

1 Shopping around

Lesson objectives

- Answer questions about shopping and possessions.
- Develop comprehension skills by answering questions about a video.

Warmer

Go to your smart panel.

Shopping around: going to lots of different shops to find something at a good price.


In what situations do you shop around? Make a list of the last five things you bought. Then, compare your list. Why did you buy those things? Did you really need to buy them? Why/Why not?

- 1 For question 3, give students some prompts to think about, e.g. what was the last thing they bought, what could they not live without, what objects mean the most to them?

Suggested answers:

- 1 Photo 1: someone paying for something by card / with their phone
Photo 2: a busy shopping centre
Photo 3: a sign showing a half-price sale.

2-3 *Students' own answers*

- 2  Before watching the video, give the following definitions to elicit the words:

- unusual = weird
- article of clothing often worn by superheroes = cape
- protective clothing, historically made of metal = armour



1

Shopping around

OBJECTIVES


- Read and analyse short texts about unusual shops and cafés.
- Listen to a podcast about creative recycling.
- Learn how to return clothes to a shop.
- Write a story about losing something important to you.

2

3

How much stuff do we really need?

ACTIVE THINKING

- 1 In pairs, look at the photos and answer the questions.
- 1 What do you think the photos show?
 - 2 What things do people often buy too many of and why do they do it?
 - 3 Discuss the unit question 'How much stuff do we really need?'. Give reasons for your answer. Do you have the same opinion?
- 2  **VIDEO** Watch the video about Sarah's shopping trip and answer the questions.
- 1 What type of shop is Sarah in?
 - 2 Why is she there?
 - 3 Which items attract her attention most?

Extra video activity 

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- 1 Sarah is in a second-hand market.
- 2 She's there to look for five weird and wonderful items (that you can't find on the High Street). / Because she loves finding unusual items.
- 3 She likes a cape made of feathers, unusual hats, a knight's armour, (watch) rings and old drawings.

UDL tip: Reflect on your learning

Go to your smart panel.

If you found parts of the video difficult to understand, think about why. Was it:

- the speaker's accent?
- the vocabulary they used?
- something else?

Some speakers are easier to understand than others – next time you may have no problems at all!



Extra video activity

An additional activity is available on the Digital Student's Book.

Vocabulary

Clothes and accessories

- 3 **REVISE** Put the words below into the correct category. Can you add any more? Which clothes are you wearing today?

bag ■ coat ■ dress ■ jumper
shirt ■ sunglasses ■ trainers ■ trousers
T-shirt ■ watch

Clothes	Accessories

- 4 Look at the clothes and accessories below. Which do you usually wear or take to school? Are there any that you can't wear or take?

backpack ■ belt ■ bracelet ■ earrings
gloves ■ hoodie ■ leggings ■ necklace
ring ■ sandals ■ suit ■ tie ■ top ■ tracksuit

- 5 **COMMUNICATE** Choose a word in Exercise 4. Take it in turns to help your partner guess the word.

You wear them on your hands in winter.

Gloves!

- 6 **06** Listen to four speakers. Choose what clothes or accessory each person likes to wear and why. There are two extra answers.

Clothes or accessory	Why
A bracelet	F a present from his dad
B hoodie	G very comfortable
C tracksuit	H a present from her sister
D leggings	I bought in a special place
E necklace	J good for doing exercise

- 1 Speaker 1 **B; I**
2 Speaker 2 **D; G**
3 Speaker 3 **C; J**
4 Speaker 4 **A; H**
7 **COMMUNICATE** Do you have any special clothes or accessories? Why are they important to you?

Describing clothes and styles

- 8 Read the quiz. Check that you understand the highlighted words and then answer the questions.



WHAT'S YOUR style?

- 1 What are your favourite colours to wear?
a) dark
b) bright and **bold**
c) any
- 2 What are your favourite clothes?
a) jeans, a **cotton** T-shirt and a **casual denim** jacket
b) something **loud** and colourful
c) anything big and **baggy**
- 3 Which of the following do you prefer to wear?
a) **plain** clothes
b) **patterned** clothes
c) a mixture of both
- 4 What kind of accessories do you like?
a) simple but **stylish**
b) lots of **trendy** jewellery
c) a backpack or sunglasses
- 5 Which of the following clothes do you prefer to buy?
a) **second-hand** clothes
b) **designer labels**
c) I buy clothes from normal clothes shops

- 9 **COMMUNICATE** Follow the instructions.
1 Use the quiz questions to interview three people in your class.
2 Compare your answers and present your results to the rest of the class.

Vocabulary practice

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- 4 In small groups, students check they understand all the words. If one student knows a word and other students don't, they should try to explain it in English. Remind them to only translate words into their own language if they are really stuck!

- 5 To provide additional support, model another example, e.g. *It's a type of jewellery that people can wear on their ears.*

- 6 **06** Play the track a second time, if necessary.

- 7 Give your own example of an item of clothing or an accessory that is important to you or someone you know. Ask students to volunteer their answers to the class.

Describing clothes and styles

- 8 Students do the task.

Language note

Go to the smart panel.

Denim is the English name for the material used to make jeans. It's traditionally blue. When we talk about the trousers, we usually just say 'jeans'. However, when this material is used for other clothes, we usually use the word 'denim' in British English, e.g. **a denim jacket**. In American English, the term 'jean jacket' is also used.

- 9 Students do the task.

UDL tip: Use models

Go to your smart panel.

When you compare your answers and present your results, use sentences like:

For question 1, all three people answered a) dark. One person said a) dark and two people said c) any. All three people gave different answers, one a) one b) and one c)!

Vocabulary practice

Further practice is available on the Digital Student's Book.

Vocabulary

Lesson objectives

- Recognise and use words for clothes and accessories.
- Recognise and use words to describe clothes and styles.

Warmer *Go to your smart panel.*

Work in pairs and look at your partner. List what they are wearing. In six months, will they have similar clothes on? What will be different?

Clothes and accessories

- 3 Students do the task.

Clothes: coat, dress, jumper, shirt, trainers, trousers, T-shirt (Other possibilities: boots, jacket, jeans, shoes, shorts, skirt, socks)
Accessories: bag, sunglasses, watch (Other possibilities: belt, cap, hat, headphones, jewellery, scarf)
+ *Students' own answers*

Grammar

Lesson objectives

- Use the past simple with regular and irregular verbs.
- Practise the pronunciation of *-ed* endings in past simple affirmative regular verbs.
- Use *used to* to talk about past habits that are not true now.

Grammar video

Ask students to watch the Grammar video on the past simple and *used to* before they come to class or set as homework for consolidation.

Warmer

Go to your smart panel.

Think about your last English class. What clothes did the person next to you have on? In pairs, give as much detail as possible, e.g.

Last class, Sara had a casual denim jacket on. She also wore a silver bracelet. Oh, and she had a backpack with lots of books in it!

What tense did you use to complete this task?

- 1 After discussing the fact file, ask students to look carefully at the words in bold and to guess what grammar points they are going to learn about in today's lesson. Elicit the past simple and *used to*.

Past simple

- 2 Remind students they can refer to the Grammar coach on page 24.
- 3 Students do the task.
- 4 07 Model the three different ways of pronouncing the *-ed* ending and elicit a verb from Exercise 3 for each one. Students then do the task.

