you fold your clothes or put things in cupboards in your room, you _____

4 ★★☆☆☆ Write three sentences with jobs from exercise 3. Say when you do them, if you like doing them and why.

*I sweep the floor every week, but I don't like doing it.
It's hard work!*

REAL
LIFE

You want to share the jobs around your home so that everyone does something. Write a list of jobs and who should be responsible for them.



Do you remember?

Look at the photos and find someone who ...

- 1 is doing tutoring online. ____
- 2 is making crafts. ____
- 3 is making cakes. ____
- 4 is making food. ____
- 5 is doing volunteering. ____
- 6 is making new friends. ____



1 ★★☆☆ Complete the sentences with **do** or **make** in the correct form.

- 1 My older brother _____ the cooking in our family. He wants to be a chef!
- 2 Can you _____ food at the school fair while I _____ activities with the young children?
- 3 Fatima and Ali are really special. They often _____ time for other people and _____ things for friends.
- 4 Do you ever _____ a promise and then not keep it?
- 5 My sister usually _____ crafts on Saturday mornings.

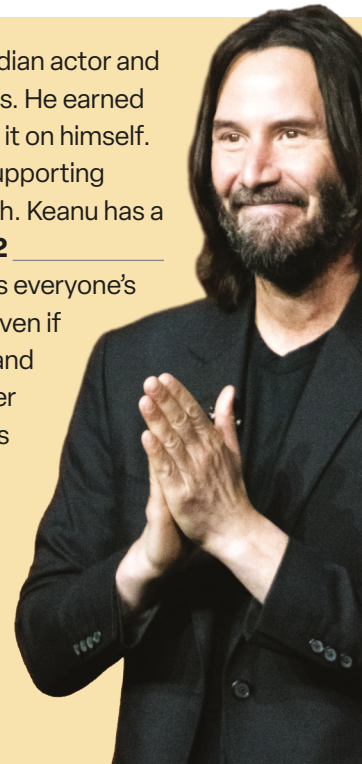
2 ★★★☆☆ Write the nouns in the box in the correct column.

activities ● cakes ● cooking ● crafts ●
food ● friends ● a promise ● things for others ●
time ● tutoring ● volunteering

do	make

3 ★★★☆☆ Complete the missing words.

Keanu Charles Reeves is a Canadian actor and musician. Keanu acted in many big films. He earned a lot of money, but he didn't just spend it on himself. He **1** _____ a promise to start supporting children's hospitals and cancer research. Keanu has a strong human connection and likes to **2** _____ time for other people. He always knows everyone's name when he's working with others, even if the person has a small role in the film, and he often **3** _____ things for other people. He once **4** _____ friends with a homeless man in Los Angeles and spent many hours sitting and talking with the man. Some famous actors **5** _____ activities or **6** _____ volunteering just because it looks good, but that isn't Keanu Reeves. He really cares.



4 Review ★★★☆☆ Answer the questions.

To keep your home clean:

- 1 What house job(s) do you need to do after making food?

- 2 What activities do you do to keep your personal things clean? _____
- 3 What house job is hard to make time to do every day?

- 4 What activities around the house do you like doing with others? _____
- 5 Make a promise about some new job around the house you can make time to do. _____



Do you remember?

Complete the first table about *have to/has to* and the second about *must*.

<i>have/has to</i>	Affirmative	Negative	Question form
He/She	1 _____ study for an exam.	2 _____ study for an exam.	Does he/she 3 _____ study for an exam?
It	4 _____ be ready for tomorrow.	doesn't have to be ready for tomorrow.	Does it have to be ready for tomorrow?
I/We/They/You	5 _____ study for an exam.	6 _____ study for an exam.	Do I/we/they/you have to study for an exam?
<i>must</i>	Affirmative	Negative	Question form
He/She/It	7 _____ have a passport to travel.	mustn't talk in exams.	-
I/We/They/You			-

1 Choose the correct option to complete the sentences.

- You **don't have to/mustn't** speak during the exam. It isn't allowed.
- Does he **have to/has to** tidy his room every week?
- We **don't have to/mustn't** buy her a birthday present. Iona bought it last week.
- My sister **have to/has to** get up early to go to work.
- We **must/has to** be over 18 to drive a car here.
- Do you **have to/must** walk the dog at the weekend?

