

Changes

UNIT 1

LANGUAGE

Vocabulary: Describing experiences; 'Mind' verbs

Grammar: Past simple and past continuous; *when* and *while*; *used to* and past simple

SKILLS

Reading: An article about life-changing moments

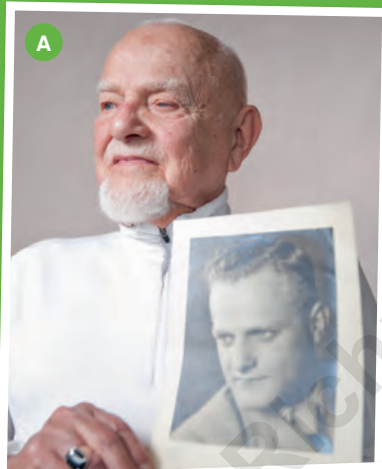
Speaking: Telling a personal story

Listening: A discussion about teenage life

Writing: A blog post about changes

GLOBAL GOALS

Video: Super Green Boy



1 Look at the pictures. Match them with the captions.

- 1 Big changes are happening to our planet.
- 2 We all change bit by bit every day of our lives.
- 3 Each season brings new change.
- 4 Cities are places where change can happen quickly.
- 5 It's good to change your look sometimes.
- 6 There are big moments in our lives which change us.

2 Work in pairs. Discuss the questions.

- 1 What are some of the biggest changes in your life so far?
- 2 How is your life different now to when you were six years old?
- 3 How is your home different today to five years ago? What about your town or city?
- 4 In what ways can a person change the way they look?
- 5 How often do you change your appearance?
- 6 What changes do you want to make in your life?

READING An article about life-changing moments

- 1 Read the title and introduction to the article. With a partner, imagine some things that could happen and change someone's life.

an accident, falling in love, ...

LIFE-CHANGING MOMENTS

Three readers tell us about a moment that changed their lives.

SAM



When I was younger, my best friend was called Shea. One Saturday afternoon, we were sitting in his bedroom, and he was playing his favourite music. I wasn't really listening – I was looking at my phone. But then Shea played a song by a band called Foo Fighters. I put my phone down and listened – it was unbelievable! It was so exciting and full of energy. The moment I heard the guitar in the song, I knew I had to have one. I saved up and bought one a few months later. Now I spend every evening practising the guitar and my dream is to be a famous guitarist.



Two years ago, I was having some problems at school, and life was quite stressful. I was spending a lot of time in my bedroom by myself. My mom decided I needed a pet dog, so she took me to the animal shelter. A lady showed me some puppies, but I didn't feel any connection with them. Then I saw a dog in the corner. He looked sad and the lady said he was having a difficult time because nobody wanted him. I held him and looked into his eyes, and I knew I wanted him. I've had Rico for two years now. My life is very different, and more enjoyable – I am happier, healthier and I'm always outside!

AMELIA



ELANG



I was nine years old. I was watching TV with my brother when my dad came in. He told us to turn off the TV because he needed to say something. He sat down and said, 'I've got a new job ... and it's in New York.' That was confusing – I knew New York was in the USA, but we lived in Indonesia! Dad explained that we were all moving to the USA. While we were living there, I met cool people, saw famous buildings, and now I speak English! We're back in Indonesia now, but I'll never forget my four years in the Big Apple.



- 2 **1.1** Study the **READING EXPERT** box. Then read and listen to the article and match the three stories with the headings. There is one extra heading.

READING EXPERT Reading for the general idea
It's a good idea to read a text quickly to get the general idea. Don't look for specific details or worry about words you don't know the first time you read.

A NEW FRIEND LEARNING TO DANCE

AN AMERICAN ADVENTURE

DREAMING OF THE FUTURE

- 3 Read the article again and answer the questions.

- 1 Where was Sam when he heard the song?
- 2 What does he want to do when he's older?
- 3 Why was Amelia's life difficult?
- 4 How has her life changed?
- 5 What news did Elang hear from his father?
- 6 What did he learn to do in New York?

- 4 Complete the sentences with the correct people.

Amelia Elang Elang's father Sam Shea

- 1 ... was often alone.
- 2 ... changed his/her work.
- 3 ... introduced a friend to new music.
- 4 ... didn't understand something at first.
- 5 ... gets better at something by doing it every day.

