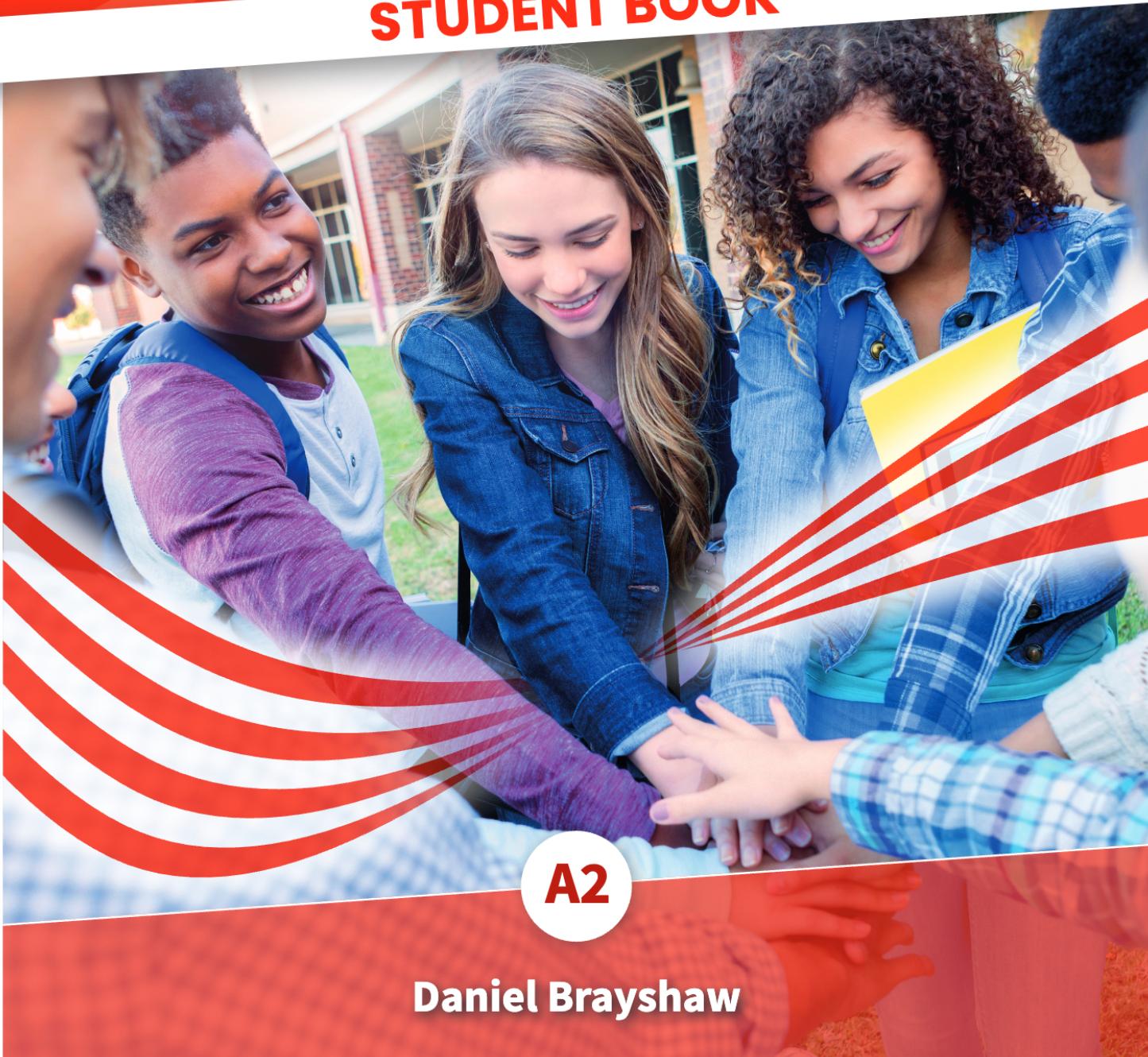


OXFORD

# HARMONIZE 2

## STUDENT BOOK



A2

Daniel Brayshaw





When you see this symbol go online and find out more

# HARMONIZE 2

## STUDENT BOOK



A2



Guide for Classroom Presentation Tool

Daniel Brayshaw

OXFORD  
UNIVERSITY PRESS

**Welcome**

p4

- Video How to do project work  
About the projects

- Sports • Free-time activities • In a town • Animals • Animal body parts • Food
- Question words • like + -ing / noun • Quantifiers • Present simple • Present continuous
- Present continuous: future arrangements • Possessive pronouns

**1****Then and now**

p8

- Video Opening a time capsule

**Vocabulary****Grammar****Reading**

- Verbs and their opposites
- Adjectives for feelings

- Past simple: regular and irregular verbs
- Past simple: (there) was / were

- Blog:** The birth of teenage culture  
**Skill UP!** Reading for gist

**PROJECT** Create a time capsule

→ Project Builder 1 p9

→ Project Builder 2 p11

→

**2****Art and design**

p20

- Video Today we're doing art

- Adjectives and synonyms
- Materials

- Past continuous
- Past continuous and past simple

- Article:** You know the picture, but did you know ... ?

- Skill UP!** Focus on the most important words when reading

**PROJECT** Create an art and design gallery

→ Project Builder 1 p21

→ Project Builder 2 p23

→

**3****Fresh air**

p32

- Video Designing a park

- Outdoor activities
- Outdoor events

- will / won't for predictions
- First conditional

- Leaflet:** Teens for greener cities (TGC)

- Skill UP!** Using your own knowledge to help you understand a text

**PROJECT** Design a park

→ Project Builder 1 p33

→ Project Builder 2 p35

→

**4****A helping hand**

p44

- Video A day for doing good

- Personality adjectives
- Phrasal verbs

- be going to for future plans and intentions
- be going to and will for predictions

- Article:** Four things you can donate to charity

- Skill UP!** Guessing the meaning of unknown words

**PROJECT** Record or film a radio interview

→ Project Builder 1 p45

→ Project Builder 2 p47

→

**5****Let's play**

p56

- Video Welcome to the games club!

- Senses
- Gaming verbs

- can / can't, could / couldn't
- Comparative and superlative adverbs

- Blog:** Memory

- Skill UP!** Using pronouns

**PROJECT** Make a set of games and challenges

→ Project Builder 1 p57

→ Project Builder 2 p59

→

**6****Move it!**

p68

- Video Good morning?

- Exercise and the body
- Personal hygiene

- Present perfect
- Present perfect with ever and never

- Article:** Dump the junk!

- Skill UP!** Using your own language to understand English

**PROJECT** Create a health and fitness infographic

→ Project Builder 1 p69

→ Project Builder 2 p71

→

**7****Skills for life**

p80

- Video How to learn with the internet

- Verbs and their noun forms
- Verbs

- should / shouldn't, must / mustn't
- have (got) to + infinitive without to

- Article:** You don't have to be an adult to be the best!

- Skill UP!** Scanning

**PROJECT** Create a how-to video

→ Project Builder 1 p81

→ Project Builder 2 p83

→

**8****What a year!**

p92

- Video Looking at our yearbooks

- Things to do during the summer holidays
- Jobs

- Reflexive and indefinite pronouns
- Question tags

- Online text chat:** And the award goes to ...

- Skill UP!** Recognizing informal style

**PROJECT** Create a group yearbook

→ Project Builder 1 p93

→ Project Builder 2 p95

→

Listening	Speaking	Writing	PROJECT
<b>Short oral histories: Creepy places!</b> Skill UP! Using pictures and labels to predict vocabulary	<b>▶ Video Making and responding to suggestions</b> Skill UP! Showing interest during conversations	<b>A personal message</b> Skill UP! Using linkers	Create a time capsule p18 <b>Project skills:</b> Deciding together <b>▶ Project coach:</b> Choosing ideas for your project
Project Builder 3 p13 → Project Builder 4 p15 → Project Builder 5 p17 →			
<b>Podcast: Looks good, works well</b> Skill UP! Listening for context	<b>▶ Video Describing a photo or scene</b> Skill UP! Explaining unknown words	<b>An illustrated story</b> Skill UP! Making your illustrated story fun to read	Create an art and design gallery p30 <b>Project skills:</b> Planning and creating your display together <b>▶ Project coach:</b> Creating a project planner
Project Builder 3 p25 → Project Builder 4 p27 → Project Builder 5 p29 →			
<b>▶ Video Outdoor events</b> Video focus: Round-up videos	<b>▶ Video Asking for and offering help</b> Skill UP! Showing that you are happy to help	<b>A speech</b> Skill UP! Writing a speech	Design a park for the whole community p42 <b>Project skills:</b> Giving a group speech or presentation <b>▶ Project coach:</b> Using body language in presentations
Project Builder 3 p37 → Project Builder 4 p39 → Project Builder 5 p41 →			
<b>▶ Video Feeling good about doing good</b> Video focus: Joining video calls	<b>▶ Video Asking for, giving and reacting to advice</b> Skill UP! Using phrases that give you time to think	<b>A formal email</b> Skill UP! Writing a formal email, letter or message	Record or film a radio interview about helping others p54 <b>Project skills:</b> Practising in groups <b>▶ Project coach:</b> Using your voice in recordings and videos
Project Builder 3 p49 → Project Builder 4 p51 → Project Builder 5 p53 →			
<b>Vox pop: Gaming</b> Skill UP! Listening for examples	<b>▶ Video Interacting during games and activities</b> Skill UP! Asking, explaining or checking something during a game	<b>An online advert</b> Skill UP! Writing an online advert	Make a set of games and challenges p66 <b>Project skills:</b> Writing instructions <b>▶ Project coach:</b> Giving feedback to other groups
Project Builder 3 p61 → Project Builder 4 p63 → Project Builder 5 p65 →			
<b>Radio programme: Personal hygiene</b> Skill UP! Listening for detail	<b>▶ Video Talking about health problems</b> Skill UP! Expressing sympathy	<b>A survey report</b> Skill UP! Writing a survey report	Create a health and fitness infographic p78 <b>Project skills:</b> Dealing with disagreements <b>▶ Project coach:</b> Using font and colour in infographics
Project Builder 3 p73 → Project Builder 4 p75 → Project Builder 5 p77 →			
<b>▶ Video Sharing skills</b> Video focus: Using on-screen text in videos	<b>▶ Video Giving spoken instructions</b> Skill UP! Using intonation when giving instructions	<b>Instructions and cue cards</b> Skill UP! Writing cue cards	Create a how-to video p90 <b>Project skills:</b> Teamwork and skills <b>▶ Project coach:</b> Editing videos
Project Builder 3 p85 → Project Builder 4 p87 → Project Builder 5 p89 →			
<b>▶ Video Dream jobs</b> Video focus: Asking the viewers questions in videos	<b>▶ Video Expressing and responding to thanks</b> Skill UP! Responding to thanks with <i>Thank YOU</i>	<b>A reflective essay</b> Skill UP! Writing a reflective essay	Create a group yearbook p102 <b>Project skills:</b> Thinking about design <b>▶ Project coach:</b> Creating a project design
Project Builder 3 p97 → Project Builder 4 p99 → Project Builder 5 p101 →			

# Welcome

## LESSON OBJECTIVES

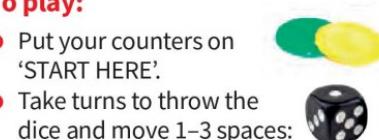
- Revise grammar and vocabulary

- Can you think of any examples of labyrinths in films, books, or public places?
- Read the instructions for *Labyrinth*. Then play the game in pairs or two teams.

