

# 2

## Then and now

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

What can we learn from history?

## HISTORY THROUGH OBJECTS



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

alarm clock   chewing gum   comb  
dice   key   knife   spoon

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

### 5 Write the names of objects from this page.

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

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

How often do you use an alarm clock?

Never, I use my cell phone.

**Vocabulary:** everyday objects; life events

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

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

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

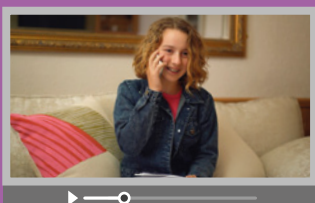
**Speaking:** asking for clarification

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

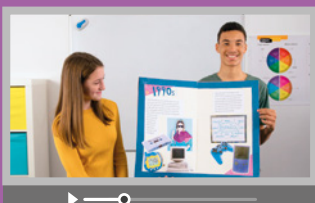
**Project:** create a fold-out poster about life 25 years ago where you live



Video skills p25



Real-world speaking p31



Project pp34-35

### Everyday objects

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

board game   bottle   calculator   musical instrument   paper  
ruler   socks   sunglasses   toothbrush

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

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

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

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

### VIDEO SKILLS



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

#### 8 Work in pairs. Discuss the questions.

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



A history magazine

1 Work in pairs. Take the quiz.

AMAZING AZTECS!

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

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



2 Listen and check your answers.

Subskill: Using visuals to understand ideas

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

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

- building a city   building roads   calculating time  
education   farming   medicine

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

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

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

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

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

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

7 Complete the sentences with words from exercise 6.

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

CRITICAL THINKING

SUPER SKILLS

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



CELEBRITY CORNER

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

How the Aztecs changed the WORLD

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

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

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

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

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

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



The city in a lake



Farms on water



New ideas about time



(there) was/were

1 Read the examples and complete the rules.

The cocoa bean **was** important to the Aztecs.  
Schools **weren't** only for rich children.  
**Was** the water good for drinking? No, it **wasn't**.

The past of *be* is *I/he/she/it* **1** \_\_\_\_\_ and *you/we/they* **2** \_\_\_\_\_.  
To make the negative, add **3** \_\_\_\_\_ to the verb.  
To make a question, change the order of the **4** \_\_\_\_\_ and the verb.

there was/were

**There was** no popcorn. (+ singular noun)  
**There were** two calendars. (+ plural noun)

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

Q: **1** \_\_\_\_\_ you interested in history when you **2** \_\_\_\_\_ younger?  
A: No, I **3** \_\_\_\_\_. I thought it **4** \_\_\_\_\_ boring!  
Q: **5** \_\_\_\_\_ there a sports center in your town 20 years ago?  
A: Yes, there **6** \_\_\_\_\_, but there **7** \_\_\_\_\_ any skate parks.

could

3 Read the examples and circle the correct option.

Both boys and girls **could** go to school.  
They **couldn't** grow vegetables on water.  
**Could** they write on paper? Yes, they **could**.

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

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

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

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

Past time expressions

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

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

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

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

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

**SCHOOL LIFE IN ANCIENT EGYPT**

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

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

8 Answer the question to solve the Brain teaser.

**BRAIN TEASER**

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

What is the word in Egyptian hieroglyphics?

Life events

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

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

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

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

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

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

A podcast

FUN FACTS

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

4 Match captions 1-4 to photos A-D.

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

Subskill: Identifying key words in questions

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

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

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

6 Listen again and answer the questions.

1 Groups of indigenous people in Canada.

7 Work in pairs. Discuss the questions.

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





## Simple past

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

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

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

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

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

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

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

How **did** the Haida **live**?

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

## used to

- 5 Read the examples and circle the correct option.

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

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

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

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

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

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

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

- 9 Circle the correct option.

## GRAMMAR ROUND-UP

1 2 3 4 5 6 7 8

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

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



## Asking for clarification

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

Receptionist

Good morning. How can I help?

Karen

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

Receptionist

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

Karen

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

Receptionist

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

Karen

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

Receptionist

Twelve fifty.

Karen

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

Receptionist

Yes, twelve pounds fifty.