2 Order the words to make school rules and decide if they are T (true) or F (false) for your school. Correct the false rules.

- use / at / mustn't / Students / school / phones
- recycle / paper / must / You / all
- don't / You / time / have / on / arrive / to
- the / You / classroom / must / in / drop / litter
- do / don't / to / homework / Students / have
- mustn't / You / corridors / run / in / the

3 Write sentences about the jobs you and your family members have to/don't have to/must/mustn't do at home, when you do them and how often.

- Tidy your bedroom.

- Go shopping for food.

- Sweep the floor.

- Drive your sister to school.

Out Loud



Share your answers to exercise 3. Is it a good thing to share jobs at home?

I have to tidy my bedroom on Saturdays.
What about you?

I have to tidy my room once a month!



Do you remember?

Match the questions and answers. Then match with the correct rule in the last box. Complete the rule.

Questions

- 1 What do you want to do on Saturday?
- 2 Where are you going to go on holiday?
- 3 What's he going to do when he finishes school?

Answers

- a He's going to study medicine. He wants to be a doctor.
- b I think I'll go shopping.
- c We're going to go to Italy. We've got our tickets.

Rules

- 4 We use _____ to express an unplanned future action (decided or predicted at the moment the person is speaking).
- 5 We use _____ to express future plans and intentions.

1 ★★☆☆ Choose the correct option.

- 1 My sister's **go/going** to run in the race on Saturday.
- 2 I think I'll **visit/visiting** her next week.
- 3 His cousin **is going to/will** start university in September. He enrolled in law school.
- 4 Are you **go/going** to fly to London this summer?
- 5 It's cold. I'll/'m **going to** close the door.

2 ★★★☆☆ Use the prompts to write the answers to the questions.

- 1 **A:** What are their plans for Saturday?
B: They / go shopping / Saturday

- 2 **A:** Look! There's no milk.
B: I / get / some

- 3 **A:** What are your holiday plans?
B: We / visit / Sydney / August

- 4 **A:** It's too hot in here.
B: I / open / the window

- 5 **A:** What are aunt Katie's plans for December?
B: She / get / married!

3 Review ★★★☆☆ Complete the dialogue with the future form of the verbs in brackets.



Why don't we do the 5k fun run in the park next month?



Mmm ... the 5k? My sister 1 _____ (do) it; she always runs it! We 2 _____ (have to) practise a lot!



We can find sponsors to pay money for every kilometre we run. Then we 3 _____ (give) the money to a charity. What do you think?



That sounds like a great idea. I 4 _____ (make) some food and drinks too and we can sell them on the day to collect more money.



Let's start planning! I 5 _____ (write) a list of the things we need.



Yes! I can buy everything because I 6 _____ (go) shopping with my family tomorrow. It's food shopping day for us!



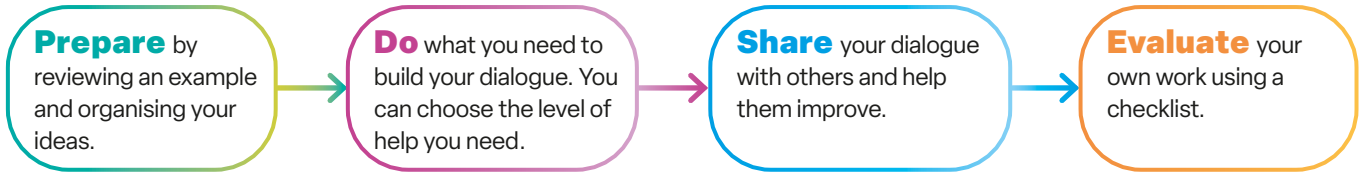
Good idea!