### INSTRUCTIONS

#### To play:

- Put your counters on 'START HERE'.
- Take turns to throw the dice and move 1–3 spaces:
  - or = move 1 space
  - or = move 2 spaces
  - or = move 3 spaces



#### When you land on these spaces:

- Answer a **vocabulary question**. Move two more spaces for a correct answer.
- Answer a **grammar question**. Move two more spaces for a correct answer.
- Collect a key.
- Miss a turn.
- Move two more spaces (down only ▼).
- Collect a horse. Move one extra space for the rest of the game.

**Important:** Answer the questions in order and don't answer the same question as the other team. Keep moving in your turn until you stop, e.g. land on an empty space. You can answer more than one question in the same turn.

#### To win:

- Collect one A and one B key from around the board.
- When you have two keys, go to the treasure. Land on an orange space to win.



- Think about the game. Which questions are easy? Which are difficult? For more practice, go to page 104 and do the exercises.

**CHECK IT!** → MY GRAMMAR REFERENCE & PRACTICE p104

## VOCABULARY

Sports  
Free-time activities  
In a town

Animals  
Animal body parts  
Food

## GRAMMAR

Question words  
*like + -ing / noun*  
Quantifiers  
Present simple

Present continuous  
Present continuous:  
future arrangements  
Possessive pronouns

#### Complete the sentences with a word.

- My friends and I ..... athletics.
- What do you ..... photos of?
- You can borrow a book from the .....
- People ..... surfing on these beaches.
- The animal with the longest neck in the world is the .....
- You can catch a bus to the city centre from the bus ..... on London Road.
- We went on every rollercoaster at the ..... They were so exciting!
- Animals use their ..... to walk.

#### Choose the correct option.

- Which of these foods is different to the others?  
**bananas / oranges / salmon / grapes**
- Sharks / Monkeys / Ants** live in the sea.
- Birds use their **teeth / wings / tongues** to fly.
- We **do / play / listen** video games at the weekend.
- Can you make it sweeter with some **salt / eggs / sugar**?
- Which of these animals can't fly?  
**bees / eagles / spiders**
- Which of these is not made from milk?  
**yoghurt / cheese / pasta / ice cream**
- Lena **did / played / went** judo for the first time last week.

# Labyrinth



## Complete the sentences with a word.

- 1 ‘ \_\_\_\_\_ do you get to school every day?’ ‘By bus.’
- 2 \_\_\_\_\_ T-shirt do you like the best? The pink T-shirt or the yellow T-shirt?
- 3 Alicia is unhappy because she doesn’t like \_\_\_\_\_ shopping.
- 4 There isn’t \_\_\_\_\_ money left, but there is enough to buy some chocolate.
- 5 ‘ \_\_\_\_\_ is Lewis going home early?’ ‘Because he’s not feeling well.’
- 6 We haven’t got \_\_\_\_\_ chairs for everyone. There are ten people and only eight chairs.
- 7 My sister \_\_\_\_\_ to rock music every day.
- 8 Sorry, I can’t talk now. I’m \_\_\_\_\_ a film in the cinema.

## Choose the correct option.

- 9 Marcus and Lucia like **playing / play / plays** tennis together.
- 10 We’ve got milk, but we haven’t got **many / much** cheese.
- 11 My mum **works / working** in a large office.
- 12 I can’t meet my friends this weekend because I **study / ’m studying** for an exam.
- 13 ‘Is that Tom and Nina’s dog?’ ‘Yes, I think it’s **them / their / theirs**’
- 14 My little brother never **do / does / is doing** arts and crafts at home.
- 15 What time are we **leave / leaves / leaving** tomorrow?
- 16 ‘Is that Leo’s bike?’ ‘No, it isn’t. It’s **me / my / mine**’

# PROJECTS

## LESSON OBJECTIVES

- Find out about the course
- Learn how to do project work

## About the projects

**YOUR PROJECT** Record or film a radio interview about helping others  
Project Builders 1–5:

- Choose some good deeds to do.
- Choose a volunteering opportunity.
- Choose things to donate to charity.
- Prepare to talk about how doing good is good for you.
- Write a formal email to a radio station. Present your recording or video.

**1 Each unit has got a different project.**

**2 Each lesson in the unit has a mini project task called a Project Builder. Work in small groups to complete the tasks.**

### UNIT 4 PROJECT Record or film a radio interview

**Log it! 1** Here's our good deeds plan:

**TIP**  
don't choose good deeds that are too difficult to do!

NAME	GOOD DEEDS
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

I think the most helpful good deed is

My good deeds will help

### PROJECT BUILDER 1 Choose some good deeds to do.

Workbook Project Log p16

5 Your project is to record or film a radio interview about helping others. Another group will ask the questions and you will answer by talking about your good deeds and the benefits of doing good. Read question 1 below then complete exercises 6 and 7 to help you prepare your answer.

**Question 1:** What good deeds did you do recently and who did they help?

6 **Think about the good deeds from this lesson and discuss the questions.**

- Which are easy / more difficult to do?
- Which can you do quickly? Which need more time?
- Which can you do at home or at school?
- Who will the good deed help, e.g. a friend, a family member, or the community?

7 **Complete the table with two good deeds for each group member. Then try to do them this week.**

Name	Good deeds

**3 Write your ideas in your Project Log.**

**4 PROJECT Record or film a radio interview about helping others**

**SHARE AND REVIEW**

1 **Look back at your Project Builders 1–5 for this unit. Check they have:**

- your good deeds
- your plans for volunteering work
- the things they are going to donate to charity
- some names of things you'd like for you.

2 **Show and review the work from your Project Builders. Is there anything you want to change?**

**DECIDE**

3 **Read the interview questions in the boxes below and prepare your responses.**

- Make sure all the members of the group will speak.
- Use Project Builder 5 to help you with the introduction.
- Use Project Builders 4–6 to answer questions 1–4.

**Introduction**

"Welcome to the show. Recently we've written an email to the radio station. Please could you come in and tell us about the radio station, your email and why you're here today."

**Question 1**

"What good deeds did you do recently and who did they help?"

**Question 2**

"Where are you going to volunteer and why did you choose that place?"

**Question 3**

"What are you planning to donate to charity and how will that help?"

**Question 4**

"How is doing good good for you?"

**CREATE**

4 **Read the Project Log. Then practice your speech. Use the Key phrases to help you and respond to feedback while practicing.**

**PROJECT COACH** Practicing in pairs

- Listen carefully to the other members of your group or who they are speaking. Are they speaking clearly and clearly?
- Ask questions to encourage the other person to speak more clearly.
- Help others with their English, but remember that doesn't need to be perfect.
- PRACTICE WITH ALL MEMBERS OF THE GROUP

**PRESENT**

5 **Find another group to work with. Group A are the interviewers and Group B are the interviewees. Record or film the interview. Then present to the class.**

**Group A:**

- Find another group to work with.
- Ask Group B to introduce themselves and explain their project.
- Take turns asking the questions from exercise 3, as well as any other questions you like.
- Listen carefully and respond positively to what Group B says.

**Group B:**

- Find another group to work with.
- Read the statements and choose your responses.
- Group A can give essential feedback and respond to it.
- Group B can respond to Group A's interview.
- Group A can speak clearly and clearly in an interview.

**REFLECT**

6 **Think about your project work in this unit. Read the statements and choose your responses.**

- A group can give essential feedback and respond to it.
- Our group can respond to an interview.
- Our group can speak clearly and clearly in an interview.

7 **Complete these sentences for you.**

- I want to... for our radio interview because ...
- I want to... because ...

8 **Work book Project Log p16**

**4 Watch the Project coach video to help with your project.**



**5 Work with your group to finish and present your project.**



**1 Use About the projects and your books to answer the questions.**

1 Look at page 8 of Unit 1 in your Student Book. What is the project in this unit?

2 How many Project Builders are there in each unit? \_\_\_\_\_

3 Where is the Project Log? \_\_\_\_\_

4 How many Project Log pages are there for each project? \_\_\_\_\_

**2**  Do the quick quiz.

### QUICK QUIZ

Find the units with these Project Builders in your Student Book.



- You design and describe a piece of street art. [2](#)
- You create a wordsearch puzzle. \_\_\_\_\_
- You plan the events for a park's opening weekend. \_\_\_\_\_
- You write a formal email to a radio station. \_\_\_\_\_
- You prepare information for a yearbook section about future jobs. \_\_\_\_\_
- You make a list of possible topics for a how-to video. \_\_\_\_\_
- You choose items to include in a time capsule. \_\_\_\_\_
- You prepare a *Fitness* section for an infographic. \_\_\_\_\_



**3** Read the *Project skills*. What can happen if you don't follow this advice?

#### PROJECT SKILLS **Sharing work**

- Share the work. Don't let one or two people do everything.
- If it's a big task or you need help, work with another person.

**4**  Read the *Your Project* task. Imagine you are doing this project. Choose roles for each person in your group. Use the *Key phrases*.

#### KEY PHRASES

##### Planning

- We need to (design a poster).
- (Tom), why don't you (find photos online)?
- I can (write the presentation).
- Can you help me, (Sara)?

**5**  Review your decisions. Did you share the work equally?

### HOW TO DO PROJECT WORK

**6**  Watch the video about project work and answer the questions.

- 1 Look at the seven types of project at 0.20. Which of these types of project are in your Student Book?
- 2 Go to 4.31. Which of these tips for project work is the most difficult for you to do?
- 3 Can you think of other tips for project work?



## Your Project

**Project:** Design and present a poster

**Aim:** Get more school students to recycle

**Tasks:**

- Design the poster
- Find photos online for the poster
- Do research online about other schools' recycling projects
- Write the presentation
- Practise and give the presentation

This is our poster.

Snowboarding

# 1

# Then and now

## UNIT OBJECTIVES

### YOUR PROJECT Create a time capsule

#### Project Builders 1–5:

- 1 Write a note for the people who find your time capsule.
- 2 Choose items to include in your time capsule.
- 3 Complete a personal profile.
- 4 Write a description of an interesting place.
- 5 Write a personal message.

Present some of the items from your time capsule.