Karen

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

Receptionist

Take the number 3 bus from the station.

Karen

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

Receptionist

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

Karen

OK, thank you for your help. Goodbye.

## Viking Experience!

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

For more information  
call 07127 456500 or visit

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



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

## SKILLS BOOST

## THINK

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

## PREPARE

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

## PRACTICE

Practice your dialogue.

## PERFORM

Act out your dialogue for the class.

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

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

## Key phrases

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

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

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



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



Fraser To: Ekin Friday Attachments 1.4MB

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



Me, when I was seven!

### An email to an e-pal

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

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

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

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

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

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

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

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

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

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

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

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

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

#### SKILLS BOOST

#### THINK

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

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

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

#### PREPARE

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

#### WRITE

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

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

#### CHECK

Read your email and answer the questions.

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

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

## Quick review

### Grammar

#### (there) was/were

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

*Tenochtitlan was a very big city.*

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

*Some days in the Aztec calendar were unlucky.*

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

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

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

*There were pyramids.*

#### could

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

*All Aztec children could go to school.*

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

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

#### Past time expressions

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

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

#### Simple past

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

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

To form questions and negatives, use *did*.

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

#### Spelling rules

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

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

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

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

#### used to

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

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

*Did you use to like One Direction?*

### Vocabulary

#### 13 Everyday objects

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

#### 14 Life events

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



# 2 Project

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

What can we learn from history?

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

**Learning outcomes**

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

Graphic organizer → Project planner p130

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



**STEP 1: THINK**

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

**STEP 2: PLAN**

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

clothes and fashion   communication  
entertainment   family   food   the town

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

- 6 Find the information.

**STEP 3: CREATE**

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

**COMMUNICATION** — **SUPER SKILLS**

**Taking turns**

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

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

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

**Model project**

## 1990s

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



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



**STEP 4: PRESENT**

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

**2 FINAL REFLECTION**

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





# Get INVOLVED!

American Edition



Building skills for the real world

## Empowers students to use English with confidence through collaborative projects

In each unit, the *WDYT?* (*What do you think?*) question encourages learners to reflect on the topic. The end-of-unit Project gives them a meaningful opportunity to use the new language, knowledge and skills in a personalized response to the question.

## Introduces social and emotional skills through real-life situations relevant to teens

Personalization activities give students an opportunity to reflect and apply social and emotional skills to their own lives. From simpler, more positive emotions in lower levels to more complex social and emotional situations in upper levels, these skills give students the tools to deal with challenges in and out of the classroom.

## Creates an inclusive classroom where everyone reaches their potential

Practical solutions for mixed-ability and mixed-level classes included in the course ensure that those who either need an extra challenge or to catch up get the best opportunities to do so.

## Builds super skills to help students thrive in education and in life

The thorough and systematic development of the four Super Skills – *Critical Thinking, Creativity, Communication* and *Collaboration* – complements the comprehensive language skills development in the course.

## For the student

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

## For the teacher

- Teacher's Edition
- Teacher's eBook
- Teacher's App
  - Classroom Presentation Kit
  - Teacher's Resource Center
  - Progress Tracker
  - Test Generator

## • Kahoot!



This course supports Education for Sustainable Development and Citizenship

[macmillanenglish.com/get-involved-american-edition](https://macmillanenglish.com/get-involved-american-edition)



The Student's App with gamified activities motivates learners to spend more time practicing English to maximize opportunities for better learning outcomes.



The Teacher's App with Classroom Presentation Kit and integrated audio, video and interactive activities helps to deliver stimulating classes. All useful files and documents are available at the click of a button.