Grammar

- 1 **COMMUNICATE** Read the fact file. Are any of the facts surprising for you? Why?



Fact File

Did people **start wearing trousers a long time ago?**

Did women **use to wear trousers as often as men?**

#1 Archeologists **found** the oldest pair of trousers in China. They **were** over 3,000 years old, and they **used to belong** to a soldier.

#2 For centuries Romans **didn't like** wearing trousers because they **thought** they **were** unattractive. They **changed** their minds after they **arrived** in the north of Europe and **got** cold!

#3 In many countries women **didn't use to wear** trousers until the 1930s when they **started** to work in factories and **needed** comfortable and warm clothes.

#4 Until the 1970s, women in many Western countries **didn't wear** trousers to work or restaurants because it **wasn't** allowed.

Past simple

- 2 Read the examples in the grammar box and complete rules 1–4.

- Women **started** to work in factories.
- Romans **didn't like** wearing trousers.
- **Did** people **start** wearing trousers a long time ago?
- The trousers **were** over 3,000 years old.

- 1 With most regular past simple verbs, we add **-ed** to the end of the verb.
- 2 To form the negative in the past simple, we use subject + **didn't** + the **infinitive (form)** of the verb.
- 3 To form questions in the past simple, we use **Did** + subject + the **infinitive (form)** of the verb.
- 4 The past simple form of **be** is **was** or **were** in the affirmative, and **wasn't** or **weren't** in the negative.

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Grammar video Past simple and *used to*

- 3 Complete the table with the past simple forms of the verbs below.

carry ■ cry ■ decide ■ dress ■ eat ■ enjoy
find ■ have ■ hope ■ like ■ live ■ love
go ■ need ■ plan ■ play ■ put ■ see
shop ■ spend ■ stay ■ stop ■ study ■ take
talk ■ try ■ want ■ wash ■ worry

Regular verbs	
verb + -ed	dressed, enjoyed, needed, played, stayed, talked, wanted washed
verb + -d	decided, hoped, liked, lived, loved
verb ending in consonant + -y , change y to i + -ed	carried, cried, studied, tried, worried
verb + double consonant + -ed	planned, shopped, stopped
Irregular verbs	
	ate, found, had, put, saw, spent, took, went

PRONUNCIATION

VIDEO We pronounce the past simple forms of regular verbs in three different ways:

- 1 /ɪd/ when the verb ends in /t/ or /d/
- 2 /d/ when the verb ends in a voiced sound, e.g. /n/ or /v/, or a vowel sound
- 3 /t/ when the verb ends in a voiceless sound, e.g. /k/, /p/, /s/ and /ʃ/
- 4 07 Look at the regular verbs in exercise 3. Is the *-ed* ending in each verb pronounced as /ɪd/, /d/ or /t/? Then listen, check and repeat.
- 5 Complete the sentences with the correct form of the verb given.
 - 1 When I **went** (go) shopping last weekend, I **found** (find) a T-shirt that I really **liked** (like) in my size.
 - 2 I **wanted** (want) to visit that new shop yesterday, but I **didn't have** (not have) time.
 - 3 Amir **decided** (decide) to buy something special for his little sister's birthday last year. He **didn't spend** (not spend) much, but his sister **loved** (love) the present!
 - 4 **Did you see** (you / see) the prices on that website? Everything is really expensive!

/ɪd/ decided, needed, wanted
/d/ carried, cried, enjoyed, lived, loved, planned, played, stayed, studied, tried, worried
/t/ dressed, hoped, liked, shopped, stopped, talked, washed

- 5 Students do the task.

UDL tip: Reflect on your learning

Go to your smart panel.

Think about how successful you were in Exercise 5. Did you have any problems with the affirmative, negative or questions forms? Did you make any spelling mistakes with the regular past simple verbs? Did you identify and remember all the irregular verb forms? Then, in pairs, practise saying the sentences in Exercise 5. Do you have problems pronouncing any of the past simple forms? Which ones? How can you improve in this area?


used to

- 6 Read the example sentences in the grammar box and complete rules 1–3 with the correct form of **used to**. For rules 4–5, choose the correct option.


- The trousers **used to belong** to a soldier.
- In many countries, women **didn't use to wear** trousers.
- Did** women **use to wear** trousers as often as men?

- For affirmative sentences, we use subject + **used to** + infinitive.
- For negative sentences, we use subject + **didn't use to** + infinitive.
- For questions, we use **Did** + subject + **use to** + infinitive.
- We use **the past simple/used to** to talk about past habits that are not true now.
- We use **the past simple/used to** to talk about finished actions or situations which happened once or regularly in the past.

Grammar coach page 24

- 7  **COMMUNICATE** Complete the sentences with the correct form of **used to** and the verb given. Then discuss if the sentences are true for you.

- I **used to wear** (wear) a school uniform at primary school.
- I **didn't use to share** (not share) clothes with my siblings when I was younger.
- I **used to have** (have) a different style to the one I have now.
- My parents **used to choose** (choose) what clothes to buy for me.
- I **didn't use to like** (not like) going shopping for clothes. + Students' own answers

- 8  **COMMUNICATE** Write four questions to ask your partner about their past habits. Then interview your partner. Use the ideas below or your own ideas.

daily routine food hobbies
likes and dislikes school and homework
sports weekend activities



Grammar practice

used to

- 6 Students do the task.

Language note

Go to your smart panel

Used to is only used to talk about **past** habits. To talk about **present** habits, we use usually, e.g. 'I usually buy clothes online rather than in the shops.', or the present simple, e.g. 'I wear casual clothes at the weekend, but not to school.'

- 7–8 Students do the tasks.

Vocabulary

Adjectives with prepositions 1

- 1 Match the correct preposition in the box to each group. There are two extra prepositions.

at ■ for ■ from ■ of ■ on ■ with

- famous / ready / well-known **for**
- aware / full / proud **of**
- bored / happy / popular **with**
- brilliant / good / quick **at**

- 2 Translate the phrases in Exercise 1 into your language. Do you use the same prepositions as in English or different ones?


EXAM HACK In the next exercise, look closely at the words that come just before and after each gap. Do those words need a special preposition? Is an auxiliary verb or article missing? The gaps usually need prepositions, articles, pronouns, auxiliary verbs, modal verbs or linkers.

- 3  **EXAM** Complete the text.

(1) **Does** your school have a uniform? If that is the case, are you happy (2) **with** it? Our school is aware (3) **of** the problem that school uniforms can be very uncomfortable. My parents used (4) **to** hate their uniforms! So, we wear comfortable T-shirts and hoodies with the name of the school on the front. I'm proud (5) **of** the school I go to, so I like having the name there. Once (6) **a** week, when we have sport, we can go (7) **to** school wearing a tracksuit. The tracksuit is popular (8) **with** almost everyone. It's clear that when you (9) **do** exercise, you need to wear the right clothes. Personally, I'm not good (10) **at** sport, but I like our tracksuit because I think it looks quite trendy!

- 4 Make questions from the words and phrases.