WORD EXPERT Adjective endings
Adjectives can end in various ways. Three common adjective endings are *-able*, *-ful* and *-ing*.

*My life is very different, and more **enjoyable**.*
*I was having some problems at school, and life was quite **stressful**.*
*It was so **exciting** and full of energy.*

Workbook, p.6

- 5 **CRITICAL THINKING** Discuss your opinions. Think about the three people in the article. Whose life do you think changed the most? Why?
- 6 Think of an important moment in your life, like the moments in the article. Work in pairs and ask and answer the questions.
- What happened?
 - Why was it important?
 - How did it change you or your life?

VOCABULARY Describing experiences

- 7 Read the comments. Would you like to have these experiences? Why / Why not? Tell your partner.

THE FIRST TIME ...

It's December 31st – the end of another year. Tell us about something you did for the first time this year.

I held a tarantula at the zoo. When it started walking on my hand, I screamed and everyone laughed! That was **embarrassing**! It was quite **frightening**, but it was an **unforgettable** experience.

I climbed a mountain on holiday. It was very **tiring** and my feet were **painful** the next day. But the view from the top was **unbelievable**. It was so **peaceful** at the top, and I sat there for an hour.

I flew on a plane for the first time this year. To be honest, it was **disappointing**. The seats were **uncomfortable** and the food was **disgusting**. Worst of all, there was an **annoying** child behind me who was kicking my seat!

I'm learning mindfulness this year by watching videos online. It was **confusing** at first, but now I understand it better. It's a **relaxing** way to start the day and I always feel **amazing** when I'm finished.

Vocabulary bank, WB p.117

- 8 Complete the table with the bold adjectives from Exercise 7. Compare with a partner. Do you agree?

Positive	Negative	Can be both
<i>amazing</i>	<i>disgusting</i>	<i>unbelievable</i>

- 9 Write about your own first-time experience, like in Exercise 7. Use adjectives from above.
- 10 **COLLABORATION** Work in small groups. Read your experiences to each other, but don't say the adjectives. The other students guess the adjectives.

Last month, I tried paddleboarding for the first time. It was quite difficult, but it felt so ...

Relaxing? Peaceful?



Fast finisher Write sentences for the adjectives you didn't use in Exercise 9.

GRAMMAR Past simple and past continuous; *when* and *while*

👁 Watch the Grammar video

Past simple
We use the past simple to talk about completed actions and situations in the past. <i>I held him and looked into his eyes.</i> <i>We lived in Indonesia.</i>
Past continuous
We often use the past continuous to talk about activities in progress in the past. <i>We were sitting in his bedroom, and he was playing his favourite music.</i> <i>I wasn't really listening – I was looking at my phone.</i>
<i>when</i> and <i>while</i>
We can use <i>when</i> and <i>while</i> to connect past simple and past continuous parts of a sentence. We usually use <i>when</i> before the past simple and <i>when</i> or <i>while</i> before the past continuous. <i>I was watching TV with my brother when my dad came in.</i> <i>While we were living there, I met cool people, saw famous buildings and now I speak English!</i>

Grammar bank, WB p.108

1 Study the Grammar box above. Then complete the sentences and questions with the verbs in brackets. Use the past continuous and the past simple.

- Dani ... for me when I arrived. He ... happy. (wait, not look)
- My parents ... when I got home. I ... straight to my room. (sleep, go)
- We ... the magician's hands when she ... the coin. (not watch, move)
- ... you ... dinner when the argument started? What ... you ... ? (have, say)
- I ... at you. I ... my eyes closed! (not look, have)
- The fire alarm went off while we ... the exam. That meant we ... it. (do, not finish)

2 Match the beginnings of the sentences and questions with their endings. Connect them with *while* if possible, and *when* if not possible.

- I listened to music
 - I was jogging with Callum
 - What did Ella do
 - I wasn't doing anything interesting
 - I'm glad we didn't arrive
 - Did you see any of your friends
- A her friends were swimming?
B Dad was having a bath!
C I was tidying my bedroom.
D you were walking to the shops?
E you rang.
F he suddenly started feeling ill.

3 1.2 Listen. Complete the moments in history with verbs in the past simple or past continuous.



