

# Activities

## Unit 1, page 5, Listening

### A Listen

2 Listen to the conversation again and fill in the blanks. Then check your answers with a partner.

**Alison:** Hi! Is it OK if I sit here?

**Jamie:** Sure, go ahead ... I'm Jamie, by the way.

**Alison:** Nice to meet you, Jamie. I'm Alison. Are you working on something for class?

**Jamie:** Yeah, I'm working on an essay for Professor Smith's history class.

**Alison:** No way! I'm in that class too. It's funny, we haven't had a <sup>1</sup> \_\_\_\_\_ to talk before.

**Jamie:** Yeah, it's a big <sup>2</sup> \_\_\_\_\_. I guess it's easy to miss people.

**Alison:** Yeah.

**Jamie:** So, what do you like to do for <sup>3</sup> \_\_\_\_\_ when you're not studying?

**Alison:** Well, I love playing guitar. How about you?

**Jamie:** I play guitar too! I <sup>4</sup> \_\_\_\_\_ it to most other instruments. Maybe we can play together sometime.

**Alison:** Yeah, sure!

## Unit 2, page 12, Interaction

1 Student B: Look at the table below. Ask your partner questions to fill in the missing information.

| Kinds of entertainment Kiera, Felipe, Leanne, and Jackson like |        |           |       |         |          |             |
|----------------------------------------------------------------|--------|-----------|-------|---------|----------|-------------|
|                                                                | Movies | Instagram | Music | YouTube | TV shows | Video games |
| Kiera                                                          |        |           |       |         |          |             |
| Felipe                                                         |        |           |       |         |          |             |
| Leanne                                                         | 😊      | 😞         | 😊     | 😊       | 😞        | 😞           |
| Jackson                                                        | 😊      | 😊         | 😞     | 😞       | 😊        | 😞           |

Does Kiera like movies?

Yes, she does. / No, she doesn't.

## Unit 2, page 13, Listening

### A Listen

2 Listen to the conversation again and fill in the blanks. Then check your answers with a partner.

**Anna:** Hi, John! How's it going?

**John:** Good thanks. How are you?

**Anna:** Yeah, I'm fine ... Is that *Harry Potter* you're reading?

**John:** Yeah, it is. I'm still a big *Harry Potter* fan. You know I love to read. It helps me relax.

**Anna:** Yeah. I watched the movies. They're great. Have you seen them? Maybe on Netflix?

**John:** Not yet, no. But I really like Netflix. It's a great way to <sup>1</sup>\_\_\_\_\_ new  
<sup>2</sup>\_\_\_\_\_ ... So, how about you? What do you like to do for fun these  
days? Still enjoy music?

**Anna:** Yeah, I love music. I listen to dance songs a lot. That's my <sup>3</sup>\_\_\_\_\_ now.

**John:** Do you listen on the radio?

**Anna:** Hmm, sometimes, but usually on my phone ... And I love dancing, especially  
<sup>4</sup>\_\_\_\_\_ dance! It's so much fun—and a great way to keep fit. You  
should try it.

**John:** Yeah, sure. Sounds like a good idea!

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## Unit 3, page 20, Interaction

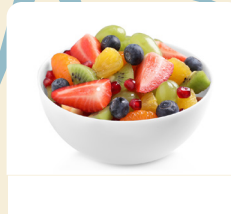
Student B: Look at the menu below. Ask your partner the names and prices of the missing items. Fill in the blanks.

**Joe's DINER**

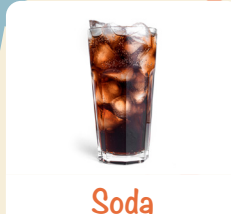
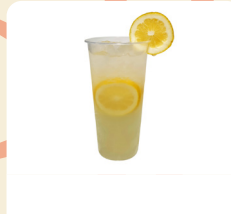
**LUNCHES**

|                                                                                   |                                                                                   |                                                                                    |                                                                                     |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|  |  |  |  |
| \$15.25                                                                           | Fried chicken<br>\$12.95                                                          | Pizza<br>\$13.25                                                                   | Mixed salad<br>\$ _____                                                             |

**DESSERTS**

|                                                                                    |                                                                                    |                                                                                     |                                                                                      |
|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
|  |  |  |  |
| Cheesecake<br>\$5.50                                                               | Apple pie<br>\$ _____                                                              | Ice cream<br>\$4.95                                                                 | _____ \$9.95                                                                         |

**DRINKS**

|                                                                                     |                                                                                     |                                                                                      |                                                                                       |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|  |  |  |  |
| Orange juice<br>\$ _____                                                            | Coffee<br>\$3.95                                                                    | Soda<br>\$3.50                                                                       | _____ \$5.50                                                                          |

What is this?