- you / good / maths / ?
- what / trends / popular / young people / ?
- your / wardrobe / full / clothes / you / not wear / ?
- what / you / most / proud / ?
- what / your town / famous / ?
- you / quick / doing this type of exercise / ?

- 5  **COMMUNICATE** Ask and answer the questions in Exercise 4.

Vocabulary game



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Vocabulary

Lesson objectives

- Learn and practise adjectives with prepositions.
- Learn about and practise an open cloze exam task.

Adjectives with prepositions 1

- 1 Students do the task.
- 2–3 For some students, remembering which preposition to use after different adjectives can be difficult. Common mistakes for learners of English with the adjectives in Exercise 1 include **proud from** or **proud with** and **good in**. As students complete Exercise 3, monitor and highlight these or similar mistakes for them to self-correct.
- 4 Students do the task.

- Are you good at maths?
- What trends are popular with young people?
- Is your wardrobe full of clothes you don't wear?
- What are you most proud of?
- What is your town famous for?
- Are you quick at doing this type of exercise?

- 5 Students do the task.

UDL tip: Track your progress

Go to your smart panel.

On a slip of paper, draw an emoji to show how confident you feel remembering the adjectives and prepositions you've seen in this lesson.

😊 = 'I'm very confident.'

😐 = 'I'd like some more practice.'

😓 = 'This is really hard for me.'

Give the ticket to your teacher as you leave the class today.



Vocabulary game

A vocabulary revision game is available on the Digital Student's Book.



Grammar practice

Further practice is available on the Digital Student's Book.

Reading and Vocabulary

Lesson objectives

- Develop reading comprehension skills by completing a multiple-matching task.
- Practise inferring meaning of words from context.
- Learn and think about United Nations Sustainable Development Goal 8.
- Learn and practise a set of phrases with *take*.

An article

Warmer

Go to your smart panel.

Look at the sentences below. In pairs, what do you think the questions are that the student is answering?

- 1 *I like shopping because ...*
- 2 *I prefer shopping online to shopping in shops because ...*
- 3 *I usually go shopping ...*
- 4 *Yes, I usually do this when I'm with my friends, but not when I'm with ...*

Then compare your questions with the ones in Exercise 1. Use these phrases to start your own answers.

- 1–2 Students do the tasks.
- 3 08 After students read and listen to the texts, check they understand what *sticky notes* are.
- 4 Complete the first two items as a class and make students understand that they will need to use the letters A–C more than once.

Reading and vocabulary

An article

- 1 **COMMUNICATE** Discuss the questions.
 - 1 Do you like shopping? Why/Why not?
 - 2 Do you prefer shopping online or in shops? Why?
 - 3 Who do you usually go shopping with? Do they like the same shops as you?
 - 4 Do you stop for a snack when you go shopping? What do you like to eat and drink?

ACTIVE THINKING

- 2 Look at the photos on page 17 and answer the questions.
 - 1 What can you see?
 - 2 What do you think is special about each place?
 - 3 Imagine you are in each place. How do you feel and why?
- 3 08 Read and listen to texts A–C. Were your ideas in Exercise 2 question 2 correct?
- 4 Read the text again. Which text (A–C) ...
 - 1 mentions a person who doesn't like shopping very much? **A**
 - 2 mentions a special local drink? **C**
 - 3 mentions something negative about visiting the place? **B**
 - 4 explains why a person decided to learn a new hobby? **A**
 - 5 talks about a place where you can write something? **C**
 - 6 talks about a person who was not very excited until they arrived at the place? **A**
 - 7 says the place they visited made them think of another place? **B**
- 5 Match the words in bold in the text to the definitions.
 - 1 the design and structure of a building **architecture**
 - 2 products for your body, e.g. makeup **cosmetics**
 - 3 other people can hear it **out loud**
 - 4 a set of stairs **staircase**
 - 5 something that looks different or special **original-looking**
- 6 **COMMUNICATE** Discuss which of the three places in the texts you would like to visit and why.
- 7 Your classmate is going on holiday to one of the cities mentioned in the text. Describe one of the places in the text to them in your own language.

Phrases with *take*

- 1 Here are three expressions with *take* from the texts. Match each expression with its definition.

1 take ages B	A quite a long time
2 take your time C	B a very long time
3 take some time A	C as much time as you need
- 2 Here are more words or expressions with *take*. Find them in the text and check that you understand them.

take a course (in) ■ take a look (at)
 take selfies ■ take a trip
- 3 Complete the sentences with the correct form of the phrases with *take* from Exercises 1 and 2.
 - 1 I'd like to **take a course** in Fashion Design one day.
 - 2 Next summer I'd love to **take a trip** to Portugal.
 - 3 I **take ages** to decide what clothes to buy. I mean, a really long time!
 - 4 Before I go to a new shop or café, I **take a look** at the reviews first.
 - 5 I don't like **to take / taking selfies** because I prefer other people to take my photo.
 - 6 I like **to take / taking my time** to get ready for school in the morning. I don't like it when people tell me to go fast.
 - 7 I think it **takes some time** to learn photography. Not years and years, but at least a few months.
- 4 **COMMUNICATE** Do you agree or disagree with the sentences in Exercise 3? Why?

Vocabulary practice



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Culture note *Go to your smart panel.*

Huyen talks about egg coffee. This is a very popular drink in Vietnam. They make a mixture of egg yolks (the orange part of the egg), condensed milk (a very sweet, thick kind of milk) and a bit of vanilla. They then put this on top of strong, black coffee. It's half drink, half dessert! Would you like to try it?

- 5–6 Students do the tasks.
- 7 Students can discuss their recommendations in pairs or write them down. Allow students to make a note of 3–4 key points before they start.

Three people. Three places. The same passion.

A Isla from Seattle, US

I remember exactly how I learnt about the Purple Store. It was on a rainy Saturday two years ago. I was at home, and I felt bored. I googled some interesting things I could do in my hometown, and one of the places that came up was the Purple Store. Well, I'm not a fan of shopping, but the reviews were great, so I went to take a look. Wow! I loved the store the moment I walked inside. It wasn't big, but it was full of all things purple, from clothes and accessories to games and **cosmetics**! I tried on some purple hats, but what I really enjoyed was taking photos of the shop. I felt inspired. I took over a hundred photos with my phone, and I think that's when I realised I wanted to take a course in photography. 😊



B Rafael from Lisbon, Portugal

I love posting my photos on social media. I don't take selfies, but I use my phone to take photos of **original-looking** shops. My favourite is the Lello Bookshop in Porto. It's an amazing bookshop with a cool store design (from 1906) and it's a great place for Harry Potter fans like me. There's a story that when J.K. Rowling worked in Porto as an English teacher, she used to visit the bookshop and that's how she found inspiration to write her Harry Potter novels. Actually, it was just enough to see the **staircase** to feel like we were at Hogwarts! People love it for its book displays and amazing **architecture**. One thing we didn't like, though, was the long queue. It took us ages to get inside, and the place was full of other people wanting to take photos!



