



# STOPWATCH

Teacher's Guide

# 2



*Ivor Williams*

 **Richmond**

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Teacher's Guide

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Ivor Williams



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# Scope & Sequence

Unit	Vocabulary	Grammar	Skills
 <p><b>0</b></p> <p>Can learning be fun?</p>	<p><b>Review:</b> rooms in a house, furniture, classroom objects, food, clothes, free-time activities</p>	<p>Verb <i>be</i>; <i>There is / are</i>; <i>Can / Can't</i>; Imperatives</p>	<p><b>Reading:</b> Identifying the main idea</p>
 <p><b>1</b></p> <p>Why do we need rules?</p>	<p><b>School supplies:</b> calculator, dictionary, gym uniform, recorder, ruler, trainers</p> <p><b>School subjects:</b> art, chemistry, English, geography, history, literature, maths, music, physical education, Spanish, technology</p>	<p>Present simple; Adverbs of frequency: <i>always, never, often, sometimes, usually</i>; Prepositions of time: <i>in, on, at</i>; <i>The time</i>; <i>Must / Mustn't</i></p>	<p><b>Listening:</b> Identifying key words</p> <p><b>Writing:</b> Describing one's morning routine</p> <p><b>Project:</b> Creating an infographic</p>
 <p><b>2</b></p> <p>What's the best job?</p>	<p><b>Jobs:</b> engineer, firefighter, hairstylist, pilot, receptionist, transit operator</p> <p><b>Workplaces:</b> airport, factory, fire station, hotel, salon, train station</p>	<p>Present continuous; Prepositions of place: <i>on, at, in</i></p>	<p><b>Reading:</b> Identifying and distinguishing facts from opinions</p> <p><b>Writing:</b> Describing an imaginary job</p> <p><b>Project:</b> Researching and writing about a dream job</p>
 <p><b>3</b></p> <p>Do we really need all this stuff?</p>	<p><b>Clothes:</b> belt, blouse, coat, dress, hat, jeans, jewelry, scarf, shorts, skirt, socks, sweater, trainers, trousers, T-shirt</p>	<p>Comparative and superlative adjectives</p>	<p><b>Reading:</b> Skimming and scanning</p> <p><b>Listening:</b> Identifying specific information</p> <p><b>Project:</b> Designing a notice board</p>

Unit	Vocabulary	Grammar	Skills
 <p><b>4</b></p> <p>How do you protect the planet?</p>	<p><b>Food:</b> apple, bread, carrot, flour, lettuce, lime, milk, onion, orange, salami, strawberry, sugar, potato, tomato</p>	<p>Countable and uncountable nouns; Quantifiers: <i>a lot of, some, a little, a few, any</i>; <i>How much, How many</i></p>	<p><b>Writing:</b> Organising ideas in paragraphs <b>Speaking:</b> Interviewing a classmate <b>Project:</b> Creating a short video to promote a green attitude</p>
 <p><b>5</b></p> <p>What does it mean to be happy?</p>	<p><b>Pastimes:</b> camping, dancing, dive-bombing, doing a wheelie, drawing, hanging out with friends, making models, playing board games, rollerblading</p>	<p>Verb <i>be</i>: <i>was, were; There was / were</i>; Short answers</p>	<p><b>Reading:</b> Describing a photo <b>Speaking:</b> Describing a photo <b>Project:</b> Conducting a survey and designing a survey report</p>
 <p><b>6</b></p> <p>What's your story?</p>	<p><b>Film and Book Genres:</b> action, animated, autobiography, children's book, comedy, fantasy, romance, science fiction</p> <p><b>Adjectives:</b> boring, fun, inspirational, interesting, sad</p> <p><b>Irregular Verbs:</b> found, made, met, saw, went, wrote</p>	<p>Past simple Regular and irregular verbs</p>	<p><b>Listening:</b> Identifying sequence in a narrative <b>Writing:</b> Connecting ideas in a past-tense text <b>Project:</b> Making a timeline</p>
 <p><b>7</b></p> <p>When is the right time?</p>	<p><b>Weather:</b> cloud, cloudy, fog, foggy, rain, rainy, snow, snowy, storm, stormy, sun, sunny, wind, windy</p>	<p>Future simple: <i>will / won't</i>; Future: <i>going to</i> Short answers <i>Should / Shouldn't</i></p>	<p><b>Reading:</b> Previewing to predict content <b>Speaking:</b> Storytelling <b>Project:</b> Making a poster</p>
 <p><b>8</b></p> <p>How do you feel?</p>	<p><b>Feelings:</b> anger, angry, embarrassment, embarrassed, excitement, excited, fear, frightened, happiness, happy, jealousy, jealous, sadness, sad, worry, worried</p>	<p>Wh-questions; Yes / No questions; <i>What and Which</i>; Ordinal numbers; Reflexive pronouns</p>	<p><b>Writing:</b> Expressing opinions in a review essay <b>Speaking:</b> Discussing film reviews <b>Project:</b> Making a brochure</p>

## **The Concept**

*Stopwatch* is a motivating, four-level (full edition) or seven-level (split edition) secondary series built around the concept of visual literacy.

- *Stopwatch* constructs students' language skills from A0 to B1 of the Common European Framework of Reference (CEFR).
- A stopwatch symbolizes energy, speed, movement and competition and gives immediate feedback. The *Stopwatch* series offers dynamic, engaging activities and timed challenges that encourage students to focus and train for mastery.
- *Stopwatch* has a strong visual component to facilitate and deepen learning through authentic tasks, compelling images and the use of icons.
- The series was conceived for the international market, with a wide range of topics, incorporating cultures from around the world.
- The four / seven-level framework of the series allows for different entry points to fit the needs of each school or group of students.
- The syllabus has been carefully structured. Each level recycles and expands on the language that was used in the previous books. This process of spiraled language development helps students internalise what they are learning.
- Each level of *Stopwatch* covers 90 – 120 hours of classroom instruction, plus an additional 20 hours of supplementary activities and materials in the Teacher's Guide and Teacher's Toolkit.

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## **The Components**

*Stopwatch* contains a mix of print and digital resources including:

- **Student's Book & Workbook**
- **Teacher's Guide + Audio CD**
- **Digital Book**
- **Stopwatch App**
- **Interactive Activities**
- **Teacher's Toolkit**

### Student's Book & Workbook

Units are divided into distinct spreads, each with a clear focus:

- A **Big Question** establishes the central theme of the unit and promotes critical thinking, curiosity and interest in learning.
- **Vocabulary** is presented in thematic sets and with rich visual support to convey meaning.
- **Grammar** is introduced in context, enabling students to see the meaning, form and use of the structure.
- **Skills** (reading, listening, writing and speaking) are developed through engaging topics.
- **Culture** invites the learner to immerse himself in the rich variety of cultures and peoples on our planet.
- **Review** activities provide consolidated practice for each of the grammar and vocabulary areas.
- In the **Project**, students apply the skills they learned in the unit to a creative task built around the Big Question.
- **Just for Fun** is a page with fun activities that teachers can assign to fast finishers.
- The **Workbook** pages offer extended practice with the vocabulary, structures and skills of the unit.

### Teacher's Guide + Audio CD

**Brief instructions** or summaries provide a quick guide for each Student's Book activity, including **answer keys** and **audio scripts**.

A fun and engaging **warm-up** activity reviews previous knowledge and prepares students for what will be seen in each lesson.

A **wrap-up** task practises newly-learned material. Warm-ups and wrap-ups usually take the form of games.

**Extension** tasks promote the use of language in communication and real-life situations.

**Digital options** provide alternatives to the projects using electronic media.

**Specific questions**, related to the Big Question of the unit, stimulate critical thinking.

**Teaching tips** help develop and enrich teachers' skills.

**Audio** is available on a CD.

## Digital Book

A digital version of the Student's Book is also available for teacher's use in the classroom.

## Stopwatch App

A Stopwatch chronometer app keeps time for game-based challenges in the book and offers fun vocabulary practice. Each game presents up to six degrees or levels of difficulty and is divided into small units which students are supposed to complete to work their way up to the next level.

## Interactive Activities

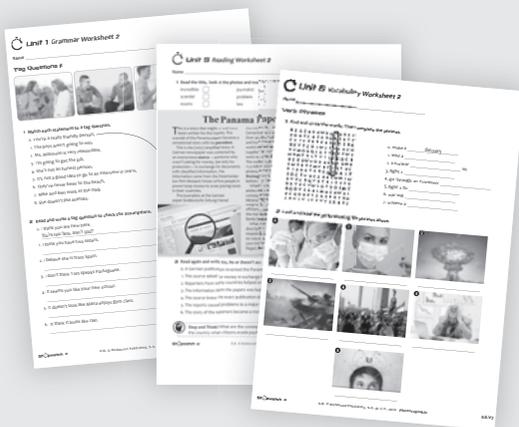
Interactive vocabulary and grammar e-practice exercises also offer students the opportunity to further revise key concepts learned in the book. These can be found on the Richmond website.

## Teacher's Toolkit

The **Teacher's Toolkit** is a comprehensive resource in PDF format that is downloadable from the Richmond website. This includes:

### Worksheets

- Grammar Worksheets (2 per unit) with Answer Key
- Reading Worksheets (2 per unit) with Guidelines and Answer Key
- Vocabulary Worksheets (2 per unit) with Answer Key



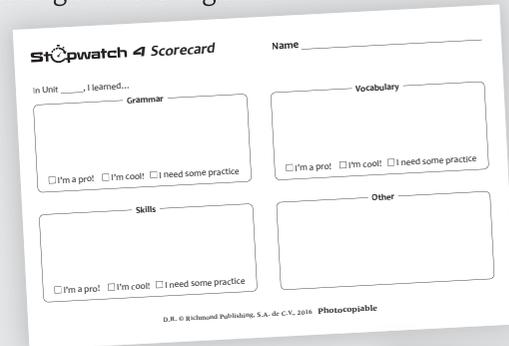
## Project Rubrics

- These contain proposed criteria that can be used to evaluate students' performance in the completion of the unit projects.

Task Completion	Very Good (4)	Satisfactory (3)	Needs Improvement (2)
Grammar and Vocabulary	writes five quiz questions and distinct possible answers that represent different personality traits	writes five quiz questions and possible answers; some personality traits might not fit the answers well; minor issues with clarity	frequent errors in familiar grammar and vocabulary make large parts of the text unclear
Total Points			

## Scorecard forms

- These help students evaluate their progress by reflecting on their newly-acquired grammar, vocabulary, reading and listening skills.



## Tests

### ■ Placement Tests (Beginner

& Intermediate) with Grading Scale and Answer Key

These will help teachers assess students' level of English on an individual and group basis and select appropriate tests.



### ■ Standard Tests (1 per unit) with Answer Key

These cover the vocabulary and grammar from the units, as well as reading and listening skills.

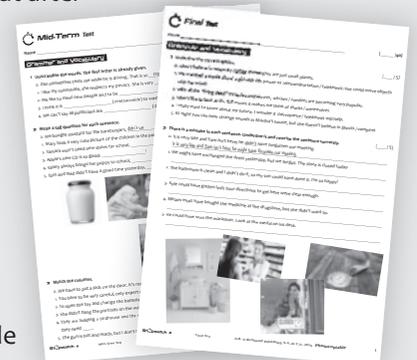
### ■ Tests Plus (1 per unit) with Answer Key

These are the **extended** version of the Standard Tests, which include an additional communication component designed to assess speaking and writing.



### ■ Mid-Term Tests with Answer Key

These should be given out after having completed the first half of the book.



### ■ Final Tests with Answer Key

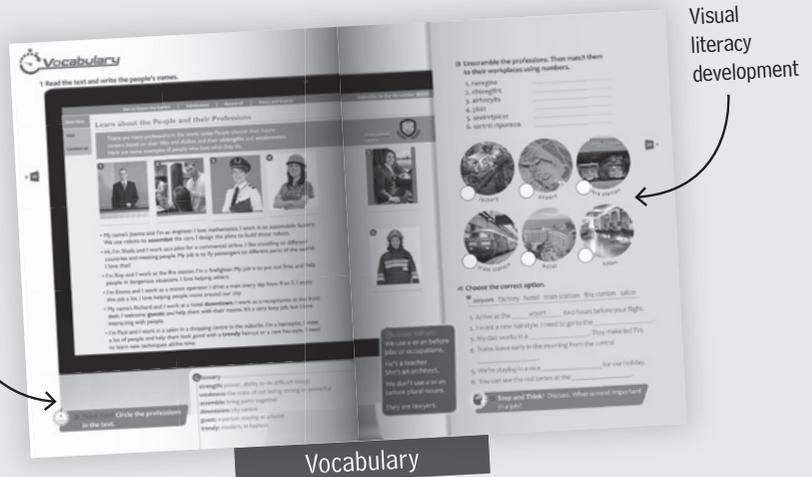
These should be given out after having completed the last unit.

### ■ Tests Audios are available

in mp3 format and also downloadable from the Richmond website.

# The Big Question: What's the best job?

## Student's Book & Workbook



Visual literacy development

Timed, game-like activity



Unit Opener

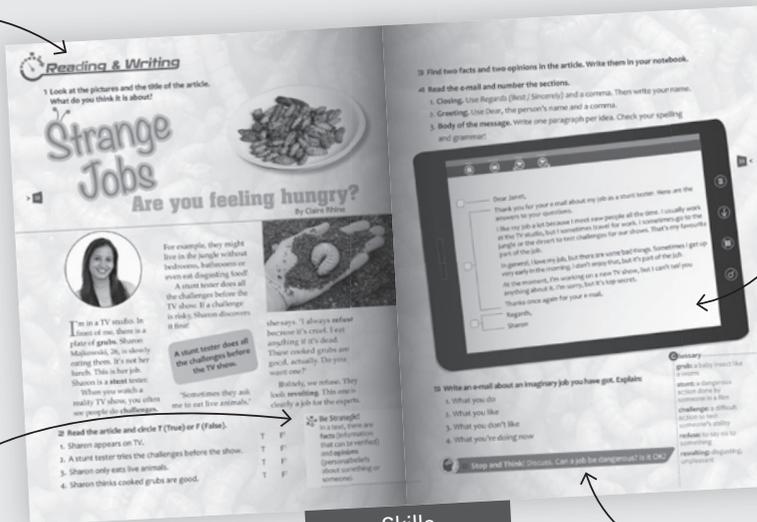
Visual prompts establish context and promote discussion

Insight to language or content



Grammar

Two skills per unit



Skills development tasks

Glossary of new words

Tips for skills development

Skills

Critical Thinking tasks

▪ Student's Book & Workbook

Level-appropriate language encourages learner engagement

Vertical orientation of the Culture section to conform to visual requirements

Audios available on CD

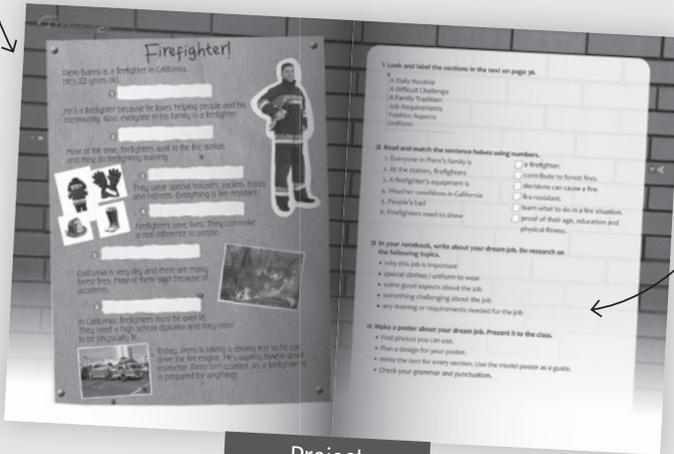


Content relevant to students' lives

Sample of the project

Critical thinking / Value tasks

Culture

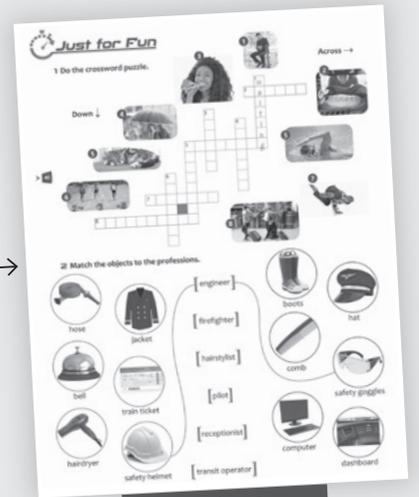


Project

Linguistic and conceptual preparation for the project

Activities for fast finishers

Digital options for the project in the Teacher's Guide



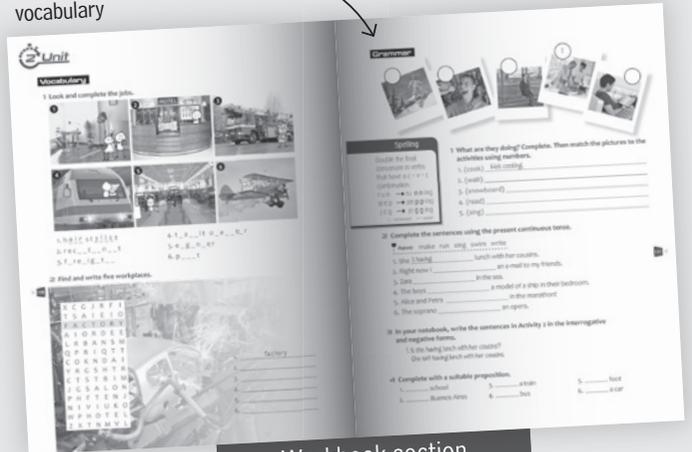
Just for Fun

Topics expand on the unit theme

More practice with unit grammar and vocabulary



Review



Workbook section

# Unit Can learning be fun?

## Grammar

**Verb be:** Are you good at Sudoku puzzles?

Yes, I am.

**There is / are:** There is a boy with a hat.

**Can:** My teacher can speak Japanese.

**Imperatives:** Practise every week. Don't go to bed late.

## Vocabulary

**Review:** rooms in a house, furniture, classroom objects, food, clothes, free-time activities

## Reading

Identifying the main idea

10

In the first lesson, read the unit title aloud and have students look carefully at the unit cover. Encourage them to think about the message in the picture. At the end of the unit, students will discuss the big question: *Can learning be fun?*



### Teaching Tip

#### Teacher Expectations

Make clear what you expect from students at the beginning of a new course. You might want to mention some or all of the following:

- Students should make an effort to participate in class.
- Making mistakes is a natural part of the learning process, and students shouldn't be afraid or embarrassed if they say something incorrectly.
- Students should be prepared to work on their own outside class.
- Students should know that it's perfectly okay to ask for help if they need it.

#### Objectives

Students will be able to identify **house**, **school**, **food** and **clothes** vocabulary.

## Lesson 1

Student's Book p. 8

### Warm-up

Students talk about the activities that they enjoy doing in the English class.

- Ask students *What are some activities that you like doing in your English class?* Students may mention games, puzzles, etc. Invite them to share comments.

### 1 Unscramble and answer the questions.

Students unscramble and answer questions about puzzle activities.

#### Answers

1. Are you good at Sudoku puzzles? Yes, I am. / No, I'm not.
2. Do you like to do jigsaw puzzles? Yes, I do. / No, I don't.
3. Can you spell words in Hangman? Yes, I can. / No, I can't.
4. Can you do the Rubik's Cube? Yes, I can. / No, I can't.
5. Do you see the logical order? Yes, I do. / No, I don't.

### 2 Write the missing vowels.

Students review a selection of vocabulary items by writing the missing vowels.

#### Answers

*House / Flat* bedroom, kitchen, chair  
*School* notebook, teacher, English  
*Food* sandwich, water, pizza  
*Clothes* sweater, skirt, jeans

### 3 Think Fast! Name all the colours in Rubik's Cube.

Students do a one-minute timed challenge: they review colours vocabulary in a quiz question.

#### Answers

green, blue, yellow, orange, white, red

### Extension

Students create their own crossword puzzles.

- Tell students to look at the crossword puzzle on page 24 of their Student's Book and use it as a model.
- Suggest that students use the vocabulary words in Activities 2 and 3 for their puzzles.
- After they have made their puzzles, students can exchange them and complete each other's crosswords.

## Wrap-up

Students add more words to the groups of words in Activity 2.

- Ask students to add at least three more words to each of the categories in Activity 2.
- Have students share their lists with the rest of the class.

### Answers

Answers will vary; examples:

*House / Flat* bathroom, living room, table

*School* desk, pencil, classroom

*Food* chicken, carrot, milk

*Clothes* coat, T-shirt, pants

## ▶▶▶ (No homework today.)

### Objectives

Students will be able to use *can* to talk about abilities and use *there is / there are* to describe a picture.

## Lesson 2

Student's Book p. 9

### Warm-up

Students talk about things that they can and can't do.

- Write a numbered series of sentences about talents and abilities on the board, e.g., 1. *I can swim.*  
2. *I can juggle with three balls.* 3. *I can play a musical instrument.* 4. *I can do magic tricks.* etc. and have students write down each number on a piece of paper. Have them write *Yes* or *No* next to each number depending on whether they can do the activity.
- Invite students to talk about what they can and can't do.

### 4 Make these sentences true for you. Use *can* or *can't*.

Students complete sentences according to what they can and can't do.

### Answers

Answers will vary.

### 5 Look, circle and complete the sentences with numbers. Then listen and check.

Students review singular and plural forms of *be* and *there is / there are* as they complete sentences with *there is* or *there are* and numbers.

### Answers

1. is one, 2. are 25, 3. are seven, 4. are nine, six,  
5. are six, 6. is one

### Audio Script

1. There is one island in the picture with a very big waterslide on it.
2. There are twenty-five children in the picture.
3. There are seven children in the water.
4. On the slide, there are nine boys and six girls.
5. There is one boy with a hat.

### 6 Match the numbers and letters on the waterslide.

Students solve a puzzle in an illustration.

### Answers

1. C, 2. A, 3. E, 4. B, 5. D

### 7 Stop and Think! Can puzzles and challenges help you learn?

11

- Organise students into groups of three and have them brainstorm ways in which puzzles and mental challenges can help people to learn.
- Invite groups to share their ideas with the rest of the class.

### Answers

Answers will vary.

### Wrap-up

Students write descriptions of their classroom and their school.

- Ask students to write two paragraphs, one about what there is in their classroom and one about what there is in their school, using *there is / there are*.
- Before students begin writing, brainstorm as a class some vocabulary for things that are in classrooms and schools and write students' ideas on the board. (*Board, desks, chairs, chalk, marker, books, pens, pencils, windows, doors, hallways,* etc.)
- Have students form groups of three or four and tell them to share their descriptions and suggest corrections if necessary.

## ▶▶▶ (No homework today.)

### Objectives

Students will be able to use the **verb *be*** in the present and identify the correct **imperatives** to give advice.

## Lesson 3

Student's Book p. 10

### Warm-up

Students describe their bedrooms.

- Organise students into pairs. Have them take turns describing their bedrooms for their partners to draw, using *there is / are*.

- When they have finished, ask them to check their partners' drawings.

**8 Complete the questions with *are, is or there*. Then answer the questions.**

Students complete and answer questions using the verb *be* and *there is / are*.

**Answers**

1. are, Answers will vary. 2. is, Answers will vary.  
3. are there, Answers will vary. 4. are there, Answers will vary.

**9 Look and complete the corresponding lines in the text balloons.**

Students match text balloons with photos.

**Answers**

1st balloon left photo, 2nd balloon right photo

**10 How do you play sports? Tick (✓) the opinion in Activity 9 you agree with.**

Students comment on their attitudes toward competitive sports.

- Read aloud the statements in the text balloons in the previous activity.
- Have students tick the opinion they agree with.
- Organise students into small groups and invite them to discuss which of the two opinions they most identify with. Encourage them to explain why they chose one statement over the other.

**Answers**

Answers will vary.

**11 Read and circle the correct options.**

Students select the correct imperative forms in a reading activity.

**Answers**

1. Practise, 2. Respect, 3. Don't get, 4. Eat, 5. Drink, 6. Don't go, 7. Keep

**Extension**

Students create posters giving advice.

- Brainstorm possible topics as a class, such as 'Healthy Eating' or 'Being a Good Athlete.'
- Have students work in small groups to create posters giving advice about the topic of their choice using imperatives.
- Display students' posters around the classroom.

**Wrap-up**

- Students play a game to practise using imperatives.
- Tell students to focus on the imperatives in bold in

Activity 11 (and ignore the rest of each sentence).

- In small groups, have students sit in circles and go around the circle using each imperative form (both affirmative and negative) in a new sentence. Tell students to try to think of sentences as quickly as possible.
- The group who finishes making sentences with all fourteen of the imperatives first wins.

**▶▶▶▶ (No homework today.)**

**Objectives**

Students will be able to identify the main idea of an article.

**Lesson 4**

Student's Book p. 11

**Warm-up**

Students discuss eyesight using *can* and *can't*.

- As a whole-class activity, discuss the kinds of activities that become difficult if we have problems with eyesight. Ask *If you can't see clearly, what things can you not do?*
- Elicit answers using *can't*: *You can't drive. You can't read a book.*
- Now ask *What can you do instead?* Elicit answers using *can*: *You can wear glasses. You can learn braille.*

**12 Look at the pictures in the article. Can you see hidden messages?**

Students look at images to find hidden information.

- Tell students to look at the images in the article and see if they can find any hidden messages in them.

**Answers**

Answers will vary.

**13 Read the article and tick (✓) the main idea.**

Students identify the main idea of a text.

**Answer**

2

**14 Match the visual problems to the pictures using numbers.**

Students match descriptions of medical conditions with photos.

**Answers**

3, 1, 2

**15 Stop and Think! Discuss. Are you ready to start your English lessons this year?**

- Organise students into small groups and have them draw up a list of New School Year Resolutions:

things that they plan to do to get the new year off to a good start.

- Invite groups to share their ideas with the rest of the class.

#### Answers

Answers will vary.

### 16 Listen and check your answers.

Students listen to check information.

#### Audio Script

1. **BOY:** Grandpa, what happened?  
**GRANDPA:** Oh, I can't see well when the cup isn't in my hand.  
**BOY:** Oh, Grandpa... the problem is that you don't see well in 3-D.  
**GRANDPA:** Of course I'm not a hero from a 3-D film, young man. I'm just old!
2. **TEACHER:** Owen, what's the answer?  
**BOY:** Umm... Sorry! I can't see very well.  
**TEACHER:** Owen, I think you need glasses.
3. **GIRL:** Dad! Remember that your pink shirt is on the left in the wardrobe, and the green one is on the right.  
**FATHER:** Oh, OK. Thank you very much!

### Wrap-up

In pairs, students spell different classroom objects words.

## Stopwatch Game

Student's Book p. 12

### Warm-up

Ask students to pay attention to the pictures and ask them what the boy holds in his hand (a stopwatch). Ask them what this object is used for.

#### 1 Play the Stopwatch Game.

Students play a game.

- Review the activities with students. Remind them that the time limit for each activity (there are three) is sixty seconds.
- After three minutes, go over the activities. Check answers as a class. Make sure students understand the results.

#### Answers

##### 1 Look at the pictures and complete.

1. tennis, 2. maths, 3. dancing, 4. London, 5. hangman

##### 2 Complete these tips to be a good student.

1. Do, 2. Don't, 3. Study, 4. Pay, 5. Listen

##### 3 Complete the classroom items.

1. pink, 2. bedroom, 3. eraser, 4. pizza, 5. jeans

### 2 Listen and check your answers.

Students listen to the audio and see if their answers in Activity 1 were correct.

#### Audio Script

1. Look at the pictures and complete.
  1. I am good at tennis.
  2. He is bad at maths.
  3. She loves dancing.
  4. They don't like London.
  5. We can play hangman.
2. Complete these tips to be a good student.
  1. Do your homework.
  2. Don't be late to school.
  3. Study hard for exams.
  4. Pay attention in class.
  5. Listen to your teacher and classmates.
- 3 Find the words and complete.
  1. colour: pink
  2. house room: bedroom
  3. school item: eraser
  4. food: pizza
  5. clothing item: jeans

### 3 Check your results.

Students check their results to see how many points they scored.

### Wrap-up

Students comment on their results with the rest of the class.

### Big Question

Students are given the opportunity to revisit the Big Question and reflect on it.

- Ask students to turn to the unit opener on page 7 and look again at the photo, which shows a maze and a sign that reads CHALLENGES AHEAD.
- Ask students if they have ever been in a maze and invite them to share or imagine what it feels like to try to get to the centre of a maze.
- Try to elicit the idea that it takes effort to find the centre of a maze, but that it is also fun. From this idea, explain to students that at this level of the course they will face challenges, but that it will also be fun.
- Ask students *What makes learning fun for you?* Discuss as a class.

 (No homework today.)