### VOCABULARY

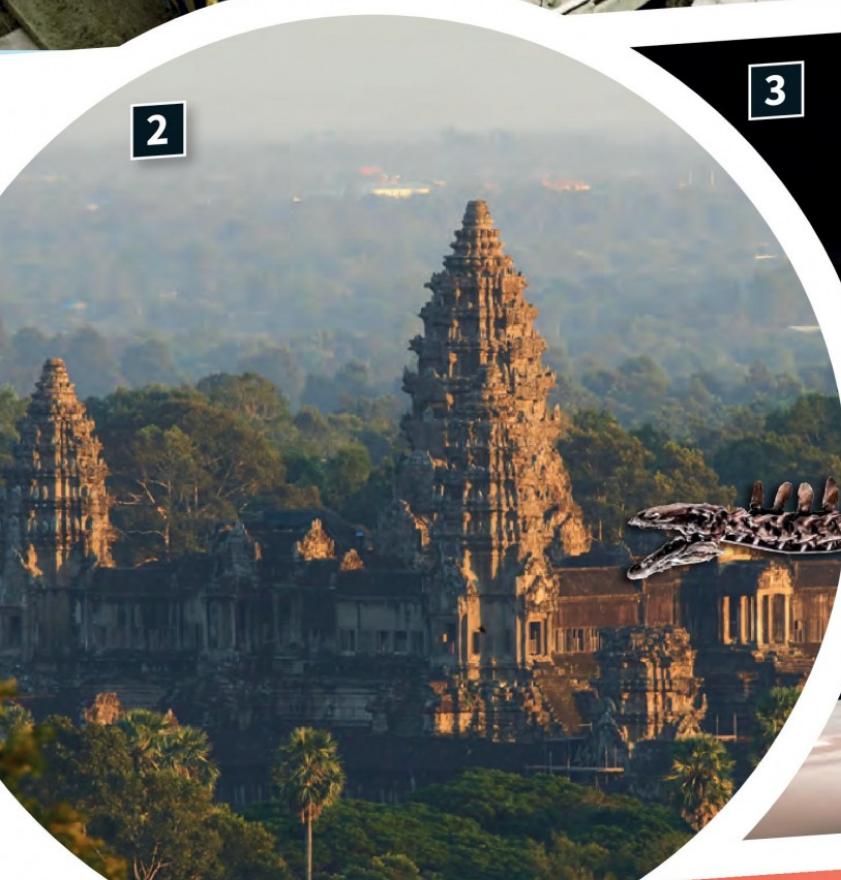
- Verbs and their opposites
- Adjectives for feelings

### GRAMMAR

- Past simple: regular and irregular verbs
- Past simple: (*there*) was / were; past time phrases



1



2



## LESSON OBJECTIVES

- Talk about ways to learn about the past
- Learn vocabulary related to time capsules

## WARM-UP

1 Look at photos 1–3. Match them with A–C.

A \_\_\_\_ the ruins of an ancient city      B \_\_\_\_ a dinosaur fossil      C \_\_\_\_ an Egyptian tomb

2 Discuss the questions.

- 1 What can people learn from the things in photos 1–3?
- 2 How can people learn about the past from TV, the internet, books, or other people?

3 Watch Curtis's vlog. What is a time capsule?

4 Watch again. Then answer the questions.

- 1 What is Curtis's main point about history?
- 2 What does Curtis say about dinosaur fossils?
- 3 How old is Angkor Wat, in Cambodia?
- 4 What did Howard Carter find?
- 5 Who made the time capsule and when?
- 6 Why did they make the time capsule?

5 Complete the instructions with the words in the box.

close container hide include inside items outside safe



## Make your own time capsule

1

Decide what to put in your time capsule.  
Collect <sup>1</sup> \_\_\_\_\_ and photos to help people understand what life is like in the present day.

2

Write a note for the people who find your time capsule.  
<sup>2</sup> \_\_\_\_\_ information about your group and your lives.

3

Create your time capsule.  
Find a <sup>3</sup> \_\_\_\_\_, put everything <sup>4</sup> \_\_\_\_\_ and <sup>5</sup> \_\_\_\_\_ it tightly.

4

<sup>6</sup> \_\_\_\_\_ your time capsule. Store it in a <sup>7</sup> \_\_\_\_\_ place, for example, in a cupboard. Write the date that you want people to open it on the <sup>8</sup> \_\_\_\_\_ of your time capsule.

6 MEDIATION A friend doesn't speak English. With your partner, explain how to make a time capsule in your own language.

## PROJECT BUILDER 1

Write a note for the people who find your time capsule.

Workbook Project Log p4

7 Decide what basic information about your group to put in a note for your time capsule.

We need to give our names and ages, of course.



8 Write your note.

To the people that find our time capsule, ...

# 1.2 90s TIME CAPSULE

## LESSON OBJECTIVES

- Learn what life was like for young people in the 1990s
- Talk about the past using regular and irregular verbs

## VOCABULARY

- What did Curtis and Amanda find inside the time capsule from 1999? Name the items in the pictures.  
They found some CDs ...
- Read labels A-F and answer the questions in bold from the students of 1999.
- Read the labels again and find the opposites of the verbs in the box. Which are in the past tense?

buy disagree disappear disconnect  
lend lose send spend

'Borrow' means to take something *from* another person, knowing you will give it back. 'Lend' means to give something *to* another person, knowing they will give it back.

- Complete the questions with the correct form of some of the verbs from exercise 3, including the opposites. Then ask and answer.

- Do you ever ..... books from a library?
- Where do you usually ..... clothes?
- Do you ever send or ..... letters or postcards? Who to or from?
- How many devices do you and your family own that ..... to the internet?
- Which bands and singers do you know that regularly ..... awards?
- What do teenagers usually ..... their money on?
- 'People today spend too much time looking at phones or computers.' Do you ..... or disagree?
- What popular fashion or technology from today do you think will ..... during the next ten years?

A

The internet became popular in the 1990s. Now we can connect computers to the World Wide Web and share information. **Do computers look the same in your time?**



B

Mobile phones are quite common now. You can receive messages and calls anywhere! **Do a lot of people have mobile phones in your time?**



C

U2, the Spice Girls, Blur, Oasis – these bands sold millions of CDs and won many awards in the 1990s. **Are these bands still popular?**



D

We watch films on VHS videotapes or DVDs. We borrow them from local rental shops. **Do you still use these?**



E

Most of us agreed that the Nintendo Game Boy is the coolest device of the 1990s. A few students didn't agree, and voted for the Sega Game Gear instead. Anyway, both are great video games machines. You can take them everywhere! **Do your games machines look like the Game Boy?**



F

Grunge music and fashion appeared in the USA in the mid-1980s, but it didn't appear in the UK until the early 90s. It was really popular and these big black boots are still in fashion! Some of us are trying to save money for a pair! **Are these boots still popular?**



## GRAMMAR

### Past simple: regular and irregular verbs

- 5 Complete the table about the past simple. Use the time capsule labels to help you.

	Affirmative	Negative
Regular verbs	I / He / She / It / We / You / They	agreed appeared saved
Irregular verbs	I / He / She / It / We / You / They	1 ..... 2 ..... didn't save 3 ..... spent 4 ..... didn't sell didn't spend didn't win
Questions and answers		
When did grunge appear?	It appeared in the 80s.	
Did you agree?	Yes, I did. / No, I didn't.	

**CHECK IT!** → MY GRAMMAR REFERENCE & PRACTICE p106

- 6 Complete the sentences with the past simple forms of the verbs in brackets.

- 1 Nintendo, the Japanese electronics company, created (create) the Game Boy™. They sold (sell) almost 120 million of them between 1989 and 2003.
- 2 Grunge fashion \_\_\_\_\_ (appear) at the same time as grunge music when bands like Nirvana and Pearl Jam became popular. It \_\_\_\_\_ (make) these boots fashionable again.
- 3 In the early 90s, CDs \_\_\_\_\_ (replace) cassettes as the most popular way to buy music.
- 4 Local rental shops \_\_\_\_\_ (be) everywhere. People \_\_\_\_\_ (not need to) travel very far to get a film to watch.
- 5 Mobile phones made calls and \_\_\_\_\_ (send) text messages, but they \_\_\_\_\_ (not connect) to the internet.
- 6 The first website \_\_\_\_\_ (go) online in late 1990. The first online shopping site \_\_\_\_\_ (open) in 1994. The first YouTube™ video \_\_\_\_\_ (not appear) until 2005 – it's called 'Me at the zoo'.

- 7 Match 1–6 in exercise 6 to labels A–F from the time capsule on page 10.

- 8 Write questions about the 1990s. Use the past simple.

- 1 How many / Game Boys / Nintendo sell?
- 2 What kind of music / Nirvana and Pearl Jam / play?
- 3 How / most people / listen to music in the 1990s?
- 4 Where / people / borrow films from in the 1990s?
- 5 Mobile phones / connect to the internet / in the 1990s?
- 6 When / the first website / go online?

- 9 Answer the questions from exercise 8 using the information from exercise 6.

- 10 In what ways were 1990s entertainment and communication different to the present day?

People didn't have smartphones or social media ...

- 11 Ask questions about your partner's life when they were 8–10 years old.

Did you have a pet when you were 8?

Yes, I did. I had a dog. And you?

- 1 have / pet?
- 2 What / sports / do?
- 3 What / films / like?
- 4 Where / spend / holidays?

## PROJECT BUILDER 2

Choose items to include in your time capsule.

→ Workbook Project Log p4



- 12 Choose five items for your time capsule that show what life is like in the present day. Write notes about each of them. Use the mind map to help you.  
Technology – Netflix™

- Netflix first appeared in the late 90s as an online DVD rental company – they lent DVDs to customers by post. But in 2007, the company started streaming films online.



- 13 Discuss ways to present the items in your time capsule.

I can search for an article about Netflix.

# 1.3 THE BIRTH OF TEENAGE CULTURE

## LESSON OBJECTIVES

- Learn about the beginning of teenage culture in the USA
- Read for overall meaning (gist) • Talk about the past using *was / were*

## Carla's Blog

**About**      **New posts**

Hi! My name's Carla. I come from California, in the USA, and I really love history. You probably know quite a lot about teens like me from American TV shows and movies. But what were American teenagers like in 1900?

Well, first of all, the word *teenager* didn't exist! There weren't any 'teenagers' like us in 1900. You were a child, then you got a job, and then you were an adult! In 1900, children could leave school at 14 to work, and most did. Eighteen per cent of all working Americans were under the age of 16.

Was work better than school? No, it wasn't. Life was very hard for working teens. Many of them worked in coal mines or cotton mills for long hours. The work wasn't well paid, and it was often dangerous. Unfortunately, for most families, there wasn't a choice. They needed the money to pay for basic things like food and clothes.

Luckily, in the 1920s and 30s, things got better. People had more money and there were new laws about education and work. More teenagers went to school, from an average of about 100 days per year in 1900 to 143 days in 1930, and they stayed in education longer. There was time for sports, music, and hanging out! For the first time, teenagers developed their own identity. This was the birth of teenage culture.

## READING

- 1 Look at photos A-C from the early 20th century. Which photo shows:

- \_\_\_\_\_ teenagers relaxing and having fun?
- \_\_\_\_\_ a teenager at work?
- \_\_\_\_\_ teenagers in education?

- 2 Read the *Skill UP!* Then read Carla's blog for the gist. How did life change for American teenagers between the 1900s and the 1930s? Try to answer without using a dictionary.



When you read a text for the first time, don't stop for words and phrases you don't know. Read the whole text quickly, and focus on the parts you understand. This will help you get the gist, or overall meaning of the text.