C Huyen from Thái Bình, Vietnam

Cafés are my favourite places to photograph. So, a year ago when my class took a trip to Hanoi, I knew where I wanted to go: The Note Coffee. Our teacher agreed to take us there, and she had fun too! The café is famous for its coffees (especially the original Vietnamese egg coffee), teas, sweets and its colourful sticky notes left by visitors from all over the world. We had a snack, and then took our time to read some of the messages. There are four floors of them! It takes some time to visit all the floors, but it's worth it. Many of the messages make you think or laugh **out loud**. We left some notes too and I hope that other people found them funny. Next time, I'd love to visit Hanoi Weekend Night Market! My friends say it's really cool!



SUSTAINABLE FUTURE

More and more young people are realising how important it is to support their local economy by spending money in the shops in their towns.



Work in pairs. Think of businesses in your area. Are they local, national or international? Think of three advantages of having local businesses. Can you think of any disadvantages?

8 DECENT WORK AND ECONOMIC GROWTH



Unit 1 17

Sustainable future

United Nations Sustainable Development Goal 8 focuses on **decent work and economic growth**. This includes topics like employment, starting new businesses and good working conditions. The Reading text explored part of this topic and talked about supporting the local economy by shopping at the Purple Store, the Lello Bookshop and The Note Coffee.

Go to your smart panel.

When you work in pairs, try to think first of lots of different businesses and don't worry if

they are local, national or international. When you have made your list, discuss each business. Finally, focus on the local businesses and think of advantages and disadvantages.

You can use sentences like:

A local/national business I know is ...

I think ... is an international business, right? Well, the name is [English/French/German] anyway!

We need local businesses because ...

One problem with local business can be ...

Local businesses help our area by ...

Phrases with take

Warmer

Go to your smart panel.

Look at these sentences. The **same** word completes all three sentences. Put your hand up when you think you know what it is. Don't call out the answer!

Come on!!! You always ___ ages to get dressed in the morning!

The necklace or the earrings? ___ your time choosing, but you can't have both!

It can ___ some time to find the perfect dress – particularly if you want it to be stylish but not expensive!

Answer: take

1 Students do the task.

2 Students do the task.

take a course (in) – Text A (I realised I wanted to take a course in photography)

take a look (at) – Text A (the reviews were great, so I went to take a look)

take selfies – Text B (I don't take selfies but I use my phone to take photos of original-looking shops)

take a trip – Text C (when my class took a trip to Hanoi, I knew where I wanted to go)

UDL tip: Connect previous knowledge to new learning

Go to your smart panel.

Look at definitions A–C in Exercise 1. Can you write similar definitions for the phrases with take in the box in Exercise 2?

Suggested answers: take a course (in) – 'study a subject'; take a look (at) – 'look at something quickly'; take selfies – 'use your phone to take a picture of yourself'; take a trip – 'go somewhere, usually for fun'

3–4 Students do the tasks.



Vocabulary practice

Further practice is available on the Digital Student's Book.

Grammar

Lesson objectives

- Use past continuous affirmative, negative and question forms.
- Use *when* and *while* to link sentences using the past simple and the past continuous.

Grammar video

Use the Grammar video to support presentation in class or set as homework for consolidation.

Warmer

Go to your smart panel.

Discuss these questions:

Do you have a smartphone?

If you do, think of all the things you use it for in a day!

If you don't, would you like one? Why/Why not?

What are some of the advantages of not having a smartphone?

*Some people today wear a **smartwatch**. What advantages and disadvantages can you think of for smartwatches?*

1 Students do the task.

- 1 It's his birthday next week and he has to give his dad ideas for presents.
- 2 Amy thinks you need to be careful with smartwatches.
- 3 Students' own answers

Past continuous

- 2 Students do the task.
- 3 Students do the task.
- 4 Before students do the task, remind them that they can say times in two ways:
the number and the letters, e.g. *6 am this morning* = 'six a m this morning',
the number and o'clock, e.g. *9 pm last night* = 'nine o'clock last night'.

Grammar

1 **COMMUNICATE** Read the dialogue and answer the questions.

- 1 Why is Dan thinking about getting a smartwatch?
- 2 What does Amy think about smartwatches?
- 3 What do you think about smartwatches?

Amy: Hi Dan. Sorry I'm late, the bus took ages.

Dan: Amy! There you are!

Amy: What **were** you **doing while** you **were waiting** for me? Were you playing games on your phone?

Dan: No, I wasn't. I **was looking** at these smartwatches. What do you think of this one?

Amy: It looks great. **Are** you **thinking** of getting one?

Dan: Maybe. **When we were having** dinner last night, my dad asked me for ideas for birthday presents. It's my birthday next week.

Amy: I know, I know! ... You need to be careful with smartwatches though. Andy had one but he lost it **when** he **was running** in the park. And Katy **was doing** a history exam last Friday **when** the teacher saw her smartwatch and told her to take it off. She **wasn't copying**, of course, but ...

Dan: Hmm, thinking about it, maybe a smartwatch isn't a good idea!



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Unit 1

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Grammar video Past continuous

Past continuous

2 Read the examples in the grammar box and complete the rules.

- Andy lost his smartwatch when he **was running** in the park.
- Katy **wasn't copying** in the history exam last Friday.
- **Were** you **playing** games on your phone?

- 1 To form the past continuous, we use subject + **was** or **were** + verb + **ing** in the affirmative, and subject + **wasn't** or **weren't** + verb + **ing** in the negative.
- 2 For questions, we use **was** or **were** + subject + verb + **ing**.
- 3 We use the past continuous to talk about one or more actions in progress in the **past**. Sometimes a specific time is mentioned.
- 4 Sometimes a second, shorter action interrupts the action in progress. Here, we use the **past simple** for the shorter action and the **past continuous** for the action in progress.

Grammar coach page 24

3 Choose the past continuous or the past simple form of the verbs.

- 1 I **did/was doing** the shopping when I **met** **was meeting** Tom.
- 2 This time last Friday, we **opened/were opening** my birthday presents.
- 3 My mum **bought/was buying** herself a new watch from an online shop last week.
- 4 Julie **tried/was trying** something on in the shop when I **called/was calling** her.
- 5 While we **walked/were walking** through the shopping centre, we **saw/were seeing** a great place to have lunch.
- 6 Sam **noticed/was noticing** a great offer on a new backpack while he **looked/was looking** at a website. So, he **decided/was deciding** to buy it.

4 **COMMUNICATE** Find out what your partner was doing at ...

- 1 6 am this morning
- 2 9 pm last night
- 3 10 am last Saturday
- 4 5 pm last Saturday
- 5 3 pm last Sunday
- 6 this time yesterday

Extra activity

Ask the class to nominate three students to stand at the front of the class. Ask the rest of the class to mime different actions. There is only one rule – they need to know how to say their action in English! After 20 seconds, say stop, and the three students at the front have to try and remember what everybody was doing. They can make sentences if they're sure, e.g. 'Lola, you were swimming!' or they can ask questions if they're not, e.g. 'Leandro, were you dancing?' If they can't remember what someone was doing, the student

should tell them, e.g. 'I was singing!' Play the game again with different students at the front of the class.

when and while

- 5 Read the examples in the grammar box and complete the rule.

- **When/While** we were having dinner last night, my dad asked me for ideas.
- We were having dinner last night **when** my dad asked me for ideas.

We don't usually use **while** before the action in the **past** simple.