MOMENTS IN HISTORY

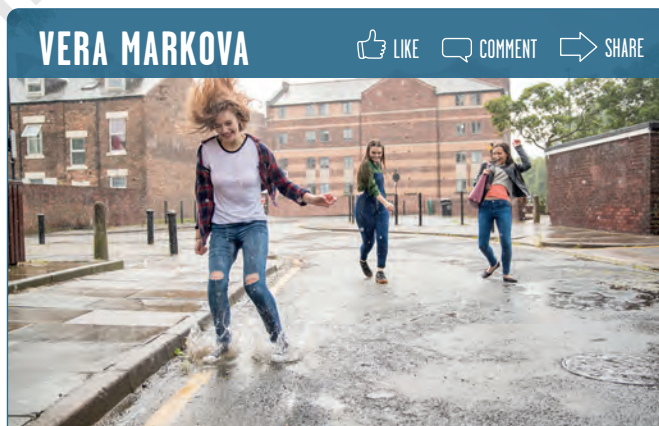
When Neil Armstrong and Buzz Aldrin ¹... on the moon in 1969, millions of people ²... them on their televisions.

Archaeologists ³... the tomb of Tutankhamun while they ⁴... in the Valley of the Kings in Egypt.

In April 1912, *Titanic* ⁵... from Southampton to New York when it ⁶... an iceberg and ⁷...

Lasse Virén ⁸... in the final of the men's 10,000 metres at the 1972 Olympics when he ⁹... However, he ¹⁰... He kept running and he ¹¹... the race with a new world record time!

4 Complete Vera's post with the correct forms of the verbs in brackets.



This is my favourite photo ever! It was during the summer holidays and I ¹... (decided) to go shopping in the town centre with my friends. While we ²... (walk) home, it ³... (start) to rain. Of course we ⁴... (not wear) coats and we ⁵... (not have) umbrellas! It ⁶... (rain) so hard, but we ⁷... (think) it was funny. My friends ⁸... (run) when I ⁹... (take) this photo and we ¹⁰... all ... (laugh). Everyone ¹¹... (look) at us, but we ¹²... (not care).

5 Find a photo that you like. Write a post about what was happening at that moment. Use the past simple, past continuous and *when* / *while*.



SPEAKING Telling a personal story

Key expressions 1.3

Starting the story

Guess what happened to me when (I got to school).

Have I ever told you about (my first day)?

It all started when (my parents got the time wrong).

It happened when (I started at my new school).

Sequencing the events

First of all,/Then/After that, (I got lost).

Finally,/In the end, (it was OK).

Describing your feelings

It was really (embarrassing).

I was so (embarrassed).

Responding to the story

Really?

What happened next?

What did you do?

That sounds frightening/
incredible/amazing/terrible/
awesome!

1 Discuss the questions with a partner.

- 1 Do you prefer funny stories or sad stories?
- 2 What do you like stories to be about: people, animals, school, adventures, etc.?
- 3 Who do you know who tells good stories? What makes them good at it?
- 4 Can you think of an interesting story that someone has told you?

2 What do you remember about your first day at this school? Tell your partner.

3 1.4 Ed is telling Alice about his first day at school. Listen and put the photos in the correct order.



4 1.4 Listen again and complete the summary of the story.

- 1 Ashton Hill School starts at ...
- 2 Ed arrived at ...
- 3 He looked for his classroom for ... minutes.
- 4 The ... teacher helped Ed find his classroom.
- 5 Ed ... while he was walking across the sports field.
- 6 The class were ... when Ed knocked on the door.

5 SOCIAL-EMOTIONAL AWARENESS Imagine a new student is joining your class. Make a list of tips to help them on their first day.

6 Study the SPEAKING EXPERT box. Think of adverbs to complete sentences 1–3. Compare in pairs.

- 1 I wanted to buy an ice cream, but ... I didn't have enough money.
- 2 We were in Scotland for two weeks and ... the weather was nice every day.
- 3 I'm sorry you're ill. ... you'll feel better tomorrow.

SPEAKING EXPERT Using adverbs

When you tell a story, you can use adverbs to introduce parts of the story. This will help to show how you felt, build suspense, and make the story more interesting.

Luckily, she knew where I needed to go.

Suddenly, everyone started laughing.

Amazingly, nobody was hurt.

7 Tell your partner a personal story about something funny or surprising that happened to you once. Follow the steps in the SPEAKING GUIDE and use the Key expressions box above to help you.

SPEAKING GUIDE

1 PLAN your story.

Think of a time when something interesting, funny or surprising happened to you.