## COMMON EUROPEAN FRAMEWORK

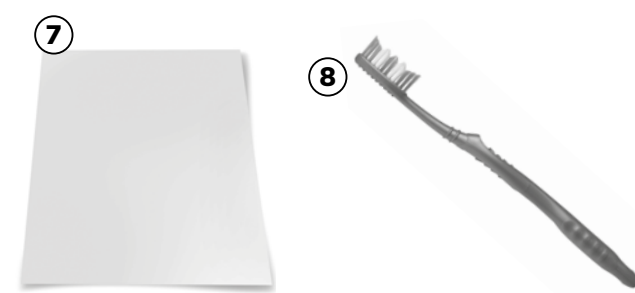
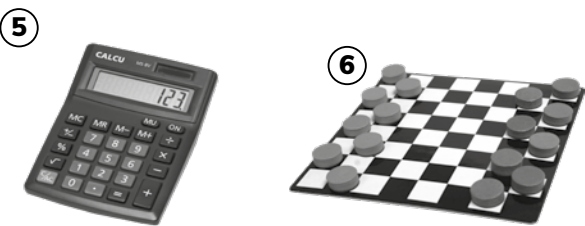
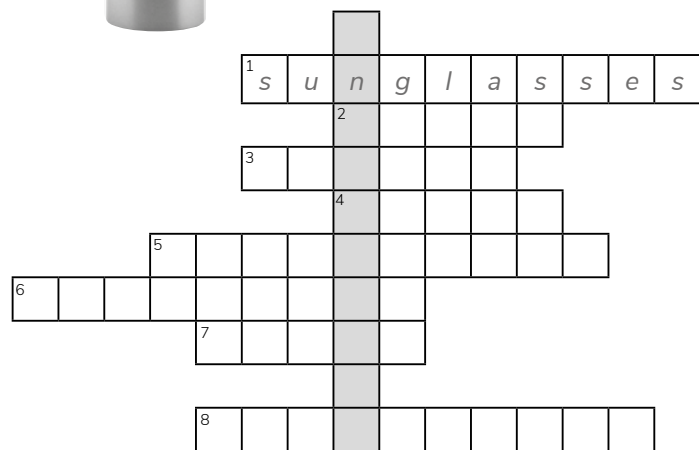
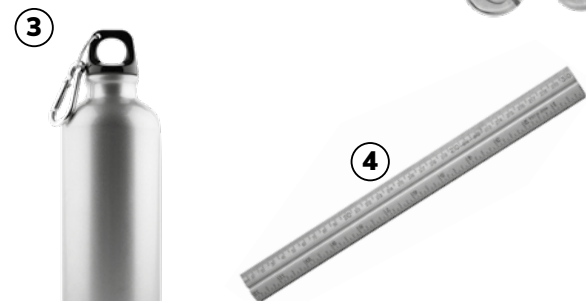
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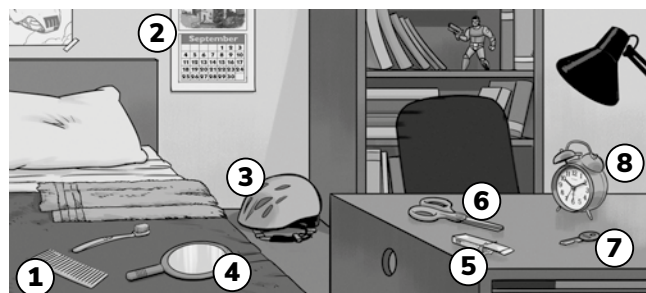
### Everyday objects

1 ☆ Complete the crossword puzzle. What is the hidden word?



2 ☆☆ Label the objects with some of the words in the box.

alarm clock calendar chewing gum  
comb fork helmet key knife mirror  
scissors spoon



- |   |       |   |       |
|---|-------|---|-------|
| 1 | _____ | 5 | _____ |
| 2 | _____ | 6 | _____ |
| 3 | _____ | 7 | _____ |
| 4 | _____ | 8 | _____ |

3 ☆☆ Complete the comments with everyday objects.

#### WHAT ARE THE THINGS THAT EVERY YOUNG PERSON NEEDS?

- 1 A loud 1 alarm \_\_\_\_\_ clock \_\_\_\_\_. I can't wake up without it! Then it's the 2 c \_\_\_\_\_ on my phone. I use it to plan my next vacation. *Lucy*
- 2 I'm into biking, and a 3 h \_\_\_\_\_ is important to keep me safe. I also always have a 4 b \_\_\_\_\_ of water in my bag for long rides. *Dan*
- 3 If you don't have the 5 k \_\_\_\_\_ to your house and nobody's there, that's awful! *Ellie*
- 4 When it's sunny I never leave home without putting on my 6 s \_\_\_\_\_. I love my guitar too. Every young person needs a 7 m \_\_\_\_\_ i \_\_\_\_\_. *Rob*

4 ☆☆☆ Answer the questions for you.