That's pizza.

How do you spell pizza?

Pizza is spelled P-I-Z-Z-A.

## Unit 3, page 21, Listening

### A Listen

2 Listen to the conversation again and fill in the blanks. Then check your answers with a partner.

**Keiko:** Hi guys! What does everyone want for dinner?

**José:** Well, I'd really like to eat sushi. There's a <sup>1</sup> \_\_\_\_\_ sushi place downtown. I want to try it. How about you, Sam?

**Sam:** I love sushi, José, but that place is always really <sup>2</sup> \_\_\_\_\_. How about some real Mexican burritos? There's a new restaurant not far from here. People are saying a lot of <sup>3</sup> \_\_\_\_\_ things about it.

**Keiko:** Burritos sound great, Sam! Actually, I could make some tonight. I've got a great recipe from my father, and I have all the ingredients already. I can <sup>4</sup> \_\_\_\_\_ them very <sup>5</sup> \_\_\_\_\_.

**Sam:** Mm. Homemade burritos—sounds delicious. But don't you want to try the new place?

**Keiko:** Well, sure, one day. But I really want to try making them at home.

**José:** Sounds good to me. We can try sushi another day!

## Unit 4, page 29, Listening

### A Listen

2 Listen to the conversation again and fill in the blanks. Then check your answers with a partner.

**Olivia:** Hi Liam! Wow. You look great today!

**Liam:** Thanks Olivia. I really love this brand. I love the <sup>1</sup> \_\_\_\_\_, and the clothes always have a fun, trendy <sup>2</sup> \_\_\_\_\_.

**Olivia:** Yeah, I get that ... I'm more into old, vintage clothes. They're so original and really help me <sup>3</sup> \_\_\_\_\_ my style. Also, they're usually <sup>4</sup> \_\_\_\_\_!

**Liam:** Yeah, new clothes can cost a lot. I guess I just like how they make me feel. They give me <sup>5</sup> \_\_\_\_\_, you know? There's just something very <sup>6</sup> \_\_\_\_\_ about wearing famous brands.

**Olivia:** Yeah, sure. For me, vintage feels more personal, you know, more like me. I guess it has more <sup>7</sup> \_\_\_\_\_ appeal.

**Liam:** I totally understand!

## Unit 5, page 37, Listening

### A Listen

2 Listen to the conversation again and fill in the blanks. Then check your answers with a partner.

**Tam:** Hi Brenda ... what are you listening to? <sup>1</sup> \_\_\_\_\_ music?

**Brenda:** No. Taylor Swift. This song is really cool. I love her music!

**Tam:** Yeah. I like pop, but I'm more into reggae. I listen to that a lot.

**Brenda:** Reggae? Like, um, Bob Marley?

**Tam:** Yeah. I love Bob Marley. I like the <sup>2</sup> \_\_\_\_\_ of his songs—like about love.

**Brenda:** Right. I guess pop's more about fun. When Taylor <sup>3</sup> \_\_\_\_\_, I always feel happy and excited.

**Tam:** Reggae's the same, it's just a bit less <sup>4</sup> \_\_\_\_\_ and more about the <sup>5</sup> \_\_\_\_\_.

**Brenda:** Uh huh. Maybe I'll try some Bob Marley, and you can listen to Taylor Swift. Deal?

**Tam:** Sure, deal! Always good to try new things.

## Unit 6, page 44, Interaction

Student B: Look at the table below. Ask your partner questions to fill in the missing information.

| Topic                                                     | Fun fact                                                                                            |
|-----------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| First Modern Olympics<br>(Where, when, how many athletes) |                                                                                                     |
| Olympic Rings                                             | Five rings show five continents with people: Africa, North and South America, Asia, Europe, Oceania |
| Olympic Flame<br>(where begins/ends, when started)        |                                                                                                     |
| Youngest Olympian                                         | Dimitrios Loundras, a Greek gymnast who was in the 1896 Athens Olympics at the age of 10            |
| First female Olympians<br>(when, where)                   |                                                                                                     |
| Olympian with most medals                                 | Michael Phelps, a swimmer from the United States has most: 28 medals including 23 gold medals       |

## Unit 6, page 45, Listening

### A Listen

2 Listen to the radio show again and fill in the blanks. Then check your answers with a partner.

Hi friends! Welcome back to Sports History. Today, we are going to learn about two old Olympic Games events that were once on the <sup>1</sup>\_\_\_\_\_ stage. These events are really different from modern ones! Imagine lots of people cheering <sup>2</sup>\_\_\_\_\_ the games, and athletes trying hard to win.