Your friends want to know your plans for the summer. Record a voice note or write a text message with three of your plans.

5 Speaking scaffolding Offering to help

It's your turn Create your own dialogue offering to help.



Prepare

1 Read the dialogue between Nolan and Emily and watch the Skills expert video.

Nolan What are you going to do for **your PE project**?

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

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

That would be great! I think I'll need **to talk to a couple of the 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 appreciate your help.

It's all right. I'm glad I can help.

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.



2  Organise your ideas to create your dialogue. Use the Phrase bank to help you.

Who are the speakers? A: _____ B: _____

Choose **two** things you need help with.

- ☐ Organising a school trip
- ☐ Planning a birthday party
- ☐ Throwing a party
- ☐ Organising a meet-up with friends

Something else:

- 1 _____
- 2 _____

Think of two ways you can offer to help the other person. Make some suggestions.

1

2

Do

3 Build your dialogue. Choose the level of help you need. Make notes to help you remember the key points.

I need a lot of help

Look at the dialogue on page 48 and replace the information in **bold** with ideas from your plan.

- 1 Write the names of the speakers A and B.
- 2 Use your notes from exercise 2 to decide what you need help with.
- 3 Write about how the other person offers to help.

I need a little help

Build your dialogue in parts.

- 1 Write the names of the speakers A and B.
- 2 **A:** Start the dialogue.
- 3 **B:** Reply and talk about the problem.
- 4 **A:** Offer to help using phrases from the Phrase bank.
- 5 **B:** Accept the person's help using phrases from the Phrase bank.
- 6 **A:** End the dialogue with an appropriate response.

I'm ready to speak

Share

4 Practise your dialogue. Take turns to play both speakers.

5 Act out your dialogue for another pair, then complete the checklist as you watch them.

Peer assessment

- ☐ Did the dialogue present a problem and include an offer to help?
- ☐ Did they use ideas from the Phrase bank and vocabulary from the unit?

Evaluate

6 Use the checklist to evaluate your own task.

- **Task:** Did you follow the steps: Prepare, Do and Share? ☐
- **Help routes:** Did you follow the help routes to guide your dialogue? ☐
- **Content:** Did you include a problem and an offer to help in your dialogue? ☐
- **Language:** Did you use language from the Phrase bank? ☐

5 Writing scaffolding An FAQ page

It's your turn Write an FAQ page for a volunteer programme (teaching reading, doing maths or playing games, for example) at your school.

Prepare by reviewing an example and organising your ideas.

Do the steps to write your work. You can choose the level of help you need.

Share your work with others and help them improve.

Evaluate your own work using a checklist.

Prepare

- 1 Watch the Skills expert video.
- 2 Think about what information you want to include in your FAQ page.



Do

- 3 Write an FAQ page. Choose the level of help you need.

I need a lot of help

Complete the FAQ page with your own words.

- 1 (name of volunteer programme) _____ is/are a great way to (what does the programme try to do?) _____
- 2 + Who is a part of (name of the volunteer programme?) _____?
 • (list who it is for) _____
 • _____
- 3 Why set up (the name of the volunteer programme) _____?
 • (name of volunteers) _____ or other volunteers learn/do _____
 • (name a second benefit of the volunteer programme) _____ too.
 • (name a third benefit of the volunteer programme) It's also _____
- 4 + What are you going to need?
 • (Name one or two items your volunteers will need) _____
- 5 + How often/long are you going to (what you do on the volunteer programme) _____?
 • (say how often you will volunteer)
 • (say how long each volunteer session will last) Each _____ lasts for _____
- 6 + Things you must/mustn't do ... (list the rules of your programme)
 • (say what you must do) Always _____
 • (say what you mustn't do) Never _____
 • (say what you must do) Make a promise to _____

I need a little help

Write your FAQ page step by step.