# 1 Unit Why do we need rules?

## Grammar

**Present simple:** She studies at night.

**Adverbs of frequency:** *always, never, often, sometimes, usually:* I usually eat there.

**Prepositions of time:** *in, on, at:* Pete has got art in the afternoon. We don't go to school on Saturdays.

**Must / Mustn't:** We must clean our school every day. We mustn't throw litter or do graffiti.

## Vocabulary

**School Supplies:** calculator, dictionary, gym uniform, recorder, ruler, trainers

**School Subjects:** art, chemistry, English, geography, history, literature, maths, music, physical education, Spanish, technology

## Listening

Identifying key words

## Writing

Describing one's morning routine

## Project

Creating an infographic

In the first lesson, read the unit title aloud and have students look carefully at the unit cover. Encourage them to think about the message in the picture. At the end of the unit, students will discuss the big question: *Why do we need rules?*



### Teaching Tip

#### Setting Ground Rules for Discussions

At the start of the course, establish some clear ground rules for group and whole-class discussions. Make clear the importance of taking turns to speak, of listening respectfully when someone else is speaking, of expressing disagreement in a way that is not offensive, etc.

## Vocabulary

### Objectives

Students will be able to use **school subjects** and **school objects** vocabulary to talk about their classes.

## Lesson 1

Student's Book p. 14

### Warm-up

Students select adjectives that they feel describe their school.

- Keeping in mind the Big Question on the previous page, write a variety of adjectives that could describe a school (*strict, friendly, noisy, neat, chaotic, orderly, relaxed*, etc.) on the board and invite students to say which ones best describe their own school.
- Encourage students to discuss their ideas as a whole class. Ask *Do the rules at our school affect what the school is like? How?*

### 1 Look at the lockers and complete the sentences.

Students practise school subjects vocabulary while using it to complete the sentences.

#### Answers

1. maths, 2. physical education (P.E.), 3. music, 4. Spanish

**2 Think Fast! Interview your classmate and tick (✓) the items.**

Students do a three-minute timed challenge: they exchange information about the school equipment and items that they have got with them.

**Answers**

Answers will vary.

**Wrap-up**

Students write about the equipment and the items that they have got with them according to different days of the week.

- Tell students to write at least five sentences explaining the school items that they have got with them on different days for the various subjects that they have got on those days. For example, a student might write, *On Mondays, I have got my gym uniform with me because I have got P.E.*
- Invite students to share their sentences with the rest of the class.

▶ **Workbook p. 126, Activities 1 and 2**

**Lesson 2**

Student's Book p. 15

**✓ Homework Check!**

Workbook p. 126, Activities 1 and 2

**Answers**

**1 Look and label the pictures.**

1. recorder, 2. gym uniform, 3. pencil, 4. trainers, 5. eraser, 6. calculator, 7. ruler, 8. dictionary, 9. pen

**2 Correct one mistake in each sentence.**

1. ~~calculator~~ I use a ruler to draw lines.
2. ~~literature~~ You need a calculator for your maths class.
3. ~~pencil~~ This dictionary contains a lot of words.
4. ~~ruler~~ You can make very nice music with a recorder.
5. ~~art~~ Bring your gym uniform because we have got P.E. today.

**Warm-up**

Students sort school objects into groups.

- Show students a selection of items (e.g., a globe, an atlas, a ruler, compasses, etc.) and ask them to group them by school subject.

**3  Listen and unscramble the school subjects in the pictures.**

Students practise more school subjects vocabulary in a listening and spelling activity.

**Answers**

1. literature, 2. art, 3. chemistry, 4. technology, 5. geography, 6. history

**Audio Script**

- |               |                     |
|---------------|---------------------|
| 1. literature | l-i-t-e-r-a-t-u-r-e |
| 2. art        | a-r-t               |
| 3. chemistry  | c-h-e-m-i-s-t-r-y   |
| 4. technology | t-e-c-h-n-o-l-o-g-y |
| 5. geography  | g-e-o-g-r-a-p-h-y   |
| 6. history    | h-i-s-t-o-r-y       |

**4  Listen and circle the correct option.**

Students choose the correct school subject to complete each sentence according to the audio.

**Answers**

1. chemistry, 2. English, 3. technology

**Audio Script**

Hi! I'm Pete. Today, I have got maths and ...uh... chemistry in the morning. Then I have got music and English in the afternoon. After school, I play basketball for the school team. I do my technology homework in the evening. I watch TV at night before I go to bed.

**5 Read and match.**

Students practise prepositions of time by matching phrases to the correct picture of each time of day.

**Answers**

*left to right* 1, 3, 4, 2

**6 Read and complete the sentences about you.**

In a personalisation activity, students complete sentences with information about what they do at different times of the day.

**Answers**

Answers will vary.

### Wrap-up

Students discuss their favourite days of the week.

- Organise students into groups of three or four.
- Have them talk about their favourite days of the week and explain why. Tell students to also mention what subjects they have got and at what time on those days.

▶ Workbook p. 126, Activity 3

## Grammar

### Objectives

Students will be able to use **prepositions of time**, **adverbs of frequency** and the **present simple** to talk about school.

## Lesson 3

Student's Book p. 16

### ✓ Homework Check!

Workbook p. 126, Activity 3

### Answers

**3 Read and match the sentence halves using numbers.**

4, 3, 5, 1, 2, 6

### Warm-up

Students participate in a quick-fire quiz about their class schedule.

- Say a school day and a time, e.g., *Tuesday at ten o'clock* and ask students to say what subject they have got.

### 1 Listen and complete the class schedule for Wednesday.

Students complete a class schedule using school subjects vocabulary according to the audio.

### Answers

1. maths, 2. English, 3. band, 4. science, 5. geography, 6. P.E.

---

### Audio Script

JIM: Britney! Do you know our schedule today?  
BRITNEY: Yes, I do. Why?  
JIM: Well, I haven't got mine.  
BRITNEY: Oh, OK. Well, we have always got maths at nine in the morning.  
JIM: Yeah, I remember that! And we have always got English at 10.  
BRITNEY: Then for the third period, we have got...  
JIM: Band! By the way, have we got any homework?  
BRITNEY: No. We sometimes have band practice in the afternoon, but not this week. Then there's lunch. Do you eat at the school cafeteria?  
JIM: Yeah, I usually eat there, but on Wednesdays, I bring my own lunch.  
BRITNEY: Jim, where is your lunch?  
JIM: In my backpack. Wait... Oh no! I haven't got it! It's at home! Anyway, what classes have we got in the afternoon?  
BRITNEY: We have got science at one with Mr. Porter.  
JIM: Cool! And then reading?  
BRITNEY: No, we have never got reading on Wednesday. It's only on Tuesday.  
JIM: Have we got geography at 2?  
BRITNEY: Yes, we have. Then at 3 we have got P.E. It's football practice today. Remember we often play football in December. It's the state tournament. Have we got your football uniform today?  
JIM: Oh yes, I have. It's right here in my locker.

---

### 2 Listen again and choose the correct option.

Students are exposed to adverbs of frequency while they choose the correct options to complete the sentences according to the audio.

- Draw students' attention to the **Prepositions** box and explain we use different prepositions with different time expressions. Ask a volunteer to read the examples aloud.

### Answers

1. morning, 2. afternoon, 3. Wednesdays, 4. Tuesday, 5. December

---

### Audio Script

See Audio Script 7.

---

### 3 Look and complete the chart.

Students complete a chart with adverbs of frequency.

### Answers

from left to right never, sometimes, often, usually, always

### Wrap-up

Students describe their routines.

- Tell students to write five true sentences about what they do and when, using adverbs of frequency and prepositions of time.
- Organise students into small groups and have them share their sentences.

### Workbook p. 127, Activities 4 and 5

## Lesson 4

Student's Book p. 17

### ✓ Homework Check!

Workbook p. 127, Activities 4 and 5

### Answers

#### 4 Read and complete the sentences.

1. often, 2. sometimes, 3. usually, 4. always, 5. never

#### 5 In your notebook, answer these questions about you

Answers will vary.

17

### Warm-up

Students play an association game, using feelings.

- Brainstorm feelings with students and write them on the board.
- Tell students they are going to play an association game. You will say a word and they will write how it makes them feel.
- Say the following words: *music, maths, P.E., homework, lunch, weekends, exam*. As you say each word, write it on the board. Students will write how each word makes them feel.
- Form groups of three or four students and have them share how each word makes them feel.
- Ask students *How do exams make you feel?*

### 4 Look and answer the quiz.

Students are exposed to the interrogative, affirmative and negative forms of the present simple as they complete a quiz about exams and exam preparation.

### Answers

Answers will vary.

### 5 Change the sentences to affirmative (+), negative (-) or interrogative (?).

Students practise writing sentences (affirmative, negative, or interrogative) in the present simple.

- Draw students' attention to the **Present Simple** box with information about the affirmative, negative and interrogative forms of the present simple.

#### Answers

1. I do my homework every day. 2. We don't play basketball in the park. 3. She doesn't study at night. 4. Tim reads novels. 5. Do Joe and Lisa go to the cinema on Fridays? 6. Does Ray like pizza?

### Wrap-up

In small groups, students design and write quizzes similar to the one on this page. The quizzes can be about free-time activities, friends, daily routines, etc. and should include questions in the present simple. After they finish writing their quizzes, groups can exchange them and answer the questions.

▶▶▶ **Workbook p. 127, Activities 1 – 3**



#### Teaching Tip

##### Having Students Explain the Topic

Students show that they have understood a grammatical structure when they can explain it to others. Invite students to create posters illustrating the forms of the present simple. Display the posters around the classroom. Repeat this with other grammatical structures that students study later on.

## Listening & Writing

### Objectives

Students will be able to identify key information in a listening activity. They will also be able to describe their morning routines.

## Lesson 5

Student's Book pp. 18 and 19

### ✓ Homework Check!

Workbook p. 127, Activities 1 – 3

#### Answers

##### 1 Look and circle the correct option.

1. like, 2. want, 3. studies, 4. drive, 5. goes, 6. does

##### 2 Make these sentences interrogative or negative.

1. My grandparents don't live with us. 2. Do you want a dog? 3. My mum doesn't drive the school bus. 4. Does Melanie like your ruler? 5. They don't speak Japanese.

##### 3 In your notebook, write what you must or mustn't do when you are at a friends' house.

Answers will vary.

### Warm-up

Students talk about how they get to school.

- Write *bus, train, car, on foot, bike* on the board.
- Ask students how they get to school, how long it takes them, and how far they travel each day.

### 1 Listen and answer the questions.

Students listen to an interview and identify key information needed to answer questions.

#### Answers

1. They live in the village of Los Pinos in Colombia., 2. Because they haven't got a teacher in their village, and they haven't got any other means of transportation., 3. They are about five to ten years old.

### Audio Script

[P = Presenter, J = José, a Colombian teenager]

P: How do you get to school every day? Have you got a long journey on the bus? For the kids in the village of Los Pinos in Colombia, the journey to school is very difficult and dangerous. We talked to José, a Colombian boy, about his journey. José, how do the kids here get to school?

J: They use a zip line over the river. They haven't got a bus. They haven't got a train or a subway. They have just got the zip line.

P: How many children do this?

J: About five children travel like this.

P: How old are they?

J: They're very young. They are about 5 to 10 years old.

P: Do they get on the zip line every day?

J: Yes, they do. They travel to school like this every day.

P: Why do they do this?

J: We live in the mountains. We have got a school here in the village, but we haven't got a teacher, so they travel to another school every day, on this zip line.

P: Do they travel on their own?

J: No, they don't. These children go to elementary school, so they travel with a parent or an adult.

P: Does the zip line go very high?

J: Yes, it does. It's 800 metres high!

P: That's amazing. Do you go on the zip line?

J: No, I don't. Not anymore, but I used to when I was in elementary school. Would you like to travel on the zip line?

P: Oh, no. Thank you, but no. Thank you for talking to us, José.

J: *De nada, señor.*

### 2 Listen again and circle T (True) or F (False).

Students listen for detailed information to determine whether statements about the interview are true or false.

#### Answers

1. T, 2. T, 3. F (The children haven't got a teacher in their village.), 4. F (The children travel with a parent or an adult.), 5. T, 6. F (Jose doesn't travel on the zip line anymore.)

### Wrap-up

Students role-play interviews with children from Los Pinos.

### Workbook p. 128, Activity 1

## Lesson 6

Student's Book pp. 18 and 19

### ✓ Homework Check!

Workbook p. 128, Activity 1

#### Answers

1 Read and circle T (True) or F (False).

1. F (Johnny's village is in the mountains.),
2. F (Johnny walks to school.), 3. T, 4. F (Johnny is always on time.), 5. T, 6. T

19

### Warm-up

Students review telling the time.

- Review telling the time by asking students what classes they have got at different times of the day. For example, ask, *What class have you got at ten o'clock on a Friday?* or *What class have you got at half past eleven on a Monday?*

### 3 Read and match the times.

Students match times written in words with clock faces.

- Draw students' attention to the **Guess What!** box. Read the information aloud and ask students which style of telling the time they have heard people use more often.

#### Answers

left to right 4, 3, 2, 1

### 4 Write questions.

Students write *Wh-* questions using cues.

#### Answers

1. What is your name? 2. Where do you live?
3. What time do you get up? 4. What do you have for breakfast? 5. How do you get to school?
6. What do you wear to school?

### 5 Write a paragraph about you. Use the answers to the questions in Activity 4.

Students write a paragraph using their own answers to the questions from the previous activity.

#### Answers

Answers will vary.

#### Extension

Invite students to find out about school students of their age in other countries around the world. Have them prepare short presentations as if in the role of another student. For example, *My name is Luiz. I live in Sao Paulo...*

20

### 6 Stop and Think! What rules are important to obey when you travel to school?

- Organise students into groups of three and have them write a list of at least five rules that students should follow when travelling to and from school.
- Invite groups to share their ideas with the rest of the class.

#### Answers

Answers will vary.

#### Wrap-up

Students interview each other.

- Have students work in pairs and interview each other using the questions from Activity 4. Tell students not to look at their paragraphs from Activity 5 when they answer.

#### Workbook p. 128, Activity 2

#### Preparing for the Next Lesson

Ask students to look around on the website for an introduction to school life in Japan: [goo.gl/MuHCvB](http://goo.gl/MuHCvB).

## Culture

#### Objectives

Students will be able to compare and contrast different cultures and develop awareness of cultural diversity.

### Lesson 7

Student's Book pp. 20 and 21

#### ✓ Homework Check!

Workbook p. 128, Activity 2

#### Answers

2 Read the article again and rewrite it from Johnny's point of view.

Answers will vary.

#### Warm-up

Students answer general knowledge questions about Japan.

- Have students close their books. Conduct a quick-fire quiz about Japan. Ask, for example, *What continent is Japan in? What is the capital city of Japan? What currency do they use in Japan? What is the population of Japan?*

#### Answers

Asia, Tokyo, yen, approximately 127 million

### 1 Look at the map and circle T (True) or F (False). Correct the false information.

Students use a map to determine whether statements are true or false and correct any false statements.

#### Answers

1. F (There are four major islands in Japan.), 2. F (Japan is in the Pacific Ocean.), 3. T, 4. T

### 2 Complete the interview with these questions.

Students read and complete an interview with the questions that correspond to each answer.

#### Answers

3, 5, 4, 2, 1

#### Wrap-up

Students discuss the content of the text.

- As a whole class, discuss ways in which Masako's school is similar to or different from the students' school. Encourage students to compare and contrast and express their ideas without being judgmental.

Workbook (No homework today.)

**Warm-up**

Students review what they have learned about Japan so far.

- With their books closed, give small groups one minute to talk about what that they can remember about Japan.
- As a whole class, share answers.

**3 Look at the interview and complete the mind map.**

Students complete a visual summary of a text.

**Answers**

*Part 1 Introduction, Part 2 School Uniforms, Part 3 Cleaning the School, Part 4 Value, Part 5 A Clean Country*

**4 Discuss. Have you got rules at school? What must you do? What mustn't you do?**

Students discuss rules at school.

**Answers**

Answers will vary.

**5 In your notebook, make a list of your home rules. Use must / mustn't.**

Students write about rules at home.

**Answers**

Answers will vary.

**6 Stop and Think! Discuss. What are the benefits of having got rules at school?**

- Organise students into small groups and have them draw up a list of the benefits of having got rules at school.
- Conduct a whole-class discussion in which students share their ideas.
- Write on the board the ideas that the majority of students agree with.

**Answers**

Answers will vary.

**Wrap-up**

Students discuss ideas for a new rule.

- As a whole class, discuss students' ideas for a new rule for their school, that is, a rule that they believe is necessary and beneficial, but that is not part of the existing school rules.

▶▶▶▶ (No homework today.)

**Teaching Tip****Using Mind Maps**

Mind maps can be used in various ways, not just for creating a summary of a reading or listening text. Show students how to use mind maps as a way of sorting vocabulary, for example, or as a way of brainstorming ideas for a piece of writing.

## Project

### Objectives

Students will be able to create an infographic.

## Lesson 9

Student's Book pp. 22 and 23

### Warm-up

Students discuss the concept of an infographic.

- Write the word *infographic* on the board and ask students to separate it into its two parts (*info* and *graphic*).
- Discuss the meanings of these two parts of the word. Elicit or explain that *info* is an abbreviation for *information* and that *graphic* relates to visual art, especially drawing or writing. Thus an infographic is a visual representation of information or data. Discuss how infographics are intended to present information quickly and clearly.

### 1 Read the infographic and draw the missing pictures.

Students complete an infographic with simple illustrations.

#### Answers

Answers will vary.

### 2 Review the infographic. Circle two similarities and two differences in your school.

Students find similarities and differences between the school rules presented in an infographic and their own school.

#### Answers

Answers will vary.

### Wrap-up

Students compare visual ideas and vote for their favourites.

- Invite students to submit their individual proposals for an image to go with, for example, Rule 2 on the infographic. Have the class vote for their favourite images for each rule.

## Lesson 10

Student's Book pp. 22 and 23

### Warm-up

Students brainstorm places that need to have got sets of rules.

- As a whole class, brainstorm ideas about places and organisations that need rules in order to ensure that people are safe and that things run smoothly, e.g., places of work such as factories and offices, public spaces such as shopping centres, football stadiums, etc.

### 3 Make a list of rules in your school.

In small groups, have students write a list of rules for their school in preparation for creating an infographic.

#### Answers

Answers will vary.

### 4 Create an infographic about your school and present it to the class.

Students create an infographic showing the rules at their school.

- Ask students to work in the same small groups as in Activity 3. Encourage them to consider the layout and design of their infographics and the connections between textual and visual elements.
- Invite students to present their finished infographics to the rest of the class.

#### Answers

Answers will vary.

### Extension

- Once students have shared their infographics with their own class, invite them to present their work to other classes or to members of staff.
- A selection of infographics could be displayed in an exhibition of students' work.

### The Digital Touch

To incorporate digital media in the project, suggest one or more of the following:

- Have students present their infographics using PowerPoint or similar slide show presentation programmes like Google Slides.
- Invite students to create videos using live actors, animation, voiceovers combined with images, etc.
- Encourage students to use free downloadable poster-making programmes for their infographics.
- If possible, allow students to upload their work to the school's website.

Note that students should have the option to do a task on paper or digitally.

### Wrap-up

Students compare infographics and vote for their favourites.

- Invite students to vote for their favourite infographics. There can be awards in various categories, e.g., best layout and design, best use of technology, best overall infographic, etc.

### Workbook p. 129, Activities 1 - 4



#### Teaching Tip

##### Managing Group Work

Teenagers usually enjoy working in teams. To ensure that group work goes well, conduct an oral evaluation after a task such as this project in which you ask students to reflect on how much they participated in their group, how they shared tasks, how well they cooperated, how much they listened to the other people in their team, how they came to decisions, how they resolved differences of opinion, etc.

## Review

### Objectives

Students will be able to consolidate their understanding of the vocabulary and grammar learned in the unit.

## Lesson 11

Student's Book p. 24

### ✓ Homework Check!

Workbook p. 129, Activities 1 - 4

#### Answers

##### 1 Complete about you!

Answers will vary.

##### 2 Complete the conversation with *do* or *does* in the correct form.

1. do, 2. do, 3. do, 4. don't, 5. Does, 6. doesn't, 7. Does, 8. does

##### 3 Look and write the times in two different ways.

1. It's a quarter to two. / It's one forty-five., 2. It's twenty past eight. / It's eight twenty., 3. It's three o'clock., 4. It's half past twelve. / It's twelve thirty., 5. It's a quarter past four. / It's four fifteen., 6. It's five to seven. / It's six fifty-five.

##### 4 Circle the correct option.

1. mustn't, 2. must, 3. must, 4. mustn't

### Warm-up

Students discuss their favourite school subjects.

- As a whole-class activity, invite students to say what their favourite subjects are and why and to talk a little about those subjects. Encourage them to use vocabulary and expressions that have been covered in this unit, e.g., school objects, times of day, etc.

### 1 Look and do the crossword puzzle using words related to school items.

Students complete a crossword using school objects vocabulary.

#### Answers

Down 1. calculator, 3. recorder

Across 2. dictionary, 3. ruler, 4. uniform, 5. trainers

## 2 Read and complete with school subjects.

Students complete the sentences with the school subjects that make sense in each.

### Answers

1. physical education (P.E.), 2. maths, 3. technology, 4. history, 5. geography, 6. chemistry

## 3 Circle the correct option.

Students select the correct prepositions of time to complete each sentence.

### Answers

1. in, 2. at, 3. on, 4. in

## 4 Complete the sentences using the words in brackets.

Students practise word order with frequency adverbs by writing complete sentences.

### Answers

1. I never forget my gym uniform. 2. We sometimes eat lunch at school. 3. Our teacher often gives us homework. 4. I usually watch TV after school. 5. Does Kim always sit next to you?

## Wrap-up

Students write their own sentences using frequency adverbs.

- Challenge students to write five sentences that use a frequency adverb, a school subject and a piece of school equipment, for example, *On Mondays, I always take my calculator because we have got maths.*

▶▶▶▶ (No homework today.)

## Lesson 12

Student's Book p. 25

### Warm-up

Students play Hangman to review school subjects and school objects vocabulary.

- Invite students to play Hangman in teams. They should use vocabulary related to school subjects and school equipment.

## 5 Read and complete the sentences.

Students complete affirmative and negative sentences in the present simple.

### Answers

1. plays, 2. doesn't go, 3. leaves, 4. watches, 5. doesn't play

## 6 Look and unscramble the questions. Then write short answers.

Students unscramble questions in the present simple and write answers to them according to the pictures.

### Answers

1. Does she go to JFK Middle School? No, she doesn't. 2. Have we got chemistry today? Yes, we have. 3. Do they speak English? No, they don't. 4. Do you play basketball in the afternoon? Yes, I do.

## 7 Match the times.

### Answers

1. It's eight thirty., 2. It's two fifteen., 3. It's eleven forty-five. 4. It's nine ten.

## 8 Complete with *must* or *mustn't*.

### Answers

1. must, 2. mustn't, 3. must

### Just for Fun Student's Book p. 26

Students can work on the activities on this page individually and then check their answers against the *Just for fun Answer Key* on page 158 in their books.

## Big Question

Students are given the opportunity to revisit the Big Question and reflect on it.

- Ask students to turn to the unit opener on page 13 and look again at the picture, which shows signs prohibiting certain actions.
- Select one of the signs, for example, the one prohibiting the use of bicycles and discuss with students the places where this is a good rule (inside a school) and the places where it is not necessary (a public park). Repeat with some of the other signs.
- Organise students into small groups and have them try to complete the following sentence in just 50 words: *We need rules because...*

## Scorecard

Hand out (and / or project) a *Scorecard*. Have students fill in their *Scorecards* for this unit.

## Study for the unit test.

### Teaching Tip

#### **Creating Exercises for Further Practice**

At the end of this review section, and at the end of subsequent reviews, invite students to try writing their own practice exercises based on the material on these pages. The exercises can be for practising vocabulary or grammar. Students can make copies of their exercises and exchange them with their classmates.

# 2 Unit What's the best job?

## Grammar

**Present continuous:** They are dancing. I am not taking the train.

**Prepositions of place: on, at, in:** We are on a bus in New York City.

## Reading

Identifying and distinguishing facts from opinions

## Project

Researching and writing about a dream job

## Vocabulary

**Jobs:** engineer, firefighter, hairstylist, pilot, receptionist, transit operator

**Workplaces:** airport, factory, fire station, hotel, salon, train station

## Writing

Describing an imaginary job

26

In the first lesson, read the unit title aloud and have students look carefully at the unit cover. Encourage them to think about the message in the picture. At the end of the unit, students will discuss the big question: *What's the best job?*



### Teaching Tip

#### Guiding Peer Correction

Students often help each other by providing answers when their classmates are unsure and slow to respond. You can take advantage of this tendency and make error correction a collaborative learning experience. If time allows for it, you can have students exchange notebooks and check each other's work. Another opportunity for peer correction is when students are giving presentations in small groups. By encouraging peer correction, students become more aware not only of their classmates' language, but also of their own.

## Vocabulary

### Objective

Students will be able to use **professions** and **workplaces** vocabulary to talk about what people do.

## Lesson 1

Student's Book pp. 28 and 29

### Warm-up

Students vote for the job(s) that they find the most appealing.

- Tell students to turn to page 27 and look at the photos of people doing a variety of jobs. Ask them to vote for the most appealing job. In a whole-class discussion, encourage students to say why they voted for one job over the others.

### 1 Read the text and write the people's names.

Students identify people's professions by matching the names given in descriptions with photos.

#### Answers

1. Richard, 2. Paul, 3. Sheila, 4. Joanna, 5. Emma, 6. Roy

### 2 Think Fast! Circle the professions in the text.

Students do a one-minute timed challenge: they scan the text to identify professions vocabulary.

- Call students' attention to the **Guess What!** box. Explain we always use the indefinite article before

professions: *a* before nouns beginning with a consonant and *an* before nouns starting with a vowel.

### Answers

engineer, pilot, firefighter, transit operator, receptionist, hairstylist

### Extension

- Elicit or point out that the photos on these pages show a few instances of professions that, until relatively recently, very few women practised or that were not even available to women.
- Discuss how nowadays there are women who are pilots with commercial airlines, engineers, politicians, astronauts, CEOs of major companies, etc.

### Wrap-up

Students practise professions vocabulary in the context of people they know.

- Form small groups and have students share information about family members, friends, and neighbours who work in the professions featured on these pages. Encourage them to describe what people do in their jobs.
- Invite each group to briefly summarise what their family and friends do.

### Workbook p. 130, Activity 1

## Lesson 2

Student's Book p. 29

### ✓ Homework Check!

Workbook p. 130, Activity 1

### Answers

#### 1 Look and complete the jobs.

1. hairstylist, 2. receptionist, 3. firefighter, 4. transit operator, 5. engineer, 6. pilot

### Warm-up

Students review professions vocabulary.

- Read aloud a sentence from the text on the previous page, for example, *I drive a train every day from 9 to 5.* and have students try to name the corresponding profession (transit operator).

### 3 Unscramble the professions. Then match them to their workplaces using numbers.

Students identify professions vocabulary and match professions with the corresponding workplaces.

### Answers

1. engineer, factory, 2. firefighter, fire station, 3. hairstylist, salon, 4. pilot, airport, 5. receptionist, hotel, 6. transit operator, train station

### 4 Choose the correct option.

Students complete sentences describing people's jobs with the correct professions.

### Answers

1. airport, 2. salon, 3. factory, 4. train station, 5. hotel, 6. fire station

### 5 Stop and Think! Discuss. What is most important in a job?

- Organise students into small groups and have them brainstorm ideas about the various things that people value in a job, for example, working hours, interest and variety, pay, colleagues, job satisfaction, paid holidays, etc. (If necessary, write some ideas on the board to get them started.)
- Invite groups to share their ideas with the rest of the class.

### Answers

Answers will vary.

### Wrap-up

Students talk about their favourite jobs.

- Review the professions featured on these pages and the descriptions that tell what people do in each job.
- In small groups, have students talk about the jobs that they would most like to do.
- Invite individual students to share their reasons for voting for a particular job.

### Workbook p. 130, Activity 2

## Grammar

### Objectives

Students will be able to use the **present continuous** and **prepositions of place** to talk about what people are doing and where they are doing it.

## Lesson 3

Student's Book p. 30

### ✓ Homework Check!

Workbook p. 130, Activity 2

### Answers

#### 2 Find and write five workplaces.

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

airport, train station, fire station, salon, hotel

### Warm-up

Students look at the photos to preview the lesson.

- Ask students *What do you see on the mobile phones?* Elicit *photos and text messages*.
- Before students read the messages, ask *Do you ever send people photos using your mobile phone? Why? Why do you think people sent each other those photos?* Have students discuss as a class.

### 1 Read the chats and identify where Jo's friends are. Number the pictures.

Students are exposed to the present continuous as they match the text messages to the correct places.

### Answers

1. the gym, 2. home, 3. a farm

### 2 Read the chats and choose the correct option.

Students read the texts and identify when each person is doing the activity mentioned in the text.

- Draw students' attention to the **Present Continuous** box and read the information aloud. Remind students that the present simple is used for talking about routines, repeated actions and general truths, while the present continuous is used for actions that are happening at the moment.

### Answers

1. a, 2. b, 3. a

### Wrap-up

Students guess actions using the present continuous.

- Tell students to write five sentences using the present continuous. Have students include at least one sentence with each of the following pronouns: *I, you, he / she / it, they*.
- Tell students to form small groups. One person in each group mimes an action while the others guess what it is. Encourage students to use complete sentences, e.g., *You are playing football*.