- 1 What's the most important everyday object on the page? Why?  
\_\_\_\_\_
- 2 What's the least important object on the page? Why?  
\_\_\_\_\_

### (there) was/were

1 ☆ Circle the correct option.

Where 1 was/were you on Saturday? It 2 was/were Will's birthday and you 3 wasn't/weren't at his party.

No, I 4 wasn't/weren't. I 5 was/were at home. My mom 6 wasn't/weren't there and my little sister 7 was/were with me. 8 Was/Were it a good party?

Yes, it 9 was/were. Your cousins Rachel and Maya 10 wasn't/weren't there. Where 11 was/were they?

I think they 12 was/were at a concert. Their dad 13 was/were in the band.

2 ☆☆ Complete the sentences with *there was/were* or *there wasn't/weren't*.

#### How much do you know about these everyday objects?

- 1 There were (+) other board games before chess. Senet was probably the first one.
- 2 \_\_\_\_\_ (-) any small electronic calculators before the 1970s.
- 3 People used wood to clean their teeth in ancient times. \_\_\_\_\_ (-) any modern toothbrushes until 1938.
- 4 Before 1869, \_\_\_\_\_ (-) any modern chewing gum. People chewed parts of trees instead.
- 5 Around 7,000 years ago, \_\_\_\_\_ (+) socks, but people used animal fur and not wool.

3 ☆☆☆ Complete the text with the correct past simple form of *be*.

Who 1 were these famous historical inventors? Why 2 \_\_\_\_\_ they famous?

There 3 \_\_\_\_\_ so many cool people like John Logie Baird and Alexander Graham Bell. They 4 \_\_\_\_\_ both from Scotland. Baird 5 \_\_\_\_\_ one of the inventors of the television. People say that Bell 6 \_\_\_\_\_ (not) the only inventor of the telephone, but he made the first phone call. 7 \_\_\_\_\_ there any women? Well, there 8 \_\_\_\_\_ Hedy Lamarr. She 9 \_\_\_\_\_ (not) a scientist. She 10 \_\_\_\_\_ a famous actor and she 11 \_\_\_\_\_ also very good at math. Hedy Lamarr's work 12 \_\_\_\_\_ important for the invention of WiFi®, GPS and Bluetooth®.



### could/couldn't

4 ☆☆ Complete the sentences with *could* or *couldn't* and the verbs in parentheses.

- 1 Actor Angelina Jolie could fly (fly) a plane when she was 29.
- 2 Helen Keller was an American writer and teacher. She \_\_\_\_\_ (not see) and she \_\_\_\_\_ (not hear), but she got a college degree.
- 3 Isaac Asimov was a writer of science fiction books. He \_\_\_\_\_ (write) several books at the same time.
- 4 Artists Vincent van Gogh and Paul Cézanne \_\_\_\_\_ (not paint) until they were in their 20s.
- 5 One of the world's best tennis players, Simona Halep, \_\_\_\_\_ (play) tennis well when she was only four years old.
- 6 Albert Einstein \_\_\_\_\_ (not talk) when he was three and he \_\_\_\_\_ (not read) when he was eight.

### Past time expressions

5 ☆☆ Rewrite the underlined past time expressions with the words in the box.

in July in the 21st century last night  
seven days ago the day before yesterday  
when I was eight

- 1 It was really cold last week.  
seven days ago
- 2 My keys were on the kitchen table two days ago.  
\_\_\_\_\_
- 3 I'm now 14. I could speak English six years ago.  
\_\_\_\_\_
- 4 There wasn't anything on TV yesterday at 9 pm.  
\_\_\_\_\_
- 5 I was born in 2007.  
\_\_\_\_\_
- 6 My dad couldn't use social media last summer.  
\_\_\_\_\_

6 ☆☆☆ Rewrite four of the sentences in exercise 5 so they are true for you.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_



Life events

1 ☆ Find 12 words to complete the life events.