Grammar coach page 24

- 6 Complete the sentences with the past simple or past continuous of the verbs below. In which sentences can we use **while** instead of **when**?

find ■ lose ■ see ■ shine ■ study ■ talk

- 1 **When** he was riding his bike, he lost his smartwatch.
 - 2 **When** I was walking to the supermarket, I saw an accident.
 - 3 We were talking to the shop assistant **when** somebody texted me.
 - 4 At 5.30 pm, **when** my parents were doing the shopping, I was studying for an exam.
 - 5 **When** the shops opened, the sun was shining.
 - 6 I was looking on the Internet **when** I found an idea for Alfie's present.
- 7 Complete the sentences with information about you. Use the past simple or past continuous.
- 1 When I was coming to school this morning, ...
 - 2 While I was doing my homework last night, ...
 - 3 ... when the teacher came into the classroom.
 - 4 ... while we were walking in the shopping centre.
 - 5 When I got home yesterday, ...



Grammar game



when and while

- 5 Students do the task.
6 Students do the task.

We can use **while** instead of **when** in sentences 1, 2 and 4.

- 7 Students do the task. Elicit some example sentences in class feedback.



Grammar game

A grammar revision game is available on the Digital Student's Book.

Listening

A podcast



Noah Johnson



The Recycled Orchestra of Cateura

- 1 Match expressions 1–4 to definitions a–d. Are these ideas popular in your country?

- | | | | |
|----------------|---|----------------|---|
| 1 zero waste | a | 3 upcycling | b |
| 2 slow fashion | d | 4 fast fashion | c |

- a wasting nothing or as little as possible
b changing unwanted products into new items
c producing and selling cheap clothes quickly
d buying fewer clothes, but better quality

- 2 09 Listen to part one of the podcast. Why did the presenter choose these people?

- 3 **COMMUNICATE** The things below are in part two of the podcast. Do you think they are connected with Noah Johnson or the Recycled Orchestra?

- | | |
|--------------------|----------------------------|
| A coffee bean bags | D leather-like |
| B tin cans | (not real leather) jackets |
| C a landfill | |

- 4 10 Listen to part two. Put the things in Exercise 3 in the order you first hear them. Check your ideas in Exercise 3.

EXAM HACK In gap fill tasks, try not to leave blank spaces or you won't get a mark. If you're not sure of the answer, look for clues in the text. What type of word might fit? What would make sense?

- 5 10 **EXAM** Listen to part two again. Complete each space with one or two words.

Noah Johnson

Noah watched (1) online videos to learn how to make clothes.

The materials Noah uses to make his trendy jackets include coffee bean bags, (2) old denim clothes, and blankets.

(3) Hundreds of people follow him on social media.

The Recycled Orchestra of Cateura

Music teacher Favio Chavez's aim was to make sure the teenagers in the town were (4) busy/not bored. He made instruments from old boxes, tin cans and (5) plastic cups.

Landfill Harmonic was a (6) documentary film which they made about the band.

- 6 **COMMUNICATE** Which idea inspires you more and why?

Unit 1 19

UDL tip: Connect previous knowledge to new learning

Go to your smart panel.

In pairs, think about recycling. Do you recycle? Why/Why not? What do you recycle? What can't you recycle where you live? Is there anything you can recycle, but don't? What? Why don't you recycle it?

A podcast

- 1 After checking answers, discuss which of the ideas are popular in the students' country/countries.
- 2 09 Students do the task.

The presenter chose these people because she admires them/they're creative and they care about our world.

- 3 If necessary, pre-teach or check the meaning of *cans*, *landfill* and *leather* before students do the task.
- 4 10 Students do the task.

- 1 A (Noah Johnson)
- 2 D (Noah Johnson)
- 3 C (Recycled Orchestra)
- 4 B (Recycled Orchestra)

- 5 10 Students do the task.
- 6 Students do the task.

Extra activity

Go to your smart panel.

Look at these words. Did you notice them in the podcast? Can you explain the meaning to a partner?

Podcast part 1: instruments, background, reuse, repair;
Podcast part 2 (Noah): coffee bean, blanket;
Podcast part 2 (Recycled Orchestra): inspiring, landfill, donate.

Listen to the recording again and pause after each word. Does the context help you understand the meaning better?

Listening

Lesson objectives

- Develop listening comprehension skills by listening to a podcast.
- Learn about and practise a gap fill exam task.

Speaking

Lesson objective

- Learn and practise useful expressions for returning items at a clothes shop.

Warmer

Go to your smart panel.

In pairs, describe your favourite clothes and why you like them, e.g.

My favourite clothes are my leggings! They aren't stylish or designer labels, but they're really comfortable!

Has anyone ever given you clothes you didn't like? Why didn't you like them? What did you do with them?

Returning items at a clothes shop

- Students do the task.

Language note

Go to your smart panel.

Be careful with the pronunciation of receipt (/rɪ'si:t/). Also, remember that a receipt is the piece of paper you get when you buy something in a shop. Don't confuse it with:

- a recipe: the written instructions you use when you're cooking
- a prescription: the piece of paper a doctor gives you telling you what medicine to take

- Students do the task.

- His friends bought him some jeans for his birthday, but they're the wrong size.
- The same jeans in the same colour (dark blue), but in medium.
- On the right, next to the stairs.
- He gets the same jeans in medium, but in light blue, not dark blue.

- After checking answers, point out that some useful expressions are presented more for students to recognise (in this case, the shop assistant), while



Returning items at a clothes shop

- COMMUNICATE** Read the questions and check that you understand the words in bold. Then ask and answer the questions.

- How often do you go shopping for clothes?
- Do you always **try on** clothes in the **changing room** to see if they **fit** before you buy them?
- If you buy clothes that aren't the right **size**, do you **return** them to the shop?
- Do you or your parents always keep the **receipt** in case you need to ask for a **refund**?

- 11** Listen to a conversation in a clothes shop and answer the questions.

- What is the boy's problem?
- Ideally, what solution does the boy want?
- Where are the changing rooms?
- What is the solution to the boy's problem in the end?

- Complete the Speaking bank with words from the dialogue in Exercise 2. Listen again if necessary.

SPEAKING BANK

Useful expressions in a shop

Shop assistant

- How (1) **can** I help you?
- I'm sorry (2) **about** that.
- Have you got the receipt?
- Would you like to (3) **return** it/them and get a refund, or try a different size?
- Sorry, we don't have it/them in (medium/dark blue), but we have it/them in (small/light green).

Customer

- This (T-shirt)/These (jeans) are the (4) **wrong** size.
- I'd like a refund/a different size. I need it in medium.
- Can I try it/them (5) **on**?
- Where are the changing rooms?
- I'll take it/them.

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others are expressions they need to memorise to use them themselves (in this case, the customer).

- Students do the tasks.

- Before students practise their dialogue, remind them there is no 'right' or 'wrong' answer and that they can be as creative as they like. Encourage students to swap roles.

UDL tip : Reflect on your learning

Go to your smart panel.

With your partner from Exercises 5 and 6, think about your role-play. Mark these sentences on a scale from 1 to 5

- Use expressions A–F to complete the dialogue between Helen and a sales assistant.