First, let's talk about the *hoplitodromos*. This was a running race, but not like running races today. Athletes had to wear armor—a type of very heavy clothes to protect the body when fighting—and carry a metal shield. It was so heavy—like carrying a really big backpack! And they had to run fast. It was very hard work, but <sup>3</sup>\_\_\_\_\_. It prepared them for war.

Next, the ancient long jump. This was very different from today's long jump. The athletes held heavy stones. They would swing the stones to help them jump further. The athletes had to jump far but stay <sup>4</sup>\_\_\_\_\_.

These and other ancient games were very difficult. And they weren't just about being strong and fast. They also showed the <sup>5</sup>\_\_\_\_\_ of a positive <sup>6</sup>\_\_\_\_\_ and hard work to achieve their <sup>7</sup>\_\_\_\_\_—just like in their daily lives.

## Unit 7, page 53, Listening

### A Listen

2 Listen to the conversation again and fill in the blanks. Then check your answers with a partner.

**Jake:** Hi Soomin. Nice jacket! Is it new?

**Soomin:** Thanks Jake. Yeah, I just bought it. I got it online from Walmart. It was 50 percent off! It's a bit <sup>1</sup>\_\_\_\_\_, but I think it'll be worth it—winter's coming soon.

**Jake:** Definitely!

**Soomin:** Have you guys bought anything online recently?

**Maya:** Actually, I bought a pair of shoes from Target a couple of weeks ago. They were 40 percent off.

**Soomin:** That's a good deal, Maya. I always look for discounts. I want to <sup>2</sup>\_\_\_\_\_ spending too much.

**Maya:** Yeah, me too. <sup>3</sup>\_\_\_\_\_, I don't like buying things full price. It's too <sup>4</sup>\_\_\_\_\_.

**Jake:** I got this backpack a few weeks ago—from Amazon. 30 percent off. I couldn't say no! It's perfect for school <sup>5</sup>\_\_\_\_\_.

**Maya:** It's really nice.

**Jake:** Yeah. There's a <sup>6</sup>\_\_\_\_\_ <sup>7</sup>\_\_\_\_\_ of stuff online—you can always find something good at a discount.

**Maya:** Mm, online sales are great! And it's really easy to compare prices and find the best deals.

**Soomin:** Yeah, and it's much easier than going out shopping.

## Unit 8, page 60, Interaction

**Student B:** Look at the table below. You are planning to go on vacation with a friend. There are three places you are thinking of. Ask and answer questions to complete the table.

| Place                        | Things to do                                                                                                               | How to get around                                                                                                         | Accommodation                                             |
|------------------------------|----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|
| South Island,<br>New Zealand | <ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>                                | <ul style="list-style-type: none"> <li>• Rental car</li> </ul> or <ul style="list-style-type: none"> <li>• Bus</li> </ul> | <ul style="list-style-type: none"> <li>• _____</li> </ul> |
| Phuket,<br>Thailand          | <ul style="list-style-type: none"> <li>• Go swimming</li> <li>• Go scuba diving</li> <li>• Go to a night market</li> </ul> | <ul style="list-style-type: none"> <li>• _____</li> </ul> or <ul style="list-style-type: none"> <li>• _____</li> </ul>    | <ul style="list-style-type: none"> <li>• Hotel</li> </ul> |
| Kyoto,<br>Japan              | <ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>                                | <ul style="list-style-type: none"> <li>• Bus</li> </ul> or <ul style="list-style-type: none"> <li>• Subway</li> </ul>     | <ul style="list-style-type: none"> <li>• _____</li> </ul> |

## Unit 8, page 61, Listening

### A Listen

**2** Listen to the conversation again and fill in the blanks. Then check your answers with a partner.

**Erin:** Naomi, I can't believe we're finally going to Europe! Have you thought about how many days we should spend in each city?

**Naomi:** Yeah, I was thinking four days in Paris, three in Amsterdam, and four in Prague. What do you think? Does that sound good?