- 3 Give definitions, examples or synonyms for these words from the blog.

adult choice dangerous identity laws modern well paid

- 4 01 Read the article again and listen. Are the sentences true (T) or false (F)? Correct the false sentences.

- 1 Nobody used the word *teenager* in 1900. \_\_\_\_\_
- 2 In 1900, 16% of Americans with a job were under the age of 18. \_\_\_\_\_
- 3 Working teenagers weren't paid a lot of money in 1900. \_\_\_\_\_
- 4 Americans were generally richer in the 1920s and 30s than they were in 1900. \_\_\_\_\_
- 5 Teenagers spent less time at school per year in 1930 than they did in 1900. \_\_\_\_\_

- 5 THINK Why is it better for young teenagers to go to school and not work?

**LIFE SKILLS** It is important to be aware of your own development during your teenage years. How are you different to a child? How are you different to an adult?

## GRAMMAR

### Past simple: (there) was / were; past time phrases

- 6 Study the highlighted language in Carla's blog. Then complete the table.

	Affirmative	Negative
I / He / She / It	<b>was</b>	<sup>1</sup> .....
We / You / They	<sup>2</sup> ..... <b>weren't</b>	
There	<b>was / were</b>	<b>wasn't</b> / <sup>3</sup> .....
Questions	Short answers	
Was I / he / she / it ... ?	Yes, I / he / she / it <b>was</b> .	No, I / he / she / it <sup>4</sup> .....
Were you / we / they ... ?	Yes, you / we / they <b>were</b> .	No, you / we / they <b>weren't</b> .

**CHECK IT!** → MY GRAMMAR REFERENCE & PRACTICE p106

- 7 Underline more examples of the past simple form of *be* in Carla's blog.

- 8 Complete the sentences with the correct form of the verb *be*. Make them true for you.

- 1 My great grandparents ..... alive in 1900.
- 2 There ..... time to hang out with my friends before school this morning.
- 3 My parents ..... born in the same country.
- 4 I ..... awake at midnight last night.
- 5 The last film I saw ..... very good.
- 6 My friends ..... happy last time I saw them.

- 9 Complete the questions with the correct form of the verb *be*. Then ask and answer with a partner.

- 1 ..... you tired when you woke up this morning?
- 2 ..... yesterday a good day? Why / Why not?
- 3 What ..... your favourite food when you were a young child?
- 4 Where ..... you born?
- 5 What ..... the best class at school yesterday?
- 6 ..... there any students in the classroom when you arrived for your English class today?

We use past time phrases with the past simple to say exactly when things happened.

- 10 Look at the past time phrases in the box. How many can you find in exercises 8 and 9 above?

in 1900 – exercise 8

an hour ago on Friday evening  
at midnight last night over the summer holidays  
in 1900 this morning in the 1920s and 30s  
two weeks ago last week yesterday

- 11 Put the past time phrases from exercise 10 in order. Start with the most recent.



**CHECK IT!** → MY GRAMMAR REFERENCE & PRACTICE p106

- 12 Complete the task. Then change roles.

**Student A** Ask three questions using three different past time phrases. Then guess Student B's false answer.

**Student B** Listen to Student A's questions. Give two true answers and one false answer.

**Question 1:** Where were you on Friday evening?

I was at home.

**Question 2:** Where were you over the summer holidays?

I was in Jamaica.

OK, question 3: Where were you an hour ago?

I was in a maths class.

I think your answer to question 2 was false.

You're right! Now ask me.

## PROJECT BUILDER 3

Complete a personal profile.

→ Workbook Project Log p5



- 13 Complete the profile about you.

Favourite thing to do over the summer holidays: go to the beach

### About me

- 1 Favourite thing to do over the summer holidays:
- 2 Favourite thing to do with friends:
- 3 Favourite sport or outdoor activity:
- 4 Favourite piece of technology:
- 5 Favourite game, book or film:
- 6 Favourite school subjects:

- 14 Add one more 'favourite' to your personal profile.

- 15 Imagine it is 2060. Interview each other about the details on your profiles.



What was your favourite thing to do over the summer holidays when you were a teenager?

It was to go to the beach.

# 1.4 CREEPY PLACES!

## LESSON OBJECTIVES

- Describe feelings with adjectives
- Listen to teenagers talking about creepy historical places
- Use photos and labels to predict vocabulary

## VOCABULARY

1 Read Lucia and Hugo's online messages. What do you learn about the ship in the photo?

2 **MEDIATION** A friend doesn't understand the word 'creepy'. Write a definition of 'a creepy place' in your own language.

3 Match the emojis in the online messages to six of the adjectives in the box.

annoyed	bored	embarrassed
excited	relaxed	scared
surprised	tired	unhappy
worried		

4 02 Listen to Lucia and Hugo. What are they feeling? Match 1–4 to four of the adjectives from exercise 3.

5 Work in groups of three or four. Which emojis do you use most often? Which are your favourites?

6 In your group, take turns miming and guessing the feelings in exercise 3. Who guessed the most correctly?

Lucia Hi Hugo. How's your holiday going? It rained all day here. There's nothing to do. I'm so <sup>1</sup> 😕.

Hugo Hi Lucia. Fuerteventura is great. Today we tried kitesurfing and saw a shipwreck!

Lucia Woah! Awesome.

Hugo I was so <sup>2</sup> 😊 about the kitesurfing, but also a bit <sup>3</sup> 😕. It was great, but really difficult.

Lucia Cool! What about the shipwreck?



Hugo It was so creepy! The ship is more than 80 years old. You can read about it online – it has a very interesting history. In 1994, there was an accident and now it's stuck. Poor Miguel got really <sup>4</sup> 😴 and then felt a bit <sup>5</sup> 😕. We just got back to the campsite. I'm so <sup>6</sup> 😴zz.

Lucia Poor Miguel! Enjoy the rest of your holiday.

## LISTENING

- 7 In exercise 8, you will hear three teenagers talking about the places in photos A-C. First, read the *Skill UP!* and try to predict the vocabulary you will hear. Write a list.



Before you listen, prepare by looking at pictures and labels. Use them to predict the vocabulary you will hear.

shopping mall, fish, ...



- 8 **03** Listen for the vocabulary from your list in exercise 7. Tick the items you hear.

- 9 **03** Listen again and complete the sentences.

- 1 \_\_\_\_\_ destroyed the roof of the shopping mall.
- 2 Noi says people are \_\_\_\_\_ when they see photos of the fish in the mall.
- 3 Britain built the Maunsell Sea Forts in \_\_\_\_\_.
- 4 Tom says the forts were creepy, but he wasn't \_\_\_\_\_.
- 5 Julieta's mum is a \_\_\_\_\_ in Antarctica.
- 6 In Scott's hut there are still \_\_\_\_\_, tinned food and equipment.

- 10 **Discuss the questions.**

- 1 Which place in this lesson do you think is the creepiest? Which would you most like to see?
- 2 Where is the creepiest place you know? Is it somewhere real, or is it from a story, film or TV series?
- 3 Choose three feelings from the box in exercise 3. Say when you last felt this way, where you were and what happened.

- 11 **MEDIATION** Look online and take a virtual tour of Scott's hut. Find three interesting things inside and outside the hut. Tell the class in English.

## PROJECT BUILDER 4

Write a description of an interesting place that you know.



→ Workbook Project Log p5

- 12 **3** Think of places you know in your town or city that will be interesting to people in the future. They can be:

- creepy places, e.g. an old building
- new places, e.g. a new shopping centre
- your school

- 13 Choose one place each to write about for your time capsule. Describe the place:

- Where is it?
- What does it look like?
- Can you give any interesting details about the place, e.g. its history?
- How does the place make you feel, e.g. relaxed, excited, scared?

Near our school, there is a street called West Road. Number 78 is a creepy old house. It looks like a house from a horror film! Once I walked past it at night and I thought I saw a person in the window. I was very scared because I know that nobody lives there. Is the house still there?

- 14 At home, find photos of your interesting place.

# 1.5 TODAY'S HEROES

## LESSON OBJECTIVES

- Talk about your heroes
- Make and respond to suggestions
- Learn how to show interest during conversations

## SPEAKING

### 1 Discuss the questions.

- 1 Who are your heroes and why?
- 2 What would you like to say to them?
- 3 How do heroes change the world?

### 2 Read the factfiles below.

## Young heroes

### Amandla Stenberg



Actor

### Fionn Ferreira



**About:** Fionn won the 2019 Google Science Fair.

**Born:** 2000, Cork, Ireland

**What makes them a hero:** Fionn found a way to remove<sup>2</sup> pollution from water. He's an<sup>3</sup> hero.

Scientist and engineer

### Simone Biles



**About:** Simone became the greatest female gymnast ever.

**Born:** 1997, Ohio, USA

**What makes them a hero:** Simone won 25 World Gymnastics Championships<sup>4</sup>. She's a<sup>5</sup> hero.

### 5 Video Complete the Key phrases. Then watch again and check.

#### KEY PHRASES

##### Making and responding to suggestions

###### Making suggestions

We<sup>1</sup> ..... (choose) ...      <sup>3</sup> ..... don't we (choose) ... ?  
How<sup>2</sup> ..... (choosing) ... ?      Maybe (Amandla Stenberg).  
Let's (think of ...) instead.

###### Agreeing with suggestions

That sounds good.      That's a great<sup>4</sup> !

###### Disagreeing with suggestions

I'm not so<sup>5</sup> on that idea.  
I'm not<sup>6</sup> about (that).  
I'd rather not (write about) ...

### 6 Video Look at the photo. How do you think Lucy and Amy feel? Can you guess why? Watch the second part of the video and check.



### 7 04 Read the Skill UP! Then listen and number the phrases for expressing surprise in order from 1–3.



Show interest during conversations by listening carefully, asking the other person questions, responding to their answers and expressing surprise.

Seriously? \_\_\_\_\_ No way! \_\_\_\_\_  
That's incredible! \_\_\_\_\_

### 8 Discuss and choose a hero for each category in the box. Use the Key phrases during your discussion.

celebrity heroes    sporting heroes    teenage heroes

### 3 Complete the factfiles with the words in the box.

environmental    human rights  
sporting    plastic    medals

### 4 Video Watch the first part of the video. Answer the questions.

- 1 What is Lucy and Amy's homework?
- 2 Who do they choose to write about from exercise 2?

# 1.6 A FUN DAY OUT

## LESSON OBJECTIVES

- Write a personal message
- Use linkers

## WRITING

1  Think about your answers to the questions. Then tell a partner.

- 1 When was the last time you had a fun day out?
- 2 Where did you go?
- 3 Who did you go with?
- 4 What did you do?
- 5 How did you feel?

2 Read the message that Raya put in her group's time capsule. What did she do on her fun day out?

To the people of the future,

Hi! How are you? I hope you're well. Congratulations on finding our time capsule! I'm writing to tell you about a fun day out in our time.

My last birthday is a good example. First, my friends and I went to the Metro shopping centre. Next, we ate pizza at Ginelli's restaurant. Is pizza still popular in your time?