Make notes about these things:

- Where were you and who was with you?
- What happened?
- How did you feel?
- What happened after?

2 SPEAK together.

Take it in turns to tell your story to your partner.

A Sequence the events, and use adverbs to make your story more interesting.

B As you listen, respond and ask questions.

LISTENING A discussion about teenage life

1 Think about the six areas of life below. How is your life today different from your parents' lives when they were your age? With a partner, make a list of differences.

- technology
- clothes
- school
- food and drink
- fun and free time
- work and money

Our parents didn't have their own phones. They couldn't message their friends.



Then

and

NOW



2 Study the **LISTENING EXPERT** box. You are going to listen to a teenager and her dad talking about teenage life now and in the past. Look at the photos above and your list in Exercise 1. In pairs, discuss the questions.

LISTENING EXPERT Predicting content

Before you listen, it is useful to predict what you might hear. Look at any photos or text on the page, study the exercises, and think about the topic. Then make predictions. What will it be about? What format will it be? What sort of language will you hear?

- 1 What topics do you think they will talk about?
- 2 Do you think they'll agree or disagree?
- 3 What words do you expect to hear?

3 1.5 Listen to the conversation and check your predictions. Which of the topics in Exercise 1 do they talk about?

4 1.5 Listen again and complete the sentences with **ONE** or **TWO** words.

- 1 The article says that teenagers are less ... than in the past.
- 2 Experiments showed that teenagers were happier when they spent time in ...
- 3 Teenagers today are less likely to have a ... job because they have too much work at school.
- 4 When he was a teenager, Molly's dad spent his money on ...
- 5 Teenagers today spend less time with ...
- 6 Molly laughs at her dad's ...

WORD EXPERT spend

We can use *spend* to talk about money and time.

*We used to **spend** loads of money on music.*

*I **spent** twenty pounds yesterday.*

*Teenagers **spend** too much time on their phones.*

*I **spent** the whole weekend in bed.*

5 Look at an article about the history of teenagers' jobs. Complete the article with the sentences A–D.

- A This is partly because teenagers today have more school work than previous generations.
 B In the 19th century, many teenagers worked in factories or down mines.
 C Teenagers earned money doing a variety of jobs like delivering newspapers, gardening, and washing cars.
 D In many poorer countries, teenagers continue to work full-time to support their families.

TEENAGERS AND WORK: A BRIEF HISTORY

Many years ago, teenagers didn't go to school. When they became strong enough, they worked just like adults in places like farms or rich people's houses. ¹...



In the 20th century, part-time and summer jobs started to become popular. ²...


These days some teenagers have jobs working in shops and fast-food restaurants, but it is less common than in the past. ³...

However, the situation is not the same around the world. ⁴...



6 Discuss the questions with a partner.

- Should teenagers work? Why / Why not?
- When was the best time in history to be a teenager?
- Do you think your teenage years will be the best years of your life? Why / Why not?

7  **RESEARCH** Find out what age you can do these things in your country. Do you agree with the ages or do you think they should be different?

- have a full-time / part-time job
- get married
- open a bank account
- leave home

VOCABULARY 'Mind' verbs

8 Choose the correct words to complete the sentences.

- I saw your brother yesterday, but he didn't **realize / recognize** me.
- The party was too noisy, so we **decided / imagined** to leave.
- I'm not sure what the capital of Spain is, so I'm going to **guess / remember** the answer.
- Don't **wonder / worry** about Cleo - she'll be OK.
- Sorry, but I don't **believe / feel** like going out tonight.
- It's Mum's birthday tomorrow. Don't **remember / forget** to buy her some flowers.
- I really **miss / feel** being a little child sometimes.
- While he was driving yesterday, my dad **realized / noticed** a strange noise.
- Can you **imagine / wonder** going into space?
- Clara seems upset. I **guess / wonder** what's wrong.
- Maxim said his uncle is a film star. Do you **believe / imagine** him?
- Have you seen Tara's house? I didn't **recognize / realize** her family were rich!
- Do you **remember / wonder** our old history teacher? What was her name?

Vocabulary bank, WB p.117

9  1.6 Listen to eight conversations. Match each conversation with a description.


- These people are wondering where someone is.
- This person is worrying about something.
- This person doesn't notice something at first.
- This person suddenly realizes something.
- This person didn't remember to do something.
- These people miss someone.
- This person doesn't believe what someone said.
- These people decide to do something.