### Workbook p. 131, Activity 1



### Teaching Tip

#### Using Metalinguage

Some students may recognize metalinguage such as the *present simple* and the *present continuous*, whereas others may be confused by it. Use grammatical terms and other metalinguage sparingly unless you're certain all students are familiar with them.

✓ **Homework Check!**

Workbook p. 131, Activity 1

**Answers**

**1 What are they doing? Complete. Then match the pictures to the activities using numbers.**

1. He is cooking. 2. She is waiting. 3. They are snowboarding. 4. He is reading. 5. He is singing.  
3, 5, 2, 1, 4

**Warm-up**

Students review the form of the present continuous with a simple dictation activity.

- Read aloud a series of verbs in their base form and ask students to simply write the *-ing* form of each verb. Be sure to include verbs that test students' memory of spelling rules, for example, *take-taking*, *swim-swimming*, *study-studying*.

**3 Match the sentence halves.**

Students practise common collocations related to everyday and free-time activities by matching the beginnings of the present continuous sentences with their correct endings.

**Answers**

1. my homework. 2. a music class. 3. to the concert? 4. doing? 5. dad in the garden. 6. playing football.

**4 Think Fast! Discuss. What are you doing right now? what do you think your friends / family members are doing at this moment?**

Students discuss what they and their friends and family members are doing at the moment.

**Answers**

Answers will vary.

**5**  **Listen and number. Which speaker is...**

Students are exposed to prepositions of place as they match each speaker to the photo of where the person is according to the audio.

**Answers**

1. at school, 2. in New York, 3. on a bus.

**Audio Script**

1. **BRIAN:** Hi, it's me, Brian. Today is a big day. I'm here to see my mum at work. She runs this place. I'm in her office now. Oh, I have to go. Classes are about to start.
2. **COLIN:** This is Colin. The city is huge! I'm here with my dad to see him at work. He's a salesperson for an important software company. The traffic here is impressive. Let me take a pic for you.
3. **TINA:** Hi. You're probably wondering where I am. I'm with my dad at his workplace. I have a chance to see a lot of nice places where we live. It's eight o'clock in the morning and there are a lot of people waiting to get to work.

**6 Circle the correct option.**

Students choose the correct prepositions of place to complete the sentences.

- Draw students' attention to the *Prepositions of Place* box and read the information aloud.
- Also ask them to read the information in the *Guess What!* box.

**Answers**

1. at, 2. by, 3. in, 4. in, 5. at, 6. on

**Wrap-up**

Students write sentences combining professions, prepositions of place and present continuous.

- Elicit a sentence with a preposition of place that tells us where somebody is now, for example, *Jenny is on a bus*. Then ask for another sentence that tells us what that person is doing, for example, *She is going to school*.
- Ask students to write five similar sentences, following this model. Invite students to share their sentences with the rest of the class.

**Workbook p. 131, Activities 2 - 4**

## Reading & Writing

### Objectives

Students will be able to identify and distinguish facts from opinions. They will also be able to describe an imaginary job.

## Lesson 5

Student's Book 32 and 33

### ✓ Homework Check!

Workbook p. 131, Activities 2 - 4

### Answers

#### 2 Complete the sentences with the present continuous tense.

1. is having, 2. am writing, 3. is swimming, 4. are making, 5. are running, 6. is singing

#### 3 In your notebook, write the sentences in Activity 2 in the interrogative and negative forms.

1. Is she having lunch with her cousins?  
She isn't having lunch with her cousins.
2. Right now, are you writing an e-mail to your friends? Right now, I'm not writing an e-mail to my friends.
3. Is Zara swimming in the sea?  
Zara isn't swimming in the sea.
4. Are the boys making a model of a ship in their bedroom?  
The boys aren't making a model of a ship in their bedroom.
5. Are Alice and Petra running in the marathon?  
Alice and Petra aren't running in the marathon.
6. Is the soprano singing in an opera?  
The soprano isn't singing in an opera.

#### 4 Complete with a suitable preposition.

1. at school, 2. in Buenos Aires, 3. by, 4. by, 5. on, 6. in

### Warm-up

Students talk about unusual foods that they have tried.

- As a whole-class discussion, invite students to share stories of any unusual foods that they have tried and whether or not they enjoyed the experience.

### 1 Look at the pictures and the title of the article. What do you think it is about?

Students predict the content of an article from its title, pictures and layout.

### Answers

Answers will vary.

### 2 Read the article and circle T (True) or F (False).

Students read the article and determine whether statements about the text are true or false.

### Answers

1. F (She does the challenges before the TV show.), 2. T, 3. F (Sharon refuses to eat live animals because it's cruel.), 4. T

### 3 Find two facts and two opinions in the article. Write them in your notebook.

Students identify facts and opinions in the text.

- Draw students' attention to the **Be Strategic!** box and ask them to read the information. Make sure that students understand the difference between facts and opinions.

### Answers

Answers will vary.

### Wrap-up

Students exchange opinions about the information in a text.

- Ask students to look through the article and then elicit their opinions. Ask questions to elicit responses. Clarify that opinions are just that—people's views or judgments about something—and not necessarily based on facts or knowledge.

### Workbook p. 132, Activities 1 and 2

✓ **Homework Check!**

Workbook p. 132, Activities 1 and 2

**Answers**

**1 Look at the title of the article. Guess the topic.**

2. science

**2 Read the article and circle T (True) or F (False).**

1. F (Dr. Friend works on a boat.), 2. F (They are in the Indian Ocean.), 3. T, 4. T, 5. F (She often spends days on the boat and doesn't see anything.)

**Warm-up**

Students read statements and distinguish between facts and opinions.

- Write on the board a series of statements, some facts and some opinions. Write, for example, *Many people watch celebrity survival reality shows.* (fact) and, *I think reality shows are a waste of time.* (opinion)
- Have students read the sentences and say which ones are facts and which ones are opinions.

**4 Read the e-mail and number the sections.**

Students read and identify the parts of an e-mail.

**Answers**

top to bottom 2, 3, 1

**5 Write an e-mail about an imaginary job you have got. Explain.**

Students think of an imaginary job and write an e-mail about what they do at that job, what they like and don't like about it and what they are currently doing at work.

**Answers**

Answers will vary.

**6 Stop and Think! Discuss. Can a job be dangerous? Is it ok?**

- Organise students into small groups and have them draw up a list of jobs that involve some type of danger.
- Conduct a whole-class discussion about the dangerous jobs that students would or would not like to do, and why.
- Ask *Is it necessary that people do dangerous jobs? Why or why not? Is it OK that some people do more dangerous jobs than others?*

**Answers**

Answers will vary.

**Wrap-up**

Students share their e-mails about imaginary jobs.

- Students form pairs and share the e-mails they wrote in Activity 5.
- After reading each other's e-mails, students take turns interviewing each other about their imaginary jobs.
- Encourage students to ask each other about what they are doing at the moment, using the present continuous.

▶▶▶▶▶ **(No homework today.)**

**Preparing for the Next Lesson**

Ask students to view an introduction to what it is like to work at Google: [goo.gl/MAq91b](http://goo.gl/MAq91b).

## Culture

### Objectives

Students will be able to consider different approaches to work and places of work. They will also build awareness of the value of innovation.

## Lesson 7

Student's Book pp. 34 and 35

### Warm-up

Students discuss conventional office customs and practices.

- Elicit some of the things that people traditionally do in offices (*sit behind desks, use computers, talk on the phone, attend meetings, dress formally, etc.*).
- Also, try to elicit some of the things that people are traditionally not permitted or expected to do at work, for example, take their pets to work.

▶ 32

### 1 Read and tick (✓) the pictures mentioned in the podcast.

Students read a text and identify photos corresponding to things mentioned in the text.

#### Answers

1st, 3rd and 4th photos

### 2 Listen and complete the text.

Students listen to part of a podcast and complete a transcription of it.

#### Answers

1. works, 2. famous, 3. keeping, 4. drinking, 5. doing, 6. writing

### Audio Script

Hi, I'm Joanne. Today on *Podcasts Live*, I'm visiting a company with a difference. Can you guess what it is? Here are some clues.

The company works in the technology sector. It's very, very famous and you probably use it several times a day. I'm in their offices now in California, in the U.S. It is a very unusual company. Listen to these examples:

A woman is keeping her dog at the office!

A man is drinking coffee in the corridors.

Two women are sunbathing on a balcony.

Some people are doing yoga, in the office!

One person is writing on the wall!

I mean, is anybody working here?

Where am I?

### 3 Listen Read the text again and guess the company. Then listen and check your answer.

Students guess the identity of the company described in the podcast.

#### Answers

Google

### Audio Script

Well, the answer is Google. Did you guess right? If you don't know an answer, you can google it! I'm at Google's headquarters in Mountain View, California, and by the way, did you know that...

### Extension

Tell students to find out about other famous Internet companies that came into existence in recent years, for example, Yahoo!, Wikipedia, Facebook, etc.

### Wrap-up

Students discuss working at Google.

- Elicit a summary of the podcast from the class. Ask *What do you think it would be like to work at Google?*
- Then tell students to raise their hands if they would like to work at Google. Ask *What do you like about it? Why would you want to work there?*
- Then ask students who did not raise their hands *What might not be good about working at Google? Why would you not want to work there?*

### ||| (No homework today.)



### Teaching Tip

#### Eliciting Responses

Eliciting responses invites students to become active participants in a class. Beginning students can often be hesitant to participate, so when you elicit information, avoid calling on any one student. If students don't immediately respond, be ready to provide a few examples to get a conversation or activity started.

**Warm-up**

Students discuss technology companies.

- With books closed, ask students if they have heard of Silicon Valley. Elicit or explain that this term is a nickname for the southern part of the San Francisco Bay Area, in northern California and that it is home to many of the world's largest high-tech corporations.
- Then ask students if there is a region in their country where high-tech companies are concentrated. Invite students to share what they know.

**4 Stop and Think! Discuss. What does it mean to feel happy with a job?**

- Organise students into small groups and have them brainstorm ideas about the things that make people happy in their places of work (pleasant surroundings, friendly co-workers, meaningful work, etc.)
- Invite groups to share their ideas with the rest of the class.

**Answers**

Answers will vary.

**5 Read the article above and circle T (True) or F (False).**

Students read the article and look for specific information. Then they determine whether statements about the text are true or false.

**Answers**

1. F (Silicon Valley is in California.), 2. F (Employees wear casual clothes.), 3. F (Workers have got access to free food, rest areas, medical attention and recreational spaces.), 4. T, 5. F (Google is a pioneer in innovation and flexibility.)

**Wrap-up**

Students role-play a conversation with an employee of a company like Google.

- Ask students to imagine themselves working for an innovative technology company such as Google.
- Organise students into pairs and have them work on a role play in which one student interviews an employee of a tech company and asks about the workplace and a typical day.

**▶▶▶▶ (No homework today.)**

**Teaching Tip****Identifying Word Families**

Encourage students to record and learn vocabulary items in word families. Taking an example from the text on this page, students can record *employee* and also *employer*, *employ*, *employment*, etc.

## Project

### Objectives

Students will be able to research and write about a dream job.

## Lesson 9

Student's Book pp. 36 and 37

### Warm-up

Students categorise jobs according to different criteria.

- Elicit jobs students have seen in this unit and a few others that they are familiar with. Write a list on the board.
- Organise students into small groups and ask them to categorise the jobs in different ways. For example, they can make a group of dangerous jobs, of well-paid jobs, of jobs that people do outside, of technology jobs, etc.

▶ 34

### 1 Look and label the sections in the text on page 36.

Students read and label the sections of a poster with the correct sub-headings.

#### Answers

1. A Family Tradition, 2. A Daily Routine, 3. Uniform, 4. Positive Aspects, 5. A Difficult Challenge, 6. Job Requirements

### 2 Read and match the sentence halves using numbers.

Students match phrases to make complete sentences.

#### Answers

1. a firefighter. 2. learn what to do in a fire situation. 3. fire resistant. 4. contribute to forest fires. 5. decisions can cause a fire. 6. proof of their age, education and physical fitness.

### Wrap-up

Students debate whether being a firefighter is a dream job.

- Divide the class into two teams. Ask *Is being a firefighter a dream job?* Assign the first team to argue that being a firefighter is a dream job and the other team to argue that it is not.
- Give teams a few minutes to brainstorm and note the reasons for their positions before beginning the debate.



### Teaching Tip

#### Managing a Class Debate

In order to have a successful debate, students need to understand the stages of a debate and be aware of the time allotted for each stage.

Explain the stages of a debate to your students. Then as you conduct the debate, set time limits for each stage: preparing opening statements, presenting supporting statements, preparing rebuttal, presenting rebuttal, etc.

## Lesson 10

Student's Book p. 37

### Warm-up

Students share information about the workplaces of people they know.

- As a whole-class activity, elicit information, anecdotes, etc. about any time when they were able to visit the place of work of a person they know (a parent, a relative, a neighbour, etc.) or visit a place such as a fire station, a local factory, a police station, etc.

### 3 In your notebook, write about your dream job. Do research on the following topics.

Students carry out research for their dream job posters.

- Read the five topics aloud and make sure that students understand the key ideas in words and phrases like *good aspects, challenging, requirements*.
- Tell students to research the topics, using books, magazines and other materials from the school library or a local library or by searching on the Internet.
- Have students take notes and summarise all the information that they find into sections as in the firefighter example on the page.

#### Answers

Answers will vary.

### 4 Make a poster about your dream job. Present it to the class.

Students design and create their dream job posters and present them to the class.

#### Answers

Answers will vary.

### The Digital Touch

To incorporate digital media in the project, suggest one or more of the following:

- Have students present their Dream Job posters using PowerPoint or similar slide show presentation programmes like Google Slides.
- Invite students to create videos using live actors, animation, voiceovers combined with images, etc.
- Encourage students to use free downloadable poster-making programmes.
- If possible, allow students to upload their work to the school's website.

Note that students should have the option to do a task on paper or digitally.

### Wrap-up

Students compare posters and vote for their favourites.

- Invite students to vote for their favourite posters. There can be awards in various categories, e.g., best layout and design, best use of technology, best overall poster, etc.

▶▶▶ **Workbook p. 133, Activities 1 - 4**



### Teaching Tip

#### Displaying Students' Work

Teenagers are often motivated by having their work displayed for the rest of the class or the rest of the school to see. This may be especially true in the case of students who have fewer chances to shine or to have their achievements recognised in contexts such as formal tests and exams.

## Review

### Objectives

Students will be able to consolidate their understanding of the vocabulary and grammar learned in the unit.

## Lesson 11

Student's Book p. 38

### ✓ Homework Check!

Workbook p. 133, Activities 1 - 4

### Answers

#### 1 Read and identify the professions.

1. transit operator, 2. pilot, 3. hairstylist, 4. firefighter, 5. receptionist, 6. architect

#### 2 Write sentences. What are they doing?

Answers will vary.

#### 3 Complete with the correct preposition.

1. by, 2. at, 3. in, 4. in, 5. in, 6. on

#### 4 What are these people doing? Write sentences.

1. She is training a seal. 2. He is cleaning a wall.

### Warm-up

Students play charades to practise professions and workplaces vocabulary.

- Invite students to play charades in small groups using the professions and workplaces that they have seen in this unit.

#### 1 Read and match the sentence halves using numbers.

Students match professions with their descriptions.

### Answers

1. helps people in dangerous situations.
2. gives people new looks.
3. flies passengers to different destinations.
4. welcomes and helps guests with their stays.
5. helps people move around the city.
6. designs and builds machines.

#### 2 Unscramble the words.

Students unscramble words under each photo to practise workplaces vocabulary.

### Answers

*left to right* airport, factory, fire station, hotel, salon, train station

### 3 Look and write sentences. What are they doing?

Students write sentences describing what the people in the photos are doing using the present continuous.

#### Answers

*left to right* They are dancing. They are walking. / They are crossing the street. He is baking / He is cooking. They are watching a film.

### Wrap-up

Students write personalised sentences using the present continuous.

- Ask students to write five sentences using the present continuous to describe people doing certain actions in certain places, for example, *My mum is working in her office.*

- Invite students to share their sentences with the rest of the class.

36

|||▶ (No homework today.)

## Lesson 12

Student's Book p. 39

### Warm-up

Students review the present continuous.

- Write on the board a series of prompts consisting of just a subject and a verb in its base form, for example, *she / study*. Elicit the sentence *She is studying*. to describe an action that is taking place now. Repeat with two or three other examples.

### 4 Correct the sentences.

Students rewrite the sentences with the correct form of the present continuous.

#### Answers

1. ~~I sitting~~ I am sitting on the bus.
2. ~~do~~ What are you doing?
3. ~~We not~~ We are not doing homework.
4. ~~have~~ Are you having lunch at school today?
5. ~~no~~ Jim is not playing basketball.
6. ~~watch~~ Are you watching TV?

### 5 Answer these questions about you.

Students answer questions in the present continuous.

#### Answers

Answers will vary.

### 6 Write the correct preposition.

Students label locations in a photo with the correct prepositions of place.

#### Answers

1. in, 2. at, 3. at, 4. at, 5. in, 6. on

### Just for Fun Student's Book p. 40

Students can work on the activities on this page individually and then check their answers against the *Just for fun Answer Key* on page 158 in their books.

## Big Question

Students are given the opportunity to revisit the Big Question and reflect on it.

- Tell students to turn to the unit opener on page 27 and look again at the photos, which show a variety of professions.
- Select one of the jobs, for example, the actor, and discuss with students whether this is the best job. Encourage students to think of reasons to support this idea and also to express any doubts or reservations based on parts of the job that are difficult, for example.
- Organise students into small groups and have them try to complete the following sentence in just 50 words: *In our opinion, the best job is...*
- As a whole-class activity, discuss students' ideas. Bring out the idea that, in fact, there is no one single job that is the best, since all jobs have got positive and negative aspects. Encourage students to think about how an individual's preferences and personalities affect what the best job is for that person.

## Scorecard

Hand out (and / or project) a *Scorecard*. Have students fill in their *Scorecards* for this unit.

## Study for the unit test.

### Teaching Tip

#### Reflecting on the Unit

At the end of a unit, ask students to reflect on what they enjoyed or did not enjoy so much, what they found easy, difficult, interesting, etc. Most importantly, ask students to identify things that they need to work more on so that they can improve.



# Unit Do we really need all this stuff?

## Grammar

**Comparative and superlative adjectives:** The man is older than the woman (comparative). This is the cheapest costume (superlative).

## Vocabulary

**Clothes:** belt, blouse, coat, dress, hat, jeans, jewelry, trousers, scarf, shorts, skirt, trainers, socks, sweater, T-shirt

## Reading

Skimming and scanning

## Listening

Identifying specific information

## Project

Designing a notice board

38

In the first lesson, read the unit title aloud and have students look carefully at the unit cover. Encourage them to think about the message in the picture. At the end of the unit, students will discuss the big question: *Do we really need all this stuff?*



### Teaching Tip

#### Varying Seating Arrangements

Try different seating arrangements for different groups, for different types of learners and for different activities. If it is permitted in the place where you work, move the furniture around and try out new dynamics for learning. Put students' individual desks together to make one large table, or have students work around smaller tables in groups of four or five. Try different options to discover what works best in your specific situation.

## Vocabulary

### Objective

Students will be able to use **clothes** vocabulary and **adjectives** to talk about buying and wearing clothing.

## Lesson 1

Student's Book pp. 42 and 43

### Warm-up

Students discuss their shopping habits.

- As a whole-class discussion, invite students to say how often they go shopping, if they enjoy going shopping, the kinds of things they buy, if they ever think they bought too much stuff, if they wish they could buy more things, etc.

### 1 Listen and circle the correct option.

Students listen and circle the clothing items each speaker mentions.

- Draw students' attention to the **Guess What!** box. Read the information aloud and discuss with students places other than dictionaries where they can find new words.

### Answers

1. hat, 2. T-shirt, 3. jeans, 4. coat, 5. scarf, 6. skirt, 7. dress, 8. shorts, 9. socks, 10. trainers, 11. sweater, 12. trousers

### Audio Script

1. Look at this outfit. It's perfect for me! A hat, a T-shirt and some jeans.
2. These clothes are great for a cold morning: a coat, a scarf and a skirt.
3. I love formal clothes. This is a beautiful dress!
4. I need some shorts, some socks and a pair of trainers for the gym.
5. This is my favourite clothing style: a comfortable sweater and a nice pair of trousers.

### Think Fast! What other clothing items do you know? Make a list.

Students do a five-minute timed challenge: they brainstorm more vocabulary for clothes.

#### Answers

Answers will vary.

#### Extension

Have students create labelled mini-posters of themselves wearing their favourite clothes. Invite students to present their posters to the rest of the class.

### Wrap-up

Students create sales announcements for a clothing shop.

- Tell students to create sales announcements, like the ones heard in department stores, informing customers about the discounts on certain items of clothing. Encourage them to use expressions from this page, e.g., *Today, all dresses and skirts are half price!* *30% off all T-shirts and sweaters!*
- Invite students to read their sales announcements aloud.

### Workbook p. 134, Activity 1

## Lesson 2

Student's Book pp. 42 and 43

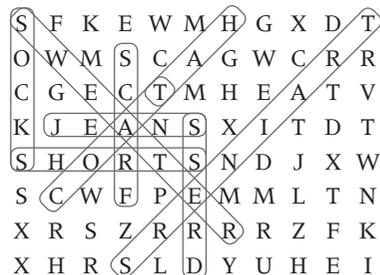
### ✓ Homework Check!

Workbook p. 134, Activity 1

#### Answers

### 1 Unscramble the words and find them in the word search.

1. coat, 2. dress, 3. hat, 4. jeans, 5. scarf, 6. shorts, 7. trainers, 8. socks, 9. sweater



### Warm-up

Students play a word game with clothes vocabulary.

- Write clothing items on the board, with just the first letter and then dashes for the other missing letters, e.g. *j \_ \_ \_ \_ (jeans)*. Have students guess the word.

### 15 Listen and write the clothing items each person mentions.

Students listen to four people talking about problems they sometimes have related to clothes and shoes and identify the specific items of clothing each speaker mentions.

#### Answers

1. dress, skirts, 2. sweaters, scarf, trousers, 3. T-shirts, jeans, shorts, 4. shoes, trainers

### Audio Script

1. Lisa

I love clothes, but I have always got the same problem. We live in a village—it's miles away from the shops! I buy all my clothes online, but it's really difficult. If I see a dress online, the colours are often different in real life. The sizes are different too. In some shops, I'm a medium for skirts. In others, I'm a large. Ugh, I hate shopping online!

2. Ruth

My mum and dad work, so I help around the house, but I always make the same mistakes with the laundry. Like sometimes I put the machine on too hot and my sweaters shrink. They get really small and I can't wear them anymore. Or sometimes I put the wrong colours together. For instance, last week, I put my black scarf in with my dad's white trousers and now his trousers are grey. Oops!

3. Billy

Suddenly, when I look in my closet, none of my clothes fit! I can't wear my T-shirts because they're too small. All my jeans are too tight. It's summer and it's 40 degrees Celsius, but I haven't got any shorts in my size. I can't believe it!

4. Alberto

You know what I hate? Shoe shopping. I love trainers, but I have got really big feet. Every time I go to the shoe shop and ask to try some shoes on, they say, 'What's your size?' I say I'm a size 12 and they act shocked. I mean, I'm not the only person in the world with such big feet!

▶ 40

4  Listen again and match the speakers to the problems.

Students practise listening comprehension by identifying the problems each speaker discusses.

**Answers**

1. c, 2. a, 3. b, 4. d

5  Look and identify the events. What clothes can you wear for them?

Students match events with appropriate types of clothing.

**Answers**

1. Birthday party, Answers will vary. 2. Film premiere, dress, trousers, shirt, 3. Fun run, shorts, T-shirt, trainers

### Wrap-up

Students suggest appropriate clothing for a variety of events or occasions.

- Have students work in small groups and think of three places, events, etc. For each one, ask them to write a list of appropriate clothing, footwear, etc.
- Have students share their lists with the rest of the class.

▶ **Workbook p. 134, Activities 2 and 3**

## Grammar

### Objectives

Students will be able to use **comparatives** and **superlatives** to compare costumes.

## Lesson 3

Student's Book pp. 44 and 45

### ✓ Homework Check!

Workbook p. 134, Activities 2 and 3

### Answers

**2 Look and complete with as many clothing items words as you can.**

1. a hat, a T-shirt, shorts and trainers, 2. a hat, a scarf, a coat, jeans and trainers

**3 Complete the menu with your favourite food.**

Answers will vary.

### Warm-up

Students brainstorm adjectives for describing items of clothing.

- Organise students into pairs and have them think of adjectives that can describe items of clothing (*large, small, long, short, cheap, etc.*).
- Compile a list of adjectives on the board.

### 1 Read the comic and complete the sentences. Then listen and check.

Students read the comic and complete sentences with the correct comparative adjective forms.

- Draw students' attention to the **Comparative** box and read the information aloud.

### Answers

1. smaller, 2. larger, 3. more expensive, 4. cheaper, 5. more polite

### Audio Script

1. The chicken mask is smaller than the dog mask.  
2. The dog mask is larger than the chicken mask.  
3. The stormtrooper helmet is more expensive than the robot mask. 4. The robot mask is cheaper than the stormtrooper helmet. 5. The woman is more polite than the man.

### 2 Look and write the comparative form of these adjectives.

Students write the comparative forms of a selection of adjectives.

### Answers

1. faster, 2. older, 3. funnier, 4. more serious, 5. shorter, 6. more modern, 7. longer, 8. later

### Extension

Students create informative posters about comparative adjectives.

- Have students work in small groups.
- Ask students to list the spelling rules for comparative adjectives and encourage them to think of ways to illustrate the rules.
- Have students create posters explaining the spelling rules, and display their posters in the classroom.

### Wrap-up

Students play Comparatives Bingo.

- Prepare Bingo cards with nine squares on each card and a comparative adjective in each square.
- To play, read aloud a series of adjectives in their base form and have students cross out the corresponding comparative form when they hear it. The first student to get a line of three (vertically, horizontally, or diagonally) calls out Bingo! and wins the game.

### Workbook p. 135, Activities 1 and 2



### Teaching Tip

#### Modelling Language

When giving the comparative form of an adjective, use the comparative in a sentence. For example, say *The comparative form of funny is funnier: The book was funnier than the film.* This will help emphasise the use of *than*.

**Lesson 4**

Student's Book pp. 44 and 45

**✓ Homework Check!**

Workbook p. 135, Activities 1 and 2

**Answers****1 Complete the sentences with the comparative and superlative form of these adjectives.**

1. bigger, the biggest, 2. better, the best, 3. thinner, the thinnest, 4. worse, the worst, 5. further, the furthest, 6. more beautiful, the most beautiful, 7. slower, the slowest, 8. colder, the coldest

**2 Complete the sentences with the comparative form of the adjectives in brackets.**

1. better, 2. bigger, 3. hotter, 4. smaller, 5. worse, 6. thinner

**Warm-up**

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Students share experiences and ideas about costume parties.

- Tell students to look at the three costumes on the page and to say what they think the people are dressed up as.
- Invite students to share stories of costume parties that they have attended and the costumes that they have worn.

**3 Read the e-mail and complete the questions. Then answer them in your notebook.**

Students read an e-mail, complete questions about it with superlative forms and answer the questions.

- Draw students' attention just to the *Comparatives* and *Superlatives* box and read the information aloud.
- Also ask students to have a look at the *Guess What!* box and explain that some comparative and superlative forms are irregular.

**Answers**

1. the most expensive, the stormtrooper, 2. the funniest, the bear, 3. the cheapest, the robot, 4. the best, Answers will vary.

**4 Complete with a comparative or superlative adjective.**

Students determine whether the comparative or the superlative form of given adjectives best completes each sentence and write the appropriate form of each adjective.

**Answers**

1. the most practical, 2. taller than, 3. funnier than, 4. the coolest

**Wrap-up**

Students write sentences using comparative and superlative adjectives.

- Elicit adjectives from students and write them on the board. Tell students to choose six adjectives and to write three sentences using the comparative form and three sentences using the superlative form.
- Invite students to share their sentences with the rest of the class.

**Workbook p. 135, Activity 3**

## Reading & Listening

### Objectives

Students will be able to skim and scan a text. They will also be able to identify specific information when listening.

## Lesson 5

Student's Book p. 46

### ✓ Homework Check!

Workbook p. 135, Activity 3

### Answers

#### 3 Unscramble these sentences.

1. The pyramids are the oldest buildings in Egypt.
2. Tokyo is the largest city on the planet.
3. Jupiter is the biggest planet in the Solar System.
4. *Avatar* is the most successful film of 2009.
5. Mount Everest is the highest mountain on the planet.
6. Malaria is the most dangerous disease on Earth.
7. The world's shortest woman is 0.62 metres tall.

### Warm-up

Students exchange information about their favourite places to eat.

- Organise students into pairs and ask them to share information about places that they like to eat, such as restaurants, fast food places, outdoor markets, etc.
- As a whole-class activity, discuss students' ideas.