After that, we went to a virtual reality centre. Do you know what that is? We put on special headsets and played a virtual reality game together. I was really excited, and also a bit nervous. At the end of the day,

my friends gave me a cool new phone case for my birthday.

Is a fun day out for teenagers very different in the future?

Best wishes,

Raya



3 Read Raya's message again and put the events in order from 1–4.

- Describe a recent fun day out.
- Explain why you are writing.
- Say hi and ask about the person / people you are writing to.
- Finish your message with a question for the reader and your name.

4 Read the *Skill UP!* Then complete it with linkers from Raya's message.



### Using linkers

Use linkers to describe what happened in the right order.

Beginning: *First of all* / \_\_\_\_\_

Middle: *Next / Later /* \_\_\_\_\_

End: *Finally /* \_\_\_\_\_

5 Use linkers and the prompts below to write a short description of a fun day out.

### LAST SATURDAY

- ♦ Meet my friends at the beach.
- ♦ Go swimming in the sea.
- ♦ Have some ice cream.
- ♦ Go to a burger restaurant.
- ♦ Be very tired.



Last Saturday, I had a fun day out. First of all, I met my friends at the beach, ...

### PROJECT BUILDER 5

Write a personal message.

→ Workbook **Project Log** p6



6 Write a personal message about a fun day out to put in your group's time capsule.

#### A Plan

- Remember or invent a fun day out and make notes using the questions in exercise 1.
- Use the steps in exercise 3 to plan your message.
- Think of one or two questions to ask the people of the future.

#### B Write

- Use linkers to describe the order of events.
- Write two paragraphs about the fun day out.
- Mention how you felt.

#### C Read and check

- Check your message includes all the necessary information.
- Check your spelling.

# 1 PROJECT

## Create a time capsule

### SHARE AND REVIEW

- 1 Look back at your Project Builders 1–5 for this unit. In which Project Builder did you:

- A describe an interesting place that you know? 4
- B choose items to go in your time capsule? \_\_\_\_\_
- C write a message about a fun day out? \_\_\_\_\_
- D complete a personal profile? \_\_\_\_\_
- E write a note for the people who find your time capsule? \_\_\_\_\_

- 2 Share and review the work from your Project Builders. Is there anything you want to change?



Use your  
Project Log  
 p4–6



### DECIDE

#### PROJECT SKILLS Deciding together

- Work as a group when making decisions about your project.
- Make sure everyone in the group speaks during discussions.
- Listen to everyone's ideas and opinions.
- Give honest feedback to others, but show respect.
- Try to agree on a decision that everyone is happy with. If you can't, vote as a group.



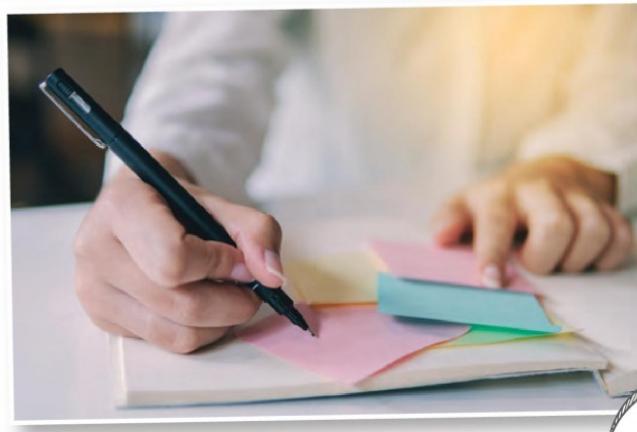
- 3 05 Read the *Project skills*, then listen to Mia, Claire and Ryan talking about their time capsule. Choose the correct option.

- 1 They decide to write the information about their time capsule items and photos:
  - A on labels.
  - B on the back of the photos.
  - C on a contents page.
- 2 They decide to make their time capsule from:
  - A a metal container.
  - B a shoe box.
  - C an envelope.

- 4 Work together and decide on:

- 1 how to include the information about the items in your time capsule.
- 2 what container to use for your time capsule.
- 3 where you will hide your time capsule.

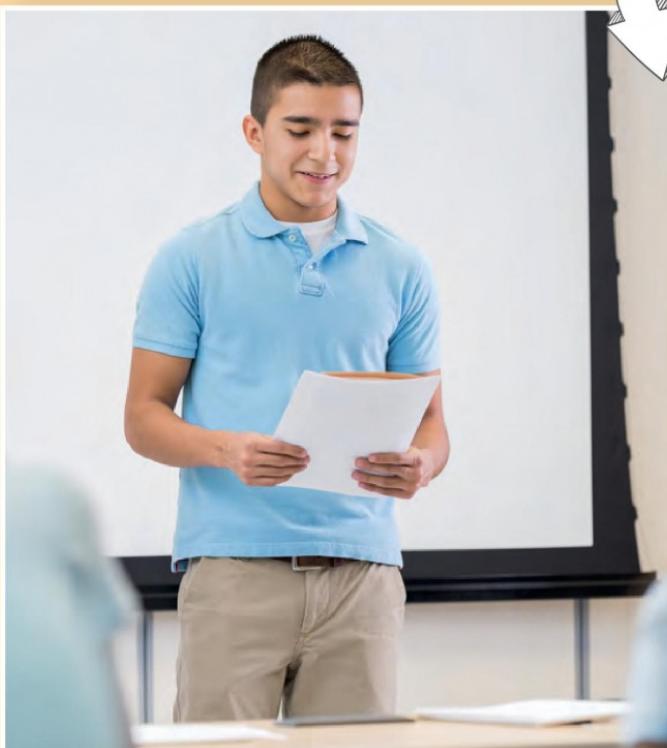




## CREATE

### 5 Create your time capsule.

- Choose one of your notes from Project Builder 1 and put it in the time capsule.
- Write information about your items using your work from Project Builder 2. Put the items and the information in the time capsule.
- Put all the group's work from Project Builders 3, 4 and 5 in the time capsule.
- Remember to write the year when you want people to open the time capsule on the outside of the container, e.g. *Open in the year 2040*.



## PRESENT

### 6 Present some of the items in your time capsule to the class. Give reasons for your choices. Use the Key phrases to help you.

#### KEY PHRASES

##### Giving reasons

- We put this in our time capsule because ...
- We chose this because ...
- This shows that ... is / are important in the present day.

### 7 Walk around the class and look at other groups' time capsules. What are your favourite things?



## REFLECT

### 8 Think about your project work in this unit. Read the statements and choose your reaction.

#### COLLABORATION

- 1 Our group can make good decisions together.



#### CREATIVITY

- 2 Our group can make an interesting time capsule.



#### COMMUNICATION

- 3 Our group can listen to each other's ideas carefully and with respect.



### 9 Complete these sentences for you.

1 I am pleased with our time capsule because \_\_\_\_\_

2 I want to improve \_\_\_\_\_

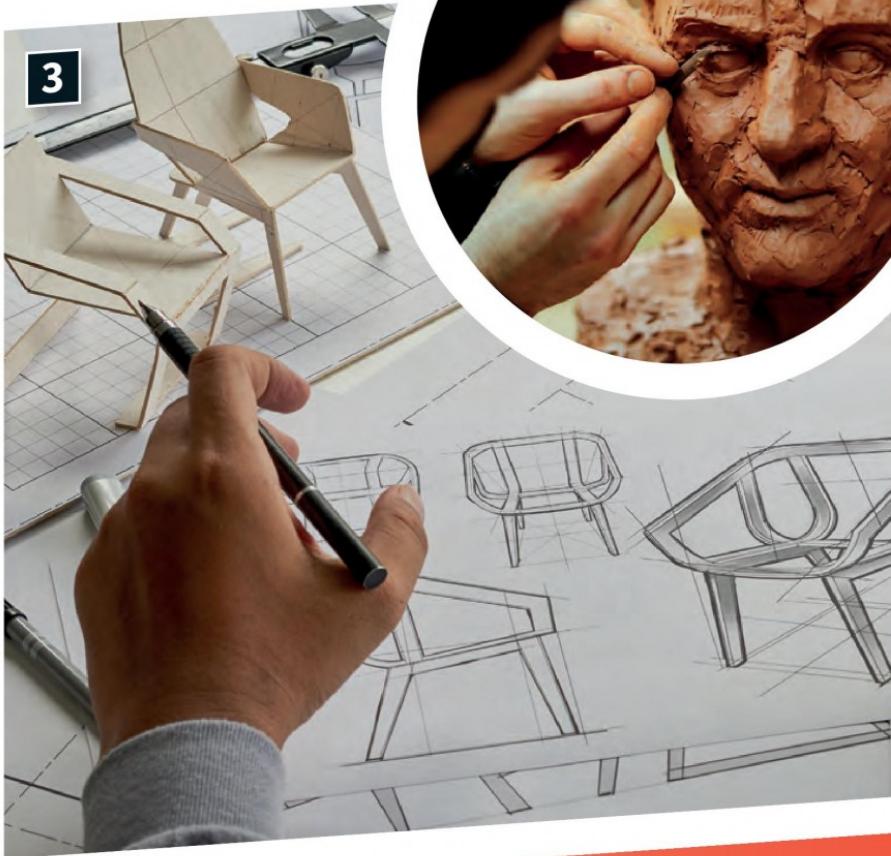
**Workbook Project Log** p7

# 2 Art and design

## UNIT OBJECTIVES



1



3



2



4

## LESSON OBJECTIVES

- Learn art vocabulary • Talk about art

## WARM-UP

1 Look at photos 1–4. What types of art can you see? \_\_\_\_\_

2 Complete the table. Then discuss your favourite types of art.

Art	dance	design	3 _____	music	5 _____	6 _____	sculpture	street art
Artist	1 _____	2 _____	illustrator	4 _____	painter	photographer	7 _____	street 8 _____

3 Which three types of artist do you admire the most? Why?

I admire dancers. They use their bodies to make art.  
They are very strong and their movements are beautiful.

4 Watch Curtis and Amanda's vlog. Why do they go to an art gallery?

5 Are the sentences true (T) or false (F)? Watch again and check.

- 1 Amanda has 15 minutes to paint Curtis's portrait. \_\_\_\_\_
- 2 Curtis thinks Amanda's paintings look like him. \_\_\_\_\_
- 3 Curtis and Amanda enjoyed their visit to the art gallery. \_\_\_\_\_
- 4 Curtis doesn't think Amanda is a good sculptor. \_\_\_\_\_
- 5 There was a street art exhibit at the art gallery. \_\_\_\_\_
- 6 Curtis paints a perfect portrait of Amanda. \_\_\_\_\_

6 Discuss the questions.

- 1 Do you enjoy making art? Which types?
- 2 Can you think of an example of a piece of art or a famous artist that you like?



## PROJECT BUILDER 1 Plan your art and design gallery.

Workbook Project Log p8

7 Design and draw a plan of your gallery. Include the following rooms and features.

### Exhibition rooms

Street art	Design
.....	.....
Paintings	Illustrations
.....	.....