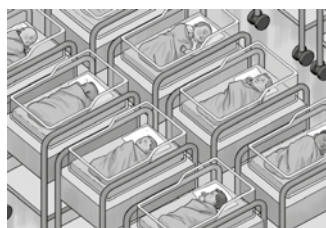
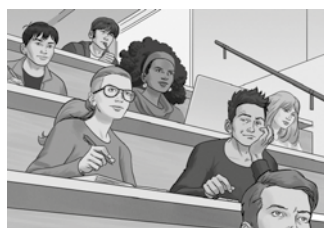
A	T	S	C	H	O	O	L	B	S
B	J	C	M	O	V	E	H	N	T
B	O	R	N	Y	U	U	J	I	A
D	B	D	T	R	A	P	F	K	R
E	P	E	R	E	T	I	R	E	T
C	O	L	L	E	G	E	I	T	Y
F	G	W	E	R	I	O	E	K	O
C	H	I	L	D	R	E	N	L	L
L	E	A	V	E	U	C	D	D	K
M	B	G	E	T	C	V	S	G	H

- 1 be born                      7 \_\_\_\_\_ high school
- 2 get a \_\_\_\_\_ school
- 3 \_\_\_\_\_                      8 make \_\_\_\_\_
- married                      9 start \_\_\_\_\_
- 4 go to \_\_\_\_\_            10 \_\_\_\_\_ work
- 5 grow \_\_\_\_\_            11 \_\_\_\_\_
- 6 have \_\_\_\_\_            12 \_\_\_\_\_

2 ☆☆ Look at the pictures. Use the words and phrases in exercise 1 to write the life event.



- 1 start school                      2 \_\_\_\_\_



- 3 \_\_\_\_\_                      4 \_\_\_\_\_



- 5 \_\_\_\_\_                      6 \_\_\_\_\_

3 ☆☆ What do you think is the typical age for the life events? Write your answers.

- 1 be born 0 years old
- 2 start school \_\_\_\_\_
- 3 grow up \_\_\_\_\_
- 4 leave high school \_\_\_\_\_
- 5 go to college \_\_\_\_\_
- 6 start work \_\_\_\_\_
- 7 get married \_\_\_\_\_
- 8 retire \_\_\_\_\_

4 ☆☆☆ Complete the sentences with a life event.

- 1 My grandma was born in Mexico City in 1957.
- 2 When I leave high school, I want to \_\_\_\_\_ and study history there.
- 3 Before I get married and have children, I want to \_\_\_\_\_ as a police officer.
- 4 My parents aren't fond of living in this city. They want to \_\_\_\_\_ to a small town.
- 5 When I started high school, it was easy to meet new people and \_\_\_\_\_.
- 6 People in my country normally \_\_\_\_\_ when they're 65 and start doing a new hobby.
- 7 It was a lot of fun to \_\_\_\_\_ close to my cousins. There was always someone around to play with when I was younger.

5 ☆☆☆ Answer the questions for you.

- 1 When and where were you born?  
\_\_\_\_\_
- 2 What do you want to do when you leave high school?  
\_\_\_\_\_
- 3 What's the best way to make new friends?  
\_\_\_\_\_
- 4 Do you think it's better to grow up in a small town or a big city? Why?  
\_\_\_\_\_

Simple past

1 ☆ Write the simple past form of the verbs.

- 1 do did                      5 give \_\_\_\_\_
- 2 try \_\_\_\_\_                6 stop \_\_\_\_\_
- 3 die \_\_\_\_\_                7 travel \_\_\_\_\_
- 4 be \_\_\_\_\_                8 have \_\_\_\_\_

2 ☆☆ Complete the text with the simple past affirmative form of the verbs in parentheses.