- 1 What volunteer programme is it? Say what the programme aims to do (*The programme is a great way to ...*).
- 2 Say who is part of this volunteer programme. List the people who are involved (volunteers, teachers, students, etc.).
- 3 Name three benefits of setting up the volunteer programme (*People learn/improve, etc.*).
- 4 What materials will your volunteers need for the programme? List items and where they can find them.
- 5 How often will your volunteer programme take place and how long will it last? (*once/twice a week/a month ...*)
- 6 The rules for your volunteer programme. What things must/mustn't you do? (*Never/Always/Make a promise ...*)

I'm ready to write

1	
2	
3	
4	
5	
6	

Share

Peer assessment

- 4 Exchange your FAQ page with a partner. Check that it's complete.
- 5 Make corrections to your text considering your partner's suggestions. Write the final version of your FAQ page.

Evaluate

6 Use the checklist to evaluate your own task.

- **Task:** Did you follow the steps: Prepare, Do and Share? ☐
- **Help routes:** Did you use the help routes to guide your FAQ page? ☐
- **Structure:** Did you follow the structure you learnt in your Student's Book? ☐
- **Language:** Did you add more information using too and also? ☐

5 Project preparation

1

2

3

- 1 Record a voice note with three reasons why it is good to do things for other people. If you're not sure, go online and search for information. Use the following ideas as a guide.**

Idea 1: I feel I'm part of ...

Idea 2: I feel happier because ...

Idea 3: I learn more about ...

- 2 Write down three issues in your community and the ways you can help with each problem. If you can't remember a problem, think of times you or a person you know said something like:**

We don't have any ... in this neighbourhood!

Someone needs to do something about ... in our community.

Problem 1 description:

I can help by ...

Problem 2 description:

I can help by ...

Problem 3 description:

I can help by ...



- 3 Find one volunteer opportunity in your community and create a graphic organiser explaining what the opportunity is and how it helps the community. Write each idea in a different box. You can add or take away boxes.**

Volunteer opportunity:

How it helps ...

Evaluate

- 4 Follow the instructions in your Student's Book to complete your task. Then use the checklist to evaluate it.**

- **Creativity:** My poster has original ideas about community activities and photos or drawings.
- **Content:** My poster includes information and instructions.
- **Clarity:** My poster is clear and easy to understand.
- **Language:** I've included grammar and vocabulary from the unit.

☐
☐
☐
☐

Self-evaluation tracker

Look at Student's Book Unit 5 and choose the correct option for you.

What can I do?		How well can I do it?			
					
Reading and listening	Read and understand an online article about why making time for others is good for us.				
	Use information about a word and its context to help me guess what it means.				
	Watch a vlog about sharing jobs with others.				
	Use images to help me understand unknown words or phrases.				
Speaking and writing	Participate in a dialogue to offer to help a friend.				
	Reassure and encourage someone in a conversation by saying <i>No problem</i> or <i>It's all right</i> .				
	Create and organise an FAQ page for a volunteer programme.				
	Use <i>too</i> and <i>also</i> to add extra information when giving instructions.				
Communication	Participate in dialogues about responsibilities at home and in my community.				
Mediation	Suggest changes based on ideas from a video.				
	Write a post about an organisation and encourage people to support it.				
 SEL	Reflect on the importance of getting organised and having a routine to feel relaxed and save time.				
Plurilingual	Compare the rules for the future tense in English and in my own language.				
Global citizen	Think about what we can do to help at home and support our communities.				
Video literacy	Use visual cues to identify key phrases.				

My action plan

- 1 I think I need to review _____
- 2 My goal for the next unit is _____
- 3 To work on this, I'm going to _____
and I'm NOT going to _____

Go back to page 43 and read your Action plan from Unit 4. Did you complete everything?