### Features

	Entrance
	Gift shop
	Cloakroom
	Café
	Toilets



8 Which direction will visitors take through your gallery?  
Add arrows (→) to your plan.

9 Think of a name for your gallery.

## 2.2 STREET ART

### LESSON OBJECTIVES

- Learn about different types of street art
- Learn adjectives and their synonyms
- Use the past continuous to talk about actions in progress in the past

1 Look at photos A–E on the web page. Which is your favourite? Why?

2 Match descriptions 1–5 to the examples of street art A–E. Use the comments on the web page to help you.

- 1 \_\_\_\_\_ It's very large.
- 2 \_\_\_\_\_ It took a whole day to make.
- 3 \_\_\_\_\_ It's good for selfies.
- 4 \_\_\_\_\_ It makes people laugh.
- 5 \_\_\_\_\_ It's made with stones.

### VOCABULARY

3 Match the adjectives in the box to the highlighted synonyms in the web page.

attractive	<b>bright</b>	brilliant
enormous	terrible	unusual

bright – colourful

4 Are there any differences in meaning between the synonyms? Discuss.

My pink trainers are bright but they're not colourful. They're just one colour.

You're right. Rainbows are colourful because they have lots of different colours. They're bright *and* colourful.



Look online and find one more example of each type of street art from the web page. Which adjectives from this lesson describe your examples?

5 **MEDIATION** Imagine you are talking to an older adult who doesn't speak English. Tell them about three types of street art in your own language.



Our Spectacular Streets

Street artists

Your favourites



Your photos



## The streets are our gallery

BluJude102:

A local artist did this incredible 3D drawing. She was working on it all day.

**OSS:** Brilliant photo! 3D street art like this takes a long time and a lot of patience. Were you watching for a long time?

**BlueJude102:** No, we weren't. My mum and I watched her for about ten minutes in the morning, but then we saw her again in the evening and she was still working!

B



Q-becca22:

This unusual urban mural is in Lyon, where I live. Look carefully! The whole thing is a huge painting.

**OSS:** It's enormous! This mural really makes the buildings look more attractive.

C



PrinceT\_HK:

I saw this in Australia. People were really enjoying it. They were taking selfies. What's this colourful kind of street art called?

**OSS:** So pretty! It's called urban knitting or yarn bombing. The bright colours look great in photos!

E



worldgirl#9:

My friend and I were jogging on the beach the other day. We saw these strange balance sculptures. We tried to make one, but it was terrible! I wasn't concentrating and I knocked it over!

**OSS:** Don't worry. It's very difficult. We tried to make one and ours was awful, too!

D



Bassface99:

I saw this funny public sculpture in Brussels, in Belgium. People were smiling and laughing and taking photos.

**OSS:** That's brilliant! This sculpture is called the *Vaartkapoen*. We love art that makes people happy 😊.

## GRAMMAR

### Past continuous

- 6 Find examples of past continuous forms in the web page comments on page 22.

**She was working on it all day.**

- 7 Complete the table using language from the web page.

Affirmative	Verb + -ing
I / He / She / It was	
We / You / They <sup>1</sup> _____	working on it all day. <sup>3</sup> _____ selfies. enjoying it. concentrating.
Negative	
I / He / She / It <sup>2</sup> _____	
We / You / They weren't	
Questions	Short answers
Was I / he / she / it <sup>4</sup> _____ on it all day?	Yes, I / he / she / it was. No, I / he / she / it wasn't.
<sup>5</sup> _____ we / you / they watching for a long time?	Yes, we / you / they were. No, we / you / they <sup>6</sup> _____.

We use the **past continuous** for<sup>7</sup> actions in progress / finished actions in the past.

**CHECK IT!** → MY GRAMMAR REFERENCE & PRACTICE p108

- 8 Complete each sentence with a verb from the box in the correct form.

paint shine sit take watch work

- An artist was \_\_\_\_\_ a mural in the town centre yesterday.
- Lots of people were \_\_\_\_\_ her paint.
- Some people were \_\_\_\_\_ photos of her.
- She was \_\_\_\_\_ for a long time.
- We were \_\_\_\_\_ there for about 30 minutes.
- It was relaxing. The sky was clear and the sun was \_\_\_\_\_.

- 9 Write sentences using the past continuous.

- Yesterday afternoon / I / be / swim / the sea.
- What / be / you / watch / at 9 p.m. last night?
- I / be not / listen / and I missed the instructions.
- She / be not / tell / the truth.
- A Be / you / talk / to me? B No / I / be not.
- A Be / they / wait / for you? B Yes / they / be.

- 10 Complete the comments with the past continuous form of the verbs in brackets.

### Reverse graffiti

**Millie08:**

I<sup>1</sup> \_\_\_\_\_ (feel) bored on Saturday so I went for a walk. Two people<sup>2</sup> \_\_\_\_\_ (clean) a wall at the end of our street ... well that's what I thought. Then I saw this – they<sup>3</sup> \_\_\_\_\_ (draw) a picture!

**OSS:** Nice photo!<sup>4</sup> \_\_\_\_\_ (you look for) street art? Because, you found it! You were right. The people<sup>5</sup> \_\_\_\_\_ (not clean) the wall. They<sup>6</sup> \_\_\_\_\_ (do) street art. This is called reverse graffiti!

- 11 **Ask and answer about things you were doing yesterday at the times in the box. Were you ever both doing the same thing at the same time?**

7 a.m. 12 p.m. 6.30 p.m. 10.30 p.m. 12 a.m.

**What were you doing at 10.30 p.m. yesterday?**

**I was watching TV. What were you doing?**

**I wasn't watching TV, I was playing a video game. What were you doing at ... ?**

## PROJECT BUILDER 2

Design and describe your own piece of street art.

→ Workbook Project Log p8

- 12 **Agree on which types of street art to include in your gallery. Each choose a different type.**



- 13 **Imagine you are street artists. Draw your own design to put in your gallery.**

- 14 **Write a short paragraph to go in your gallery with your design. Use adjectives from this lesson.**

**The artist was working on a project at school. She was thinking about the important things in her life. She made this unusual and attractive piece of balance sculpture. It's made from a backpack, a skateboard, photos, a games console and a phone. It's called 'My balance'.**

## 2.3 YOU KNOW THE PICTURE, BUT DID YOU KNOW ... ?

### LESSON OBJECTIVES

- Learn about famous works of art
- Focus on the most important words when reading
- Use the past continuous and past simple to talk about the past

### READING

- What do you know about the two paintings in the text?
- Read the *Skill UP!* Then study the words in the boxes. Are they nouns (N), verbs (V) or adjectives (ADJ)? Some can be more than one type.



When you read a text in English, focus on nouns, main verbs and adjectives. These words tell you the most important information.

#### How *Mona Lisa* became so famous

caught coat crime famous hid museum  
Paris police reported returned stole

#### How Edvard Munch got the idea for *The Scream*

blood red frightened heard ill painted  
scary scream sky sunset tired walk

- 06 Use the words in exercise 2 to predict what the article might say about *Mona Lisa* and *The Scream*. Then read and listen. Check your predictions.

- Complete the summaries with words from exercise 2.

#### How *Mona Lisa* became so famous

1 Vincenzo Peruggia <sup>1</sup> \_\_\_\_\_ *Mona Lisa* from a  
2 \_\_\_\_\_ . He <sup>3</sup> \_\_\_\_\_ the painting under  
his <sup>4</sup> \_\_\_\_\_ and walked out. Newspapers  
<sup>5</sup> \_\_\_\_\_ the crime around the world.

Two years later, <sup>6</sup> \_\_\_\_\_ caught Peruggia.  
They <sup>7</sup> \_\_\_\_\_ *Mona Lisa* to Paris.

#### How Edvard Munch got the idea for *The Scream*

2 At sunset, Edvard Munch was taking a <sup>8</sup> \_\_\_\_\_  
with friends. The <sup>9</sup> \_\_\_\_\_ was <sup>10</sup> \_\_\_\_\_.  
Munch was tired and <sup>11</sup> \_\_\_\_\_ at the time. He  
suddenly felt very <sup>12</sup> \_\_\_\_\_. He imagined he  
<sup>13</sup> \_\_\_\_\_ a loud scream. Later, he <sup>14</sup> \_\_\_\_\_  
his experience.

- 06 **MEDIATION** Imagine you are talking to an English-speaking friend about the article. Choose one of the paintings and say what you learned about it.



Look online and find funny recreations of *Mona Lisa* and *The Scream*. Which is the funniest?

You know the paintings and the painters. Now read the interesting stories about some of the world's greatest works of art.

We all know *Mona Lisa*'s mysterious smile, but not many people know how she became world famous.

In 1911, a man called Vincenzo Peruggia stole Leonardo da Vinci's painting from the Louvre Museum, in Paris. Peruggia was working at the museum when he stole *Mona Lisa*. His plan was simple, but it worked perfectly. He entered the museum early one morning, and waited until nobody was watching. Then he removed the frame from *Mona Lisa*, hid the painting under his coat, and walked out. Newspapers reported the crime and suddenly the whole world was talking about *Mona Lisa*. Two years later, police caught Peruggia and the famous painting was returned to the Louvre.



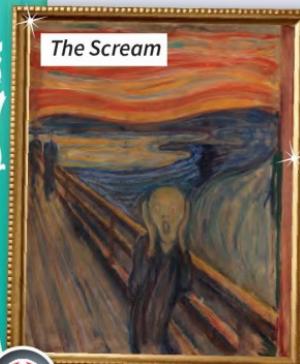
#### Did you know?

*Mona Lisa* receives so many love letters, she has her own mail box at the Louvre Museum, in Paris!

Edvard Munch painted *The Scream*. He explained in his diary how he got the idea for it. One evening, as the sun was setting, Munch was walking with two friends. During the walk, the sky became blood red and the Norwegian artist suddenly felt very frightened. He was tired and ill at the time, and he imagined he heard a

loud and scary scream. Later, he painted his experience.

*The Scream* became one of the most famous and expensive paintings in the history of art.



*The Scream*

Munch painted four versions of *The Scream*. Three are in museums and, in 2012, the fourth sold for \$119.9 million!

#### Did you know?

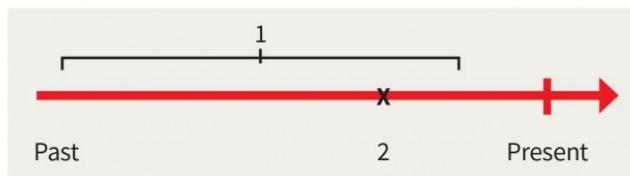
## GRAMMAR

### Past continuous and past simple

- 6 Read the underlined sentence in the article. Then match sentences A and B with points 1 and 2 on the timeline.

A Peruggia stole *Mona Lisa*.

B Peruggia was working at the museum.



- 7 Complete the table.