- A Could I have a refund please?
- B The changing rooms are just there, on the left.
- C Is it the wrong size?
- D But I don't like the colour.
- E How can I help you?
- F Do you have the receipt?

Shop assistant

Hi. (1) **E**

Helen

My brother bought me this hoodie for my birthday.

Shop assistant

I see. (2) **C**

Helen

No, it fits really well. (3) **D**
Do you have it in blue?

Shop assistant

No, sorry. We only have this one in light green or dark green.

Helen

Can I try the light green one on?

Shop assistant

Of course. (4) **B**

Helen

Sorry, I don't like the light green one either. (5) **A**

Shop assistant

No problem. (6) **F**

Helen

Yes, here it is.

- TASK** Work in pairs. Invent a dialogue like the ones in Exercises 2 and 4. Choose:

- an item of clothing and who bought it
- a problem with the item
- the ideal solution for the customer

- COMMUNICATE** Practise role-playing your dialogue with your partner.

(1 = completely true, 5 = completely false).

- We always spoke in English.
- We recognised the useful expressions the shop assistant used and were able to respond accurately to their questions and explain the problem clearly.
- We used expressions from the Speaking bank.



1 COMMUNICATE Answer the questions.

- Do you ever learn about money, or looking after money, at school or at home?
- Do you think learning about money is useful? Why/Why not?

2 Look at these two facts. Do they surprise you? Why/Why not?

82% of young people in the UK want to learn more about money and finance before they leave school or university.



47% of young people in the UK between 7 and 17 felt that they received enough help or information about looking after their money.



3 12 Listen to a podcast with an expert giving some advice about money. Complete this student's notes in your own notebook.

- First advice:
- An example of 'wants versus needs':
- The key question with wants and needs:
- An example of 'don't let them trick you':

LIFE HACK I'm in control here!

When you know how to look after your own money you start to become independent. When you're the one in control of your own spending or saving, you're the one responsible for the consequences!

4 LIFE COACH TASK Make a list of all the things you would like to buy over the next month and answer the questions.

- How much money do you need to buy all of it?
- Imagine that you don't buy these things, what could you do with the money instead?



Life coach podcast
Explore new ways to think about spending money

Managing money

1-2 When discussing the topic of money, encourage your students to be sensitive to the fact that each family's personal financial situation is unique.

3 12 Play the track a second time if necessary.

- Talk to your parents, an older brother or sister, a teacher or an expert like her. Don't be afraid to ask about managing money.
- A takeaway pizza. You don't need to eat a takeaway pizza, you just want it. You could eat something else that's not so expensive.
- Is it okay to spend the money, or do you really need to save it for something else?
- Gaming apps. You need to pay for extra features and it can be hard to know how much real money you're spending.

4 Encourage students to think about their list in terms of 'wants' and 'needs'. They could also consider prioritising items on their list – perhaps not everything is urgent.

UDL tip: Consider different viewpoints

Go to your smart panel.

Discuss the questions.

Are some people better at saving money rather than spending? Why?

What advice would you give someone who wants to spend less money?

Life coach

Lesson objectives

- Learn about and discuss how to manage money effectively.
- Think about making informed decisions and reflect on personal choices.

Warmer

Go to your smart panel.

Think about your school. Who is the football coach? Is there a basketball coach? Are there any other coaches you know, e.g. an acting coach, a careers coach?

Have ever heard of a life coach? What do you think a life coach does?

Suggested answer: A life coach helps people make decisions about their life. They often help people understand how to organise their time or money, or how to reach their personal or work goals.

Writing

Lesson objectives

- Learn and practise expressions for describing the order of events in a story.
- Learn about and practise expressions such as *a bit*, *quite* and *really* to make a story more interesting.
- Develop writing skills by writing a short story.

Warmer

Go to your smart panel.

Can you order these sentences to make a story?

- A** When I finished school that day, I went to the shops to look for some trainers.
- B** In the end, I walked out of the shop wearing the sunglasses not the trainers!
- C** Then I saw some really trendy sunglasses.
- D** It all began when one morning I found some money under my bed.

Answers: 1 D, 2 A, 3 C; 4 B

Ordering events in a story

- 1** Before students do the task, point out that finding another way to explain what they mean if they can't remember a word is an important skill when learning another language. For example, for keys, they can say 'the things you use to open the door of your house'.
- 2-3** Students do the tasks.

- 1** The hoodie was special because it had the theme of the writer's favourite TV show and they bought it with her first savings.
- 2** Students' own answers

Writing

Ordering events in a story

- 1** Look at the photos of things teenagers lose most often. What other things do teenagers sometimes lose? Do you ever lose things like these?



- 2** **COMMUNICATE** Read the beginning of a story. Answer the questions.

One of the worst days I can remember is the day when I lost my favourite hoodie.

- 1** What do you think was so special about the hoodie?
2 What do you think happened to it?

- 3** Read the story and check your answers in Exercise 2. Did the story end well? Why/Why not?

My Favourite hoodie

by Sam

One of the worst days I can remember is the day when I lost my favourite hoodie. It was really important to me because I found it in a second-hand shop and it has a *Wednesday* theme. It's my favourite TV show and it was the first thing I bought with my savings.

That day I was travelling into town on the bus to meet my best friend. It was quite a hot day, so I took my hoodie off and put it on the seat next to me. When I got to town, my friend was waiting there for me. I jumped off the bus and the first thing he said to me was, 'Where's your hoodie?' It was too late! The bus wasn't there anymore.

I felt terrible. I was wondering what to do when my friend suggested contacting the bus company. I called them, but they couldn't find my hoodie anywhere. After that, I let everyone on my social media know, but nobody could help.

A few months later, I walked into the same second-hand shop, and guess what? There was the same hoodie! Luckily, when I told the shop assistant my story, he let me have the hoodie. I couldn't believe my luck!



- 4** Read the story again and answer the questions.

- 1** Why was the hoodie important to Sam?
2 How did Sam lose the hoodie?
3 What did Sam do to try to find the hoodie?
4 Where did Sam find the hoodie?

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The story ended well because Sam found the hoodie again.

- 4** Students do the task.

- 1** The hoodie was special because it was the first thing Sam bought with her savings, and the theme was her favourite TV show.
2 Sam left it on the bus by accident.
3 She called the bus company and let everyone on her social media know.
4 Sam found the hoodie in the same second-hand shop she bought it in the first time.

Extra activity

Go to your smart panel.

If you finish faster than your classmates, look at the story again. Can you find two sentences that use when + past simple and past continuous?

Answers: When I got to town, my friend was waiting there for me.; I was wondering what to do when my friend suggested contacting the bus company.

- 5 Read the Writing bank. Which expressions did Sam use in her story?

WRITING BANK

Writing a story

Beginning a story

- It was the worst/best day of my life.
- That day/afternoon/evening I was ...-ing.
- It all began/began when ...

Describing the order of the events

- When/As soon as I ...
- After that/Then/Finally, ...

Ending a story

- A few days/months later, ...
- Unfortunately,/Fortunately, ...
- In the end ...

- 6 Read the Exam hack. Choose the options to make the sentences true for you.

EXAM HACK Before adjectives, we often use expressions such as *a bit, a little, pretty, quite, really, very* e.g. *It was quite/pretty/really important to me*. These expressions reinforce the meaning of the adjectives and can make your story sound more interesting.