10 Work in pairs. Discuss the questions.

THE MIND SURVEY

- How do you imagine your life in the future?
- What do you worry about?
- How do you feel when someone gives you a present?
- What do you remember about being very young?
- Do you believe everything you read on social media? Why / Why not?
- Do you find it easy to guess people's age?



 **Fast finisher** Write more questions for the 'Mind Survey'. Then answer them.

GRAMMAR *used to* and past simple

👁 Watch the Grammar video

used to

We use *used to* to talk about past habits, states and routines from an earlier time in our lives, and to describe something which is different now.

I used to buy a new CD every week.

I didn't use to do much homework when I was your age.

What did you use to spend your money on?

We don't use *used to* for something that happened once. We use the past simple.

We used to go to camping most summers. But one year, we stayed in a hotel.

Grammar bank, WB p.108

1 Study the Grammar box. Then complete the dialogues with *use* or *used*.

- 1 A: Did you ¹... to play in the street when you were a child?
B: No. I ²... to go to the park.
- 2 A: I recognize that boy. Did he ³... to go to our school?
B: Yes, he did, but he didn't ⁴... to speak to many people. He's very shy.
- 3 A: We ⁵... to chat on the phone every night. Why don't we do that anymore?
B: We didn't ⁶... to chat every night! You're remembering it wrong!

2 PRONUNCIATION 🔊 1.7 Listen and repeat the sentences. How do we pronounce *used*, *use* and *to*?

3 One year ago, Alex wrote a list of changes she wanted to make. Think about Alex's life before she wrote the list, and write sentences about her.

- 1 Eat less junk food
- 2 Do some exercise every day
- 3 Tidy my room every weekend
- 4 Do my homework when I get home from school (not at night!)
- 5 Stop looking at my phone in bed
- 6 Read a book before I go to sleep
- 7 Be nice to my brothers
- 8 Stop arguing with Mum and Dad!

She used to eat a lot of junk food.

4 Work with a partner. Take it in turns to ask and answer questions with *used to* about Alex.

Did she use to eat junk food?

Yes, she did.

5 Toby is chatting to his grandad about growing up in Glasgow. Write questions with *used to*.

GLASGOW, SCOTLAND



- 1 Glasgow / be such a big city?
- 2 Toby's grandad / live in the same house when he was younger?
- 3 what / Toby's grandad / do in his free time?
- 4 his family / have much money?
- 5 he / pay to go to the cinema?
- 6 how / he / get into the cinema?

6 🔊 1.8 Now listen and answer the questions in Exercise 5.

7 Look at the two photos. In pairs, say as many sentences as possible about Justin Bieber then and now, using *used to* or *didn't use to*.

JUSTIN BIEBER then ... and now!



Justin in 2011 with his girlfriend Selena Gomez.



Justin with his wife Hailey Bieber.

8 💡 CREATIVITY Imagine your 'ideal life' in the future. Describe it to your partner. Use *used to* to say how your life is different from now.

I used to get up early every day.
Now, I relax in bed every morning!



WRITING A blog post about changes

1 Read the title and the first sentence of Dylan's blog post. What sort of changes do you expect to read about?

2 Read the blog and match the three paragraphs with the headings. There is one extra heading.

A A change at home

C A travel adventure

B A new interest

D A lost friendship



CHANGES IN MY LIFE

I'm only thirteen, but there have been some big changes in my life so far. These are three of them.

- 1 When I was younger, I used to live near to a boy called Robbie. I used to play at his house every afternoon. We didn't use to go to the park – we played football in his garden instead. However, he moved to a different city two years ago. I miss him!
- 2 I didn't use to like school, but last year we got an amazing new Art teacher called Mrs Cameron. Her lessons are always interesting. Last week she taught us how to do graffiti. Now I know what I want to be when I'm older – a professional street artist! Although I still don't like some of my lessons, I can't wait for Art class!
- 3 We lived in a flat when I was little, whereas now we live in a house with a garden. We need more space now because we're a bigger family. That's the biggest change in my life – I have a little brother! Zak is four years old – he's sometimes annoying, but he's great. Life is more fun now!

