A nursery rhyme (or Mother Goose rhyme in the USA) is a very old song that at first was a serious poem for adults but, with time, became nonsense and was sung by children. Every country has different nursery rhymes. In fact, some say that the best way to catch a foreign spy is to ask him/her to sing a nursery rhyme.

1. Read the nursery rhymes and look at the pictures. Then choose the correct options.

**Humpty Dumpty sat on a (1) wall / door.**
Humpty Dumpty had a great (2) soul / fall.
All the king's horses and all the king's (3) men / women,
Couldn't put Humpty together again.

**Jack and Jill went up the (4) ladder / hill,**
To fetch a pail of (5) water / juice.
Jack fell down and broke his (6) crown / hand.
And Jill came tumbling after.
Read the nursery rhymes again. Then match them to the possible origins.

**Nursery rhymes**

- a ‘Humpty Dumpty’
- b ‘Jack and Jill’
- c ‘Baa, Baa, Black Sheep’

**Possible origins**

1. It represents Louis XVI, King of France, and his Queen, Marie Antoinette. They were killed during the French Revolution – their heads were cut off.

2. It is a protest poem. In England, farmers had to pay money to the government. They were unhappy because this left them with very little money.

3. It was inspired by a big cannon that fell to the ground when it was shot. Nobody put it back in place because it was very heavy.
Student A

UNIT 1

1 Complete the questions and answer about you. Then interview Student B and write his/her answers in the second column.

<table>
<thead>
<tr>
<th>Yesterday, did you...</th>
<th>You</th>
<th>Student B</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) ... an online search?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>charge your (2) ... ?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>use your mobile phone to (3) ... a photo?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>download (4) ... ?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(5) ... any text messages?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 Answer Student B’s questions. Compare your answers. Who is more addicted to technology?

UNIT 2

1 Ask Student B questions to find out if the underlined information is true. Correct the mistakes.

We were climbing a mountain when Sandy suddenly tripped and fell. She was lying unconscious near some rocks and she was badly hurt. I ran to the nearest shelter because I didn't have a mobile phone and made an emergency call. The rescue team came two hours later and took Sandy to hospital. She's now quickly recovering.

What were you doing when Sandy fell?

2 Read the text and answer Student B’s questions.

We were walking in the countryside when we got lost. Luckily, a farmer found us. He knew the area well, so he took us to his farm. ‘The teens weren’t well prepared because they didn’t have any maps,’ he said. ‘Hikers should have maps and wear warm clothes,’ he added.

UNIT 3

1 Complete the questions in the first column and write related questions in the second column. Then interview your classmate.

Present perfect questions | Past simple questions to find out more
---|---
Have you ever ridden ... ? | Have you ever ridden ... ?
Have you ever lost ... ? | Have you ever lost ... ?
Have you ever been to ... ? | Have you ever been to ... ?
Have you ever seen ... ? | Have you ever seen ... ?

2 Answer Student B’s questions.

UNIT 4

1 Think of Student B and guess his/her answers. Then interview him/her and find out if your guesses were correct.

<table>
<thead>
<tr>
<th>Student B: my guess</th>
<th>Student B: real answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you usually buy with your money?</td>
<td></td>
</tr>
<tr>
<td>Do you sometimes borrow money? If yes, who from?</td>
<td></td>
</tr>
<tr>
<td>Do you sell things you don’t want? If yes, where?</td>
<td></td>
</tr>
<tr>
<td>What is the best bargain you've ever bought?</td>
<td></td>
</tr>
</tbody>
</table>

2 Answer Student B’s questions. Who guessed the most answers correctly?

UNIT 5

1 Complete the first conditional sentences with your own ideas. Then change the sentences into questions and ask your classmate.

1 If I go out with friends this weekend, ... .
2 If I get lost, ... .
3 If my parents give me extra pocket money, ... .

What will you do if you go out with friends this weekend?

2 Answer Student B’s questions.

UNIT 6

1 Ask Student B questions to complete the file.

**Save the children**

**History**

Who? | (1) ... started it in England.
---|---
Where? | (2) ...
When? | She started it in (2) ... because children were starving to death after the First World War.
Why? | They help children in (3) ... .

**Their work today**

Where? | They help children in (3) ... .
What? | Give poor children medicine and food. Reduce (4) ... . Help children to get a better education.

**Donations – If you donate...**

£50, a child gets protection against serious diseases. £75, a child gets (5) ... .

Who started Save the children?

2 Look at the file and answer Student B’s questions.
Let’s experiment!

I can describe scientific facts and possible actions in the future.

On our farm, scientists grow genetically modified crops.

I can make predictions about the future and compare life today and in the future.

Cars will be self-driving. Traffic lights won’t be necessary because computers will control cars.

Science
- grow genetically modified crops
- find a cure for cancer
- design your clothes
- use renewable sources of energy
- make electricity

Will affirmative, negative and questions (2)
Adverbs: comparative and superlative forms (2)

I can talk about unspecified objects or people.

If a white person got on a bus, black people had to stand up.

I can express past and present obligation and lack of necessity.

Today, black people in the USA don’t have to fight for their rights.

Have to / had to: affirmative, negative and questions (2)

Grammar
- Zero conditional
- First conditional
- Conditional sentences
- Past simple
- Past continuous

Grammar
- Indefinite pronouns
- Nouns

For students:
- Student’s Book
- Workbook
- Pulse magazine
- Learning bank
- Creative corner
- Online Skills Centre

For teachers:
- Teacher’s Kit
- Annual planning
- Tests
- Online Teacher’s Centre

eltinfo@macmillan.com.ar
www.macmillan.com.ar

Keep your finger on the pulse of learning!
I can describe the weather and natural disasters.

What were you doing when the earthquake happened?

A: I was sitting on my bed when I heard a terrible noise. Lots of bricks fell on top of me while I was lying on the ground.

B: What were you doing when the tsunami hit?

A: We were staying at a hotel near the beach. It was sunny and hot when we heard a noise. It was a tsunami! We were safe but there was a big flood in the town and a lot of people lost their homes.

B: I can talk about future events in the past.

A: I have done kite surfing and white-water rafting. Have you done any of these?

B: No. I haven’t! But I have gone mountain biking. It’s amazing!

B: I can ask and answer about exciting experiences we have had.

A: Have you ever been to Hawaii?

B: Yes, but I’m not going to Hawaii now. I’m not going to go on holiday.

A: Are you going to stay at home this summer?

B: No. I’m going to work. I’ll give him a tip!

A: What are you going to do this summer?

B: I’ll probably spend some of my pocket money. I’ll give him a tip!

B: I can talk about future plans and intentions.

A: What are you going to do on holiday?

B: I’m not going to go on holiday.

A: Are you going to stay at home?

B: Yes. I’m going to work in a hotel to save money for a new tablet.

B: I can discuss part-time jobs and ways to make money.

A: I get £5 pocket money from my parents – they give me £5 every week. They also pay me to do chores around the house. I usually wash the car or do the ironing.

B: I can discuss introducing jobs and ways to make money.

A: I have done lawn mowing, dog walking, delivering newspapers, pet sitting, washing cars, and delivering newspapers.

B: I do the ironing.

B: I can describe past events.

When Vicky was 13 and got lost back home, they phoned her husband (from) the phone (call) to help her get home (ill)."