### 1 Think Fast! What's on the page? How do you know?

Students do a one-minute timed challenge: they skim a text to get an initial main idea of its content.

- Draw students' attention to the **Be Strategic!** box and read the information aloud.

### Answer

A menu

### 2 Scan the menu and answer the questions.

Students scan a text carefully to obtain specific information.

### Answers

1. Yes, you can.
2. A milkshake is \$3.00 and a piece of cheesecake is \$8.50, for a total of \$11.50.
3. The buffalo wings are the most expensive.
4. You can get a green salad for \$11.90 and hot or iced tea for \$2.00, for a total of \$13.90.
5. Yes, you can get cod and rice.
6. You need \$11.90 for the green salad, \$25.90 for the veggie cheeseburger and \$2.00 for hot or iced tea, for a total of \$39.80.

### Extension

Students create their own menus.

- Have students form small groups and decide on the type of restaurant they would like to create a menu for.
- Have students create their menus, including food, drinks and prices.
- Encourage students to share their menus with the class.

### Wrap-up

Students create word puzzles with food and drinks vocabulary.

- Invite students to create wordsearch puzzles or crossword puzzles (the crossword clues can be simple pictures) using food and drink items from the menu on these pages.
- Have students share their puzzles with other students.

### ▶▶▶ Workbook p. 136, Activities 1 and 2

## Lesson 6

Student's Book p. 47

### ✓ Homework Check!

Workbook p. 136, Activities 1 and 2

### Answers

#### 1 Read the text quickly (skimming) and tick (✓) the correct topic.

breakfast

#### 2 Read and find (scanning) one breakfast...

1. *tapsilog*, 2. *nihari*, 3. the full English breakfast

### Warm-up

Students discuss their food preferences.

- Ask students to look again at the menu and to say what they would choose.

### 3 Listen and circle Paul's choices on the menu.

Students listen to a conversation to obtain specific information.

### Answers

Green Salad, Cod and Rice, Ice Cream

---

**Audio Script**

MUM: So Paul, what's your decision? The nachos right? They're tastier than the salad.

PAUL: I don't know. Nachos have got a lot of salt and they also have got a thick cheesy sauce. Dairy products contain a lot of fat.

MUM: Well, I'm having the nachos.

PAUL: It's the green salad for me.

DAD: Please yourself, Paul. I'm having the Caesar salad.

MUM: Now the main course. A juicy steak?

DAD: Mmm, yes!

PAUL: Uh... Steak isn't a great choice.

DAD: Why not?

PAUL: Doctors say it's OK to eat a little red meat, but that steak is half a kilo! The fish is healthier than the steak.

MUM: Fish?

PAUL: The cod and rice. Fish has got lots of vitamins and oils.

DAD: And the veggie burger?

PAUL: The problem with the burger is the French fries. Fries have got a lot of fat. I'm having the fish.

MUM: Dessert?

PAUL: Well, obviously the fruit salad is better than the ice cream, but...

MUM AND DAD: But?

PAUL: I want the ice cream! I love it!

MUM: Me too.

DAD: Make that three.

MUM: And to drink?

PAUL: Soft drinks are the worst drinks. They contain lots of sugar.

MUM: Yeah. Water is fine.

---

**4**  **Listen again and choose the correct option.**

Students listen for specific information and choose the correct option to complete the sentences.

**Answers**

---

1. salt, 2. red, 3. French fries, 4. better, 5. sugar

---

**Audio Script**

See Audio Script 18.

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**5 Stop and Think! Discuss. How do you choose what to buy in a restaurant?**

- Organise students into small groups and have them brainstorm ideas about how they decide what food to order. (If necessary, write some ideas on the board to get them started.)
- Invite groups to share their ideas with the rest of the class.

**Answers**

---

Answers will vary.

**Wrap-up**

Students role-play restaurant scenes.

- Invite students to work in pairs or threes role-playing similar restaurant scenes.

**Workbook p. 136, Activities 3 and 4****Preparing for the Next Lesson**

Ask students to watch an introduction to China:

[goo.gl/SPdQ](http://goo.gl/SPdQ).

## Culture

### Objectives

Students will be able to discuss different ways people celebrate birthdays and the value of gift-giving.

## Lesson 7

Student's Book pp. 48 and 49

### ✓ Homework Check!

Workbook p. 136, Activities 3 and 4

### Answers

#### 3 Read again and circle *T* (True) or *F* (False).

1. F (The information on breakfasts in the Philippines and in Pakistan doesn't mention drinks.), 2. T, 3. T, 4. T

#### 4 Describe a breakfast in your country.

Answers will vary.

### Warm-up

Students share general knowledge about various aspects of China.

- As a whole-class activity, invite students to share what they know about China (its geography, its population, its culture, its history, its food, its economy, its language, its customs, etc.).
- Write ideas on the board. If students are not completely sure about something, mark the point with a question mark.

### 1 Complete the text with the superlative form of the adjectives in brackets.

Students practise superlative adjectives in a reading text.

### Answers

1. the oldest, 2. the most important, 3. the biggest, 4. the largest, 5. the richest

### 2 Look at the pictures on the mobile phone. How are they related?

Students discuss what event a series of personal photos shows.

### Answers

They all have to do with a birthday celebration in China.

### Extension

Students prepare a gallery of photos.

- Invite students to prepare a group of photos to show how they celebrate birthdays in their own country.
- They can include details about parties, presents, customs, places, etc.

### Wrap-up

Students arrange themselves in a line by date of birth.

- Set a time limit of, say, two minutes and challenge the whole class to stand in a line from the youngest to the oldest. In order to complete the task, students will have to ask each other their dates of birth, including the year.

▶▶▶▶ (No homework today.)



### Teaching Tip

#### Encouraging Curiosity about Other Cultures

When students travel abroad in the future, they will meet native speakers of English but also a great number of non-native speakers from a wide variety of countries. In this way, learning English opens windows onto many other cultures. Encourage students to be curious about people from other places and to always be sensitive to other people's cultures and traditions.

**Warm-up**

Students review factual information about China.

- Write on the board a series of statements about China, some true and some false, for example:
  1. China is officially known as *The People's Republic of China*.
  2. China is the largest country by area in the world.
  3. The capital of China is Beijing.
  4. China hosted the 2012 Olympic Games., etc.
- Ask students to identify and correct the false statements.

**Answers**

1. T, 2. F (China is the third largest, after Russia and Canada.), 3. T, 4. F (China hosted the 2008 Olympic Games; the UK hosted the 2012 Olympic Games.)

**3  Unscramble the words and complete the sentences. Then listen and check.**

Students unscramble words in order to complete sentences.

**Answers**

1. birthday, 2. cats, 3. money, 4. cake

**Audio Script**

BARRY: You look happy today, Jing!

JING: I am happy today. It's my birthday.

BARRY: Happy birthday! Are you getting lots of gifts?

JING: No, not really. In China, we don't get lots of gifts. I normally only get one.

BARRY: One present! What is it?

JING: It's a book about cats. I love them! And my grandparents always give me some money. They give it in a red envelope. That's a tradition in China.

BARRY: Have you got a birthday cake?

JING: Yes! I have got a cake with 12 candles for me this year. And we eat special noodles. In fact, it's one long noodle. The longest noodle on earth! This special noodle represents long life.

BARRY: Wow! That's cool!

JING: Yes, it is! I'm very happy with my birthday gifts.

**4  Correct the false information. Then listen again and check your answers.**

Students correct false information and then confirm their answers by listening to the audio again.

**Answers**

1. toys gifts, 2. a card money, 3. 14 12, 4. happiness long life, 5. sad happy

**5 Tick (✓) the best summary.**

Students select the best sentence to summarise a text.

**Answer**

2. In China, birthday gifts have got a special meaning.

**6 Stop and Think! Discuss. What does it mean to give and receive a gift?**

- Organise students into small groups and have them brainstorm ideas about what it means to give a gift to someone and, also, what it means to receive a gift from someone else. If necessary, write some ideas on the board to get them started.
- Invite groups to share their ideas with the rest of the class.

**Answers**

Answers will vary.

**7 In your notebook, write about the kind of gifts you give and receive in your country.**

Students write about gifts.

**Answers**

Answers will vary.

**Wrap-up**

Students recap what they learned from the reading and listening texts.

- Tell students to briefly summarise (in three or

four sentences) what they learned about birthday celebrations in China.

▮▮▮▮ (No homework today.)

## Project

### Objectives

Students will be able to create a bulletin board with money-saving tips.

## Lesson 9

Student's Book pp. 50 and 51

### Warm-up

Students discuss shopping.

- As a whole-class activity, ask students through a simple show-of-hands vote who likes shopping, who consider themselves to be smart shoppers, who is careful with their money, etc.

### 1 Unscramble the sentences and write them in your notebook. Which are true for you?

Students unscramble sentences as part of a self-test.

#### Answers

1. I do jobs at home to earn some money. 2. I have never got any money! 3. I always save some money for emergencies. 4. My parents give me some money every week. 5. I always spend all of my money.

### 2 Number the tips on the notice board.

Students number pieces of advice with the correct headings.

#### Answers

*left to right, top to bottom:* 1, 3, 2, 4, 5, 6

### Wrap-up

Students discuss shopping tips that they are familiar with.

- Review the information on the notice board and invite students to comment on their own experience of these strategies employed by stores to try to persuade shoppers to buy more things and spend more money. Encourage them to add any ideas of their own.



### Teaching Tip

#### Encouraging Critical Thinking

Encourage students to think critically. Try to help students develop the habit of not accepting a text such as an advertisement at face value, but rather, of thinking about who wrote the text, why the person wrote the text, and the effect that the author wants the text to have on a reader, etc.

## Lesson 10

Student's Book pp. 50 and 51

### Warm-up

Students review the techniques that shops use to make shoppers buy / spend more.

- Tell students to imagine that they are managers of clothing shops or supermarkets. Have them write three techniques that they can use in order to encourage shoppers to buy more things and / or spend more money in their shop.
- Invite students to share their ideas with the rest of the class.

### 3 Look at the highlighted words on the board. Choose the correct option.

Students practise finding out the meaning of a word through context.

#### Answers

1. 2, 2. 3, 3. 1, 4. 3, 5. 3, 6. 2

### 4 Design your own notice board with money-saving tips. Present it to the class.

Students design and create a notice board with money-saving tips.

- Have students design and create their notice boards, using the model on these pages as a guide if they wish.
- Have them look for photos that they can use or have them create their own pictures.
- Encourage them to work on the format, the design and the layout of their notice board (the overall look and how the text and images combine together).
- Once students have written their texts, ask them to check them carefully for spelling, punctuation and grammar.

## Answers

Answers will vary.

### The Digital Touch

To incorporate digital media in the project, suggest one or more of the following:

- Have students present their notice boards using PowerPoint or similar slide show presentation programmes like Google Slides.
- Invite students to create videos using live actors, animation, voiceovers combined with images, etc.
- Encourage students to use free downloadable poster-making programmes for their notice boards.
- If possible, allow students to upload their work to the school's website.

Note that students should have the option to do a task on paper or digitally.

## Review

### Objectives

Students will be able to consolidate their understanding of the vocabulary and grammar learned in the unit.

## Lesson 11

Student's Book pp. 52 and 53

### ✓ Homework Check!

Workbook p. 137, Activities 1 - 3

### Answers

#### 1 Complete about you.

Answers will vary.

#### 2 Cross out the word that doesn't belong.

1. sweater, 2. jeans, 3. hat, 4. trainers, 5. shorts, 6. jeans

#### 3 Rewrite the sentences using superlative forms.

1. I'm the tallest student in my class. 2. Our classroom is the largest classroom at school. 3. My little brother is the youngest kid in his kindergarten. 4. The hot chocolate is the most expensive drink in the restaurant. 5. Monday is the busiest day at school. 6. March is the wettest month. 7. The stormtrooper costume is the best costume.

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### Wrap-up

Students compare notice boards and vote for their favourites.

- Invite students to vote for their favourite noticeboards. There can be awards in various categories, e.g., best layout and design, best use of technology, best overall board, etc.

### Workbook p. 137, Activities 1 - 3

### Warm-up

Students play Hangman to practise clothes vocabulary.

- Invite students to play Hangman in two teams, using the items of clothing, footwear and accessories that they have seen in this unit.

#### 1 Find 12 clothing items words in the word snake.

Students practise clothes vocabulary in a puzzle.

### Answers

T-shirt, trainers, hat, blouse, shorts, coat, scarf, jeans, dress, sweater, trousers, socks

#### 2 Cross out the word that doesn't belong in each sentence.

Students practise clothes vocabulary by identifying the odd one out of a group.

### Answers

1. a sweater, 2. a T-shirt, 3. trainers, 4. a dress, 5. trainers, 6. jeans, 7. dress, 8. a hat

**3 Complete with the comparative form of the adjectives in brackets.**

Students practise comparative adjectives in a sentence completion exercise.

**Answers**

1. more modern, 2. more serious, 3. younger, 4. taller, 5. older, 6. funnier, 7. smaller, 8. longer

**4 Write the comparative forms of these adjectives and number the pictures.**

Students give the comparative forms of adjectives and match them with the appropriate picture.

**Answers**

1. more beautiful, 2. cheaper, 3. more dangerous, 4. more difficult, 5. slower, 6. stronger; *left to right* 6, 5, 1, 2, 3, 4

**Wrap-up**

Students compile a comparative adjectives chart.

- Ask students to work in small groups compiling a comprehensive chart containing a large number of adjectives with their comparative forms. They should be sure to cover all the different types of adjective and all the spelling variants.
- Display students' work around the classroom.

**▶▶▶▶ (No homework today.)**

**Lesson 12**

Student's Book pp. 52 and 53

**Warm-up**

Students share information about world records that they know.

- Invite students to share any world records that they know, especially any unusual records.
- Write them up on the board and, if possible, verify the accuracy and authenticity of the records by consulting reliable sources of information.

**5 Complete with the superlative form of the adjectives in brackets.**

Students review superlative adjectives in a reading and sentence completion activity.

**Answers**

1. oldest, 2. most expensive, 3. tallest, 4. the most popular, 5. The longest

**6 Circle the correct option.**

Students choose between the comparative and the superlative form of an adjective to complete sentences.

**Answers**

1. most embarrassing, 2. more difficult, 3. the shortest, best, 4. older, 5. heavier, 6. the strictest, 7. friendlier, 8. the thickest

**Just for Fun** Student's Book p. 54

Students can work on the activities on this page individually and then check their answers against the **Just for fun Answer Key** on page 158 in their books.



**Big Question**

Students are given the opportunity to revisit the Big Question and reflect on it.

- Tell students to turn to the unit opener on page 41 and look again at the photo, which shows a lot of products.
- Ask students what kinds of shops they think the different products can be found in. Encourage them to speculate about various possibilities.
- Ask students about times when they bought something, perhaps on impulse, that they did not really need. Ask them how they felt about it afterwards.
- As a whole-class activity, debate the idea that our society in general has become too interested in buying things even when we do not really need them.
- Invite students to suggest ways in which people can become more responsible shoppers.



**Scorecard**

Hand out (and / or project) a *Scorecard*. Have students fill in their *Scorecards* for this unit.

**▶▶▶▶ Study for the unit test.**



**Teaching Tip**

**Summarising the Unit**

At the end of a unit, invite various students to give a brief summary of the key points that were covered and to say what they learned.



# Unit How do you protect the planet?

## Grammar

**Countable and uncountable nouns:** We have got carrots and lettuce.

**Quantifiers:** *a lot of, some, a little, a few, any:* How much coffee is there? There's some coffee. There's a little milk, but there isn't any sugar.

**How much, How many:** How much sugar is there? How many carrots have we got?

## Vocabulary

**Food:** apple, bread, carrot, flour, lettuce, lime, milk, onion, orange, salami, strawberry, sugar, potato, tomato

## Writing

Organising ideas in paragraphs

## Speaking

Interviewing a classmate

## Project

Creating a short video to promote a green attitude

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In the first lesson, read the unit title aloud and have students look carefully at the unit cover. Encourage them to think about the message in the picture. At the end of the unit, students will discuss the big question: *How do you protect the planet?*



### Teaching Tip

#### Explaining the Importance of Mistakes

Some students worry about making mistakes, and this can affect their confidence and their willingness to participate in class. Explain to students that mistakes are an inevitable and necessary part of language learning. Explain that they can learn a lot from identifying and analysing a mistake and comparing it with the correct word or form. It is at these moments that a lot of learning takes place.

## Vocabulary

### Objective

Students will be able to use **food** and **containers** vocabulary to talk about gardening and food.

## Lesson 1

Student's Book pp. 56 and 57

### Warm-up

Students brainstorm ways to protect the environment.

- Bring a ball or other soft throwable object to class. Have students stand up and form a circle.
- Tell students that you will throw the ball to each other; whoever gets the ball shouts out a way to protect the environment. Before starting, give students examples like *don't litter* or *turn off the lights*.
- Play as long as time permits and students are engaged.

### 1 Read and classify the vegetables and fruits.

Students practise fruits and vegetables vocabulary in a classifying activity.

### Answers

*Vegetables* carrots, lettuce, onions, potatoes

*Fruits* apples, limes, oranges, strawberries

**2 Think Fast! Can you think of five more fruits and vegetables?**

Students do a three-minute timed challenge: they add more fruits and vegetables to their lists.

**Answers**

Answers will vary.

**3  Listen and write the quantities in the table in Activity 1. Who wins the competition?**

Students listen to a conversation and identify specific information.

**Answers**

*Hot Potatoes* 1. carrots, 2 kilos, 2. potatoes, 3 kilos, 3. lettuce, 0 kilos, 4. onions, 2 kilos

*Go Bananas* 1. apples, 1 kilo, 2. limes, 0 kilos, 3. oranges, 1 kilo, 4. strawberries, 0 kilos

The Hot Potatoes win the competition.

**Audio Script**

HEAD TEACHER: Thank you, everyone. It's time to announce the winner of the school gardening competition. First, let's hear from Mr. Steele, leader of the Hot Potatoes. Mr. Steele, tell us about your team.

MR. STEELE: This year, the Hot Potatoes are growing vegetables. What a year! It never rains, so we water the plants every day. Luckily, we have got some veggies!

HEAD TEACHER: What have you got?

MR. STEELE: We have got two kilos of carrots and three kilos of potatoes.

HEAD TEACHER: That's wonderful! How about the lettuce?

MR. STEELE: We haven't got any lettuce. The caterpillars love them!

HEAD TEACHER: And the onions?

MR. STEELE: We have got two kilos of onions. The fertiliser is important because plants need nutrients.

HEAD TEACHER: Now, let's hear from Ms. Dance and the Go Bananas team.

MS. DANCE: OK! We're growing fruits. It's not easy.

HEAD TEACHER: Have you got any apples?

MS. DANCE: Yes, we have got one kilo of apples.

HEAD TEACHER: Have you got any limes?

MS. DANCE: No, we haven't got any limes. I think people pick our limes off the tree. They steal them.

HEAD TEACHER: Oh no! Oranges?

MS. DANCE: We have got one kilo of oranges.

HEAD TEACHER: And your last fruit. What was it?

MS. DANCE: Strawberries. But we haven't got any strawberries.

HEAD TEACHER: No strawberries? What's the problem?

MS. DANCE: The weeds! The weeds grow and the strawberries don't! They're everywhere.

HEAD TEACHER: So that's it. The winner of this year's school gardening competition... the Hot Potatoes!!!

**Wrap-up**

Students role-play the conversation about the Garden Project competition to practise using *there is / are, some, any* and food vocabulary.

- Students form pairs. Student A will be the head teacher, and Student B will be Mr. Steele. Tell students to recreate the interview using the tables they completed on page 56.
- Then have students switch roles: Student B will be the head teacher and Student A will be Ms. Dance.

## Lesson 2

Student's Book p. 57

### ✓ Homework Check!

Workbook p. 138, Activity 1

#### Answers

**1 Guess the fruit or vegetable each picture suggests.**

1. potatoes, 2. orange, 3. lime, 4. carrot,  
5. strawberry, 6. lettuce, 7. apple, 8. onion

### Warm-up

Students play a quick game and then talk about growing fruits and vegetables.

- Write the first letter of a fruit or vegetable followed by dashes for the remaining letters on the board, e.g., *p \_ \_ \_ \_* (potato). Students call out the words.
- Ask *What grows on trees?* (limes, oranges, apples) *What grows in the ground?* (strawberries, potatoes, lettuce, onions, carrots).
- Have students tell you what (if anything) they grow in their gardens at home.

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### 4 Match the recommendations to the pictures using numbers.

Students match recommendations with actions shown in a picture.

- Ask students to look at the picture. Elicit that it shows people carrying out various tasks related to growing fruits and vegetables.

#### Answers

*left to right, top to bottom:* 3, 4, 5, 2, 8, 1, 7, 6

### 5 Cross out the word that doesn't belong in each sentence.

Students read sentences and identify the word that does not make sense in the sentence.

- Draw students' attention to the **Guess What!** box. Read the information aloud and discuss the expression *a green thumb*. Ask students why we say *green thumb* (because plants are green). Ask students if they consider themselves to have got green thumbs and, if so, why.

#### Answers

1. weeds, 2. Earthworms, 3. Snails, 4. caterpillars,  
5. fertilisers, 6. seeds

### Wrap-up

Students create spider diagrams to record verb-noun collocations.

- Have students form small groups to create spider diagrams showing common collocations, for example, nouns that can follow the verb *water* (plants, tomatoes, trees) or the verb *pick* (oranges, strawberries).

### Workbook p. 138, Activity 2

## Grammar

### Objectives

Students will be able to use **countable and uncountable nouns** and **quantifiers** to talk about food, containers, waste and gardening.

## Lesson 3

Student's Book pp. 58 and 59

### ✓ Homework Check!

Workbook p. 138, Activity 2

### Answers

#### 3 Match the sentence halves.

1. fertiliser, 2. watering it, 3. seeds, 4. digging them out, 5. good for the garden, 6. picking it, 7. eating my lettuce, 8. weeds

### Warm-up

Students try to guess how much garbage they produce each day.

- Draw students' attention to the photo of recycling bins in Activity 2. Ask *How much garbage do you produce every day?*
- Tell them that according to the US Environmental Protection Agency, each US citizen produces on average 4–5 pounds of rubbish daily.

### 1 Listen and label the items on the table.

Students listen and label various objects in photos (items of food and containers for food).

### Answers

See Audio Script.

#### Audio Script

1. Bags	B-A-G-S
2. Bread	B-R-E-A-D
3. Milk	M-I-L-K
4. Flour	F-L-O-U-R
5. Boxes	B-O-X-E-S
6. Bottles	B-O-T-T-L-E-S
7. Sugar	S-U-G-A-R
8. Caps	C-A-P-S
9. Dishes	D-I-S-H-E-S
10. Salami	S-A-L-A-M-I

### 2 Write the words in the correct recycling bin.

Students sort food and containers vocabulary into categories according to how the items are collected as rubbish.

### Answers

*food* bread, flour, sugar, salami, *paper* bags, *bottles and cans* bottles, caps, *mixed* boxes, dishes

### Extension

Students discuss recycling services.

- Organise students into small groups and invite them to discuss and comment on the recycling services, if any, offered in their school, their parents' places of work, public spaces in their community, etc.

### Wrap-up

Students relate types of food to certain types of container.

- Write on the board the following types of containers as the headings of three columns: *Bags, Boxes, Bottles*.
- Form three teams. Have students line up in their teams. One student at a time from each team will run to the board and write a food item in the team's column. For example, *cereal* could go in the *Boxes* column.
- After writing a food item under the column, each student sits back down. The team who are all seated first wins.

|||► (No homework today.)

**Lesson 4**

Student's Book pp. 58 and 59

**Warm-up**

Students share information about recycled and recyclable products.

- Students form small groups. Tell groups to look among their school equipment / supplies for things that are or that can be recycled and make a list.
- Set a stopwatch for three minutes.
- After three minutes, have groups share with the class what they found. The group that finds the most items wins.

**3 Look at the items in Activity 1 and circle the correct option.**

Students practise countable and uncountable nouns as they select options to complete sentences about quantities of items in the photo.

- Draw students' attention to the *Uncountables* and *Countables* boxes. Emphasise the idea that liquids and foods like salt, sugar, etc. cannot be counted. When we refer to these items, we use a container (e.g., a bottle) or a unit of measurement (e.g., litres).

**Answers**

1. a little, 2. much, 3. a lot of, 4. isn't any, 5. a little, 6. any

**4 Look at the table in Activity 1 again and complete the chart.**

Students sort food items by quantity.

- Tell students to look at the items on the table at the top of the previous page. Have students work alone or in pairs completing the exercise. Check and discuss answers. If necessary, review the information in the boxes about uncountable and countable nouns.

**Answers**

*a few* bags, bottles, boxes, *some* sugar, bread, caps, *a lot of* flour, dishes

**5 Stop and Think! Discuss. What things do you recycle?**

- Organise students into small groups and have them exchange information about what items they recycle. (If necessary, write some ideas on the board to get them started.)
- Invite groups to share their comments with the rest of the class.

**Answers**

Answers will vary.

**6 Unscramble the sentences.**

Students practise quantity expressions in an unscrambling exercise.

- Have students work alone or in pairs completing the exercise. Check answers by having students read the unscrambled sentences aloud.

**Answers**

1. There's a little milk for the cake. 2. How much oil is there? 3. I can see some flour in the bag. 4. There are a lot of dishes on the table. 5. How many boxes have you got? 6. There aren't any tomatoes.

**Wrap-up**

Students create posters about quantity expressions.

- Invite students to work in groups preparing posters that explain the quantity expressions that we use with countable and uncountable nouns.

**Workbook p. 139, Activities 1 – 3****Teaching Tip****Using Realia**

To show the difference between countable and uncountable nouns in a way that is memorable, bring to class a small amount of uncooked rice, for example, and show how difficult, and absurd, it is to count rice.

## Writing & Speaking

### Objectives

Students will be able to organize ideas in paragraphs. They will also be able to interview a classmate.

## Lesson 5

Student's Book pp. 60 and 61

### ✓ Homework Check!

Workbook p. 139, Activities 1 – 3

#### Answers

**1 Complete the questions with *much* or *many*.**

1. much, 2. many, 3. much, 4. many, 5. many, 6. much

**2 Choose the correct option for each picture.**

1. a lot of eggs, 2. a little sugar, 3. a lot of chocolate, 4. a little ice cream, 5. some meat, 6. some tea

**3 Choose the correct option to complete the newspaper story.**

1. a lot of, 2. a few, 3. some, 4. some, 5. some, 6. any, 7. a lot of, 8. a little, 9. a few, 10. a little

### Warm-up

Students talk about pets.

- In small groups, tell students to discuss what kind of animals students (or their friends, neighbours, relatives) have got as pets.
- As a whole class, have groups tell you the pets they discussed. Have students raise their hands if they know someone who has got each pet. See which pets are most common.

### 1 Match the descriptions with the paragraphs using numbers.

Students identify the different parts of an essay.

#### Answers

3, 4, 2, 1

### 2 Match the descriptions to the pictures using numbers.

Students match descriptions of animals with pictures.

### Answers

1. It has got coloured wings and eats flower nectar.
2. It can change colours and look in two directions at once.
3. It can live at people's homes and is very friendly.
4. It lives in the South Pole and feeds on fish.
5. It lives in the water and eats small plants.
6. It can run fast and you can ride on its back.

### Extension

Students discuss animals that can and cannot be pets.

- Organise students into small groups and have them draw up two lists: one of animals that can be kept as pets and the other of animals that cannot be kept as pets.
- Ask students to compare their lists with those of other groups and to discuss any differences of opinion.

### Wrap-up

Students play a guessing game with animals.

- Invite students to play a guessing game in small groups. Two small groups play together, with each group as one team.
- Give teams five minutes to write five short descriptions of five animals.
- One team reads aloud one of their descriptions and the other team has to guess the animal.
- Then teams switch roles. The team that guesses the right animal correctly in a maximum of two tries gets a point.
- Teams go back and forth reading and guessing until both have read all five of their descriptions. The team with the most points at the end wins.

▶▶▶▶▶ Workbook p. 140, Activities 1 and 2

**✓ Homework Check!**

Workbook p. 140, Activities 1 and 2

**Answers**
**1 Read the blog and tick (✓) three differences in the original plan.**

Paragraph 1: About me, Paragraph 3: A famous fish from Puerto Rico, Paragraph 5: A scary snake from Puerto Rico

**2 Correct the false information in the sentences.**

 1. ~~Mexico~~ Puerto Rico is part of the US, but it is not a state. 2. ~~→~~ There are 80 types of birds in Puerto Rico. 3. ~~dogs~~ Bats eat the island's mosquitoes. 4. ~~insects~~ Manatees are large mammals. 5. ~~butterfly~~ The red and green Puerto Rican parrot is an endangered species.

**Warm-up**

Students create stories in groups.

- Students form small groups. Assign each group an animal mentioned in the unit (in the Student's Book or the Workbook).
- Give each student a slip of paper. Tell groups to write a group story with the animal you assign them as the hero. Have groups decide who will write the first sentence. Then student A passes his / her slip with the first sentence to student B, who writes the second sentence on his / her slip of paper, and then passes both slips to Student C, and so on until every group member has written a sentence, building the story as they go.
- Then have groups mix up their slips of paper and trade them with another group. Each group tries to recreate the sequence of the other group's story by putting the slips in order. When they finish, have groups check each other's work and say if the sequence of the story was correct.