**Erin:** Yeah, but, mm, maybe we need an extra day in Paris. There's just so much to see. I'd love time to enjoy some <sup>1</sup> \_\_\_\_\_ spots, like the Luxembourg Gardens, without any <sup>2</sup> \_\_\_\_\_.

**Naomi:** You're right. OK, so how about five days in Paris, two in Amsterdam, and four in Prague? There's a lot to see in Prague, like Prague Castle—I really want to see that.

**Erin:** Me too. But maybe we could have three days in Amsterdam. I really want to rent a bike and experience the city streets. Plus, we could visit some museums, like the <sup>3</sup> \_\_\_\_\_ Museum.

**Naomi:** Mm. And we need time to do a river cruise, too. OK, so let's go with three days in Amsterdam.

**Erin:** Sounds like a plan! This trip is going to be a real <sup>4</sup> \_\_\_\_\_!

**Naomi:** Sure is!

## Unit 9, page 69, Listening

### A Listen

2 Listen to the conversation again and fill in the blanks. Then check your answers with a partner.

**Melisa:** Hey Peter, have you tried using AI to improve your English?

**Peter:** Yeah, I started last month. It's pretty <sup>1</sup> \_\_\_\_\_, I think. What about you?

**Melisa:** Yeah, I use it for <sup>2</sup> \_\_\_\_\_ activities, like fill-in-the-blank  
<sup>3</sup> \_\_\_\_\_ and word games. It's fun.

**Peter:** That's great! I use it for quizzes and flashcards. You know, it really helps when things  
are <sup>4</sup> \_\_\_\_\_.

**Melisa:** Exactly. And it helps me <sup>5</sup> \_\_\_\_\_ my study time. I <sup>6</sup> \_\_\_\_\_  
an online class too, but AI is faster for practice.

**Peter:** Do you think it's better than traditional methods—like real classes and textbooks?

**Melisa:** Well, I think both are useful. AI is great for practice, but real classes give you  
more support.

**Peter:** Yeah, using both seems like the best way to <sup>7</sup> \_\_\_\_\_ quickly.

## Unit 10, page 76, Interaction

Student B: Look at the table below. Ask your partner questions to fill in the missing information about festivals around the world.

| Festival name                   | Where                     | When                      | Details                                                                                       |
|---------------------------------|---------------------------|---------------------------|-----------------------------------------------------------------------------------------------|
|                                 | Buñol, Spain              |                           | People have fun tomato fights in the streets.                                                 |
|                                 | Rio de Janeiro, Brazil    |                           | Largest carnival in the world; There are big parades and people wear colorful costumes.       |
|                                 | India and other countries |                           | Festival of lights, fireworks and candles; People put lights in their homes and eat together. |
| The Fringe                      |                           | August                    |                                                                                               |
| Sapporo Snow Festival           |                           | Early February            |                                                                                               |
| Feria del Elote (corn festival) |                           | First two weeks in August |                                                                                               |
| Your idea:<br>_____             |                           |                           |                                                                                               |



## Unit 10, page 77, Listening

### A Listen

2 Listen to the conversation again and fill in the blanks. Then check your answers with a partner.

**Charlotte:** So, in my country, we watch the big ball drop in New York on TV, and right after, we sing a song called Auld Lang Syne. It's a time to <sup>1</sup>\_\_\_\_\_ on the past year and make a <sup>2</sup>\_\_\_\_\_ for the one ahead. Lucas, you're from Denmark, right? Is it any different there?

**Lucas:** Oh yes! In Denmark, we do something a bit different. We break plates against our friends' doors. That's how we <sup>3</sup>\_\_\_\_\_ the new year. People think it brings good luck! The more broken plates, the better. Oh, and we jump off a chair right at 12 o'clock. It's like we're jumping into the year <sup>4</sup>\_\_\_\_\_!

**Sophia:** That's cool! In Greece, we hang an onion on the door to welcome the new year. And after midnight, parents <sup>5</sup>\_\_\_\_\_ the onion and gently touch their children's heads with it to bring them good luck. We also make a special cake. We put a coin in the cake, and the person that finds it will have good luck for the year.