3 Read the blog post again. Are the sentences true (T) or false (F)? Correct the false sentences.

- 1 Robbie used to go to Dylan's house a lot.
- 2 Dylan would like to see Robbie more often.
- 3 Dylan would like to do graffiti as a job.
- 4 He enjoys all his lessons at school.
- 5 Dylan and his family live in a flat.
- 6 He misses being an only child.

4 Study the **WRITING EXPERT** box. Then find two more examples of contrasting language in the text.

WRITING EXPERT Contrasting language

When we write, we often want to contrast ideas or information. There are a number of words and phrases we use to do this.

*We played football in his garden **instead**.*

***Although** I still don't like some of my lessons, I can't wait for art classes*

*We lived in a flat when I was little, **whereas** now we live in a house with a garden.*

5 Complete the sentences with your own ideas.

- 1 I used to be ... , whereas now I ...
- 2 Although I was very tired, ...
- 3 It was raining so we didn't go to the beach. We ... instead.

6 Write a blog post about changes in your life. Follow the steps in the **WRITING GUIDE**.

WRITING GUIDE

1 **PLAN** your description.

Make a list of changes in your life. Choose three changes to write about. Think of a title for each paragraph.

2 **WRITE** three paragraphs.

- 1 your first change
- 2 your second change
- 3 your third change

3 **CHECK** your work.

- ✓ Contrasting words and phrases
- ✓ *used to*
- ✓ Adjectives for describing

Greener choices

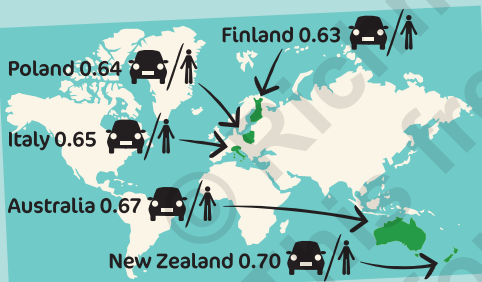
GLOBAL GOALS

1 Read the infographic. Are the sentences true (T) or false (F)?

- 1 Australia has the most cars per person in the world.
- 2 Most of transport's CO₂ emissions come from planes.
- 3 One fifth of the world's global CO₂ emissions come from transport.
- 4 The food industry causes nearly a third of all global CO₂ emissions.

MAKING GREENER CHOICES

COUNTRIES WITH THE MOST CARS PER PERSON



Number of cars in the world = around 750 million

CO₂ EMISSIONS FROM TRANSPORT



GLOBAL CO₂ EMISSIONS



Transport creates around 20% of global carbon emissions.



The Food industry creates around 30% of global carbon emissions.

2 **CULTURAL AWARENESS** Discuss the questions in groups.

- 1 Why do people use cars more in certain countries and regions than in other places?
- 2 How can buying local food or growing your own food help the planet?
- 3 What are some other ways to live a 'green' lifestyle?





- 3** Work in pairs. Look at the photos above from the video 'Super Green Boy'. Discuss the questions.
- 1 Where do you think this family live?
 - 2 What activities can you see them doing?
 - 3 How can activities like these help the environment?
- 4** **V1.1** Watch the video and check your answers to Exercise 3.
- 5** **V1.1** Watch the video again. Answer the questions.
- 1 How often does the family go to school by car?
 - 2 Why does the family ride their bikes a lot?
 - 3 What kinds of food do they produce?
 - 4 What do they do with the extra food that they produce?
 - 5 What does Shay have to wear when he works with bees?
 - 6 Why does Shay think that more people should keep bees?
- 6** Work in pairs. Discuss the questions.
- 1 How is Shay's life different from yours?
 - 2 What could you and your family do to help the environment?

PROJECT Unit 1

- 7** **PROBLEM-SOLVING** Work in groups. Find ways to make your school a greener place.
- Make a list of greener choices that you could make at school. Include some of the activities in the box.
- growing things
 - reusing and recycling things
 - saving energy
 - transport to and from school
 - using less paper
- Discuss each idea in groups. Is it practical? Can students do it individually, or do they need the help of adults?
 - Share your top three ideas with the class.
 - Make a list of the best ideas and try to follow as many of them as possible.
- Look back at the infographic on page 18. Research more information for your area.

1 Challenge!

Looking back

- 1 Work in pairs. Cover picture 2. Look at picture 1 of the Williamson family. Take it in turns to describe the family and their home.

There are a lot of photos on the wall.