**3 Write an essay about your favourite animal.**

Students write essays about their favourite animals.

- Draw students' attention to the **Be Strategic!** box. Read the information aloud and make sure that students understand the importance of planning their writing.
- Invite students to share their finished work with the rest of the class.

**Answers**

Answers will vary.

**4 Write the questions. Then interview your partner.**

Students write interview questions and use them to interview classmates.

**Answers**

1. What is your favourite animal? 2. What does it look like? 3. Where does it live? 4. What does it eat? 5. Is it an endangered species? 6. Is it a popular pet? 7. Why is it your favourite?

**Extension**

Students create information posters about an endangered species.

- Have students work in small groups.
- Tell students to look for information about an animal that is an endangered species.
- Have students create posters explaining what the animal looks like, what it eats, and why it is endangered. Display the posters around the classroom.

**5 Stop and Think! Discuss. Why are animals important to our world?**

- Organise students into small groups and have them brainstorm ideas about why animals are important. (If necessary, write some ideas on the board to get them started.)
- Invite groups to share their ideas with the rest of the class.

**Answers**

Answers will vary.

**Wrap-up**

Students review vocabulary related to animals.

- Set students quick-fire challenges to practise vocabulary of animal body parts (wings, tail, etc.) and verbs describing movement (fly, swim, run, climb, etc.) Say, for example, *Name three animals that have got wings. Name three animals that have got fur.*

**Workbook p. 140, Activity 3**
**Preparing for the Next Lesson**

 Ask students to watch an introduction to Sweden's recycling programme: [goo.gl/yY8zjW](http://goo.gl/yY8zjW).

## Culture

### Objectives

Students will be able to learn about innovations in recycling and to develop awareness of the importance of recycling.

## Lesson 7

Student's Book pp. 62 and 63

### ✓ Homework Check!

Workbook p. 140, Activity 3

### Answers

**3 In your notebook, write a similar blog.**

**Follow this plan.**

Answers will vary.

### Warm-up

Students make some guesses about Scandinavia.

- Students form small groups. Tell them to look at the map and the pictures on pages 62 and 63.
- Have students create a profile of life in Scandinavia based on the information they can gather from the map and pictures. Tell students that it is OK to make guesses, and that they can include any categories they like. (Some possibilities: what the weather is like, what the people are like, what animals live there, etc.)
- If time permits, have groups present their profiles to the class.

### 1 Study the map. In your notebook, correct the false sentences.

Students correct false information about Scandinavia using a map.

### Answers

1. ~~Norway~~ The capital of Sweden is Stockholm.

### 2 Listen and follow the comic. Then answer the questions.

Students listen and read a dialogue and answer comprehension questions.

### Answers

1. They use each other's first names. 2. It's cold.  
3. horrible, 4. garbage, 5. Sweden uses Norway's garbage to make energy.

### Audio Script

AGNETHA: How are things in Sweden, Lars?

LARS: Good, Agnetha. How's life in Norway?

AGNETHA: Cold! Look, my coffee is frozen!

LARS: But Agnetha, what's that horrible smell? What's in your truck?

AGNETHA: Garbage! I'm taking garbage to Sweden!

LARS: Ugh! Is that for our energy production programme?

AGNETHA: Yes. Our countries work together. Your country uses trash to make energy.

LARS: I know. Sweden recycles about 99% of its trash. But we need more to continue producing energy.

### Extension

Students make infographics about Scandinavian countries.

- Have students work in small groups.
- Ask them to research some simple facts about one or more Scandinavian countries (population, language, climate, wildlife, currency, economic activity, etc.).
- Have them present their infographics to the rest of the class.

### Wrap-up

Students role-play conversations with one of the characters in the dialogue.

- Organise students into pairs have them role-play conversations in which one student interviews the other (playing Lars or Agnetha) about the recycling arrangement that exists between Norway and Sweden.

**▶▶▶▶▶ (No homework today.)**



### Teaching Tip

#### Connecting Language Learning

Make a habit of looking for ways to connect English classes with other parts of the school curriculum (geography, maths, history, science, etc.). Try to have non-fiction materials on a wide variety of subjects available for students to read and consult.

## Lesson 8

Student's Book pp. 62 and 63

### Warm-up

Students review the conversation from the previous lesson.

- With books closed, read aloud quotes from the conversation (excluding names, of course!) and ask students to try to identify which character, Agnetha or Lars, said each line. For example, say, *How are things in Sweden?* (Agnetha)
- Students work in pairs to guess which speaker said each line. The pairs with the most correct guesses win.

### 3 Tick (✓) the best summary.

Students select the best summary of the comic.

#### Answer

3

#### Extension

Students research other environmentally responsible projects.

- Have students work in small groups.
- Ask them to find out about projects and initiatives in their own country or in other countries that are environmentally responsible, for example, tree-planting campaigns, urban eco-bikes, paperless offices, etc.

### 4 Stop and Think! Discuss. How does recycling help the planet?

- Organise students into small groups and have them brainstorm ideas about how recycling is good for the planet. (If necessary, write some ideas on the board to get them started.)
- Invite groups to share their ideas with the rest of the class.

#### Answers

Answers will vary.

### Wrap-up

Students prepare a radio news item about recycling.

- Organise students into pairs and have them prepare and present a radio report about Norway and Sweden's recycling programme.

▶▶▶▶ (No homework today.)

## Project

### Objectives

Students will be able to create a short video to promote a green attitude.

## Lesson 9

Student's Book p. 64

### Warm-up

Students review the names of different substances used to make containers.

- Challenge students to write, in just 30 seconds, a list of substances that are used to make containers. Check answers and write a list on the board (*paper, cardboard, wood, plastic, Styrofoam, rubber, cloth, metal, glass, etc.*)

### 1 Read the post and discuss. Do you agree or disagree with Cassie's habits? Why?

Students read and respond to a teen's views on garbage disposal.

#### Answers

Answers will vary.

### 2 Look at the poster. Answer the questions.

Students study information in a poster and answer comprehension questions.

#### Answers

1. It shows the decomposition rates of common marine debris items (or common garbage in the ocean). 2. No, the rates are estimated. 3. The bigger the picture, the longer it takes the item to decompose. 4. The paper towel disappears faster. 5. An aluminum can is worse. 6. The disposable diaper and the plastic bottle share a similar rate of decomposition.

### Wrap-up

Students write a response to the post in Activity 1.

- Draw students' attention to the post at the top of the page. Ask them to write a response to Cassie, the writer of the post, expressing their opinion about what people should do with their garbage.
- Tell students to exchange responses and check for accuracy in grammar and spelling.

▶▶▶▶ (No homework today.)



### Teaching Tip

#### Managing Peer Correction

Peer correction can be a very beneficial learning technique: it increases awareness of accuracy in language and spelling. However, it is important that students be respectful of each other's presentations and essays, and focus on giving constructive feedback. Make sure students know what they are checking when revising each other's work, giving examples when necessary.

## Lesson 10

Student's Book pp. 64 and 65

### Warm-up

Students try to recall information from the poster on these pages.

- With books closed, ask students to try to recall how long specific marine debris items are estimated to take to decompose.
- Then let students open their books to check their answers.

### Interview 10 classmates about their garbage disposal habits. Then complete the graph.

Students survey classmates about their garbage disposal habits.

- Ask students to look at the graph. Explain that it is designed to show the type of garbage, from a selection of five items, that a person (or a household) produces most in a typical week, for example.
- Tell students that they are going to interview 10 classmates and that they are to record each classmate's answer on the graph. Model a question and answer with a student. Ask *Which of these things does your family throw away?* If the student says *plastic bottles and apple cores*, show students that they should mark one student in the plastic bottle column and one student in the apple core column.
- Have students walk around the classroom, asking and answering and completing their graphs with the numbers of students (up to a total of 10) who throw away each of the five items. Invite various students to share their findings.

### Answers

Answers will vary.

### 4 Make a two-minute video to promote a green attitude. Follow these instructions.

Students create short videos about green attitudes.

- As a whole class, brainstorm ideas about the various formats that students can use: an interview with an expert, a teenager telling a friend about how to recycle, a character (human or otherwise) who shares information, a 'before and after' scenario, etc. Discuss how a video can use live actors, or animation, or voiceovers combined with images, etc. Also, point out that the script does not just contain what people say, but it also describes their actions, facial expressions, pauses, etc.
- Organise students into small groups and have them work on their videos.

### Answers

Answers will vary.

### The Digital Touch

To incorporate digital media in the project, suggest one or more of the following:

- Invite students to explore and use some of the large variety of apps for making videos in the classroom.
- Encourage students to use free video editing software for their videos.
- If possible, allow students to upload their videos to the school's website.

Note that students should have the option to do a task on paper or digitally.

### Wrap-up

Students compare videos and vote for their favourites.

- Invite students to vote for their favourite videos. There can be awards in various categories, e.g., best concept, best script, best storyboard, best design, best use of technology, best overall video, etc.

### Workbook p. 141, Activities 1 - 3

## Review

### Objectives

Students will be able to consolidate their understanding of the vocabulary and grammar learned in the unit.

## Lesson 11

Student's Book p. 66

### ✓ Homework Check!

Workbook p. 141, Activities 1 - 3

### Answers

#### 1 Find and write seven types of food.

1. orange, 2. carrot, 3. strawberry, 4. apple, 5. lettuce, 6. lime, 7. onion, 8. potato

#### 2 Look at the picture. What is in the fridge?

1. There isn't any coffee. 2. There are some bananas. 3. There aren't any strawberries. 4. There is a lot of cheese. 5. There is a little milk. 6. There are some apples. 7. There is some water. 8. There are some carrots. / There are a few carrots.

#### 3 Correct the false information in the sentences.

1. Caterpillars become butterflies. 2. You dig potatoes out of the ground. 3. Oranges have got seeds. 4. You give fertiliser to plants. 5. You pick fruit off a tree. 6. Snails move very slowly in the garden. 7. Birds live in trees.

### Extension

Students research the nutritional properties of fruits and vegetables.

- Organise students into groups and have them find out about the nutritional properties (minerals, vitamins, carbohydrates, etc.) of various fruits and vegetables.
- Ask students to report their findings to the rest of the class.

### Wrap-up

Students respond to the diary writer.

- Students form pairs and make a list of the problems the writer of the diary mentions in Activity 2.
- Tell pairs to come up with solutions to help the diary writer and note them down.
- Have pairs role-play a conversation about the gardening problems and solutions. Student A will be the writer of the diary, and Student B will be a friend who is trying to help.

▶▶▶▶▶ (No homework today.)

## Lesson 12

Student's Book p. 67

### Warm-up

Students play Hangman to practise food vocabulary.

- Invite students to play Hangman in two teams, using fruits and vegetables that they have seen in this unit.

#### 1 Do the crossword puzzle. What is the mystery word?

Students complete a word puzzle with food vocabulary using icons as clues.

### Answers

1. lettuce, 2. orange, 3. lime, 4. carrot, 5. potato, 6. onion, 7. apple, 8. strawberry, *mystery food* tomatoes

#### 2 Complete the missing letters in the text.

Students complete the missing letters of words to complete a text about growing fruits and vegetables.

### Answers

1. weeds, 2. thumb, 3. seeds, 4. earthworms, 5. snails, 6. caterpillars, 7. fertiliser, 8. water, 9. dig, 10. pick

### Warm-up

Students devise menus for a packed lunch.

- Organise students into small groups and ask them to devise an ideal packed lunch menu. Encourage them to come up with healthy food options. Tell groups to share their ideas with the rest of the class.

#### 3 Read and complete the conversation.

Students complete a conversation with the correct quantifiers.

### Answers

1. any, 2. little, 3. much, 4. any, 5. some, 6. few, 7. many

#### 4 Spot the mistakes and write correct sentences.

Students correct sentences using quantifiers.

##### Answers

1. a few Get some lettuce for the salad. 2. many How much spaghetti do you want? 3. few There's only a little rice. 4. many How much butter do you put on your toast? 5. some We haven't got any cherries. 6. much How many apples have you got for the pie?

#### 5 Complete these sentences about you.

Students complete sentences with true information about their own lives.

##### Answers

Answers will vary.

#### Just for Fun Student's Book p. 68

Students can work on the activities on this page individually and then check their answers against the **Just for fun Answer Key** on page 158 in their books.



#### Big Question

Students are given the opportunity to revisit the Big Question and reflect on it.

- Ask students to turn to the unit opener on page 55 and to look again at the photo, which shows a pair of hands around planet Earth.
- First, ask students to suggest what interpretations they can make of the photo itself. For example, it could represent the idea that the Earth is fragile, that we have to protect the Earth, that the fate of the Earth is in our hands, etc.
- Invite students to share information about things that they do which help to protect the planet.
- As a whole-class activity, discuss other measures that could be taken—by individuals, by communities, by governments—to protect the planet.



#### Scorecard

Hand out (and / or project) a *Scorecard*. Have students fill in their *Scorecards* for this unit.

#### Study for the unit test.



# Unit What does it mean to be happy?

## Grammar

**Verb be: was, were:** My grandmother was three in this picture.

**There was / were:** There weren't any computers. There was a map in the classroom.

**Short answers:** Yes, I was. No, I wasn't.

## Vocabulary

**Pastimes:** camping, dancing, dive-bombing, drawing, hanging out with friends, making models, playing board games, doing a wheelie, rollerblading

## Reading

Describing a photo

## Speaking

Describing a photo

## Project

Conducting a survey and designing a survey report

62

In the first lesson, read the unit title aloud and have students look carefully at the unit cover. Encourage them to think about the message in the picture. At the end of the unit, students will discuss the big question: *What does it mean to be happy?*



### Teaching Tip

#### Reflecting on Learning

Encourage students to engage in self-reflection at the end of each unit or block of study. Invite them to ask themselves a series of questions to reflect on the learning process, for example, *How well am I doing? What do I find easy / difficult? What do I need to do more of? How can I improve? What resources can I use? How can my teacher help me?*

## Vocabulary

### Objective

Students will be able to use **pastimes** vocabulary to talk about what they do in their free time.

## Lesson 1

Student's Book pp. 70 and 71

### Warm-up

Students talk about things that they enjoy doing.

- As a small group activity, invite students to think of and share pastimes that they would most like to be doing at this moment.
- Have groups tell the class everyone's choices and vote on the pastime most students enjoy.

### 1 Listen and label the pictures.

Students label photos with the correct pastimes vocabulary.

### Answers

1. doing a wheelie, 2. rollerblading, 3. drawing, 4. playing board games, 5. dancing, 6. camping, 7. making models, 8. dive-bombing, 9. hanging out with friends

### Audio Script

1. This is a picture of me doing a wheelie.
2. You can see me rollerblading in this pic. That was fun!
3. I like drawing a lot. You should see my album of pictures.
4. I love playing board games with my cousin Mike.
5. Here's a picture of me and my friends dancing.
6. Camping is one of my favourite outdoor activities.
7. I love making models.
8. I have a lot of fun dive-bombing in the swimming-pool.
9. This is a picture of me hanging out with my friends.

### 2 Copy the pastimes onto the chart in your notebook. Then complete it.

Students copy and complete a chart sorting pastimes into categories.

#### Answers

*individual* drawing, making models, *in groups* hanging out with friends, *done outdoors* camping, rollerblading, *done indoors* playing board games, *very active* dancing, dive-bombing, *dangerous* doing a wheelie

### 3 Think fast! Add two more pastimes to the chart.

Students do a five-minute timed activity: they extend the pastimes chart with more activities.

#### Answers

Answers will vary.

### Wrap-up

Students talk about the activities that they like to do.

- Organise students into small groups and have them exchange information about the activities on these pages that they like to do. Invite students to share their findings with the rest of the class.

### Workbook p. 142, Activity 2

## Lesson 2

Student's Book pp. 70 and 71

### ✓ Homework Check!

Workbook p. 142, Activity 2

#### Answers

### 2 Look and complete the sentences.

1. camping, 2. doing a wheelie, 3. dive-bombing,
4. play board games, 5. drawing, 6. rollerblading,
7. dancing

### Warm-up

Students discuss preferences for indoor or outdoor activities.

- Organise students into small groups. Elicit one or two pastimes. Then tell them they have two minutes to make a list of as many pastimes as possible.
- Have students share some of their pastimes. Ask students which ones are indoor and which one are outdoor activities.
- In small groups, tell students to say whether they prefer indoor or outdoor pastimes, and why.

### 4 Complete the sentences. Use the pastimes in Activity 1.

Students practise pastimes vocabulary and collocations in a sentence completion exercise.

- Draw students' attention to the **Guess What!** box. Read the information aloud and discuss the expression *chilling*. Ask students why they think it is important to have some time to just chill. Ask them what they do when they chill at home.

#### Answers

1. playing, 2. drawing, 3. rollerblading, 4. hanging out,
5. dive-bombing, 6. doing a wheelie, 7. making models,
8. camping, 9. listening / dancing

### 5 Interview your classmates.

Students practise pastimes vocabulary in a speaking activity as they ask their classmates about their pastimes.

#### Answers

Answers will vary.

## Wrap-up

Students interview each other about pastimes.

- Ask students to form pairs with one of the classmates who answered *Yes* to a question in Activity 5. Have the pairs of students interview each other to find out more about the other person's pastime or interest.

▶▶▶ **Workbook p. 142, Activity 3**



### Teaching Tip

#### Extending Survey Activities

When students are doing *Find someone who...* activities, encourage them to go further than answer with a short, simple *Yes* or *No*, and to offer additional information. For example, in answer to the question, *Do you hang out with your cousins?*, an extended answer would be, for example, *Yes, I do. My cousins and I often play football together at the weekends.*

## Grammar

### Objectives

Students will be able to use the **past simple of be (+,-,?)** and ***there was / were*** to talk about the past.

## Lesson 3

Student's Book p. 72

### ✓ Homework Check!

Workbook page 142, Activity 3

### Answers

#### 3 Match the sentence halves.

1. dive-bombing, 2. out at the café, 3. camping, 4. drawing landscapes, 5. a model of the Empire State building, 6. wheelies

## Warm-up

Students exchange information about their grandparents.

- Organise students into small groups and have them share information about their grandparents, in particular physical descriptions (e.g., tall, short, long hair) and personalities (e.g., happy, serious), etc. Invite students to share information with the rest of the class.

### 1 Listen and complete the sentences.

Students listen to a text describing photos and complete sentences with words from the audio.

#### Answers

1. birthday, 2. eighth, 3. serious, 4. fast, 5. house

#### Audio Script

My grandmother was three in this picture. She wasn't sad at her birthday party. She was very happy. Here, my grandma and her friends were in eighth grade. They weren't in high school yet. In this picture, my grandfather wasn't angry. He was just serious. This was my grandfather's typewriter. It wasn't fast like a computer. Look at this! I was two in this picture. We were at my grandmother's house in LA.

### 2 Read the sentences in Activity 1 and number the pictures on page 72.

Students number the photos in order to match the sequence the photos are discussed in the audio.

#### Answers

top to bottom 3, 4, 1, 5, 2

➤ **Look at the pictures on page 72 and circle the correct options.**

Students complete sentences with the correct form of the past simple of *be*.

- Draw students' attention to the **Past of be** box. Remind students that, unlike the present simple, which has got three forms (*am, are, is*), the past simple has only got two forms (*was, were*).

**Answers**

1. was, 2. was, 3. wasn't, 4. weren't

**Extension**

Students talk about their grandparents.

- Invite students to prepare short, illustrated presentations about the lives of their grandparents. If they are able to obtain permission from their family members, encourage them to include photos and authentic documents to illustrate the lives of their grandparents.

**Wrap-up**

Students write sentences using the past simple of *be*.

- Ask students to write eight sentences about their grandparents (or other family members) when they were younger: two sentences with *was*, two sentences with *wasn't*, two sentences with *were* and two sentences with *weren't*.

➤ **Workbook p. 143, Activity 1**

**LESSON 4**

Student's Book p. 73

✓ **Homework Check!**

Workbook pp. 142, Activity 1 and 143, Activity 1

**Answers**

**1 Look at the pictures and write sentences.**

1. It was on Saturday. 2. There was a birthday party. 3. There was some cake. 4. There were some gifts. 5. There was some rock music. 6. There were some soft drinks.

**1 Look at the picture and complete the sentences with *there was / wasn't* or *there were / weren't*.**

1. There was, 2. There were, 3. there weren't, 4. there wasn't, 5. there wasn't, 6. There was, 7. There were, 8. There were, 9. there wasn't, 10. There was

**Warm-up**

Students listen and respond to sentences using the past simple form of *be*.

- With books closed, read aloud a series of sentences using *was, wasn't, were* and *weren't*. Say, for example, *Your parents weren't at home yesterday evening.* or *Your mother was at work yesterday morning.* Have students simply raise their hands whenever they hear a sentence that is true for them and their families.

4  **27 Listen and decide if the sentences are T (True) or F (False).**

Students mark sentences as true or false based on a listening.

**Answers**

1. T, 2. F (There wasn't a TV in the classroom.), 3. F (There weren't mobile phones.), 4. F (There was a map in the classroom.)

**Audio Script**

Life was very different in my grandparents' times. To begin with, there were typewriters at school, there weren't any computers. In the classroom, there was a board to write on... and a world map... but there weren't any TV sets. Another difference is that at present there are social networks and mobile phones, and the people are always connected.... but it was very difficult to communicate with your faraway friends or relatives in the past because there weren't social networks or mobile phones!

**5 Think Fast! What was there in your classroom in primary school?**

Students do a one-minute timed challenge: they talk about their primary school classrooms.

- Draw students' attention to the **Guess What!** box and read the information aloud.

**Answers**

Answers will vary.

**6 Use was or were to complete the questions. Then answer the questions in your notebook. Use short answers.**

Students complete and answer questions using the correct past simple forms of *be*.

- Draw students' attention to the **Short Answers** box and ask students to see how yes / no questions are answered.

**Answers**

1. were, 2. was, 3. Were, 4. Was

Answers will vary.

**Wrap-up**

Students play a memory game to practise *There was, There were, etc.*

- Ask two students to leave the room. While they are gone, remove certain items so that, for example, there are no longer any marker pens for the board, or there is no longer a chair for the teacher. Have the students come back into the room and have them try to identify what has changed, for example, *There was a chair here.*

**Workbook p. 143, Activities 2 - 3**



**Teaching Tip**

**Making Connections**

The topic of this lesson, in which students talk about people's lives in the past and what there was (or wasn't) in the past, lends itself to cross-curricular work with the history department of your school. Look for ways to enrich students' learning of English by finding links with other areas of the school curriculum: science, art, social sciences, music, etc.

**Reading & Writing**

**Objectives**

Students will be able to identify the order of events. They will also be able to describe events in an organised, coherent way.

**Lesson 5**

Student's Book pp. 74 - 75

**✓ Homework Check!**

Workbook p. 143, Activities 2 - 3

**Answers**

**2 Write the sentences in the past tense.**

1. He was happy with his new phone. 2. I was cold in the morning. 3. We were late for the maths exam. 4. They were in LA for the weekend. 5. It was a good book. 6. Your answer was right. 7. She was tired after the gym lesson.

**3 Turn the sentences in Activity 2 into the negative form.**

1. He wasn't happy with his new phone. 2 I wasn't cold in the morning. 3.. We weren't late for the maths exam. 4. They weren't in LA for the weekend. 5. It wasn't a good book. 6. Your answer wasn't right. 7. She wasn't tired after the gym lesson.

**Warm-up**

Students talk about amusement parks.

- As a small-group activity, and with books closed, invite students to share information about amusement parks that they have visited or that they have heard of in their own country or in other countries. Try to elicit the expression *roller coaster*.

**1 Read the e-mail and number the pictures.**

Students identify the order of events in a text and number the corresponding pictures.

**Answers**

top to bottom 3, 1, 2

**2 Read the e-mail again and label the people.**

Students scan the same text for more detailed information to identify the people in the photos.

**Answers**

top to bottom Wendy, Melanie, Pedro, Arturo, Sean, Tania

### Extension

Students talk about what there is in an amusement park.

- Organise students into small groups and ask them to discuss what there is in an amusement park. Have them draw up lists and then present their ideas to the rest of the class using *There is* and *There are*.

### Wrap-up

Students role-play a conversation based on an e-mail.

- Organise students into pairs and have them role-play a conversation between Tania (the girl who wrote the e-mail) and a friend in which she tells of a trip to an amusement park.

### Workbook p. 144, Activity 1

## Lesson 6

Student's Book pp. 74 - 75

### ✓ Homework Check!

Workbook p. 144, Activity 1

#### Answers

**1 Read the article and label the people in the pictures.**

1. Hugh, 2. Luke, 3. Tom, 4. Jess, 5. Louise,  
6. Jeremy, 7. Dana, 8. Carrie, 9. George

### Warm-up

Students review prepositions of place.

- Set a time limit of, say, one minute and ask students to write a list of as many prepositions of place (*in, on, under, next to, etc.*) as they can think of. Check answers and write examples on the board.

### 3 Look at the highlighted phrases in the e-mail and complete the expressions below.

Students complete phrases with prepositions of place from the text.

#### Answers

1. an amusement park, 2. front, 3. left, 4. me,  
5. Pedro, 6. middle, 7. back

### 4 Work in pairs. Choose a photo and describe it to your partner. Your partner points at the correct picture. Swap roles.

Students describe photos orally for a partner to identify.

- Draw students' attention to the **Be Strategic!** box. Read the information aloud and discuss the importance of using adjectives and expressions such as prepositions of place for describing people and places.

#### Answers

Answers will vary.

### 5 Stop and Think! Stop and Think! Discuss. Are friends important for you? Do they make you happy?

- Organise students into small groups and have them discuss the question. (If necessary, write some ideas on the board to get them started.)
- Invite groups to share their ideas with the rest of the class.

#### Answers

Answers will vary.

### 6 In your notebook, stick a photo of people in action and write a short description of it. Use the phrases in Activity 3.

Students write a description of a photo.

#### Answers

Answers will vary.

### Wrap-up

Students play a game using prepositions of place.

- Organise students into teams. Have them write five sentences about the location or position of five mystery objects or pieces of furniture in their classroom.
- Then, a student from one team reads aloud a sentence, for example, *This object is behind the teacher's table*. Members of another team try to identify the mystery object.

### Workbook p. 144, Activity 2

#### Preparing for the Next Lesson

Ask students to watch an introduction to the Bedouin: [goo.gl/G6cuQG](http://goo.gl/G6cuQG).

## Culture

### Objectives

Students will be able to talk about the Arabian Peninsula and the culture of the Bedouin. They will also develop awareness of cultural diversity.

## Lesson 7

Student's Book pp. 76 and 77

### ✓ Homework Check!

Workbook page 144, Activity 2

### Answers

**2 Read the article again and circle T (True) or F (False).**

1. F (It was nice.), 2. T, 3. F (People roll around in the balls like hamsters do.), 4. F (The competition was for skating, including skateboarding.), 5. F (The winner was Tom.), 6. F (They are eating marshmallows, a type of candy.)

### Warm-up

Students answer quick quiz questions about the Arabian Peninsula.

- With books closed, ask students a series of questions about the Arabian Peninsula, using the text on this page as the source of information. The questions can be multiple-choice, for example, *How many countries make up the Arabian Peninsula: five, seven, or nine?* (Seven)

### 1 Read the introduction of the article and complete the mind map.

Students read a text and organize the information in a mind map.

#### Answers

*middle* Saudi Arabia, *clockwise* Arabic, Friday and Saturday, Bedouin, over 40°C, oil, Riyadh

### 2 Read the article on page 77 and tick (✓) the topics mentioned.

Students skim a text and identify the main topics.

#### Answers

animals, family, hospitality

### Extension

Students make mind maps about their countries.

- Invite students to create a mind map about the region of the world where they live and their own country, using the mind map on this page as a model. Have them include information about language, temperatures, capital city, etc.
- Ask students to share their mind maps with the rest of the class.

### Wrap-up

Students write an introductory paragraph about their country in pairs.

- Tell pairs to write an introduction for an article about their country, using the text on this page as a model.
- Invite students to share their work with the rest of the class.

▶▶▶▶▶ (No homework today.)

**Warm-up**

Students discuss what it would be like to live in a desert.

- As a small-group activity, discuss what students think it would be like to live in the deserts of Arabia, like the Bedouin.

**3 Read the article again and answer the questions in your notebook.**

Students scan a text and answer comprehension questions.

**Answers**

1. No. They live in tents and travel from place to place. 2. The family is where children learn the values of the community. 3. Camels provide transportation, milk, food and clothing. 4. Because they provide transportation and are very important to the Bedouin way of life. 5. Bedouins feel other people in the desert should be treated with respect and kindness.

**4 Stop and Think! Discuss. How does taking care of others make you happy?**

- Organise students into small groups and have them discuss the question. (If necessary, write some ideas on the board to get them started.)
- Invite groups to share their ideas with the rest of the class.

**Answers**

Answers will vary.

**Wrap-up**

Students discuss their reactions to what they have read.