Past continuous		Past simple	
I / He / She / It <b>was</b>	<b>working</b> at the museum	when I / he / she / it / we / you / they <b>stole</b> <i>Mona Lisa</i> .	
We / You / They <sup>1</sup>			
Questions			
2 ..... he	<b>working</b> at the museum	when he	<b>stole</b> <i>Mona Lisa</i> ?
3 ..... you		when you	
Past simple		Past continuous	
I / He / She / It / We / You / They	<b>stole</b> <i>Mona Lisa</i>	while I / he / she / it <b>was working</b>	at the museum.
		while we / you / they <b>were working</b>	
Questions			
4 ..... he	<b>steal</b> <i>Mona Lisa</i>	while he <b>was working</b>	at the museum?
Did you		while you <b>were working</b>	

We often use <sup>5</sup> **when** / **while** before the past simple and <sup>6</sup> **when** / **while** before the past continuous.

#### CHECK IT! MY GRAMMAR REFERENCE & PRACTICE p108

- 8 Complete the sentences with the correct past simple or past continuous form of the verbs in brackets. Use the verbs in the correct order.

- My parents ..... while they ..... .  
(meet / study)
- My friend ..... me while I ..... my homework (do / call).
- When I ..... at school, my friends ..... for me. (arrive / wait)
- It ..... when I ..... to bed last night. (go / rain)

- 9 Write questions for the sentences in exercise 8. Change pronouns when necessary.

Were you sleeping when your alarm went off?

- 10 Ask and answer your questions from exercise 9.

- 11 Read the sentence, then complete the rule.

As the sun was setting, Munch was walking with two friends.

We use *as* to connect two actions in the <sup>1</sup> **past simple** / **past continuous**, to show that the actions were in progress at <sup>2</sup> the same time / different times.

- 12 Take turns making sentences using *as* and the words in the box. Do your partner's sentences make sense?

brush teeth do homework have a shower  
have breakfast listen to music sing watch TV

As I was having a shower this morning,  
I was doing my homework.

That doesn't make sense! You can't  
do homework in the shower!

## PROJECT BUILDER 3

Create a group portrait.

#### Workbook Project Log p9



- 13 Read the rules of the challenge.

- Your challenge is to take a group photo, then make it look like a portrait painting.
- The image must show an emotion, e.g. fear or happiness.
- Each person in the image must be in a different position, e.g. sitting, standing, jumping.
- You must all have a digital copy of the photo to work with at home.

- 14 Share your ideas, choose an emotion, then take the photo.

- 15 Write a short description of your group portrait to put in your gallery.

We were trying to show the emotion 'excitement' when we created our group portrait. When we took the photo, Liam was sitting on a chair with his hands in the air, Rosa was jumping, and Anthony was standing close to the camera with an excited face. We are very happy with our portrait!

- 16 Use apps, filters or websites to add effects to your photo and make it look like a painting. Try searching online for 'turn a photo into a painting for free'. Share a copy of the finished image with everyone in your group.

## 2.4 LOOKS GOOD, WORKS WELL

### LESSON OBJECTIVES

- Learn materials vocabulary
- Listen for context
- Learn about design

### VOCABULARY

- 1 What are items A–I made of? Match them with the materials in the box.

cardboard cotton glass leather metal  
paper plastic wood wool

- 2 Say what each object A–I is made of.

The phone case is made of wood.

- 3 Which are your favourite three things from the photos?

I like the paper unicorn, the wood phone case and ...

- 4 Work as a group. Search the classroom and look for one item made of each material. You have two minutes. Then tell the class what you found. Which group found the most materials?

We found a pencil made of wood, a scarf made of wool, a ...



D unicorn

E boots



F sunglasses



G water bottle



H hat



I T-shirt



A phone case



B chair



C perfume bottle

## LISTENING

- 5 07 Read the Skill UP! Then listen to the first part of a podcast and answer the three questions.

At the beginning of a podcast there is usually important information about context. Listen and ask yourself three questions:  
*Who are the speakers?*  
*Where are they?*  
*What are they talking about?*  
The answers will help you understand the rest of the podcast.

- 6 What do you think Marlena and Zara might talk about in the interview?



- 7 08 Listen to the next part of the podcast. Which two items A-I from exercise 1 does Zara mention?

- 8 08 Listen again. Which two pieces of advice does Zara give to young people interested in design?

## PROJECT BUILDER 4 Plan a design exhibit.

### Workbook Project Log p9

- 12 What types of products are you interested in? Choose one type from the box or think of your own idea.

backpacks / bags cars clothing computers  
electronic gadgets jewellery posters  
shoes / trainers sports equipment

- 13 Tell your group about the type of product you chose and your favourite brand or model.

- What do you like about it? • What else do you know about it?  
• What is it made of?

I love cars and I think Porsches are really well designed. They are great quality, nice to look at and very, very fast! They are made of many different materials like metal, glass and plastic. Unfortunately, they aren't very eco-friendly.

- 9 09 Complete the sentences with words from the podcast. Then listen and check.

- 1 As I was travelling to school, I was ..... .
- 2 Well-designed things look good, ..... well, ..... nice, and are eco-friendly.
- 3 Light, strong, cheap and surprisingly ..... .
- 4 There are websites where you can design your own products, like clothes and ..... , for example.

**LIFE SKILLS** Be a good listener. Make eye contact and nod your head. Use noises like 'mm' and 'uh-huh', and words and phrases like 'right', 'OK' and 'really?' to show you are listening. Why is it important to be a good listener?

- 10 **THINK** Discuss the questions with a partner. Use the Key phrases to help you.

- 1 What do you own that is well designed? What do you like about it/them?
- 2 What do you own that is badly designed? What's wrong with it/them?

### KEY PHRASES

#### Talking about design

- |   |                                 |
|---|---------------------------------|
| ... is nice / not nice to look at.      | ... is easy / difficult to use. |
| ... works well / doesn't work properly. | ... is good / poor quality.     |
| ... feels / doesn't feel nice.          | ... is / isn't eco-friendly.    |

- 11 **MEDIATION** Look online and find a website in English where you can design your own trainers. Tell the class three things about how to design your own trainers in your own language.

- 14 Plan your design exhibit for your gallery.

- What will your exhibit be called?

**Porsche: Speed and Beauty**

- What information about your brand or model do you want to include in your exhibit? Write three to five questions.

- When did Porsche start?
- Who started it?
- What was Porsche's first car called?
- What materials did they use in their first car?

- What pictures do you need to find?

An old Porsche, a new Porsche, a picture of Ferdinand Porsche (the man who started the company) ...

- 15 Find the information and pictures you need.



# 2.5 TELL ME WHAT YOU SEE

## LESSON OBJECTIVES

- Describe a scene
- Explain unknown words

## SPEAKING

1 Look at photos A and B of street performers and discuss the questions.

- Who are the people and where are they?
- What are they doing in the photo?



2 Watch the first part of the video. Answer the questions.

- Why does Marcel call his friend, Caleb?
- How does Marcel help Caleb?
- Which photo, A or B, is similar to Marcel's video call?

3 Watch again. Tick the *Key phrases* the characters use.

### KEY PHRASES

#### Describing a photo or scene

##### Saying what you can see

I can see ...

There is / are ...

This is (a photo) of ...

This (photo) shows ...

##### Saying where things are

In the (foreground / middle / background), there's ...

It's (in front of / behind / near / on top of / under) ...

On the (left / right), there's ...

The person on the (left / right) is ...

Next to (that), there's ...

##### Saying what is happening

He is / They are -ing ...

4 Look at the photo. Can you guess who Marcel saw on his phone? Watch the second part of the video and check.



5 **MEDIATION** Imagine you are talking to an English-speaking friend on your phone. You see the scenes in photos A and B above. With your partner, describe them to your friend using the *Key phrases*.

6 Read the *Skill UP!* Then complete Marcel's description with the words in the box.

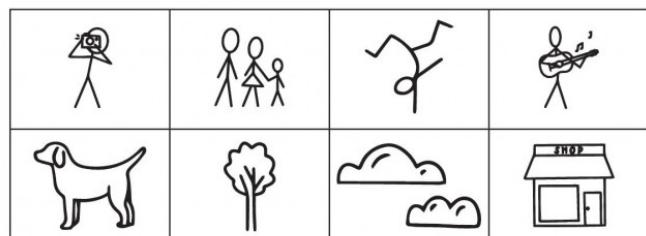


When you don't know what something is called in English, try to explain it in your own words. Is it like something else? Can you say what it's made of? Can you describe where and how people use it?

clean have like made

In the middle, on the ground, there's a big square of that material ... what's it called? It's<sup>1</sup> \_\_\_\_\_ carpet, but<sup>2</sup> \_\_\_\_\_ of plastic. People<sup>3</sup> \_\_\_\_\_ it on their kitchen or bathroom floor because it's easy to<sup>4</sup> \_\_\_\_\_.

7 Draw a picture using five of the images below. Put the items in different places on the page, including in the foreground and background. Don't show anyone.



8 Complete the task. Then change roles. Use the *Key phrases* to help you.

**Student A** Describe your picture to Student B. Don't show your picture to Student B until they finish their drawing.

**Student B** Listen to Student A and draw their picture.

# 2.6 WORDS AND PICTURES

## LESSON OBJECTIVES

- Write and illustrate a story
- Make your illustrated story fun to read

## WRITING

- 1 Look at sections 1–4 of the illustrated story. How does Alex help his grandparents to make a lot of money?



- 2 Now match captions A–D with sections 1–4.

- A \_\_\_\_\_ I was so excited, I ran down the stairs, and tried to explain to my parents. Dad called Grandad, Grandad took the painting to a gallery, and two weeks later my grandparents were rich!
- B \_\_\_\_\_ We climbed the stairs up into the cold, dark roof of the house. Grandad switched on the light. The room was full of strange old things. There were creepy statues, enormous fossils, unusual musical instruments and some colourful paintings. One painting was incredible. Grandad couldn't remember where he got it.
- C \_\_\_\_\_ My name is Alex. Last winter, my sister and I were staying at my grandparents' house. The weather was awful and we were bored, until Grandad had an idea.
- D \_\_\_\_\_ A few weeks later, I was watching a vlog online when suddenly, I saw the incredible painting from Grandad's secret room.

- 3 Read the story again. In which caption does the writer:

- 1 C say where and when the story is happening?
- 2 \_\_\_\_\_ introduce the main character(s)?
- 3 \_\_\_\_\_ describe an interesting place?
- 4 \_\_\_\_\_ introduce an interesting piece of art?
- 5 \_\_\_\_\_ include a dramatic surprise or 'twist'?
- 6 \_\_\_\_\_ finish the story with a happy ending?

- 4 Read the *Skill UP!* Then find examples for points 1–5 in the pictures and captions from exercises 1 and 2.



### Making your illustrated story fun to read

- 1 Use adjectives to describe places and things, e.g. *huge, colourful*.
- 2 Use adjectives to describe how characters feel, e.g. *scared, happy*.
- 3 Use speech bubbles to show what the characters say, e.g. **Woah! Cool!**
- 4 Use the word *suddenly* to introduce a dramatic event.
- 5 Use exclamation marks (!) after dramatic events or words.

## PROJECT BUILDER 5

Create an illustrated story.

→ Workbook **Project Log** p10



- 5 Write and illustrate a short story. Include an artist or a piece of art in your story. Work in groups for Part A only.