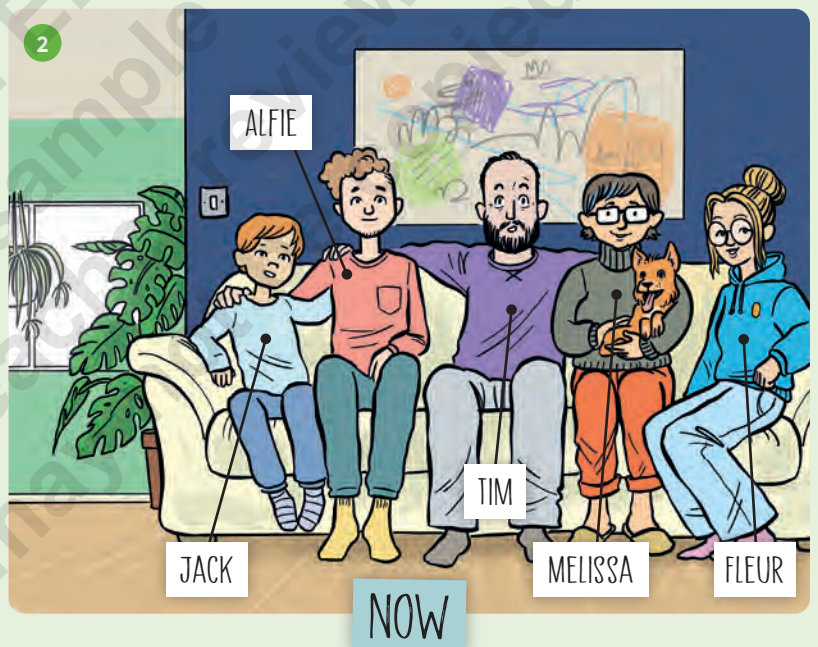
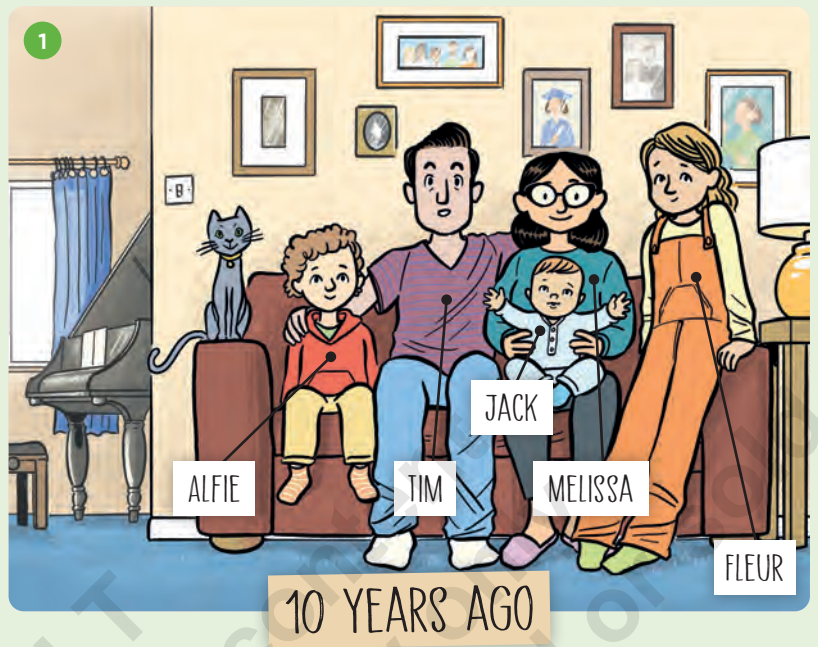
- 2 Now look at picture 2. Take turns to be Student A and Student B.

Student A: Compare the pictures and make a sentence with *used to* and *didn't use to* about how the family or their home have changed. It can be true or false.

Student B: Cover picture 1. Try to remember and say true or false.

A: *Melissa used to have long, blond hair.*

B: *I think that's false!*



Challenge your memory!

Mime three things you did yesterday.

Describe what you were doing at these times today: 3:30 a.m., 7:30 a.m., ten minutes ago.

Name eight adjectives for describing experiences.

Say three things that were true for you in the past, but aren't true now.

Tell your partner about experiences that were: embarrassing, disappointing, tiring.

Name six mind verbs.

Say three things that are true for you now, but weren't true in the past.

Say three sentences that include different mind verbs.