- Organise students into small groups and ask them to compare and discuss their reactions to what they read in the article about the Bedouin.
- As a whole-class discussion, have students exchange ideas and opinions. Encourage them to compare and contrast the culture of the Bedouin with that of their own society.

**▶▶▶ (No homework today.)**

**Teaching Tip****Encouraging Comparison of Cultures**

Always encourage students to compare and contrast societies and cultures of other countries with their own, not in a judgmental way, looking for ways in which one culture is superior or inferior to another, but as a way to enhance their understanding and appreciation of the diversity of the world's cultures.

## Project

### Objectives

Students will be able to design and conduct a survey.

## Lesson 9

Student's Book pp. 78 and 79

### Warm-up

Students discuss different types of surveys and how the information from surveys is used.

- In small groups, tell students to discuss the types of survey that they are familiar with, for example, surveys in teenage magazines, online surveys, surveys conducted in the street, telephone surveys, etc.
- Also, ask students to speculate about how the people who collect information in surveys might be able to use it.

### 1 Read the quotes. Circle the one you like best. What's the most popular one in the class?

Students discuss and vote on quotes on the subject of happiness.

#### Answers

Answers will vary.

### 2 Think fast! List five things that make you happy.

Students do a one-minute timed challenge: they brainstorm and make a list of things that make them happy.

#### Answers

Answers will vary.

### 3 Read the survey report on the next page and circle T (True) or F (False).

Students read a survey report and mark statements about the report as true or false.

#### Answers

1. F (The size of the sample was 24 students.), 2. T,
3. F (Best friends are the second preferred choice.),
4. F (Most students like having got their own bedroom.), 5. F (Only a small number of students think money makes them happy.), 6. T

### Wrap-up

Students compare and discuss their reactions to the information in the report.

- Organise students into small groups and ask them to compare and discuss their reactions to what they read in the report.
- As a whole-class discussion, have students exchange comments and observations.

**Warm-up**

Students review simple fractions as represented in pie charts.

- Draw a series of circles on the board and on each one mark one of the following fractions, as in a pie chart: one fourth (one quarter), one third, one half, two thirds, three quarters. Elicit the correct expression for the proportion marked on each circle.

**4 In your notebook, change the highlighted fractions in the survey to percentages.**

Students convert fractions written as words into percentage values.

**Answers**

50%, 25%, 66.6%, 75%, 33.3%

**5 Design a survey report on what makes teenagers happy. Follow these instructions.**

Students create survey reports about what makes teenagers happy.

- Read aloud the instructions and make sure that students understand the steps that they are to follow.
- Organise students into small groups and have them work on their surveys. Then, once they have gathered their data, have them prepare pie charts to show their results and written reports to summarise their findings.

**Answers**

Answers will vary.

**The Digital Touch**

To incorporate digital media in the project, suggest one or more of the following:

- Encourage students to use free online survey and questionnaire tools.
- Have students present their findings from their surveys using PowerPoint or similar slide show presentation programmes like Google Slides.
- If possible, allow students to upload their work to the school's website.

Note that students should have the option to do a task on paper or digitally.

**Wrap-up**

Students compare surveys and reports and vote for their favourites.

- Invite students to vote for their favourite presentations of their classmates' surveys. There can be awards in various categories, e.g., best design, best use of graphics, best use of technology, best overall presentation, etc.

**Workbook 145, Activities 1 - 3**

**Teaching Tip****Working in Teams**

When doing project work in groups, stress to students the importance of the idea that students 'sink or swim' together. This can be achieved by making part of each student's grade dependent on the performance of the rest of the team. Group members must believe that each person's efforts benefit not only him- or herself, but all group members as well.

## Review

### Objectives

Students will be able to consolidate their understanding of the vocabulary and grammar learned in the unit.

## Lesson 11

Student's Book p. 80

### ✓ Homework Check!

Workbook page 145, Activities 1 - 3

#### Answers

##### 1 Unscramble the words to complete the post.

1. wheelie, 2. roller-blading, 3. board, 4. model, 5. drawing, 6. hanging

##### 2 Complete and answer the questions.

1. Was, you were, 2. Were, weren't, 3. Was, wasn't, 4. Were, were, 5. Was, was

##### 3 Circle and correct one mistake in each sentence.

1. ~~tomorrow~~, It was Tuesday yesterday. 2. ~~Was~~, Were we at your party last week? 3. ~~Weren't~~, My brother wasn't at his music lesson. 4. ~~Wasn't~~, There weren't any people at the bus stop yesterday. 5. ~~Was~~, Jim and Emmy were in the living-room. 6. ~~Were~~, There was a great programme on TV last night.

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### Warm-up

Students review pastimes vocabulary playing a game.

- Review pastimes vocabulary from page 70 (drawing, playing board games, rollerblading, etc.) by playing Hangman.

#### 1 Follow and write the activities.

Students label photos of pastimes.

#### Answers

top to bottom playing board games, camping, making models, dive-bombing, rollerblading, doing a wheelie

#### 2 Cross out the option that doesn't belong.

Students cross out the words or phrases that don't

make sense in each sentence.

#### Answers

1. play board games, 2. drawing, 3. dive-bombing, 4. hanging out, 5. camping, 6. making models, 7. doing a wheelie, 8. dancing

### 3 Circle the correct options.

Students complete sentences with the correct forms of the past simple of *be*.

#### Answers

1. was, 2. were, 3. weren't, 4. Were, 5. were, 6. wasn't, 7. wasn't, 8. weren't

### Extension

Students make vocabulary posters.

- Invite students to design and create illustrated vocabulary posters showing a variety of pastimes.
- Alternatively, ask students to create advertisements for a camp or a summer course where teenagers can participate in a variety of activities, both indoor and outdoor.
- Display students' work around the classroom.

### Wrap-up

Students practise the past simple of *be* by playing a guessing game.

- Divide the class into two teams. In silence, a player from one team chooses a place where they were yesterday (at the shopping centre, at school, etc.), who they were with (with friends, alone, etc.) and how they were feeling (happy, nervous, etc.). Players from the other team ask up to a maximum of ten yes / no questions to try to discover all the correct information, for example,  
Q: *Were you with your family?*  
A: *Yes, I was. / No, I wasn't.*

### ||| (No homework today.)

**Warm-up**

Students talk briefly about where they were and who they were with at different times yesterday.

- Write a series of times on the board, for example, 8:00 a.m., 10:30 a.m., 12:30 p.m., 4:00 p.m., 8:30 p.m., 11:00 p.m. and have students work in pairs exchanging information about where they were and who they were with at these times yesterday.
- Have students report to the class what their partners told them.

**4 Complete the conversation with *was* or *were* in the correct form.**

Students complete a conversation with the correct forms of the past simple of *be*.

**Answers**

1. was, 2. were, 3. was, 4. wasn't, 5. Were, 6. weren't, 7. were, 8. Was, 9. was, 10. was, 11. wasn't, 12. were, 13. was, 14. were

**5 Complete the description with the words below.**

Students describe locations in a photo in a completion exercise.

**Answers**

1. top, 2. left, 3. back, 4. right, 5. middle

**6 Complete these sentences so they are true for you.**

Students complete sentences about their pastimes.

**Answers**

Answers will vary.

**Just for Fun** Student's Book p. 82

Students can work on the activities on this page individually and then check their answers against the **Just for fun Answer Key** on page 158 in their books.

**Big Question**

Students are given the opportunity to revisit the Big Question and reflect on it.

- Ask students to turn to the unit opener on page 69 and to look again at the collage of photos, which shows a variety of people doing activities that make them happy.
- First, ask students to offer ideas about specific photos and to say what they think the people are doing and why it makes them happy.
- Discuss the way shared activities (with family, friends, teammates, colleagues, etc.) often produce feelings of happiness and ask students to say why they think this is so. Also, talk about how personal achievements (winning a race, completing a project, passing an exam, etc.) bring satisfaction and happiness.

**Scorecard**

Hand out (and / or project) a *Scorecard*. Have students fill in their *Scorecards* for this unit.

**Study for the unit test.**

# Unit What's your story?

## Grammar

**Past simple:** He first met his wife Consuelo in Buenos Aires in 1930.

**Regular and irregular verbs :** crashed, published, saw, met, etc.

## Vocabulary

**Film and Book Genres:** autobiography, children's books, fantasy, romance, action, animated, comedy, science fiction

**Adjectives:** boring, fun, sad, interesting, inspirational

**Irregular Verbs:** found, made, met, saw, went, wrote

## Listening

Identifying sequence in a narrative

## Writing

Connecting ideas in a past-tense text

## Project

Making a timeline

In the first lesson, read the unit title aloud and have students look carefully at the unit cover. Encourage them to think about the message in the picture. At the end of the unit, students will discuss the big question: *What's your story?*

## Vocabulary

### Objective

Students will be able to use genres and **adjectives** to talk about **books and films**.

## Lesson 1

Student's Book pp. 84 and 85

### Warm-up

Students preview the unit and the unit question, *What's your story?*

- Have students work in small groups.
- Ask students to look through the pages in the unit.
- Ask *What's your story?*
- Have students write down the names of the people they will learn about in this unit. Tell students that these texts are called *biographies*. Elicit answers from the class.

### Answers

*Roald Dahl, Antoine de Saint Exupéry, Malala Yousafzai, Anne Frank*



### Teaching Tip

#### Embracing Differences

This is a good opportunity to remind students that the differences they may have with others can help to open their minds to new ideas, cultures and ways of doing things. Embracing differences can help students grow.

1  <sup>28</sup> Listen and number the book genres.

Students learn books and films vocabulary by listening to an audio.

**Answers**

left to right 3, 1, 2, 4

**Audio Script**

1

GIRL 1: What's your favourite book genre?

BOY 1: Hmm... I really like fantasy books! I love *The Hobbit*! Those adventures in Middle Earth are amazing!

2

GIRL 1: I love romance books, and *Romeo and Juliet* is my favourite book! It's not only about love. It has got a lot of action, too!

3

GIRL 2: Do you like autobiographies?

GIRL 3: Yes, I do! *I am Malala* is one of the best books I've ever read!

4

BOY 1: What are you reading?

BOY 2: I'm reading *The Little Prince*.

BOY 1: Hey, that's a children's book!

BOY 2: Well, not really, it's also for teens and adults.

2 Look at the film genres. Read the film reviews and circle the correct options.

Students are introduced to books and films vocabulary by reading film reviews.

**Answers**

top to bottom science fiction, action, comedy

**Extension**

Students explore genres.

- Have students work in small groups.
- Have each group write a description of the pictures at the bottom of page 84 in the film reviews.
- Ask students what makes these pictures science fiction, action or comedy. What are the characteristics of these genres?
- Elicit answers from each group.

**Wrap-up**

Students review vocabulary for books and films in a class conversation.

- Write the words for books and films from page 84 on the board.
- Ask students to vote on their favourite genre. Each student may only vote once. Write the number of votes next to each word.
- Ask students which genre is the most popular in the class. Ask students what they like about that genre.

▶▶▶ **Workbook p. 146, Activities 1 and 2**

**Lesson 2**

Student's Book pp. 84 and 85

✓ **Homework Check!**

Workbook page 146, Activities 1 and 2

**Answers**

**1 Label the film and book genres.**

1. animated, 2. comedy, 3. action, 4. science fiction, 5. autobiography, 6. romance, 7. children's book, 8. fantasy

**2 Match the sentence halves using numbers.**

1. No, I don't. They're too violent for me.  
2. Yes, I do. I'm reading *I am Malala* right now.  
3. Stephanie Meyer is my favourite. The *Twilight* series is really good. 4. I liked fairy tales, such as *Cinderella* and *Little Red Riding Hood*. 5. I watch them every weekend. It's my favourite film genre.  
6. I saw *Fun with the Spencers* yesterday. 7. *The Hobbit*! J. R. R. Tolkien is a great author.

**Warm-up**

Students review vocabulary by describing their favourite books and films.

- Ask students to name some of their favourite films and books. Ask students what their favourite autobiography, science fiction, action, comedy, romance and animated films are. Then ask what their favourite children's books are.
- Elicit answers from students. Ask them what makes these books and films a part of these genres.

3  <sup>29</sup> Complete the sentences using the genres below. Then listen and check.

Students practise using vocabulary for books and films by completing sentences.

**Answers**

top to bottom romance, fantasy, autobiography, children's book

**Audio Script**

SARAH: Romeo and Juliet is my favourite romance book. It's romantic, but also very interesting—you can't stop reading it!

BRIAN: Interesting? That book is soooooo boring. It's not interesting at all! I prefer a fantasy book, like *The Hobbit*.

ELLEN: *The Diary of a Young Girl* is the best autobiography. *Anne Frank's story* is really sad—it made me feel unhappy and emotional!

JAKE: Have you read *I Am Malala*? It's kind of sad, too, but also inspirational—now I want to change the world!

AILEEN: Another inspirational book is *The Little Prince*. Some people think it is a simple children's book, but it's really poetic!

4  <sup>30</sup> Listen and match the titles to the adjectives using numbers.

Students listen to the audio and number the adjectives that describe each book.

- Call students' attention to the **Guess What!** box and read the information aloud.

**Answers**

top to bottom 5, 4, 3, 2, 1

**Audio Script**

1. I liked reading *The Diary of a Young Girl*. The story is very inspirational. Anne Frank was a brave girl!

2. I watched *Mars 2312* with my little brother yesterday. It's so interesting we couldn't take our eyes off the TV screen.

3. I read *Romeo and Juliet* and I liked it. It's romantic, but it's also a historical novel. It's a sad story, though.

4. I liked *Fun with the Spencers*. It's a funny film. Tom Lewis is one of my favourite comedy actors.

5. I didn't like *The Little Prince*. All that stuff about a prince and his rose is just... boring, you know!

5 **Think Fast!** In your notebook, write a film or book title for each genre.

Students do a two-minute timed challenge: they quickly write a film or book title for each genre.

**Answers**

Answers will vary.

**Wrap-up**

Students review vocabulary for books and films by playing a game of Hangman.

- Use books and films vocabulary words from pages 84 and 85. When students complete a word, ask them to name an example for each genre.

**(No homework today.)**



**Teaching Tip**

**Engaging Students**

Talking about students' favourite books and films can bring a lot more energy to the classroom. Teenagers often love to share their opinions on popular culture. They might become more motivated to participate when they share their ideas about the things they enjoy.

## Grammar

### Objectives

Students will be able to use the **past simple of regular and irregular verbs** to talk about biographies and autobiographies.

## Lesson 3

Student's Book p. 86

### Warm-up

Students review the definitions of *biography* and *autobiography*.

- Write the words *biography* and *autobiography* on the board.
- Ask students if they have ever read a biography or autobiography before.
- Ask a volunteer to give a definition for each. (Answer: Biography—a true story about someone's life; Autobiography—a story a person wrote about his or her own life.)
- Elicit examples of each from students.

### 1 Look at the biography. Is it about the present or the past?

Students preview past simple verb forms by looking at the verbs in the biography.

#### Answer

the past

### 2 Read the information about Roald Dahl. In your notebook, answer the questions.

Students read the biography and answer comprehension questions.

#### Answers

1. Norway, 2. North Africa, 3. *The Gremlins*

### 3 Complete the chart using the past form of these regular verbs. Then listen and check.

Students practise forming past simple verbs by completing a chart.

- Ask students to have a look at **Regular verbs** box. Note that we change the final *-y* in *study* to *-ied* and we add *-d* to *create*.

#### Answers

left to right, top to bottom visited, studied, wanted, worked, crashed, published, created

### Audio Script

visit, visited  
want, wanted  
crash, crashed  
create, created  
study, studied  
work, worked  
publish, published

### Wrap-up

Students review the past simple verb forms by playing a game.

- Have students close their books and notebooks.
- Separate students into small groups.
- Write a verb from page 86 on the board.
- Have groups race to give the past simple form of the verb and use it in a sentence. The first group to correctly give the past tense form and a sentence using the past tense verb gets a point. The group with the most points wins.

### Workbook p. 147, Activities 1 and 2

## Lesson 4

Student's Book p. 87

### ✓ Homework Check!

Workbook page 147, Activities 1 and 2

#### Answers

##### 1 Categorise these verbs.

*Verb* want, wanted, start, started; work, worked;  
*Verb ending in e* create, created like, liked; love, loved;  
*Verb ending in vowel + y* stay, stayed, play, played;  
*Verb ending in consonant + y* try, tried, cry, cried; study, studied

##### 2 Read and circle the correct verbs.

liked, created, wanted, cried, asked, published

### Warm-up

Students review past simple verb forms on the board.

- Write the following sentences on the board with gaps for students to fill:  
*Tara \_\_\_\_\_ (visit) her friends in California.*

Eric \_\_\_\_\_ (study) all night long.  
 Jessica \_\_\_\_\_ (create) a story for her project.

- Elicit answers from students. Remind students that we usually add *-ed* to verbs to form the past tense. We change the final *-y* in *study* to *-ied*. We add *-d* to *create*.

**4 Read the biography and circle the past forms of the verbs.**

Students preview irregular past simple forms by looking at the verbs in the biography.

**Answers**

was, lived, met, was, went, wrote, returned, went, disappeared, saw, found, was, wrote, made

**5  Complete the chart using the past form of these irregular verbs. Then listen and check.**

Students practise forming irregular past simple verbs by completing a chart.

**Answers**

left to right, top to bottom met, went, wrote, saw, found, made

**Audio Script**

meet, met  
 see, saw  
 go, went  
 find, found  
 write, wrote  
 make, made

**6 Complete the sentences. Use the past forms of the verbs in brackets.**

Students practise using irregular past simple verb forms by completing sentences.

- Draw students' attention to the *Irregular verbs* box and note that some irregular verbs change in the past tense.

**Answers**

1. went, 2. was, 3. met, 4. wrote

**7 Think Fast! Write two things Dahl and Saint-Exupéry have got in common.**

Students do a one-minute timed challenge: they quickly write two things Dahl and Saint-Exupéry have got in common in their notebooks.

**Answers**

Answers will vary.

**Extension**

Students write for two minutes about Dahl and Saint-Exupéry's differences. Encourage students to use verbs in the past simple form.

- After two minutes, have students share their answers with a new partner. Ask students if they wrote the same or different things.
- Bring the class back together for a class discussion. Elicit answers from students about Dahl and Saint-Exupéry's differences.
- List students' ideas on the board.
- Ask students if Dahl and Saint-Exupéry were more similar or more different from each other.

**Wrap-up**

Students review irregular past simple verb forms by playing a game.

- Have students close their books and notebooks. Erase the board.
- Separate students into small groups.
- Write the base forms of the verbs on the board: *meet, go, see, write, find, make, disappear, crash, publish*.
- Have students race to give the irregular simple past form and a sentence correctly using the past verb.
- The first group to give the correct form and a correct sentence gets a point for each verb. The group with the most points wins.

**Workbook p. 147, Activity 3**

## Listening & Writing

### Objectives

Students will be able to identify sequence in a narrative. They will also be able to connect ideas in a past-tense text.

## Lesson 5

Student's Book p. 88

### ✓ Homework Check!

Workbook page 147, Activity 3

### Answers

3 Circle the irregular verbs and write them in the table.

go, went; live, lived; make, made; meet, met; see, saw; start, started; study, studied, visit, visited  
write, wrote

### Warm-up

Students review irregular past simple verbs.

- Write the following sentences on the board with gaps for students to fill:

Jen \_\_\_\_\_ (meet) her husband in New York.

Thomas \_\_\_\_\_ (see) some famous actors in Los Angeles.

Karen \_\_\_\_\_ (write) an autobiography for her class.

- Elicit answers from students: *met, saw, wrote.*

### 1 Look at the pictures. Say what happened to Malala Yousafzai.

Students preview the listening by looking at the pictures and making predictions.

### Answers

Answers will vary.

### 2 Listen to Malala's story and check your ideas.

Students check their predictions by listening to the audio.

- Draw students' attention to the **Be Strategic!** box and read the information aloud. Encourage students to listen for dates.
- Ask students what information they got right. Ask *What clues helped you predict what happened to Malala?* Elicit answers from the class.

### Answers

Answers will vary.

### Audio Script

1. Malala Yousafzai was born in Pakistan in 1997.
2. When Malala was 10 years old, in 2007, the Taliban invaded the Swat Valley where she lived. Life was very difficult for girls in Pakistan.
3. In 2008, Malala started a blog about her life. When the Taliban closed all girls' schools, Malala wrote about girls' rights to education.
4. In 2009, the Taliban allowed Pakistani girls to study again.
5. On October 9, 2012, a Taliban gunman shot Malala. She recovered in a hospital in the UK.
6. In 2013, Malala published her autobiography.
7. Then, in 2014, she won the Nobel Peace Prize.

### 3 Read the sentences below. Then listen again and write the numbers.

Students put the events of Malala's story in time order.

### Answers

top to bottom 5, 6, 1, 3, 7, 2, 4

### Audio Script

See Audio Script 33.

### Wrap-up

Students review past simple verb forms by playing Hangman.

- Use common regular and irregular verbs in the past simple from pages 86 and 87.
- When students complete a word, ask them to give a full sentence using the past simple form of the verb.

### Workbook page 148, Activities 1 and 2

**✓ Homework Check!**

Workbook page 148, Activities 1 and 2

**Answers**

**1 Complete the sentences with *When* or *After that*.**

1. When, 2. After that, 3. When

**2 In your notebook, write a biography of another famous writer called Ernest Hemingway. Use *when*, *then* and *after that*.**

Answers will vary.

**Warm-up**

Students preview the pictures in Anne Frank's story.

- Have students look at the pictures on the page. Ask students *What do you think happened to Anne Frank?* Students should not read the biography yet.
- Elicit answers from the class.

**4 Read and circle T (True) or F (False).**

Students read the information about Anne Frank and determine whether the statements are true or false.

**Answers**

1. F (She also lived in Amsterdam, Holland.), 2. T, 3. T, 4. F (The family lived in a secret location for two years.)

**5 In your notebook, write a short biography of Anne Frank using *When*, *Then* and *After that*.**

Students practise using *when*, *then* and *after that* for narrative sequence by writing a short biography of Anne Frank.

**Answers**

Answers will vary.

**6 Stop and Think! Discuss. What can we learn from the life stories of Malala and Anne Frank?**

- Students discuss their ideas in small groups.
- Tell groups to list three to four things we can learn from each life story.
- After five minutes, bring the class together to discuss the question. List common responses on the board.

**Answers**

Answers will vary.

**Wrap-up**

Have students think of three to four events in their own lives and add them to a timeline on a sheet of paper. Then ask students to write a paragraph describing the events in their timelines in time order, using *When*, *Then* and *After that*. Ask volunteers to share their writing.

**▶▶▶ (No homework today.)****Preparing for the Next Lesson**

Ask students to watch an introduction to storytelling in Morocco: [goo.gl/YGk6HA](http://goo.gl/YGk6HA) or invite them to read a magazine article about storytellers on the web site: [goo.gl/o8kfmL](http://goo.gl/o8kfmL).

## Culture

### Objectives

Students will be able to appreciate how oral storytelling passes culture down from one generation to the next.

## Lesson 7

Student's Book pp. 90 and 91

### Warm-up

Students preview the culture reading and themes on pages 90 and 91.

- Have students look at the photos on pages 90 and 91.
- Ask *What do you see? What country is this about?*
- Have students share their predictions in pairs.
- Have a whole-class discussion. Ask students to share their ideas.

### 1 Match the captions to the pictures.

Students label the photos on pages 90 and 91 with the correct captions.

#### Answers

top to bottom 3, 1, 4, 2

### 2 Read the blog post and answer the questions in your notebook.

Students read the blog post and answer questions about it.

#### Answers

1. In Marrakesh, Morocco, 2. A storyteller, 3. The creation of the Sahara Desert, 4. So that the tradition doesn't disappear.

### Wrap-up

Students summarise the blog post on the board.

- Students form small groups.
- Tell students to summarise the blog post by listing all the places Dan writes about. Groups should write the list on a sheet of paper.
- Begin a class discussion to check answers. Ask volunteers from each group to write their lists on the board.

▶▶▶ (No homework today.)



### Teaching Tip

#### Previewing Questions

It can be helpful to read the questions first before having students read a text. This will help students read for specific information and details.

## Lesson 8

Student's Book pp. 90 and 91

### Warm-up

Students review the theme of storytelling from Dan's blog post.

- Have students work in small groups. Ask students to review Dan's blog post on page 90.
- Ask *How do people tell stories in your culture?* Have students discuss the question in their groups.
- Elicit ideas from students, e.g., blog posts, TV shows, radio, podcasts, books, newspapers, etc.

### 3 Listen to the storyteller. Number the events in the story.

Students listen to a story and put the events in order.

- Preview the events in the story together as a class. Check for any comprehension problems or new vocabulary.
- Draw students' attention to the **Glossary** box on the page and read the text aloud.

#### Answers

top to bottom, left to right 6, 3, 2, 4, 5, 1

### Audio Script

1. A long time ago, the earth was a beautiful garden, with trees and flowers. Nobody told lies.
2. But one day, one man told a lie. It was a very small lie, but it was the end of men's innocence.
3. So the spirit called all the men on earth and said, 'Every time you tell a lie, I will throw one grain of sand onto earth.'
4. The men said, 'A grain of sand? You can't see a grain of sand!'
5. Day after day men told lies and the spirit threw grains of sand onto the earth.
6. The grains of sand formed the Sahara Desert. But here and there we can see trees and flowers, because not all men tell lies.

### 4 Think Fast! Name three popular stories in your culture.

Students do a one-minute timed challenge: they quickly name three popular stories in their culture

#### Answers

Answers will vary.

#### Extension

Students discuss the sequence of events in a popular story in their culture.

- Students form pairs.
- Tell pairs to choose an important story and list the important events in the story in order.
- Students can use Activity 3 as a model.
- When the pairs are ready, bring the class together. Ask volunteers to share their lists.
- After sharing, the class can suggest additions to the list if they know the story.

### 5 Stop and Think! Discuss. How important are oral stories in your country?

- Ask students *Have you ever heard someone tell a story? What oral stories have you heard?*
- Write on the board how many students have heard a story and if any, the names or descriptions of stories students have heard.
- Ask *What can we learn from oral stories told in your country?* If students struggle with the question, remind them of their ideas about what we learn from the stories of Malala and Anne Frank in Lesson 6.
- Then ask *Are these lessons important? Are oral stories an important way people teach each other in your country?* Discuss as a class.

#### Answers

Answers will vary.

### 6 In your notebook, write a short popular story with a moral.

Students write a story.

#### Answers

Answers will vary.

### Wrap-up

Students discuss stories from other cultures that they may know.

- Students form small groups.
- Ask students to think of stories from other cultures that they might know. Have groups list any details (characters, events, setting, etc.) that they might know on a sheet of paper. If they don't know stories from other cultures, they may use another story from their own culture.
- After a few minutes, ask groups to share their ideas with the class.

➡ (No homework today.)

## Project

### Objectives

Students will be able to use the **past simple** to make a timeline.

## Lesson 9

Student's Book p. 92

### Warm-up

Students review past simple verbs on the board.

- Write the following base form verbs on the board: *go, tell, be, talk, find, see, write, make, create, meet*.
- Ask for volunteers to write the past simple forms on the board. Have one student write the answer per verb.

### 1 Look at the timeline. Then read the sentences and circle T (True) or F (False).

Students read the clothesline timeline and determine whether statements about it are true or false.

#### Answers

1. F (There is a photo and a drawing.), 2. T,
3. F (Just the major events are included in the timeline.), 4. F (The sentences are short and give the general facts.)

### 2 Think Fast! Discuss. Where does the extra paper go?

Students do a one-minute timed challenge: they decide where another event fits on the timeline.

#### Answers

After the event *In 2008, I went to kindergarten.*

### Wrap-up

Students think of other kinds of details John could give in his timeline.

- Tell students to think of any other kinds of details John could give in his timeline with extra paper.
- Elicit ideas from students and write them on the board, e.g., *where he was born, where he grew up, where his mum worked, when he learned to ride a bike, etc.*

▣▣▣▣ (No homework today.)

## Lesson 10

Student's Book p. 93

### Warm-up

Students correct incorrect past simple verb forms on the board.

- Write the following incorrect past tense verbs on the board: *seed, telled, writed, meted*.
- Ask students to correct the words on the board.

#### Answers

saw, told, wrote, met

### 3 Create your own timeline and present it to your classmates.

Students create their own timelines and present them to the class.

- Read the instructions aloud as a class.
- Hand out string, paper, clothespins, and coloured pencils, markers or crayons.
- Have students work independently following the steps on page 93.
- After students are done creating their timelines, split students into small groups. Ask students to take turns presenting their timelines.
- Circulate around the room and observe the presentations.

#### Answers

Answers will vary.

### The Digital Touch

To incorporate digital media in the project, suggest one or more of the following:

- Create your timeline online to print at [goo.gl/PpHba5](http://goo.gl/PpHba5).
- Create a timeline online to save, print or email at [goo.gl/HyDTHb](http://goo.gl/HyDTHb).

Note that students should have the option to do a task on paper or digitally.

### Wrap-up

Students compare their timelines in a group discussion.