**Charlotte:** That's awesome! So you guys focus on luck and starting the new year, while we just watch a ball drop.

## Unit 11, page 85, Listening

### A Listen

2 Listen to the conversation again and fill in the blanks. Then check your answers with a partner.

**Khalid:** Hey Rana, hi Leo ... Do you guys like your part-time jobs?

**Rana:** Yeah, I do! I work at a café now. It's fun. I like making coffee and talking to people.  
How about you, Leo?

**Leo:** I just started work at that new bookstore.

**Rana:** Oh, cool. How did you find the job? Is it good?

**Leo:** Yeah. I <sup>1</sup>\_\_\_\_\_ through an <sup>2</sup>\_\_\_\_\_. I like reading and it's quiet.  
I can learn new things when it's not busy.

**Khalid:** Sounds good.

**Rana:** Are you still working at that supermarket, Khalid?

**Khalid:** Uh huh. I enjoy it. I like helping customers. It's really busy sometimes, but it's good practice for future jobs.

**Leo:** For me, the best part of a job is <sup>3</sup>\_\_\_\_\_ money. It's helping me get to my savings <sup>4</sup>\_\_\_\_\_—enough for a new phone.

**Rana:** Right ... And it helps prepare for full-time work, too. You know, you learn new skills, especially in the service <sup>5</sup>\_\_\_\_\_.

**Khalid:** Yeah, like working with a team and building a <sup>6</sup>\_\_\_\_\_—that's useful.

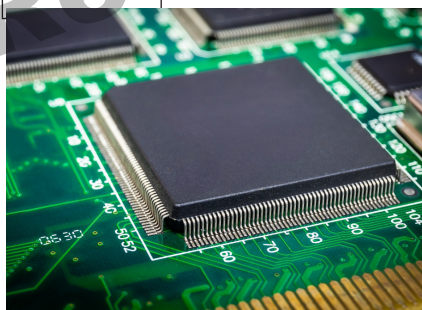
**Leo:** Yeah, sure. And the money helps us become more <sup>7</sup>\_\_\_\_\_.

**Khalid:** Mm. Part-time jobs are definitely worth it.

## Unit 12, page 92, Interaction

Student B: Look at the table below. Ask your partner questions about the inventions and fill in the missing information.

| Year | Invention              | Inventor                                                | Why it is important                           |
|------|------------------------|---------------------------------------------------------|-----------------------------------------------|
| 1928 | penicillin             |                                                         | First antibiotic; saves millions of lives     |
|      | microwave oven         | Percy Spencer                                           |                                               |
| 1954 |                        | Calvin Fuller, Gerald Pearson, Daryl Chapin (Bell Labs) | Uses sunlight to create power; clean energy   |
| 1971 | microprocessor         | Marcian Hoff (Intel)                                    | Small computer chip for digital devices       |
|      | mobile phone           | Martin Cooper                                           | Connects people anytime, anywhere             |
| 1984 |                        | Alec Jeffreys                                           | Identifies people; used in crime              |
| 1992 | text messaging (SMS)   | Neil Papworth                                           |                                               |
|      | DNA sequencing machine | 454 Life Sciences                                       | Helps doctors understand and treat diseases   |
| 2007 | smartphone (iPhone)    |                                                         | All-in-one phone, computer, and camera device |
| 2008 | Blockchain             |                                                         | Database for cryptocurrency (Bitcoin, etc.)   |
|      |                        |                                                         |                                               |
|      |                        |                                                         |                                               |



What was invented in ...?

Who invented the ...?

Why is the invention of ... important?

## Unit 12, page 93, Listening

### A Listen

2 Listen to the conversation again and fill in the blanks. Then check your answers with a partner.

**Teacher:** Good morning, everyone! So, today, we're going to talk about some inventions from the past 100 years. I'll start. One important invention is in <sup>1</sup>\_\_\_\_\_ care. Today, doctors can <sup>2</sup>\_\_\_\_\_ tests and <sup>3</sup>\_\_\_\_\_ with new machines that save lives. One example is a 3D scanner—it can see inside the body. OK, so what other inventions do you think are important?

**Student 1:** I think the internet is a big one. It lets us <sup>4</sup>\_\_\_\_\_ information fast and connect with people around the world.

**Teacher:** Great answer! Yes, the internet helps us collect and share knowledge easily. It has changed how we learn and work. Well done!

**Student 2:** I think smartphones are important too. They <sup>5</sup>\_\_\_\_\_ different tools together—like a camera, computer, and phone—all in one!

**Teacher:** Excellent point! Smartphones really mix lots of functions together, like you said. They can now translate languages instantly as people speak—it's like having an interpreter in your pocket! So, we have medical machines, the internet, and smartphones. These are just a few of the amazing things people have created!