Then and Now:

The Hemsworth Brothers

You probably know Chris and Liam Hemsworth. They're Hollywood actors, famous for acting in *Thor* and *The Hunger Games*, but what about their older brother Luke? Luke 1 was (be) the first brother to become an actor. He 2 \_\_\_\_\_ (study) at drama school in Melbourne and then he 3 \_\_\_\_\_ (appear) on the Australian drama series *Neighbours* in 2001. Both Chris and Liam 4 \_\_\_\_\_ (be) also on *Neighbours*, but at different times. When Luke 5 \_\_\_\_\_ (be) 27, he 6 \_\_\_\_\_ (stop) acting and he 7 \_\_\_\_\_ (begin) his own business. Five years later, Chris 8 \_\_\_\_\_ (offer) him a job in Los Angeles and now he's acting again.



3 ☆☆☆ Correct the information in the sentences.

- 1 Steve Jobs was born on February 11, so that day is National Inventor's Day in the USA. (Thomas Edison)  
Steve Jobs wasn't born on February 11, Thomas Edison was born on February 11.
- 2 László József Bíró invented the ruler. (ballpoint pen)  
\_\_\_\_\_
- 3 Bette Nesmith Graham created a black paint called 'liquid paper' or 'Tipp-Ex' to cover mistakes. (white paint)  
\_\_\_\_\_
- 4 Bill Gates wrote his first computer program when he was 18. (when he was 13)  
\_\_\_\_\_

4 ☆☆☆ Complete the conversation with the correct question form and short answer.

- Mom: 1 Did you finish (finish) your homework?  
Aisha: Yes, I 2 \_\_\_\_\_ . I found the information on the internet. 3 \_\_\_\_\_ you \_\_\_\_\_ (have) a computer when you were young?  
Mom: No, we 4 \_\_\_\_\_ and there wasn't any internet.  
Aisha: How 5 \_\_\_\_\_ you \_\_\_\_\_ (do) your homework?  
Mom: I went to the library, looked in books and took notes.  
Aisha: 6 \_\_\_\_\_ you \_\_\_\_\_ (write) everything with a pen?  
Mom: Yes, I 7 \_\_\_\_\_ .

used to

5 ☆☆ Write complete sentences with used to.

WAS ELEMENTARY SCHOOL DIFFERENT FROM HIGH SCHOOL?

- 1 we / wear a school uniform, but now we can wear what we like  
We used to wear a school uniform, but now we can wear what we like.
- 2 I / not have lunch at school, but now I eat there  
\_\_\_\_\_
- 3 my mom / drive me to school, but now I go by bus  
\_\_\_\_\_
- 4 my friends / stay and play after school  
\_\_\_\_\_
- 5 our teachers / not give us so much homework  
\_\_\_\_\_

6 ☆☆☆ Write questions about your elementary school with used to. Then write answers for you.

- 1 What sports / you / play ?  
What sports did you use to play?
- 2 Where / you / have lunch ?  
\_\_\_\_\_
- 3 How much homework / you / do ?  
\_\_\_\_\_



**FUN FACTS**

Every year, Hampton, USA, celebrates its Blackbeard Pirate Festival. The star is Blackbeard, of course, but everyone else dresses as pirates. There are battles and fights, but there's also food and live music.

**An article**

*Blackbeard's treasure*

**A** 3  
Blackbeard was probably the most famous pirate ever! He sailed the seas around North America and the Caribbean between 1717 and 1718. Blackbeard got his name because of his wild beard and black clothes. His real name, however, was Edward Thatch or Teach, and he was born in England. In early June 1718, Blackbeard's ship, *Queen Anne's Revenge*, hit some sand and the ship was no more! British officers killed Blackbeard six months later.

**B** \_\_\_\_\_  
Three hundred years later, in 1996, divers found some cannons at the bottom of the ocean and realized that these belonged to Blackbeard's ship. Over the next 20 years, they found thousands of objects and we now know more about life on a pirate ship. For example, pieces from board games and musical instruments suggest they enjoyed games in their free time, and some of them could play music.

**C** \_\_\_\_\_  
Pirate ships traveled long distances without stopping and they needed to carry a lot of food and drink. We know Blackbeard and his men ate meat and fish because divers found animal bones and fishing equipment. We can also guess that they didn't only drink water. There were different types of bottles, so they probably drank different things too.



1 Divers find the first treasure!



**Subskill: Using visuals to understand ideas**

Before you read a text, look at any pictures and read the captions. They can give you more information about the text.