- 1 I feel *a bit/really* worried if I can't find something.
- 2 My smartphone is *pretty/very* important to me.
- 3 I'm *quite/really* careful with things I care about.
- 4 I feel *pretty/very* happy when there are discounts in a shop.

- 7 **COMMUNICATE** Explain your choices in Exercise 6 to your partner.

- 8 **EXAM TASK** Follow the instructions.

Write a story about a time when you lost something. Begin with this sentence:
I still remember the day I lost something really important to me.

Would you like some help? >>> Yes? Go to:

Writing coach, Workbook page 12 >

Text Analysis Plan Draft Write

- 9 When you finish your story, use these tips to check it.

- 1 I started my story with the correct sentence. ☐
- 2 I used adjectives with expressions to make my story sound interesting. ☐
- 3 I used expressions from the Writing Bank. ☐

- 5 Students do the task.

That day I was (travelling).
When I (got to town) ...
After that, (I let everyone on my social media know,) ...
A few months later, (I walked into the same shop) ...

- 6 Students do the task.

Language note

Go to your smart panel.

Be careful with the expressions in the Exam hack: a bit/a little are usually used with negative adjectives, e.g. a bit confused, a

Design thinking coach

Empathy

In Design thinking project 1 you will practise empathy. Read the description. Then read each situation and choose which response you might have.

Empathy is when we are aware of how another person is feeling. When we show empathy, we can imagine what that person is thinking, and see things from their point of view.

- 1 You have a little brother and he's learning to ride a bike. He's upset because it's hard. Before you help, do you remember how you felt when you were his age? **Yes/No**
- 2 A classmate doesn't want to give a presentation in front of the class. Do you try to think why? **Yes/No**
- 3 A friend is in a bad mood. Do you try to understand what is making them feel that way? **Yes/No**

Now, think of one situation in your life when you can show empathy. Does it change your feelings about the situation? Tell a partner.

Time to reflect

- 1 Look at the unit question from page 12 again. Has your answer changed? Why?

How much stuff do we really need?

- 2 **COMMUNICATE** In groups, reflect on the whole unit. Answer the questions.

- 1 Did you enjoy learning about shopping? Why/Why not?
- 2 What can you remember best from the unit? Why?
- 3 What was your favourite lesson in the unit? Why?

Want more practice?

Kahoot!



Workbook Review Reflect Build, page 15 Unit 1 23

Design thinking coach

Lesson objective

- Introduce the concept of empathy and evaluate your ability to show empathy.

Students do the tasks.

UDL tip: Reflect on your learning

Go to your smart panel.

In pairs, choose one of the situations (1–3). Think about the person, and talk together about what they might see, feel and fear in that situation.

Extra activity

Go to your smart panel.

During the next week, note down three times when you notice someone else's feelings. Look for situations similar to the ones in the lesson. How do you think each person feels and why? What could you do to help them? Report back to the class in a later lesson.

Time to reflect

1–2 Students do the tasks.

UDL tip: Track your progress

Go to your smart panel.

Think more about your progress in the unit. Can you complete these statements? Work individually and then compare in small groups.

- In this unit, we learnt about ...
- I'm still a bit confused about ...
- I want to know more about ...

little tired. With positive adjectives, they can sound strange, e.g. a-bit happy.
pretty doesn't mean 'attractive' in this context! It's similar in meaning to quite and really, i.e. more than a bit, but not as much as very.

- 7 Students do the task.

- 8 If students need more support with the task, they can go to the Writing coach in the Workbook. This spread will help them with different aspects of the task.

- 9 Students do the task.

Grammar coach

Extra activity

Hold a class 'grammar auction' to revise the grammar from the unit. Students form teams of three or four. Each team starts with an imaginary £100. The objective is to buy 'good' sentences and not buy 'bad' sentences. The teacher acts as the auctioneer. Project the ten sentences, some are 'good' (i.e. the grammar is correct) and some are 'bad' (i.e. the grammar is incorrect). For each sentence, students discuss and decide if they want to buy it. Open the auction with £5 and raise the price depending on how many people want to buy the sentence. When students buy a sentence, they pay their 'money'. If the sentence is correct, they get that many points, e.g. if they buy a sentence for £20 and it's correct, they get 20 points. But if, it's wrong, they lose their money! The team with the most points at the end is the winner.

Sentences:

- 1 She used to wear a plain top and patterned leggings when she was younger.
- 2 Did you used to take that backpack to primary school?
- 3 He was trying on some baggy jeans when the shop assistant showed him a stylish hoodie.
- 4 They took some time to choose the perfect earrings.
- 5 It took us ages to find a second-hand belt that fit me.
- 6 While he was find a pair of sandals, she bought a new necklace.

Grammar coach

Past simple

Positive	subject + regular verb with <i>-ed</i> / irregular verb	He liked/went to the new shopping centre.
Negative	subject + <i>didn't</i> + infinitive	We didn't like/go to the new shopping centre.
Questions	<i>did</i> + subject + infinitive?	Did you like/go to the new shopping centre?
Short answers	Yes, subject + <i>did</i> No, subject + <i>didn't</i>	Yes, I did . No, I didn't .

We use the past simple to:

- describe completed actions or situations in the past.
We usually say when the action happened:
*I **bought** a new hoodie on Saturday.*
***Did** you **see** your friends last weekend?*
- describe something that was true for a period of time in the past.
*The Romans **didn't like** wearing trousers.*
- say that one completed action happened after another in the past.
*I **stopped** buying cheap clothes after I **saw** a programme about fast fashion.*

Many common verbs are irregular, e.g. *buy-bought, go-went, take-took*. For a complete list, see page 151.

used to

Positive	subject + <i>used to</i> + infinitive	I used to wear a tracksuit to school.
Negative	subject + <i>didn't use to</i> + infinitive	He didn't use to like going shopping.
Questions	<i>did</i> + subject + <i>use to</i> + infinitive?	Did they use to buy designer labels?
Short answers	Yes, subject + <i>did</i> No, subject + <i>didn't</i>	Yes, they did . No, they didn't .

We use *used to* to:

- describe past habits and repeated actions in the past that don't happen now:
*I **used to** play with toys every day when I was child.*
- describe something that was true in the past, but is different now.
*She **used to** like loud, patterned clothes. (Now she likes dark, plain clothes.)*

We can use the past simple instead of *used to*, but the past simple doesn't emphasise that the action happened many times or that something is no longer true.

*My parents **chose** my clothes for me.*
*My parents **used to** choose my clothes for me.*

Past continuous

Positive	subject + <i>was/were</i> + verb + <i>ing</i>	I was taking selfies.
Negative	subject + <i>wasn't/weren't</i> + verb + <i>ing</i>	You weren't buying a belt.
Questions	<i>was/were</i> + subject + verb + <i>ing</i> ?	Were they wearing gloves?
Short answers	Yes, subject + <i>was/were</i> No, subject + <i>wasn't/weren't</i>	Yes, they were . No, they weren't .