### A Plan

- Choose one of these themes or think of your own.
  - 1 A teenager becomes a world-famous street artist.
  - 2 A group of teenagers help police catch an art thief.
  - 3 A teenager finds a famous missing piece of art.
- Choose one or two main characters.
- Choose an interesting setting for your story.
- Choose a piece of art or an artist to feature in your story.
- Plan four main sections to your story.

### B Write and illustrate

- Follow the tips from the *Skill UP!* and write your story.
- Illustrate your story with four pictures.

### C Read and check

- Is your story fun to read?
- Check your use of the past continuous.
- Check your spelling and grammar.

## 2 PROJECT

### Create an art and design gallery

#### SHARE AND REVIEW

1 Look back at your Project Builders 1–5 for this unit. In which Project Builder did you:

- A write and illustrate a story with an art theme? 5
- B design and describe a piece of street art? \_\_\_\_\_
- C prepare information and pictures for a design exhibit? \_\_\_\_\_
- D design your gallery? \_\_\_\_\_
- E create and describe a group portrait? \_\_\_\_\_

2 Share and review the work from your Project Builders. Is there anything you want to change?

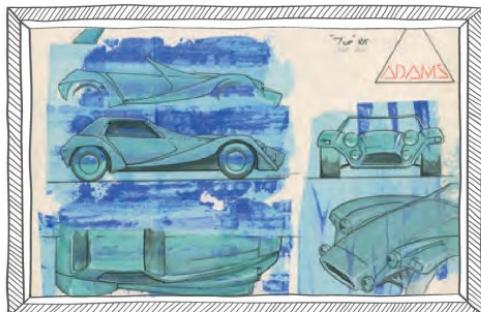


Use your  
Project Log  
 p8–10



#### DECIDE

3 10 Listen to Mia, Ryan, Claire and Sanjay describing different ways to display their project work. Match pictures A–D with students 1–4.



4 Decide on the best way to display your project work.

#### PROJECT SKILLS Planning and creating your display together

- Plan your time based on how much of it you have to create your display.
- Think about the equipment you need and find it.
- Share the work of creating the display equally between the group members, e.g. work on one exhibition room each.
- If you finish your work early, help the others in your group.

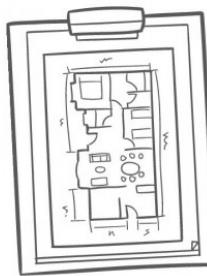




## CREATE

### 5 Create your art and design gallery display.

- Follow the advice in the *Project skills*.
- Gather all the group's work from Project Builders 1–5.
- Create your display. Use your gallery plan from Project Builder 1 to help you organize your project work.

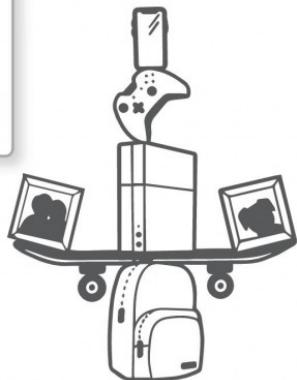


## PRESENT

### 6 Prepare a guided tour for one or more of your gallery's exhibition rooms. Then present it as a group.

Welcome to a guided tour of our art gallery. On your left is the street art room. The first piece of street art is a balance sculpture called 'My balance' by a street artist called Abby. Abby was working on a project at school. She was thinking about the important things in her life when she made this unusual and attractive sculpture.

- 7 Walk around the class and look at all the gallery displays. Choose three favourite things from the other groups' projects.



## REFLECT

### 8 Think about your project work in this unit. Read the statements and choose your reaction.

#### COLLABORATION

- 1 Members of our group can help each other with project tasks.



#### CREATIVITY

- 2 Our group can display project work in different ways.



#### COMMUNICATION

- 3 Our group can present clearly.



### 9 Complete these sentences for you.

1 I am pleased with our art and design gallery because \_\_\_\_\_

2 I want to improve \_\_\_\_\_

⇒ **Workbook Project Log** p11

# 3

# Fresh air



## UNIT OBJECTIVES



### YOUR PROJECT Design a park for the whole community

#### Project Builders 1–5:

- 1 Create a simple plan for your park.
- 2 Choose outdoor activities for different members of the community.
- 3 Decide which green projects to include.
- 4 Create a programme of events for your park's opening weekend.
- 5 Write a speech to give at the opening of your park.

Give your speech and display your park design.

#### VOCABULARY

- Outdoor activities
- Outdoor events

#### GRAMMAR

- *will / won't* for predictions
- First conditional

## LESSON OBJECTIVES

- Learn park features • Talk about how different groups of people use parks

## WARM-UP

1  Look at the picture of a park. Answer the questions.

- 1 What can you see in the park?
- 2 What are the people doing?

2 Match the park features in the box with 1–11 in the picture.

bench bridge café duck pond lake open-air theatre  
outdoor gym path picnic area playground skatepark

3  Think of a park that you both know and discuss the questions.

- 1 Which features from exercise 2 does the park have?
- 2 What do these different groups of people do at the park?
  - families with young children
  - teenagers
  - adults
  - older adults (aged 65+)

Teenagers spend time with friends in the park. They also skateboard and ...

4  Watch Curtis and Amanda's vlog. They are designing a park. Answer the questions.

- 1 Which age groups in the community are sharing ideas for the park?
- 2 Why doesn't Sarah like Curtis and Amanda's park design?

5  Watch again. Complete the table. Match the park features from exercise 2 to the correct zones of Curtis and Amanda's finished park design.

Family Zone: <i>café</i>	Action Zone:
Quiet Zone:	Eco Zone:

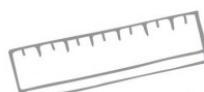
## PROJECT BUILDER 1 Create a simple plan for your park.

 Workbook **Project Log** p12

6  Start planning your park by completing a table like the one in exercise 5. Include the four zones and add at least four park features to each zone. Use the features from exercise 2 and your own ideas. You can use the same feature in more than one zone, e.g. benches and paths.

Let's have an outdoor gym in the Action Zone. What else?

What about a ... ?



## 3.2 OUTDOOR LIFE

### LESSON OBJECTIVES

- Learn outdoor activities vocabulary
- Use *will / won't* for predictions

### VOCABULARY

- 1 Listen to Amelia, Oliver and Nick talking about outdoor leisure activities. Match the speakers to photos 1–3.

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_

1 Blobbing



2 Bubble football



3 E-mountain biking



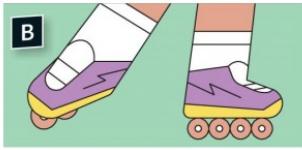
- 2 Would you like to try the activities in the photos? Why / Why not?

I'd like to try bubble football because it sounds really fun.  
I'm not sure about blobbing. It sounds a bit scary.

- 3 Match the outdoor activities in the box to pictures A–J.

cycling \_\_\_\_\_  
free running \_\_\_\_\_  
in-line skating \_\_\_\_\_  
kite-flying \_\_\_\_\_  
rowing \_\_\_\_\_

drone flying \_\_\_\_\_  
Frisbee™ throwing \_\_\_\_\_  
jogging \_\_\_\_\_  
microscooting \_\_\_\_\_  
working out \_\_\_\_\_



- 4 Find out what your partner thinks about the activities in exercise 3.

What do you think about free running?

I think it's (exciting / brilliant / unusual).

**LIFE SKILLS** Public spaces, such as parks and playgrounds, are shared by everyone in a community. Everyone who uses them should treat them with respect. What kinds of things should people not do in public spaces?

- 5 MEDIATION Choose three of the outdoor activities from exercise 3, then look online and find videos in English about them. What equipment do you need for them? Are there competitions for these activities? Did you learn any new words during your research? Tell the class in English.

- 6 Read the forum. What features and events does Sydney Park have?

## Sydney Life Forum

**Meilin** I live in Harbin, China. Next month my family and I are moving to St Peters, in Sydney. Is there a park? Will we be able to walk our dogs and go for a run there?

**Tom15** Hi. Yes, you will!

Sydney Park is in St Peters and it's brilliant! There's lots of space for your dogs to run around. They'll love it!

**Meilin** Hi and thanks. That sounds great.



**Tom15** The park is also really good for keeping fit. There are outdoor gyms and cycling paths. You'll see lots of people running, in-line skating and cycling. There's also a 5 km fun run every Saturday morning.

**Meilin** I'll definitely do the fun run! What about relaxing?

**Tom15** There's lots of wildlife, and some beautiful ponds and picnic areas. There's also a café. For children, there's a really good playground and even a bike track.

**Meilin** My brother will be happy about the playground!

**Tom15** There are even concerts and cultural events.

**Meilin** It sounds perfect. Thanks for your help!

**Tom15** You're welcome. I hope you'll be happy in St Peters. You won't be disappointed by Sydney Park!

## GRAMMAR

### will / won't for predictions

- 7 Find examples of *will* and *won't* in the forum. Then complete the table.

Affirmative and negative			
+	I / He / She / It / We / You / They	<sup>1</sup> ..... / 'll won't	definitely do the fun run.
-			
Questions and short answers			
<sup>2</sup> ..... we be able to walk our dogs and go for a run there?		Yes, you will. No, you <sup>3</sup> .....	

We use *will* ('ll) / *won't* + infinitive without *to* to talk about the **'past / future'**.

We use the short form 'll in <sup>5</sup>**formal / informal** spoken and written communication.

**CHECK IT!** ➔ **MY GRAMMAR REFERENCE & PRACTICE** p110

- 8 Write predictions using *will* ('ll) or *won't* and the verbs in brackets.

- 1 Meilin's dogs ..... (enjoy) running around in Sydney Park.
- 2 Meilin likes jogging. She definitely ..... (do) the Saturday fun run in Sydney Park.
- 3 Meilin's little brother can't ride a bike. He ..... (not use) the bike track in the park.
- 4 With Sydney Park so close, Meilin ..... (not be) bored.
- 5 ..... Meilin and her family ..... (be) happy in St Peters? Yes, they probably .....

- 9 Complete the predictions so they are true for you. Use *will* ('ll) or *won't* and the verbs in the box. Then compare with a partner.

meet speak study visit

- 1 I ..... another country in the future.
- 2 I ..... at university.
- 3 My friends and I ..... in the park one day next summer.
- 4 I ..... good English when I'm older.

- 10 Write three predictions about what your partner *will* or *won't* do after school today. Then check with your partner.

Javier will go microscooting after school.

Will you go microscooting after school today, Javier?

Yes, I will.

I was right!

## PROJECT BUILDER 2

Choose outdoor activities for different members of the community.



➲ **Workbook Project Log** p12

- 11 Look at the park plan you made in Project Builder 1. Predict which outdoor activities from this lesson people will do in your park.

People will do rowing on our lake.

- 12 Where will people do the outdoor activities? Match them to the zones in your plan from Project Builder 1.

- 13 Which of your activities will these different groups of users do?

- |                                |                |
|--------------------------------|----------------|
| 1 families with young children | 3 adults       |
| 2 teenagers                    | 4 older adults |

Older adults won't do free running, but they'll go jogging or cycling in our park.