1 ☆ You're going to read an article called 'Blackbeard's treasure'. Look at the pictures and answer the questions.

- Who was Blackbeard?
- What 'treasure' do you think you can see?

2 ☆ Write each caption under the correct picture in exercise 1.

- After a hard day at work, they ate well!
- Blackbeard was frightening and terrorized the seas!
- Divers find the first treasure!

3 ☆☆ 3 Read and listen to the article. Match the pictures and their captions with the correct paragraph.

4 ☆☆☆ Read the article again. Rewrite the sentences so they are correct.

- Blackbeard was a pirate for over 10 years.  
Blackbeard wasn't a pirate for over 10 years. He was a pirate for only two years.
- Blackbeard came from North America.  
\_\_\_\_\_
- Divers discovered his ship 60 years ago.  
\_\_\_\_\_
- Pirates weren't into playing games or music.  
\_\_\_\_\_
- Pirate ships didn't go very far.  
\_\_\_\_\_

5 ☆☆☆ Answer the questions for you.

- What other famous pirates do you know about?  
\_\_\_\_\_
- What do you think life was really like for a pirate?  
\_\_\_\_\_

**A school podcast**

1 ☆ You're going to listen to a podcast about two school trips. Look at the pictures. Where do you think the two speakers went? What did they see there?



2 ☆☆☆ 4 Listen to the podcast and check your ideas in exercise 1.

**Subskill: Identify key words in questions**

Look for key words to help you recognize information when listening.

3 ☆☆ Underline the key words in the sentences. Are the sentences **T** (true) or **F** (false)?

- Pompeii was at the bottom of Mount Vesuvius. E
- The city of Pompeii disappeared in the 18th century. \_\_\_\_\_
- They stopped removing objects from Pompeii more than 100 years ago. \_\_\_\_\_
- The Museum of the Home is in Manchester. \_\_\_\_\_
- People who retired and were poor used to live in the Museum of the Home. \_\_\_\_\_
- You can visit somebody's apartment from 1630 at the museum. \_\_\_\_\_

4 ☆☆☆ Listen to the podcast again. Correct the false sentences in exercise 3. (Tip: Listen for the words you underlined.)

**Asking for clarification**

1 ☆ Order the words to make questions.

- a / Is / gift shop / there ?  
Is there a gift shop?
- that / Could / say / you / again ?  
\_\_\_\_\_
- open / time / it / does / What ?  
\_\_\_\_\_
- get / How / I / can / there ?  
\_\_\_\_\_
- at 10 o'clock / you / opens / Did / say / it ?  
\_\_\_\_\_
- much / cost / it / How / does ?  
\_\_\_\_\_

2 ☆☆ Read the notice and complete the conversation.

**Take a trip to Colonial Williamsburg, Virginia, USA**  
The world's largest living history museum  
\$40.99 for adults, \$20.49 for children  
Open 9 am to 5 pm  
There's so much to see and do! Meet people from the 18th century, speak to Thomas Jefferson or a Native American, and learn how to make furniture.  
Free parking!

Good morning! Can I 1 help you ?

What time 2 \_\_\_\_\_ ?

It opens at nine in the morning and closes at 3 \_\_\_\_\_ .

Can you say 4 \_\_\_\_\_ ?

Sure! It opens at nine and closes at five.

How much 5 \_\_\_\_\_ ?

It's \$40.99 for adults and half price for children.

How 6 \_\_\_\_\_ ?

You'll need to come by car, but parking is free.

Thanks!



An email to an e-pal

1 ☆ Order paragraphs a–e to make an email.

1 c 2     3     4     5    

a The second person is my grandpa. He grew up in this town and he used to go to my school. He didn't use to be a good student 1 because he wasn't very interested in studying. He left school at 14 and got a job in a factory 2     his dad.

b Now it's your turn: tell me about two people you know!  
James

c Hi Kyra,

d My mom used to live in Mexico 3     she was born there. She came here when she went to college 4     she couldn't study music in her town. She used to spend a lot of her free time practicing the piano. Now she's a music teacher and she sometimes works on Saturdays 5     her job.

e How are you? In your last letter, you asked me to tell you about the lives of two people I know when they were younger, so here you are!