- Ask the class if they noticed any interesting similarities or differences between their own timelines and their classmates' timelines. Elicit ideas from students.

▣▣▣▣ Workbook p. 149, Activities 1 - 4

## Review

### Objectives

Students will be able to consolidate their understanding of the vocabulary and grammar they have learned in the unit.

## Lesson 11

Student's Book p. 94

### ✓ Homework Check!

Workbook page 149, Activities 1 - 4

#### Answers

#### 1 Unscramble and write the book and film genres.

1. action, 2. animated, 3. romance, 4. autobiography

#### 2 Complete the sentences using the adjectives.

1. inspirational, 2. boring, 3. interesting, 4. sad, 5. fun

#### 3 Correct the sentences using the past simple.

1. ~~seed~~, My family and I saw a great film last night.
2. ~~were~~; It was about zombies that live in an Italian city.
3. ~~finded~~, A scientist found a medicine that made the zombies sleepy.
4. ~~want~~, The special effects were really scary. I wanted to close my eyes.

#### 4 Complete the sentences using the past simple. Then circle *T* (True) or *F* (False).

1. made, T, 2. met, F (Dahl and Saint-Exupéry were not friends.), 3. lived, T, 4. went, F (Saint-Exupéry went on a mission in his plane and disappeared.), 5. created, T, 6. wrote, F (The Little Prince is available in 250 languages.)

### Warm-up

Students review books and films vocabulary.

- Tell students to think of words for books and films to describe the following:
  - » a funny film
  - » a book about magic and dragons
  - » a film about aliens
  - » a love story

#### Answers

comedy, fantasy, science fiction, romance

### 1 Complete the words using vowels.

Students complete the words for books and films by adding the missing vowels.

#### Answers

1. autobiography, 2. children's book, 3. fantasy, 4. romance, 5. action, 6. animated, 7. comedy, 8. science fiction

### 2 Label the book genres.

Students write the genre for each book based on its title and cover.

#### Answers

1. children's book, 2. fantasy, 3. autobiography, 4. romance

### 3 Tick (✓) the correct words to complete the sentences.

Students review genre vocabulary by marking the correct words to complete the sentences.

#### Answers

1. Comedy, 2. Science fiction, 3. Animated, 4. Action

### 4 Correct the sentences. Rewrite the underlined words.

Students replace the adjectives with the adjectives that make sense in the sentences.

#### Answers

1. sad, 2. boring, 3. inspirational

### Wrap-up

Students review books and films words by playing Hangman.

- Play a game of Hangman to review genre vocabulary words from page 94.
- After students guess each word, ask for some examples of books and films in that genre: for science fiction, students could say *Star Wars* or *The Avengers*.

➡ (No homework today.)

**Warm-up**

Students review past simple verbs and books and films vocabulary by completing the sentences on the board.

- Write the following sentence on the board with a gap for students to fill:

I \_\_\_\_\_ (see) *X-Men* this weekend. *The X-Men* have got super powers. It is a \_\_\_\_\_ (genre) film.

- Ask a student volunteer to complete the sentences on the board.

**Answers**

saw, science fiction

**5 Complete the sentences using the past forms of the verbs below.**

Students review past simple verb forms by completing the sentences.

**Answers**

1. studied, 2. wrote, 3. created, 4. crashed, 5. wanted

**6 Complete the chart with the past forms. Then write R (Regular) or I (Irregular).**

Students review regular and irregular simple past forms by completing a verb chart.

**Answers**

1. created, R, 2. disappeared, R, 3. explained, R, 4. found, I, 5. went, I, 6. lived, R, 7. made, I, 8. met, I, 9. saw, I, 10. started, R, 11. studied, R, 12. visited, R, 13. worked, R, 14. wrote, I

**7 Complete the biography using the past forms of the verbs in brackets.**

Students use past simple verb forms in narrative sequence by completing a biography.

**Answers**

1. was, 2. was, 3. went, was, 4. was, 5. worked, 6. made, 7. wrote

**Just for Fun** Student's Book p. 96

Students can work on the activities on this page individually and then check their answers against the **Just for fun Answer Key** on page 158 in their books.

**Big Question**

Students are given the opportunity to revisit the Big Question and reflect on it.

- Tell students to turn to the unit opener on page 83 and look at the question, *What's your story?*
- Have students work in small groups. Ask them to discuss the question based on their work in this unit.
- Tell students to think about the biographies they have read in this unit and the timelines they made in Lesson 10. Ask students to summarise the main events in their own 'stories' and how they have influenced their own lives.

**Scorecard**

Hand out (and / or project) a *Scorecard*. Have students fill in their *Scorecards* for this unit.

**Study for the unit test.**

# 7 Unit *When is the right time?*

## Grammar

**Future simple: will / won't:** It will rain tomorrow. It will not be cloudy today. Will we have snow this week?

**Future: going to:** I'm going to go the library. They're not going to visit their grandparents. Are you going to buy a new phone?

**Short answers:** Yes, it will.

**Should / Shouldn't:** You should get enough rest. / You shouldn't eat junk food.

## Vocabulary

**Weather:** cloud, cloudy, fog, foggy, rain, rainy, snow, snowy, storm, stormy, sun, sunny, wind, windy

## Reading

Previewing to predict content

## Speaking

Storytelling

## Project

Making a poster

In the first lesson, read the unit title aloud and have students look carefully at the unit cover. Encourage them to think about the message in the picture. At the end of the unit, students will discuss the big question: *When is the right time?*

## Vocabulary

### Objective

Students will be able to use **weather** vocabulary to talk about weather conditions and forecasts.

## Lesson 1

Student's Book pp. 98 and 99

### Warm-up

Students talk about and mime current and recent weather conditions.

- Say *Today is...* Then mime the weather, for example, *sunny* or *rainy*. Students may call out the words if they know them.
- Have students work in small groups. Tell them to act out the weather conditions for last week and for tomorrow.

### 1 Complete the chart using words in the weather forecast report.

Students complete a noun–adjective chart with weather words.

### Answers

1. snowy, 2. rainy, 3. fog, 4. cloudy, 5. sun,
6. windy, 7. storm

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### Teaching Tip

#### Promoting Feelings of Security

Offering challenges to learners is important, but challenges involve the risk of being wrong, and sometimes it is hard for learners to take this risk in public. Sometimes when students ask for reliable rules, this reflects their anxiety. Certain activities, for example, controlled practice, 'rehearsals' in pairs or small groups, etc. can help learners feel safer. If you use interim rules, which evolve as learners' language develops, this can also be reassuring for learners.

- 2 Complete the sentences using the adjectives in Activity 1.**  
Students complete sentences describing the situations in the pictures using weather adjectives.

#### Answers

1. foggy, 2. stormy, 3. snowy, 4. cloudy, 5. windy,  
6. rainy, 7. sunny

#### Extension

Students create and present posters about the four seasons.

- Organise students into groups and have them prepare illustrated posters about the four seasons.
- Ask groups to present their posters by discussing the weather that is typical in each season.

#### Wrap-up

Students practise weather vocabulary in a miming game.

- Organise students into teams. A player from one team mimes an action to suggest a certain type of weather (for example, shivering with cold) and the members of the other team(s) have to guess the weather conditions.

#### Workbook p. 150, Activity 1



#### Teaching Tip

##### Preparing for Activities

Try to visualise the way a lesson or activity will go before you actually teach it. Consider how much time is required and what language students will need to successfully complete the activity. Imagine how it will come across from the students' point of view.

## Lesson 2

Student's Book pp. 98 and 99

#### ✓ Homework Check!

Workbook p. 150, Activity 1

#### Answers

##### 1 Write the missing letters to complete the weather words.

1. snow, 2. wind, 3. fog, 4. rain, 5. sun, 6. clouds,  
7. storm

#### Warm-up

Students talk about weather conditions that they like and dislike.

- As a small-group activity, invite students to share comments and opinions about the types of weather that they enjoy or don't enjoy, and why.

- 3**  **36 Listen to the world weather forecast. Tick (✓) the options you hear.**

Students listen to a weather forecast and identify types of weather.

#### Answers

Rome sunny, Madrid stormy, London foggy, Berlin cloudy, Paris cloudy, rainy, Moscow snowy

#### Audio Script

Now to weather around the world! It's spring in Europe and temperatures are very different across the continent. Starting in the South—it's very hot in Italy. It'll be 30 degrees Celsius and sunny all day in Rome. It will be a beautiful day! But not in Spain. It's stormy in most of Spain at the moment. But the storms will end in the early afternoon in Madrid. Moving north to England, it'll be a foggy, cold day in London. Let's look at Germany now. Berlin will be warm, 22 degrees but cloudy.

It'll also be 22 degrees and cloudy in Paris, but it will rain later this afternoon. Finally, moving east to Russia, it's very cold there! It'll be about 1 degree below zero today and snowy. If you drive today, watch out for the snow in downtown Moscow! It's at least a metre deep! OK, that's all for now. Next weather update in an hour.

- 4**  **37 Listen again and circle the mistake in each sentence. Write the correct sentences.**

Students listen and then correct and rewrite sentences about the weather described in the forecast.

- Draw students' attention the **Guess What!** box. Read the information aloud and review the names of the four seasons. Elicit which months of the year each season corresponds to.

### Answers

1. ~~Australia~~ It's spring in Europe and temperatures are very different across the continent. 2. ~~It~~ It'll be 30° C and sunny all day in Rome. 3. ~~morning~~ The storms will end in the early afternoon in Madrid. 4. ~~warm~~ It's a foggy, cold day in London. 5. rainy Berlin will be warm, 22° C but cloudy. 6. ~~cloudy~~ It's snowy all over Moscow.

### Audio Script

See Audio Script 37.

### 5 Think Fast! Discuss. What's the best time of the year to visit your country?

Students do a three-minute timed challenge: they discuss the most favourable climate conditions in their country.

- Organise students into groups and ask them to discuss the question. Then convene all the students in a whole-class discussion about the best time of the year for tourists or other visitors to visit their country, in terms of the typical weather conditions.

### Answers

Answers will vary.

### 88 Wrap-up

Students prepare their own weather forecasts.

- Organise students into pairs and invite them to prepare a weather forecast for a number of cities in their country for the next two or three days. If possible, provide students with relevant weather information for the last few days.

▶ Workbook p. 150, Activity 2

## Grammar

### Objectives

Students will be able use **future simple** with **will** for talking about predictions and **going to** for talking about plans in the future.

## Lesson 3

Student's Book pp. 100 and 101

### ✓ Homework Check!

Workbook p. 150, Activity 2

### Answers

**2 Complete the messages with the words below.**

1. stormy, 2. rainy, 3. cloudy, 4. foggy, 5. snowy, 6. sunny, 7. windy

### Warm-up

Students recall the names of recent hurricanes.

- As a whole-class discussion, elicit the names of any recent hurricanes that students can remember. Invite them to share any information they have about recent hurricane events.

### 1 Listen and read the weather forecast and trace the path of the hurricane on the map.

Students listen and read an account of a hurricane and trace its path on a map.

- Draw students' attention to the **Guess What!** box. Read the information aloud and elicit or provide the names of some notable recent hurricanes or storms in your region of the world.

### Answers

Students trace the path of the hurricane on the map.

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### Audio Script

Q: Where is Hurricane Julia now?

A: At the moment it is just north of Puerto Rico. The storm will move west, across the Turks and Caicos Islands. But it won't stay there, it will travel north of the Bahamas.

Q: Will it be dangerous for people in the Bahamas?

A: No, because it won't hit the islands. At least not directly, but it will rain a lot.

Q: Where will it head next?

A: Julia will travel west and hit the east coast of the US.

Q: Will it affect Miami?

A: Yes, it will. It'll move through Miami and straight into the Gulf of Mexico.

Q: And then where will Julia go?

A: We think Julia will hit Louisiana and will move north of New Orleans. It won't affect the nearby states except for the heavy rain.

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### 2 Complete the sentences using *will* or *won't*.

Students complete sentences in the future simple with the correct verb form.

#### Answers

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1. will, 2. won't, 3. will, 4. will, 5. will, 6. won't

### 3 Read and complete the sentences with the future simple tense.

Students complete sentences with the correct future verb form.

#### Answers

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1. will get, 2. Will, be, 3. Will, win, 4. will be, 5. won't go, 6. will have

#### Extension

- Organise students into groups and invite them to find out about a notable hurricane or storm. Tell them to produce a map showing the trajectory of the hurricane and to write a newspaper article about the effects of the storm on towns and cities in the area.

### Wrap-up

Students interview each other using the future simple.

- Students form pairs. Student A will be the interviewer, and Student B will be a hurricane expert.
- Tell students that Hurricane Bob is approaching the Gulf of Mexico, moving between Cuba and Florida.
- Using the map on pages 100 and 101 and the interview in Activity 1 as a model, tell students to interview each other about the effects of Hurricane Bob.
- If time permits, have students switch roles and interview each other again.

### Workbook p. 151, Activities 1 and 2



#### Teaching Tip

##### Using Student Knowledge

When a student asks the meaning of a word, don't automatically reply. First, ask the class if anyone can explain it.

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## Lesson 4

Student's Book pp. 100 and 101

### ✓ Homework Check!

Workbook p. 151, Activities 1 and 2

#### Answers

#### 1 Complete the conversation using the simple future tense.

1. will be, 2. will not / won't know, 3. will meet, 4. will make, 5. will not / won't like, 6. will not / won't be, 7. will start, 8. will help

#### 2 Use the words in brackets to make predictions.

1. Yes, but he won't lend it to you. 2. She will not / won't tell anyone. 3. The vet will know what's wrong. 4. You will not / won't find any pictures of me. 5. Everyone will love it. 6. We will win a lot of money in the future.

### Warm-up

Students make predictions using *will* and *won't*.

- Set a time limit of, say, three minutes and tell students to write six predictions, three using *will* and three with *won't*, about current events (politics, sports, entertainment, etc.) in their country. Invite students to share their predictions.

### 4 Read the post and complete the mind map.

Students read about people's plans and use the information to complete a mind map.

#### Answers

*PJ* stay, board up windows, *Silvia* go to sister's house

### 5 Read the notes and write plans using *going to*.

Students write full sentences using *going to* to express plans indicated in notes.

#### Answers

1. Simone is going to call her grandma on Friday because of her birthday. 2. Donnie and I are going to have a music lesson after school. 3. Dad is going to fly from New York to Chicago on Saturday afternoon. 4. Bobby and Helen are going to watch *American Idol* tonight.

### 6 Write the sentences in Activity 5 in negative and interrogative forms in your notebook.

Students convert affirmative sentences into negative and interrogative forms.

#### Answers

1. Simone is not going to call her grandma on Friday because of her birthday. Is Simone going to call her grandma on Friday because of her birthday? 2. Donnie and I are not going to have a music lesson after school. Are Donnie and I going to have a music lesson after school? 3. Dad is not going to fly from New York to Chicago on Saturday afternoon. Is Dad going to fly from New York to Chicago on Saturday afternoon? 4. Bobby and Helen are not going to watch *American Idol* tonight. Are Bobby and Helen going to watch *American Idol* tonight?

### Wrap-up

Students exchange information about their plans.

- Organise students into pairs or threes and have them exchange information about their plans using *going to*. Invite students to share their findings with the rest of the class.

### Workbook p. 151, Activity 3

## Reading & Speaking

### Objectives

Students will be able to preview a text to predict the content. They will also be able to tell stories.

## Lesson 5

Student's Book pp. 102 and 103

### ✓ Homework Check!

Workbook p. 151, Activity 3

### Answers

**3 Complete the future plans using *going to*. There's an extra verb you don't need.**

1. am going to take, 2. is going to sing, 3. is going to dance, 4. am not / 'm not going to be, 5. are not / aren't going to speak, 6. are going to play

### Warm-up

Students talk about strange weather stories and weather expressions.

- Ask *Do you know the expression 'It's raining cats and dogs'?* What do you think it means? Elicit ideas.

### 1 Look at the title and the pictures. Answer the questions.

Students look just at certain items of a text and make predictions about its content.

- Draw students' attention to the **Be Strategic!** box. Read the information aloud and encourage students to look carefully at the title, layout, pictures, graphics, etc. of a text before reading it.

### Answers

1. a newspaper article, 2. spiders, 3. rain, wind, snow

### 2 Read the article and underline evidence to prove these facts.

Students scan a text to look for specific information.

### Answers

1. a strange feeling in his ear, 2. is an arachnophobe, 3. the next morning, the whole town was white, 4. use these parachutes to travel in the wind, 5. a very rare event

### Wrap-up

Students share their reactions to the news article.

- As a whole-class activity, recap the article and elicit reactions, observations and comments.

### ▶▶▶ Workbook p. 152, Activity 1

## Lesson 6

Student's Book pp. 102 and 103

### ✓ Homework Check!

Workbook p. 152, Activity 1

### Answers

**1 Look at the pictures and the titles. Tick (✓) the information you think the article will include.**

Different types of rainbows, The history of the rainbow, The science of rainbows

### Warm-up

Students listen and check factual information from the newspaper article.

- Read aloud a series of sentences about the newspaper article on the previous page, some true and some false. Have students listen and call out when they hear a false statement. Ask them to correct the false information.

### 3 Read the article again quickly and write down eight key words. Retell the story using your key words.

Students summarise and retell the story in the article using key words.

### Answers

Answers will vary.

### 4 Talk about an unusual day. Follow these guidelines.

Students talk about unusual days that they have experienced in the context of extreme or unusual weather.

### Answers

Answers will vary.

**Stop and Think! Discuss. How do different weather conditions affect your behaviour or your feelings?**

- Organise students into small groups and have them discuss the question. (If necessary, write some ideas on the board to get them started.)
- Invite groups to share their ideas with the rest of the class.

**Answers**

Answers will vary.

**Wrap-up**

Students write a personal account of an experience of extreme or unusual weather.

- Invite students to use their oral presentations from Activity 4 as the basis for a written account of their experience of extreme or unusual weather.

**Workbook p. 152, Activity 2**

**Preparing for the Next Lesson**

Ask students to watch a video about visiting Switzerland: [goo.gl/AG2yot](http://goo.gl/AG2yot).

## Culture

### Objectives

Students will be able to talk about Switzerland. They will also be able to discuss the importance of punctuality in different cultures.

## Lesson 7

Student's Book pp. 104 and 105

### ✓ Homework Check!

Workbook p. 152, Activity 2

### Answers

**2 Match the information with the paragraph in the article. There is an extra option.**

*top to bottom* 3, 4, [none], 1, 5, 2

### Warm-up

Students share basic geographical knowledge about Switzerland.

- As a whole-class activity, elicit some basic facts about Switzerland (its location, its approximate area and population in relation to the students' own country, its landscape, etc.).

**1  <sup>39</sup> Read and guess which two facts are false. Then listen and check.**

Students read facts about Switzerland and guess which two statements are false.

### Answers

1 and 4

### Audio Script

Two facts are false.

Number 1 is false. The capital city of Switzerland is Bern. Number 4 is false. Several European countries don't use the euro, including Switzerland. Switzerland's currency is the Swiss Franc.

**2 Read the blog introduction quickly and complete the sentences. Then answer the question.**

Students read a text and obtain some general information. They use the information from the reading to complete the sentences and answer the question.

## Answers

1. Switzerland, Swiss, 2. lived, 3. St. Gallen, Switzerland, 4. She has got used to life in the United States.

- 3 **Underline three examples of Swiss punctuality in the blog. Explain why Nicole is not happy about them.**  
Students scan a text for specific information.

## Answers

1. If you have got a party at 8:00 p.m., everyone arrives on time. Her family is not ready for the guests to arrive on time. 2. If the timetable says the bus leaves at 13:43, it leaves at exactly 13:43. She misses her train when she arrives at the station a minute or two late. 3. Everyone has got their coffee break and lunch at exactly the same time. There are always big lines at coffee shops when everyone has got their break.

### Extension

Students discuss reverse culture shock.

- Organise students into small groups. Tell them to imagine that they have just returned to their own country after living away for five years. Have them describe the things that they would find most difficult to readjust to.

## Wrap-up

Students role-play a conversation.

- Organise students into pairs and have them role-play a conversation in which Nicole explains to a Swiss friend the things that she is having to learn all over again after her return to Switzerland.

▶▶▶▶ (No homework today.)

## Lesson 8

Student's Book pp. 104 and 105

### Warm-up

Students recap information about Switzerland.

- With books closed, carry out a quick-fire quiz to review basic facts about Switzerland from page 104.

- 4 **Complete the definitions using the highlighted words in the blog.**

Students complete definitions of key vocabulary items from the text.

### Answers

1. timetable, 2. break, 3. punctual, 4. knock, 5. tweak, 6. accurate

- 5 **Tick (✓) the sentences that are true for you. Are you like people in Switzerland?**

Students compare and contrast cultures.

### Answers

Answers will vary.

- 6 **In your notebook, write a comment to Nicole's blog about punctuality where you live. Choose one of these situations.**

Students write a comment to post to Nicole's blog about punctuality in their own country in a specific situation.

### Answers

Answers will vary.

- 7 **Stop and Think! Discuss. Is punctuality important in your culture? When is it most important to be on time?**

- Organise students into small groups and have them discuss the question. (If necessary, write some ideas on the board to get them started.)
- Invite groups to share their ideas with the rest of the class.

### Answers

Answers will vary.

### Wrap-up

Students come up with sentences using key vocabulary items.

- Students form pairs. Student A chooses a word from the highlighted words in the blog on page 104 or the glossary words on page 105. As quickly as possible, Student B uses the word in a sentence. Then Student B picks a word for Student A to use in a sentence.

▶▶▶ (No homework today.)

## Project

### Objectives

Students will be able to create a motivational poster giving suggestions or advice.

## Lesson 9

Student's Book pp. 106 and 107

### Warm-up

Students talk about what makes them feel calm.

- As a whole-class activity, invite students to discuss the sorts of things that can make them feel stressed and the things that help them to feel calm.

### 1 Look at the poster. Answer the questions.

Students look at a poster and discuss questions about it.

#### Answers

Answers will vary.

### 2 Match the problems with the suggestions using numbers.

Students discuss time management problems and possible solutions.

- Tell students to look at the activity. Elicit that all of the problems are related to time management. Have students work in pairs, first matching each problem with a solution and then discussing which suggestions are most useful for them. Check answers and discuss as a whole class.

#### Answers

1. You should make a list, prioritise it and follow your agenda. 2. No, you shouldn't. Exercise helps you relax and keeps you healthy. 3. That's too much. You should cut back. You need some downtime. 4. You should eat a balanced diet and make sure you get enough rest. 5. No matter what, you should always have breakfast.

### 3 Summarise the suggestions in Activity 2 and place them in the corresponding posters on page 107. Use a maximum of three words.

Students summarise ideas in short phrases and match them to poster designs.

#### Answers

Answers will vary.

*Suggestion 1. Poster 5, 2. 1, 3, 2, 4, 3, 5, 4*

## Wrap-up

Students choose their favourite posters on page 107.

- Conduct a quick show-of-hands vote to determine which of the posters on page 107 is the students' favourite. Encourage them to say why they like a certain poster more than another.

▶▶▶▶ (No homework today.)

## Lesson 10

Student's Book pp. 106 and 107

### Warm-up

Students discuss the popularity and usefulness of motivational posters.

- Write the following questions on the board: *Where are motivational posters often displayed? Why do you think they are so popular nowadays? What effects are they intended to have? How much effect do motivational posters have on you?*
- Organise students into small groups and ask students to discuss the questions.

### 4 Read and make suggestions using *should* or *shouldn't*.

Students consider questions about school habits and lifestyle and make suggestions using *should* / *shouldn't*.

#### Answers

Answers will vary.

### 5 Make a poster. Follow these guidelines.

Students make motivational posters.

#### Answers

Answers will vary.

### Extension

Students prepare a presentation about motivational posters.

- Organise students into small groups and invite them to research and prepare an oral presentation about motivational posters that are freely accessible online. Suggest to students that they choose a particular quality or virtue, for example, Determination, Teamwork, Focus, etc. and find posters that illustrate that idea.

### The Digital Touch

To incorporate digital media in the project, suggest one or more of the following:

- Encourage students to use free downloadable poster-making programmes for their posters.
- If possible, allow students to upload their work to the school's website.

Note that students should have the option to do a task on paper or digitally.

### Wrap-up

Students compare posters and vote for their favourites.

- Invite students to vote for their favourite motivational posters. There can be awards in various categories, e.g., best ideas and phrase, best layout and design, best use of technology, best overall poster, etc.

▶▶▶▶ Workbook p. 153, Activities 1 - 4



### Teaching Tip

#### Making Mistakes

Don't get upset if once in a while you cannot answer a difficult grammar question or if you make the occasional spelling mistake. This happens to nearly all teachers. It is perfectly fine to say to students, *Let me think about that. I'll make a note and get back to you tomorrow.* It is better to take a careful look at the topic and prepare a clear explanation than to get flustered and give an incorrect answer.

## Review

### Objectives

Students will be able to consolidate their understanding of the vocabulary and grammar learned in the unit.

## Lesson 11

Student's Book p. 108

### ✓ Homework Check!

Workbook p. 153, Activities 1 - 4

#### Answers

##### 1 Find six weather words in the word snake.

sun, snow, wind, rain, storm, fog, cloud

##### 2 Cross out one extra word in each dialogue.

1. do, 2. to, 3. don't, 4. be

##### 3 Look at the form and answer the questions in your notebook.

1. She's going to be there in July. 2. She's going to learn Chinese. 3. She's going to play baseball. 4. Yes, she is. 5. She is going to go horse riding.

##### 4 Look at this weekly planner. Write sentences in your notebook.

1. I'm going to buy a new phone on Monday.  
2. I'm going to take my dog to the vet on Tuesday.  
3. I'm going to go to the library on Wednesday.  
4. I'm going to take an English test on Thursday.  
5. I'm going to go rollerblading with friends on Friday.  
6. I'm going to go swimming with friends on Saturday.  
7. I'm going to visit my grandparents on Sunday.

96

### Warm-up

Students review weather vocabulary playing a game.

- Review weather vocabulary from page 98 (snow, cloudy, fog, sunny, etc.) by playing Hangman.

### 1 Match the sentence halves using numbers.

Students practise weather vocabulary by matching sentence halves.

#### Answers

1. it's perfect for skiing. 2. take an umbrella to school, 3. of the noise from the storm. 4. but it went into a cloud. 5. you can't see very far. 6. it's very sunny. 7. it's too windy.

### 2 Look at the icons and complete the sentences using adjectives.

Students complete sentences with the correct weather adjectives using weather icons as cues.

#### Answers

1. stormy, 2. foggy, 3. cloudy, 4. sunny, 5. rainy, 6. windy, 7. snowy

### 3 Circle the correct option.

Students read and complete a conversation in the future simple with the correct verb forms.

#### Answers

1. Will, 2. won't, 3. will be, 4. won't, 5. give, 6. won't

### Wrap-up

Students make predictions about events in the school calendar.

- Organise students into pairs and have them come up with a series of predictions for events in the school calendar. They can include, for example, the results of exams, the outcome of school sports tournaments, school festivals and celebrations, etc.
- Invite students to share their ideas with the rest of the class.

|||► (No homework today.)

**Warm-up**

Students review the form of *going to*.

- Write on the board a series of sentence prompts such as the following: my mum / look for a new job, my friends / go to the cinema, etc. Have students construct a complete sentence from each prompt, using the correct form of *going to*.

**4 Complete the conversation using the future with going to tense.**

Students read and complete a conversation with the correct forms of *going to*.

**Answers**

1. are, going to do, 2. are going to drive, 3. are, going to travel, 4. am going to show, are going to start, 5. is, going to end, 6. are not going to visit, 7. Am, going to see, 8. are going to spend, 9. is going to drive, 10. are, going to sleep

**5 Circle one mistake in each sentence. Then write the correct sentences.**

Students correct sentences with mistakes in the future simple or future with *going to*.

**Answers**

1. ~~coming~~ How many people will come to the party? 2. ~~doesn't~~ It won't snow tomorrow. 3. ~~go~~ My brother is going to learn to drive next week. 4. ~~Are~~ Am I going to be in your class next year? 5. ~~don't~~ Sally isn't going to go on the school trip tomorrow. 6. ~~Do we will~~ Will we have any exams next year?

**6 Complete the agenda, using your own information.**

In a personalisation activity, students complete an agenda with weather predictions and plans.

**Answers**

Answers will vary.

**Just for Fun** Student's Book p. 110

Students can work on the activities on this page individually and then check their answers against the *Just for fun Answer Key* on page 158 in their books.

**Big Question**

Students are given the opportunity to revisit the Big Question and reflect on it.

- Ask students to turn to the unit opener on page 97 and to look again at the image. Discuss how this remarkable photo was taken at exactly the right time—precise to within a fraction of a second—to capture the instant in which the dart punctured the water-filled balloon.
- Talk about how certain human activities depend on people, machines, systems, etc. all operating efficiently and punctually. Elicit examples of activities where punctuality and timing are paramount, for example, air travel, a military operation, etc.

**Scorecard**

Hand out (and / or project) a *Scorecard*. Have students fill in their *Scorecards* for this unit.