We use the past continuous to:

- talk about actions that were in progress, but not completed, in the past. We often mention a specific time.
*At 9 pm yesterday, I **was looking** at photos on my phone.*
- describe scenes in a story or description.
*The birds **were singing** and the leaves **were moving** in the wind.*
- talk about an activity in progress when another, shorter activity happened or interrupted it. We use the past simple for the shorter action.
*She **lost** her bracelet while she **was running** in the park.*

Some verbs, called state verbs, do not usually have a continuous form. These verbs describe our opinions, feelings, senses or possessions, e.g. *think, understand, love, hate, see, have*.

I ~~was liking~~ liked baggy clothes when I was ten years old.

when and while

We use *when* and *while* to connect two actions happening at the same time in the past. When *when* and *while* come at the beginning of the sentence, we use a comma:

***While/When** we were taking selfies, we saw Tom.*

We can't use *while* before the action in the past simple.

*We were taking selfies **when/while** we saw Tom.*

24 Unit 1

- 7 We used to went shopping for second-hand clothes at that market.
- 8 They were all wearing their uniforms when the photographer came to take the class photo.
- 9 Last week at school, we learnt how to recycle old clothes into shopping bags.
- 10 When we were being younger, my brother and I often used to share clothes.

Answers:

- 2 Did you **used use** to take ...
- 6 While he was **find** **finding** a ...
- 7 We **used to** **went** **go** shopping ...
- 10 When we were **being** younger, ...

1 Complete the sentences with the correct past simple forms of the verbs given.

- 1 **Did you buy** (you / buy) a denim jacket yesterday? No, I **didn't** (do).
- 2 When Jack **had** (have) his final exam in music school last year, he **wore** (wear) a suit and tie.
- 3 My sister **didn't take** (not take) a course in Spanish before she **went** (go) on an exchange to Spain.
- 4 **Did you get** (you / get) a refund when you **returned** (return) that backpack with the broken zip to the shop? No, I **didn't** (do).
- 5 We **studied** (study) all day yesterday and by the evening we **were** (be) bored with being at home.

2 Find and correct the mistakes in the sentences.

- 1 Did they used to wear a uniform in primary school?
- 2 Women don't use to wear shorts in public until after the 1940s.
- 3 I used wear patterned leggings when I was young.
- 4 This programme use to be very popular with schoolchildren.
- 5 Did it use to took you ages to get dressed in the morning?

3 Match the sentence halves.

- 1 I was trying on a hoodie **e**
 - 2 Mia was riding a bike in the park **a**
 - 3 Fede was shopping for new shoes **d**
 - 4 While Ben was looking in a charity shop, **c**
 - 5 Kim was listening to music **b**
- a when she saw a colourful bird in a tree.
b while she was doing her homework.
c he found a stylish, second-hand jacket.
d while his sister was looking for a bag.
e when the changing room lights turned off.

4 Complete the sentences with the correct past simple or past continuous form of the verbs given. Then for each sentence, write another one starting with the word **Fortunately** or **Unfortunately** and using the past tense.

- 1 I **was working** (work) on my project on the computer when there **was** (be) a power cut.
1 Fortunately, I didn't lose any work.
- 2 I **lost** (lose) my phone while I **was shopping** (shop).
- 3 When I **was walking** (walk) in the park, it **started** (start) raining.
- 4 We **were running** (run) to the platform when the train **left** (leave).
- 5 While we **were playing** (play) basketball, my friend **fell** (fall) over.

4 After checking answers to the gapped sentences, draw students' attention to the example for sentence 1, starting with **Fortunately**. Students then write possible sentences. In feedback, invite them to share some of these with the class.

Suggested answers:

- 2 **Fortunately, the shop assistant found it and had it when I went back.**
- 3 **Unfortunately, I didn't have an umbrella or a coat with me.**
- 4 **Fortunately, there was another train fifteen minutes later.**
- 5 **Unfortunately, she hit her head and hurt her arm pretty badly.**

Vocabulary coach

Clothes and accessories 13

backpack /'bækpæk/ ■ belt /belt/ ■ bracelet /'breɪslæt/
earrings /'ɪərɪŋz/ ■ gloves /glʌvz/ ■ hoodie /'hʊdi/
leggings /'legɪŋz/ ■ necklace /'neɪkləs/ ■ ring /rɪŋ/
sandals /'sændəlz/ ■ suit /su:t/ ■ tie /taɪ/
top /tɒp/ ■ tracksuit /'træksu:t/

Describing clothes and styles 14

baggy /'bægi/ ■ bold /bɔːld/ ■ casual /'kæʒuəl/
cotton /'kɒtən/ ■ denim /'denɪm/
designer labels /dɪzəɪnə 'leɪblz/ ■ loud /laʊd/
patterned /'pætənd/ ■ plain /pleɪn/
second-hand /'sekənd hænd/ ■ stylish /'staɪlɪʃ/
trendy /'trendi/

Adjectives with prepositions 15

aware of /ə'weər ɒv/ ■ bored with /'bɔːd wɪð/
brilliant at /'brɪljənt æt/ ■ famous for /'feɪməs fɔː(r)/
full of /'fʊl ɒv/ ■ good at /'gʊd æt/
happy with /'hæpi wɪð/ ■ popular with /'pɒpjələ(r) wɪð/
proud of /'praʊd ɒv/ ■ quick at /'kwɪk æt/
ready for /'redi fɔː(r)/ ■ well-known for /'wel 'nəʊn fɔː(r)/

Phrases with take 16

take a course (in) /teɪk ə kɔːs (ɪn)/
take ages /teɪk eɪdʒz/
take a look (at) /teɪk ə lʊk (æt)/
take a trip /teɪk ə trɪp/
take selfies /teɪk selfɪz/
take some time /teɪk sʌm taɪm/
take your time /teɪk jə(r) taɪm/

Workbook Cumulative review, page 14 Unit 1 25

UDL tip: Understand your preferences

Go to your smart panel.

Some people enjoy working in pairs or groups, but others prefer to work individually. In the Grammar coach section, decide how you want to work. Would you prefer to:

- work individually first and then check with a partner?
- work with a partner and then compare your answers with another pair?

Remember: if you work in a pair or group, make sure you talk quietly so students working individually can concentrate.

1 If necessary, remind students that there is a list of irregular verbs on page 151.

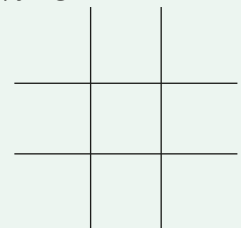
2-3 Students do the task.

- 1 **Did they used use to wear ...**
- 2 **Women don't didn't use to wear ...**
- 3 **I used to wear ...**
- 4 **This programme use used to be ...**
- 5 **... to get dressed on-a in the morning?**

Vocabulary coach

Extra activity

Play 'noughts and crosses' to revise vocabulary from the unit to see how much students remember. Students form pairs and copy a grid like this:



Students write one word or phrase from the unit in each square.

Students decide who is 'noughts' ('O') and who is 'crosses' ('X'). The first player picks a square and makes a sentence using the word or phrase. If the other player agrees the sentence is correct, they can mark it 'O' or 'X'. If it's not correct, the square is left blank.

The first player to make a line of noughts or crosses wins! Students can swap grids with another pair and play again with new sentences!