2 ☆☆ Complete the email in exercise 1 with *because* or *because of*.

3 ☆☆☆ Write your own answer to the email in exercise 1.

SUPER SKILLS



COMMUNICATION

It's important to take turns when we work together.

Read the situation. What do you say?

- Your friends are talking a lot and you want to join the conversation.
- You suggest using a red pen for the title and you want to know what your group thinks.
- One of your group isn't saying anything.
- One of your group is talking a lot and nobody else can speak.

Vocabulary review

Everyday objects

1 Read the descriptions and write the words.

- You need this to wake up on time in the morning. alarm clock
- Bike riders wear these to protect their heads. h
- This is a small square with 1 to 6 dots on each side. d
- People wear these over their eyes when it's sunny. s
- You use these to cut things like paper, hair or even food. s
- Don't forget these if you want to open the front door! k
- A guitar, a piano and a violin are examples of this. m i
- People use this to brush their hair. c
- This shows the days, weeks and months of the year. c
- We often keep money in this. c p

Life events

2 Complete the text with the past tense form of the words in the box.

~~be born~~ get grow up have go  
leave make move retire start

My aunt 1 was born in Madrid 58 years ago, but then she 2     in Valencia. When she 3     school, she soon 4     friends with people in her class. She 5     high school when she was 18 and she 6     to university. When she finished that, she 7     a job in a museum. She got married to my uncle and they 8     three children. When my uncle 9     from his job a year ago, they 10     to the countryside.



ROUND-UP

1 2 3 4 5 6 7 8

Circle the correct option.

How 1 did they get/ do they get there?

On Easter Island, there 2 is/are more than 900 very large stone heads. We 3 know/are knowing that the Rapa Nui people probably 4 arrive/arrived on this island from Eastern Polynesia in the 1st century, but they 5 wasn't/didn't start making these heads until 1,000 years later. How did the people move the heads? We 6 don't/doesn't know.



Visitors to China 7 usually go/go usually to Xian to see the Terracotta Army. 8 2,000 years ago/ Ago 2,000 years, the first Emperor of China wanted to build somewhere to die. Around 700,000 people 9 work/worked on this project and they made over 8,000 soldiers to protect their emperor. After he died, the statues stayed under the ground with their emperor for thousands of years. 10 In/On 1974, some farmers found these statues and the rest is history!



Grammar review

Simple past

1 Complete the conversations with the correct simple past form of the verbs in parentheses or short answers.

- Did you find (find) your keys?  
No, I didn't. They weren't (not be) in my bag.
- your grandparents     (watch) a lot of TV when they     (be) younger?  
No, they    . They     (not have) a TV before they     (get) married.
- (be) there anything good on TV last night?  
Yes, there     (be). There     (be) a documentary about Ancient Egypt. I     (love) it, but my dad     (not like) it.

could/couldn't

2 Write complete sentences with *could* and *couldn't*.

- My grandma grew up on a farm. (+) ride a horse (+) drive a tractor (-) read a map  
She could ride a horse and she could drive a tractor, but she couldn't read a map.
- When my brother broke his arm, (-) write (+) use a computer
- At the age of five, I (+) swim (+) surf (-) play football well
- Before my cousins started school, (+) write their names (-) read anything

used to

3 Complete the sentences with the correct form of *used to*.

- When I was 8 ...
- I used to walk (walk) to school.
  - My parents     (cook) all the meals.
  - We     (not use) a computer in class.
  - You     (call) me every day.
  - She     (not play) the piano.

2 SELF-EVALUATION

Read the objectives for this unit. How well can you now do each one? Put a check (✓).



- |   |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|
| 1 I can talk about everyday objects.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 I can describe life events.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 I can describe events in the past and the things I used to do when I was younger. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 I can talk about the things I could and couldn't do.                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 I can ask for information and also clarification.                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 I can write an email to an e-pal.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

If you choose ☹️, ask your teacher for extra help.



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## COMMON EUROPEAN FRAMEWORK

A1

A2

B1

B2

C1

C2