**Study for the unit test.**

# 8 Unit How do you feel?

## Grammar

**Wh-questions:** Where do you live? How much is it? What is his name?

**What and Which:** What would you like to eat? Which flight is ours?

**Yes / No questions:** Do you live here?

**Ordinal numbers:** first, second, etc

**Reflexive pronouns:** myself, yourself, etc.

## Vocabulary

**Feelings:** anger, angry, embarrassment, embarrassed, excitement, excited, fear, frightened, happiness, happy, jealousy, jealous, sadness, sad, worry, worried

## Writing

Expressing opinions in a review essay

## Speaking

Discussing film reviews

## Project

Making a brochure

In the first lesson, read the unit title aloud and have students look carefully at the unit cover. Encourage them to think about the message in the picture. At the end of the unit, students will discuss the big question: *How do you feel?*

## Vocabulary

### Objective

Students will be able to use **feelings** vocabulary to talk about their emotions.

## Lesson 1

Student's Book p. 112

### Warm-up

Students discuss the theme of feelings and where they come from.

- As a small-group activity, students talk about feelings. Ask *Are feelings more like thoughts or physical sensations? In which parts of the body do we experience emotions?*
- Groups report their answers to the questions to the class.

### 1 Listen and complete the sentences.

Students practise feelings vocabulary in a listening activity.

### Answers

1. jealous, 2. frightened, 3. angry, 4. embarrassed, 5. excited, 6. worried, 7. happy, 8. sad

### 98 Teaching Tip

#### Getting Feedback from Students

Getting feedback from students about your classes can give you valuable insight into not only your teaching, but also your students. One way is to conduct a multiple-choice survey, asking them what they enjoy doing, what helps them learn, what they're excited about after class, etc. After reviewing students' answers, integrate their ideas into your lessons or even guide a brainstorming session on how these ideas could be used in class.

### Audio Script

1. I made cotton candy! But I was so jealous of my friends—they had fun while I worked!  
Jealous. J-E-A-L-O-U-S
2. I looked after my dog. The fireworks were very loud and she was frightened of them!  
Frightened. F-R-I-G-H-T-E-N-E-D
3. I was angry because there was a party outside my house all night—and I had an exam the next day!  
Angry. A-N-G-R-Y
4. Last Independence Day, I dropped an ice cream cone on my T-shirt! I was so embarrassed my face turned red!  
Embarrassed. E-M-B-A-R-R-A-S-S-E-D
5. Our baseball team played in the state finals. I was so excited—hundreds of people watched the game! Excited. E-X-C-I-T-E-D
6. I had to sing the national anthem in front of everyone. I was worried about forgetting the words! Worried. W-O-R-R-I-E-D
7. My friends and I went swimming in the lake. We were so happy. It was the best day of the year!  
Happy. H-A-P-P-Y
8. I always feel sad on Independence Day because my grandma died on this day three years ago.  
Sad. S-A-D

### 2 <sup>41</sup> Listen and repeat the words.

Students listen and repeat vocabulary items.

### Audio Script

1. jealous
2. angry
3. embarrassed
4. frightened
5. worried
6. sad
7. happy
8. excited

### 3 Complete the sentences with the feelings from Activity 1.

Students use the correct feelings vocabulary to complete sentences.

- Draw students' attention to the **Guess What!** box. Read the information aloud and explain these expressions. Ask students if they have got similar expressions in their own language.

### Answers

1. jealous, 2. angry, 3. embarrassed, 4. frightened, 5. worried, 6. sad, 7. happy, 8. excited

### Wrap-up

Students form pairs to share their own sentences about feelings. Write on the board *I feel frightened when... I feel happy when...* Set a stopwatch for two minutes. Have pairs race to think of as many ways to complete the sentences as possible. Then have pairs share their sentences with the class.

### Workbook p. 154, Activities 1 and 2

## Lesson 2

Student's Book p. 113

### ✓ Homework Check!

Workbook p. 154, Activities 1 and 2

#### Answers

#### 1 Write the missing letters to complete the words.

1. excited, 2. frightened, 3. happy, 4. sad, 5. angry, 6. jealous, 7. worried, 8. embarrassed

#### 2 Cross out the word that doesn't belong.

1. sad, 2. excited, 3. sad, 4. excited, 5. angry, 6. happy

### Warm-up

Students review feelings vocabulary by playing Charades.

- Organise students into teams. Have pairs of teams play together. Tell each team to make a set of eight cards, with one feelings adjective on each card: *angry, embarrassed, excited, frightened, happy, jealous, sad, worried*.
- Teams take turns. One student from each team draws a card and acts out the feelings word. His or her team tries to guess which word it is. The team of each pair of teams with the most correct guesses wins.

### 4 Think Fast! Discuss. Which feelings are positive? Which are negative?

Students do a three-minute timed challenge: they determine which feelings are positive and which are negative.

### Answers

*positive* happiness, excitement

*negative* fear, jealousy, anger, worry, embarrassment, sadness

### 5 Circle the correct options. Then, in your notebook, rewrite the sentences so they are true for you.

Students select adjectives or nouns to complete sentences. They then personalise the sentences.

### Answers

1. angry, 2. excited, 3. frightened, 4. worry, 5. embarrassed, 6. Happiness, Answers will vary.

### Extension

Students design and create feelings posters.

- Organise students into groups and invite them to design and create illustrated posters showing feelings adjectives (sad, worried, etc.) and their corresponding abstract nouns (sadness, worry, etc.)
- Display students' posters around the classroom.

### Wrap-up

Students use feelings adjectives and nouns in sentences.

- Students form pairs. Student A says a feelings adjective or noun. Student B uses the corresponding adjective or noun in a sentence.
- Give students an example: A: *frightened*. B: *My cat has got a terrible fear of dogs*.
- Then students switch roles and continue until they have made sentences with all of the vocabulary words.

### ▶▶▶ Workbook p. 154, Activity 3



### Teaching Tip

#### Giving Students Time to Think

During class, remember to give students enough time to listen, think and process their thoughts so that they can then ask something or speak.

While giving them time to think, resist the temptation to talk!

## Grammar

### Objectives

Students will be able to use **Wh- words** to ask **information questions**. They will also be able to use **what** and **which** to ask questions about options.

## Lesson 3

Student's Book pp. 114 and 115

### ✓ Homework Check!

Workbook p. 154, Activity 3

### Answers

#### 3 Complete the sentences with the noun forms of the words in brackets.

1. worry, 2. excitement, 3. jealousy, 4. sadness, 5. anger, 6. embarrassment, 7. happiness

### Warm-up

Students review yes / no questions.

- Write on the board scrambled versions of yes / no questions from the quiz on this page, for example, *you / Do / a / of / have / hobbies? / lot* and have students unscramble them.

### 1 Take the quiz.

Students answer a quiz about feelings.

- Call students' attention to the **Guess What!** box and read the information aloud. Ask students to find examples of reflexive pronouns in the quiz.

### Answers

Answers will vary.

### 2 Stop and Think! Discuss. How important are friends and family in keeping people happy?

- Organise students into small groups and have them discuss the question. Tell students to start by completing the sentence *I feel happy when...* with ideas about friends and family.
- Have students summarise the ideas about how family and friends contribute to their happiness they brainstormed through the sentence completion activity.
- Invite groups to share their ideas with the rest of the class.

### Answers

Answers will vary.

**3 Underline two reflexive pronouns in the quiz and circle the pronouns they refer back to.**

Students underline the reflexive pronouns and state which pronouns they refer to.

**Answers**

ourselves, we; myself, I

**4 Complete the sentences with the question words. Then interview a partner.**

Students complete questions with the correct question words and then ask each other the questions.

- Tell students to look at the box at the top of the page. Talk through the structure. If necessary, write a couple of sentences on the board and highlight the key parts of the structure.

**Answers**

1. How many, 2. Where, 3. How much, 4. What, 5. How, 6. Where

**Wrap-up**

Students write additional questions from Activity 2.

- Have students write a supplementary question for each item in Activity 1. For example, after question 3, *How much money do you spend in a day?*, a student could ask *What do you spend it on?*
- Students ask their partners their follow-up questions.

**Workbook p. 155, Activities 1 and 2**

**Lesson 4**

Student's Book pp. 114 and 115

**✓ Homework Check!**

Workbook p. 155, Activities 1 and 2

**Answers**

**1 Complete the interview using these questions.**

1. What is your favourite TV show? 2. What is it about? 3. When did it start? 4. Who are the actors in it? 5. Why do you like it? 6. How long is the show?

**2 Write yes / no questions.**

1. Are you watching TV right now? 2. Is Hank going to visit us tomorrow? 3. Does Tom usually do judo after school? 4. Did your mum drive you to school yesterday? 5. Is the baby sleeping at the moment? 6. Is there any milk in the fridge?

**Warm-up**

Students distinguish between yes / no questions and *Wh-* questions.

- Write on the board a selection of questions and ask students to say which ones are yes / no questions and which ones are *Wh-* questions.

**5 Write questions for the highlighted parts of the sentences.**

Students use the prompts in the sentences to write questions that correspond to the answer given.

**Answers**

1. Where are you from? 2. What did you have to eat? / What did you eat? 3. What do you like to eat for dessert? / What do you like for dessert? 4. When do you usually go to the cinema? 5. What are you waiting for? 6. What are you going to do this afternoon?

**6 Circle the correct options to complete the sentences.**

Students select the correct question word to complete each sentence.

- Draw students' attention to the **Which and What** box. Read the information aloud. Elicit a few examples.

**Answers**

1. Which, 2. What, 3. which, 4. Which, 5. What, 6. Which

### Wrap-up

Students improvise conversations from the questions in Activity 6.

- Read aloud the correct version of item 1 in Activity 6 (Which one is yours?). First elicit where a person might be asking this question (at an airport, in a hotel, etc.) and then elicit a series of possible answers to the question. Have students work in pairs improvising short exchanges based on the questions in the activity.

▶▶▶ **Workbook p. 155, Activities 3 and 4**



#### Teaching Tip

##### Modeling Improvised Conversations

Improvised conversations, dialogues and role-plays are great ways to gain more fluency in recently-learned language by using it in relatable contexts. However, students may be hesitant to start. It's a good idea to model a sample conversation so students have a concrete example of what's expected of them.

## Writing & Speaking

### Objectives

Students will be able to express opinions in a film review. They will also be able to discuss film reviews.

### Lesson 5

Student's Book pp. 116 and 117

#### ✓ Homework Check!

Workbook p. 155, Activities 3 and 4

#### Answers

**3 In your notebook, answer these questions about holidays in your country.**

Answers will vary.

**4 Complete these sentences with the correct reflexive pronouns.**

1. yourself, 2. myself, 3. herself, 4. ourselves

### Warm-up

Students discuss films that they have seen recently.

- As a small-group activity, have students discuss films that they have seen recently. Encourage them to comment on films that they enjoyed and also on films that they found disappointing.

#### 1 Read the film review quickly. How many stars does the reviewer give *Jurassic World*?

Students skim through a film review and identify how many stars the film got.

#### Answer

Five stars

#### 2 Match the content summaries to the paragraphs in the review. Write the numbers.

Students match sentences with the paragraphs in the review they summarise.

- Draw students' attention to the **Be Strategic!** box. Read the information aloud and encourage students to develop the technique of writing a brief content note next to each paragraph, which will help them write summaries of texts.

#### Answers

*top to bottom* paragraph 4, paragraph 5, paragraph 6, paragraph 1, paragraph 3, paragraph 2

## Wrap-up

Students share opinions about *Jurassic World* or other, similar films.

- Organise students into small groups and invite them to exchange opinions about either this film or other, similar films that all the members of the group have seen. Encourage groups to organise their opinions in topic areas like the summary sentences in Activity 2. Have groups share their views with the class.

## ▶▶▶▶ Workbook p. 156, Activity 1

## Lesson 6

Student's Book pp. 116 and 117

### ✓ Homework Check!

Workbook p. 156, Activity 1

### Answers

**1 Read the book review. Then tick (✓) the correct option.**

1. a, 2. a, 3. b, 4. a, 5. c

## Warm-up

Students brainstorm adjectives to use in a film review.

- With books closed, ask students to write a list of adjectives in small groups that they could use to describe an action film. Prompt them to think of ways of describing the plot of the film, a particular scene, the way an actor acts, a special effect, etc.

## 3 Read some opinions about *Jurassic World*. Match them to the correct type of opinion.

Students sort opinions into categories (positive, neutral, negative).

### Answers

Positive 1, 2, 7 Negative 3, 5 Neutral 4, 6

## 4 Write a review about a film you know. Include information about the following.

Students write film reviews.

### Answers

Answers will vary.

## 5 Share your reviews in small groups. Decide what film to see.

Students share their reviews and vote for the films they would like to see most.

### Answers

Answers will vary.

### Extension

Students create scripts for film trailers.

- Organise students into small groups and have them write scripts and storyboards for trailers for a film that they know and like or even for a made-up film of their own invention.
- Invite groups to share their work with the rest of the class.

## Wrap-up

Students play a guessing game about famous films.

- Organise students into teams. A player from one team describes a famous film (without mentioning the title), referring to elements of the plot, the main characters or the actors who play them, a memorable scene, etc. for the other team(s) to guess.

## ▶▶▶▶ Workbook p. 156, Activity 2

### Preparing for the Next Lesson

Ask students to watch an introductory video about the Holi festival in India: [goo.gl/qLbbw0](http://goo.gl/qLbbw0).

## Culture

### Objectives

Students will be able to talk about the Holi festival in India. They will also be able to discuss the diversity of religious and social festivals around the world.

## Lesson 7

Student's Book pp. 118 and 119

### ✓ Homework Check!

Workbook p. 156, Activity 2

### Answers

**3 Write a review of a comic book, graphic novel or book. Use this plan to help you.**

Answers will vary.

### Warm-up

Students brainstorm the names of religious festivals.

- As a whole-group activity, ask students to brainstorm the names of festivals and celebrations from a variety of religions, for example, Ramadan, Hanukkah, Easter, Diwali, etc. Write suggestions on the board.

### 1 Listen and complete the fact file with cardinal or ordinal numbers.

Students listen and complete a fact file with numbers from the audio.

### Answers

1. second, 2. 1.2, 3. two, 4. 780, 5. 80

### Audio Script

India is the second biggest country in the world. Its population is around 1.2 billion people. There are two official languages—Hindi and English—but there are about 780 languages spoken in India. There are also many different religions. The most common religion is Hinduism. Around 80% of Indians are Hindus.

### 2 Read about the Indian festival of Holi. In your notebook, answer the questions.

Students read a text and find specific information in it to answer questions.

- Call students' attention to the *Guess What!* box and read the information aloud.

### Answers

1. It is the start of the Hindu new year.
2. Happiness, 3. The article says that people dance and sing. 4. No, everyone is invited to play.
5. People are covered with coloured paint.

### Wrap-up

Students share their impressions of the Holi festival.

- As a whole-class activity, invite students to share their impressions of the Holi festival. Ask them if they think that they would enjoy taking part in the festival and why, or why not.

▶▶▶▶▶ (No homework today.)

## Lesson 8

Student's Book pp. 118 and 119

### Warm-up

Students recap information about the Holi festival.

- Students form pairs and take turns asking each other questions about Holi.

### 3 Turn these cardinal numbers into ordinal numbers.

Students turn cardinal into ordinal numbers.

- Call students' attention to the *Cardinal numbers* box and read the information aloud.

#### Answers

8th, 15th, 32nd, 50th

### 4 Listen and circle the numbers you hear.

Students circle the numbers they hear.

#### Answers

2nd, 4, 12th, 31, 52nd, 81st

#### Audio Script

second, four, twelfth, thirty-one, fifty-second, eighty-first

### 5 In your notebook, write a short, 50-word reply to this question.

Students write a short reply to a question about Holi.

#### Answers

Answers will vary.

#### Extension

Students create posters about religious festivals and celebrations.

- Organise students into small groups and invite them to design and create an information poster about a religious festival or celebration from another country.
- Have students display their work around the classroom.

### 6 Stop and Think! Discuss. Are feelings easy / difficult to share with others? Which ones?

- Organise students into small groups and have them discuss the question. Tell students to remember which feelings they classified as negative and which as positive.

- Invite groups to share their ideas with the rest of the class.

#### Answers

Answers will vary.

### Wrap-up

Students role-play conversations about a festival in their own country.

- Organise students into pairs and have them role-play conversations in which a visitor from another country asks a resident about a local or national festival.
- Invite pairs of students to share their role plays with the rest of the class.

**▶▶▶▶▶ (No homework today.)**

## Project

### Objectives

Students will be able to create a brochure.

## Lesson 9

Student's Book pp. 120 and 121

### Warm-up

Students talk about their favourite festivals and celebrations.

- As a whole-class activity, invite students to talk about their favourite festivals and celebrations in their own country.
- Note the celebrations students mention on the board and hold a class vote for students' favourite celebration or festival.

### 1 Read the brochure about a national holiday. Complete the chart.

Students read a brochure and complete a chart with information from the text.

#### Answers

*top to bottom* Burns Night, January 25th, To celebrate the life of Scotland's national poet, Robert Burns

### 2 Read the poem in the article. In your notebook, answer these questions.

Students read part of a poem and answer questions about it.

- Tell students to read the four lines of the poem (the first verse of a four-verse poem by Burns called *A Red, Red Rose*).

#### Answers

Answers will vary.

### Wrap-up

Students discuss their impressions of Burns Night.

- As a whole class, invite students to share their impressions of Burns Night. Referring to details and photos in the brochure (the music, the food, etc.), ask students whether they think they would enjoy participating in a Burns Night celebration and why, or why not.

## Lesson 10

Student's Book pp. 120 and 121

### Warm-up

Students recap information about Burns Night.

- With books closed, recap the key points of the brochure about Burns Night. Either ask straightforward questions such as *Who was Robert Burns?* or make true / false statements and have students identify and correct the false statements.

### 3 Complete the chart about famous people in your country.

Students complete a chart about notable artists, writers, etc. from their country.

#### Answers

Answers will vary.

### 4 Make a brochure for a national holiday for one of the famous people in the chart. Consider the following information.

Students create a brochure for a national celebration in honour of a famous artist, musician, poet, etc.

#### Answers

Answers will vary.

### 5 Stop and Think! Discuss. What does music / a painting / a poem make you feel?

- Organise students into small groups and have them discuss the question. Encourage students to talk about a favourite song, painting or poem. (If necessary, write some ideas on the board to get them started.)
- Invite groups to share their ideas with the rest of the class.

#### Answers

Answers will vary.

### The Digital Touch

To incorporate digital media in the project, suggest one or more of the following:

- Encourage students to use free downloadable brochure-design programmes for their brochures.
- If possible, allow students to upload their work to the school's website.

Note that students should have the option to do a task on paper or digitally.

## Wrap-up

Students compare brochures and vote for their favorites.

- Invite students to vote for their favourite brochures. There can be awards in various categories, e.g., most original ideas, best layout and design, best use of technology, best overall brochure, etc.

## Workbook p. 157, Activities 1 - 4



### Teaching Tip

#### Helping Students Personalise Lessons

Try to show students how their lessons relate to their real lives. If students feel that lessons are relevant to them personally, they will pay more attention in class.

## Review

### Objectives

Students will be able to consolidate their understanding of the vocabulary and grammar learned in the unit.

## Lesson 11

Student's Book p. 122

### ✓ Homework Check!

Workbook p. 157, Activities 1 - 4

### Answers

#### 1 Read the messages and say how the people are feeling.

1. Sheila's angry. 2. Aaron's embarrassed.  
3. Emilio's excited. 4. Lisa's jealous. 5. Walt's worried. 6. Atsuko's happy.

#### 2 Circle the correct option.

1. What, 2. Which, 3. Which, 4. What, 5. What,  
6. Which, 7. Which, 8. What

#### 3 Write the ordinal numbers in letters.

1. fourth, 2. twenty-first, 3. thirty-third, 4. forty-eighth

#### 4 Complete the sequence.

myself, yourself, himself, herself, itself, yourselves, ourselves, themselves

## Warm-up

Students review feelings vocabulary playing a game.

- Review feelings vocabulary from pages 112 and 113 (angry, happiness, embarrassed, etc.) by playing Hangman.

### 1 Look at the emoticons and write the nouns. What is the mystery word?

Students identify abstract nouns for feelings using emoticons.

#### Answers

1. fear, 2. embarrassment, 3. jealousy,  
4. excitement, 5. happiness, 6. worry,  
7. anger, 8. sadness, *Mystery word* emotions

### 2 Circle the correct options to complete the story.

Students read a story and determine whether to complete the sentences with the feelings adjective or noun.

#### Answers

1. excited, 2. jealous, 3. fear, 4. worry,  
5. embarrassment, 6. angry, 7. sad, 8. happiness

### 3 Complete the questions using the words below.

Students complete questions.

#### Answers

1. How long, 2. How much, 3. Who, 4. Why,  
5. What, 6. When, 7. Where, 8. How

#### Extension

Students design their own emoticons.

- Organise students into pairs and have them make their own new designs for emoticons to show fear, excitement, happiness, anger, etc.
- Invite students to display their designs on a poster and to share them with the rest of the class.

#### Wrap-up

Students interview each other in pairs about a time when they felt a mixture of feelings.

- Invite students to ask each other about a time (true or made up) when they experienced a variety or a mixture of emotions, for example, at one moment they were worried, then they felt excitement, etc. Encourage them to use a variety of adjectives and nouns in their stories.

▶▶▶▶ (No homework today.)

## Lesson 12

Student's Book p. 123

### Warm-up

Students review question words.

- Write incomplete sentences such as the following on the board and have students complete them with the correct expression: *To ask about a person, we use the question word \_\_\_\_\_ . To ask about a place, we use \_\_\_\_\_ . To ask about a duration of time, we use \_\_\_\_\_ .*

#### Answers

who, where, how long

### 4 Complete the questions with auxiliary verbs. Write one word in each blank.

Students read and complete questions with the correct auxiliary verb form.

#### Answers

1. do, 2. will, 3. did, 4. Do, 5. is, 6. are, 7. do, 8. Can

### 5 Circle the correct option.

Students select the correct question word to complete the questions.

#### Answers

1. Which, 2. Which, 3. What, 4. What, 5. Which,  
6. What

### 6 Write these ordinal numbers.

Students write ordinal numbers in letters.

#### Answers

sixth, thirty-fourth, fifty-seventh, twenty-third,  
forty-first, sixty-second

### 7 Complete these sentences with the correct reflexive pronouns.

Students write the correct reflexive pronouns.

#### Answers

1. yourselves, 2. ourselves, 3. myself, 4. herself

#### Just for Fun Student's Book p. 124

Students can work on the activities on this page individually and then check their answers against the *Just for fun Answer Key* on page 158 in their books.

## Big Question

Students are given the opportunity to revisit the Big Question and reflect on it.

- Ask students to turn to the unit opener on page 111 and to look again at the image. Discuss how the photo, which shows multiple images of the same person, was put together. Ask students to say which emotion is being shown in each of the three photos of the young man where his face can be seen clearly.
- As a whole class, talk about the way the face reveals our emotions. Talk also about other ways that we show how we are feeling (gestures, body posture, etc.).
- Discuss the fact that it is not always possible to know how a person is feeling from their outward appearance. Talk about the way some people try to hide their feelings and why they might want or need to do this.

## Scorecard

Hand out (and / or project) a *Scorecard*. Have students fill in their *Scorecards* for this unit.

 **Study for the unit test.**



# Verb List

Present	Past	Present	Past	Present	Past
analyse	analysed	give	gave	record	recorded
answer	answered	go	went	remove	removed
appear	appeared	grow	grew	return	returned
arrive	arrived	hang out	hung out	ride	rode
ask	asked	happen	happened	run	ran
be	was / were	have	had	save	saved
become	became	hear	heard	say	said
begin	began	help	helped	see	saw
believe	believed	invent	invented	send	sent
break	broke	investigate	investigated	serve	served
bring	brought	join	joined	sew	sewed
buy	bought	jump	jumped	show	showed
call	called	keep	kept	sing	sang
cancel	cancelled	know	knew	sit	sat
carry	carried	laugh	laughed	sleep	slept
choose	chose	learn	learned	solve	solved
come	came	like	liked	speak	spoke
consider	considered	listen	listened	spend	spent
cook	cooked	live	lived	start	started
create	created	look	looked	stay	stayed
dance	danced	lose	lost	stop	stopped
decompose	decomposed	love	loved	study	studied
describe	described	make	made	swim	swam
design	designed	meet	met	take	took
die	died	miss	missed	tell	told
discover	discovered	move	moved	think	thought
discuss	discussed	need	needed	throw	threw
do	did	notice	noticed	travel	travelled
draw	drew	open	opened	try	tried
drink	drank	paint	painted	turn	turned
eat	ate	pay	paid	use	used
encourage	encouraged	pick	picked	visit	visited
enjoy	enjoyed	plant	planted	wait	waited
exercise	exercised	play	played	walk	walked
feel	felt	practise	practised	want	wanted
find	found	prefer	preferred	watch	watched
finish	finished	prepare	prepared	wear	wore
fly	flew	put	put	win	won
forget	forgot	rain	rained	work	worked
fry	fried	read	read	write	wrote
get	got	receive	received		



# Audio CD Track List

Track	Listening Activity
02	Unit 0. Can be learning be fun? Page 9. Activity 5. Look, circle and complete the sentences with numbers. Then listen and check.
03	Unit 0. Page 11. Activity 16. Listen and check your answers.
04	Unit 0. Page 12. Activity 2. Listen and check your answers.
05	Unit 1. Why do we need rules? Page 15. Activity 3. Listen and unscramble the school subjects in the pictures.
06	Unit 1. Page 15. Activity 4. Listen and circle the correct option.
07	Unit 1. Page 16. Activity 1. Listen and complete the class schedule for Wednesday.
08	Unit 1. Page 16. Activity 2. Listen again and choose the correct option.
09	Unit 1. Page 18. Activity 1. Listen and answer the questions.
10	Unit 1. Page 18. Activity 2. Listen again and circle T (true) or F (false).
11	Unit 2. What's the best job? Page 31. Activity 5. Listen and number. Which speaker is on a bus? ... in New York? ... at school?
12	Unit 2. Page 34. Activity 2. Listen and complete the text.
13	Unit 2. Page 34. Activity 3. Read the text again and guess the company. Then listen and check your answer.
14	Unit 3. Do we really need all this stuff? Page 42. Activity 1. Listen and circle the correct option.
15	Unit 3. Page 43. Activity 3. Listen and write the clothing items each person mentions.
16	Unit 3. Page 43. Activity 4. Listen again and match the speakers to the problems.
17	Unit 3. Page 44. Activity 1. Read the comic and complete the sentences. Then listen and check.
18	Unit 3. Page 47. Activity 3. Listen and circle Paul's choices on the menu.
19	Unit 3. Page 47. Activity 4. Listen again and choose the correct option.
20	Unit 3. Page 49. Activity 3. Unscramble the words and complete the sentences. Then listen and check.
21	Unit 3. Page 49. Activity 4. Correct the false information. Then listen again and check your answers.
22	Unit 4. How do you protect the planet? Page 56. Activity 3. Listen and write the quantities in the table in Activity 1. Who wins the competition?
23	Unit 4. Page 58. Activity 1. Listen and label the items on the table.
24	Unit 4. Page 63. Activity 2. Listen and follow the comic. Then answer the questions.
25	Unit 5. What does it mean to be happy? Page 70. Activity 1. Listen and label the pictures.
26	Unit 5. Page 72. Activity 1. Listen and complete the sentences.
27	Unit 5. Page 73. Activity 4. Listen and decide if the sentences are T (True) or F (False).
28	Unit 6. Page 84. What's your story? Activity 1. Listen and number the book genres.



# Audio CD Track List

Track	Listening Activity
29	Unit 6. Page 85. Activity 3. Complete the sentences using the genres below. Then listen and check.
30	Unit 6. Page 85. Activity 4. Listen and match the titles to the adjectives using numbers.
31	Unit 6. Page 86. Activity 3. Complete the chart using the past form of these regular verbs. Then listen and check.
32	Unit 6. Page 87. Activity 5. Complete the chart using the past form of these irregular verbs. Then listen and check.
33	Unit 6. Page 88. Activity 2. Listen to Malala's story and check your ideas.
34	Unit 6. Page 88. Activity 3. Read the sentences below. Then listen again and write the numbers.
35	Unit 6. Page 91. Activity 3. Listen to the storyteller. Number the events in the story.
36	Unit 7. When is the right time? Page 99. Activity 3. Listen to the world weather forecast. Tick the options you hear.
37	Unit 7. Page 99. Activity 4. Listen again and circle the mistake in each sentence. Write the correct sentences.
38	Unit 7. Page 100. Activity 1. Listen and read the weather forecast and trace the path of the hurricane on the map.
39	Unit 7. Page 104. Activity 1. Read and guess which two facts are false. Then listen and check.
40	Unit 8. How do you feel? Page 112. Activity 1. Listen and complete the sentences.
41	Unit 8. Page 113. Activity 2. Listen and repeat the words.
42	Unit 8. Page 118. Activity 1. Listen and complete the fact file with cardinal or ordinal numbers.
43	Unit 8. Page 119. Activity 4. Listen and circle the numbers you hear.

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